

This catalog is in effect beginning with the fall 2004 term through the summer 2005 term.

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OUR PRESIDENT'S PERSPECTIVE:

Dr. David R. Nicholas

Shasta Bible College and Graduate school is serious about equipping Christian leaders for the 21st Century! If God is directing you into pastoral ministry, youth ministry, music ministry, Biblical counseling, missions, Christian school administration or teaching; I hope you will carefully examine this catalog along with the quality credentials and practical experience of SBC's teaching faculty. Why? Because at SBC we believe that teaching involves more than the transmission of course content. Much of what students gain at SBC is *caught* as well as *taught* by dedicated mentors who take an individual interest in each student. Our task, as we see it, is to *excite* you with insights into Scriptural truth, *equip* you to know, handle and apply God's Word with accuracy and excellence, *motivate* you to confront the darkness of contemporary culture with a boldness and power that comes only through Holy Spirit empowerment, and to *model* before you a passion for the souls of men, the priority of personal discipleship and the ministry of Bible believing local churches.

Over the past 30 years, God has privileged Shasta Bible College and Graduate School to equip Christian leaders who now serve across the nation and in many parts of the world. In fact, alumni surveys reveal that over 80% of SBC's male graduates enter church ministry, missions or graduate seminary studies. Over 60% of SBC alumni (male and female) are presently engaged in some form of vocational Christian service. SBC students who go on for graduate study find that they are exceptionally well-prepared in Biblical knowledge, theological understanding and Biblical languages.

Often students who come to SBC to acquire a Biblical foundation for life find that their SBC experience causes them to "blossom" both spiritually and academically. As a result, many discover new *purpose* in the prospect and privilege of serving Christ. This newfound *purpose* can revolutionize study habits and provide fresh motivation for academic pursuits. Even students with mediocre high school or college records are frequently transformed into serious students. No guarantees, but it can and does happen!

New and returning students this year enjoy state-of-the-art library facilities and classrooms in SBC's recently constructed Learning Resource Center. We rejoice over God's provision and we are everlastingly grateful for the generosity of so many friends of the College who are committed to equipping future Christian leaders. We look forward to God's continued blessing as Shasta Bible College and Graduate School grows and expands to meet the challenges of equipping Christian Leaders for the 21st Century!

If you're looking for an affordable Christian college where commitment to Biblical Inerrancy and the sufficiency of Christ for life and ministry is foundational . . . where historic Biblical Christianity is defended and taught without apology . . . and where professors really care about students, then Shasta Bible College and Graduate School may be just the place for you! So, if you're serious about serving Christ, I hope you will join us at SBC where we're serious about equipping you to fulfill Christ's final command (Matt. 28:19, 20).

Yours for equipping faithful servants,

David R. Nicholas, M.S., Th.D., President

OUR CHANCELLOR'S CHALLENGE:

We live in a day and age when little consideration is given to the practical aspects of Biblical communication. Because of the many fine Bible expositors who minister daily or weekly over radio, television, and in growing Bible-believing local churches across the country, people can know a great deal about the Bible without ever really making Biblical precepts a practical part of their lives. What we need today are Spirit-controlled students dedicated not only to *talking the walk*, but also to *walking the talk!* Only then will we prepare future servants of Christ who will *finish well!*

As Chancellor, it is my desire to see young men and women taught not only the truths of God's Word, but how to implement those truths in their lives and ministries so that people will see Christ living in and through them.

Shasta Bible College and Graduate School is committed to helping students grow in their knowledge of the Scriptures. But we are equally dedicated to their personal spiritual growth and the cultivation of their desire to love and serve the Savior, who came to earth as God incarnate, setting for us an example of how to be a servant on behalf of the Father.

If God should be speaking to you about attending a Bible College more interested in helping men and women become outstanding vessels for our Lord's service than in numbers or the development of a name, then you must prayerfully consider SBC. I trust that it might be my privilege someday to see you here as a student.

Royal D. Blue, B.A., D.D.

GENERAL INFORMATION

ACCREDITATION

Shasta Bible College and Graduate School, 2951 Goodwater Avenue, Redding, CA 96002, is accredited by the Accreditation Commission of the Transnational Association of Christian Colleges and Schools as a Category I institution offering Certificates, Diplomas, and Associate Degrees; as a Category II institution offering four-year Bachelor's degrees; and as a Category III institution offering Master's degrees. The Transnational Association of Christian Colleges and Schools is listed by the United States Department of Education as a nationally recognized institutional accrediting agency serving Christian undergraduate and graduate institutions of higher learning. TRACS is also recognized by the Council for Higher Education Accreditation (CHEA). TRACS offices are located in Forest, Virginia, and may be contacted by writing to TRACS, P.O. Box 328, Forest, VA 24551, or calling (804) 525-9539 (www.tracs.org).

CALIFORNIA STATE RECOGNITION

Shasta Bible College and Graduate School is approved to operate as a degree-granting institution in the State of California under California Education Code Section 94310 (d)(1)(A), by the Bureau for Private Postsecondary and Vocational Education. Approval to operate means that the Council has determined and certified that an institution meets minimum standards established by the council for integrity, financial stability, and educational quality, including the offering of bona fide instruction by qualified faculty and the appropriate assessment of student's achievement prior to, during, and at the end of its program.

APPROVAL FOR VETERANS: The College is also approved by the BPPVE under Title 38, Chapter 36, U.S. Code Sections 3671(a) and 3672(a) for the training of eligible veterans and their dependents. The following programs are approved for veterans:

- Certificate in Biblical Studies
- Certificate in Early Childhood Education
- A.A. in Biblical Studies
- A.A. in Early Childhood Education and Administration
- Diploma in Biblical Studies
- B.A. in Christian Professional Studies (both Biblical Studies and Biblical Counseling/Christian Family Life Education)
- B.A. in Bible and Theology

The Secondary Bachelor of Arts in Biblical Studies is not included with this approval. Individualized Distance Education courses are approved when applicable to the Associate of Arts in Early Childhood Education only. They do not apply to the Certificate in Early Childhood Education.

NON-PROFIT STATUS

Shasta Bible College and Graduate School is a non-profit (501 (c) (3)) corporation, incorporated under the Secretary of the State of California.

IMMIGRATION AND NATURALIZATION SERVICE

Shasta Bible College and Graduate School is authorized under Federal law to enroll nonimmigrant students.

ASSOCIATION OF CHRISTIAN SCHOOLS INTERNATIONAL

Shasta Bible College and Graduate School holds membership in ACSI and is approved to offer both classes and programs leading to ACSI Teacher Certification and Recertification for Christian school teachers and administrators.

HISTORY AND DEVELOPMENT

Equipping committed, qualified Christian leaders for Christ's service in the 21st century is the mission of Shasta Bible College & Graduate School. The institution's origins date back to 1970 when God laid it upon the heart of Dr. Royal D. Blue to investigate the possibility of initiating an evening Bible institute extension from Multnomah School of the Bible, utilizing the facilities of North Valley Baptist Church. While speaking at Multnomah's Spiritual Life Conference, Dr. Blue met with Dr. John Mitchell, Dr. Willard Aldrich and Mr. John Grunland (director of the evening school) concerning the possibility of bringing an extension program to Redding. Several weeks later, Dr. Aldrich and Mr. Grunland flew to Redding to meet with Dr. Blue and other pastors in the Redding area who were burdened to make Bible institute courses available in the Northern California area. The need for such a program was evidenced by the increasing demand on North Valley Baptist Church to supply young pastors to minister in area churches which lacked qualified leadership, thus an extension program was initiated which subsequently developed into the Northern California Bible Institute (NCBI) with Rev. Hubert Garland as its first part-time Executive Director.

A second stage of growth came under the direction of Dr. Oran Smith who was called as NCBI's first full-time Executive Director. It was under Dr. Smith's leadership that the day program was begun in addition to the original evening Bible Institute. During these years NCBI flourished and extension centers were developed in Susanville, Weaverville and other surrounding population centers. Following the home-going of Dr. Smith, Rev. Don Lamberson and Rev. Lynn Pace assumed the leadership followed by Mr. Roger Martin under whom NCBI became independent in 1979 with its own Board of Directors and committees composed of concerned Christian leaders and laymen. Following the resignation of Rev. Martin to enter church ministry, Dr. Charles Shoemaker was called as Executive Director. During Dr. Shoemaker's tenure NCBI's first buildings were erected and the institution was authorized to grant degrees by the California State Board of Education. On January 1, 1982, NCBI officially became known as Shasta Bible College under the leadership of Dr. Gordon Rasmussen who was called as President following the resignation of Dr. Shoemaker. Under Dr. Rasmussen's administration the Oran Smith Building was completed and steps were taken to move the College toward accreditation with the American Association of Bible Colleges.

In July of 1985, Dr. David Nicholas was selected to assume the presidency. Coming from a background of experience in both pastoral ministry and Christian higher education, Dr. Nicholas led in the broadening of SBC's curriculum, initiated a daily radio Bible teaching broadcast known as *Truth for Today*, led SBC in sponsoring the annual Greater Redding Area Church Enrichment Convention (GRACE), and began an aggressive pursuit of institutional accreditation. In 1997, accreditation with the Transnational Association of Christian Colleges and Schools (TRACS) was attained. TRACS is the only Christian accrediting agency approved by the U.S. Department of Education to accredit both undergraduate and graduate institutions. TRACS is also approved by the Council on Higher Education Accreditation (CHEA). Consequently, Shasta Bible College and Graduate School is now listed in the publications, *Accredited Institutions of Postsecondary Education* (consulted by all accredited institutions to determine transfer credit eligibility), and the *Higher Education Directory*, which lists all USDE approved institutions and accrediting agencies. Shasta Bible College and Graduate School is also approved by the Association of Christian Schools International to offer classes and programs leading to ACSI Certification.

Currently, SBC offers Bachelor of Arts degrees in Bible and Theology with emphases available in Pastoral Ministry, Cross Cultural Missions, Biblical Studies, Theological Studies, Biblical Languages, Biblical Counseling, Christian Family Life Education, Youth Ministry, Christian Education, and Christian Teacher

Education. A Bachelor of Arts in Christian Professional Studies is also offered (*Available only in the ASCEND Program, a intensive degree completion curriculum designed for students 25 years and older who have completed at least 60 units or hold an A.A. degree*). In 1999, the graduate division of SBC was initiated making the Master of Science in Church/School Administration available to educators desiring to qualify for administrative positions in the Christian school and/or church environment. Students in the M.S. program may emphasize counseling/psychology, assessment, or family and youth ministries. Additional Masters degrees in Christian Ministry, Biblical Counseling and Christian Family Life Education are currently under development.

Shasta Bible College and Graduate School also offers a unique educational service to the community through its SOAR (*Strategic Opportunity for Academic Recovery*) program. This program provides individualized educational assistance to students in public and private schools who are struggling with reading and math. The SOAR program has proven successful in raising student grade levels and affords SBC's education majors hands-on experience in dealing with educationally challenged elementary and high school students as well as some adults.

The campus is located on 63 acres three miles east of downtown Redding. Presently, two sixplex student dormitories provide housing for single students and the College assists married students in finding housing off campus. Oran Smith Hall houses the Student Services offices, the Student Bookstore, a shared classroom for the SOAR program, the Chapel, Dining Hall and the Student Lounge. The Faye Messler Library is located on the ground floor of the new Learning Resource Center along with a unique Creation Museum featuring fossils, artifacts and other geological evidences supporting the Biblical account of creation a world-wide flood. Additional classrooms, faculty and administrative offices and The Robert G. Nicholas Evangelists' Hall of Fame are located upstairs on the second floor.

Today, over 60% of Shasta Bible College and Graduate School graduates (male and female) are active in some form of vocational Christian service. 80% of SBC's male graduates either enter some form of church ministry or go on for graduate seminary work. Thus far, nearly 100% of SBC's Christian teacher education graduates have been placed in Christian schools. Recently, a number of SBC alumni have been accepted for missionary service with mission organizations including the Association of Baptists for World Evangelism (ABWE), Evangelical Baptist Missions, Village Missions, and American Missionary Fellowship (add additional agencies). In addition, SBC alumni are pastoring churches affiliated with the General Association of Regular Baptists (GARBC), Conservative Baptist Association of America (CBA of A), The Independent Fundamental Churches of America (IFCA), The Southern Baptist Convention, and various other independent Baptist, Community and Bible churches. SBC also has alumni serving as military chaplains in the armed forces.

LOCATION AND FACILITIES

The campus is situated on a twenty-six acre parcel, located three miles east of downtown Redding, just off Highway 44, near Airport Road, providing easy access to nearby air and bus terminals.

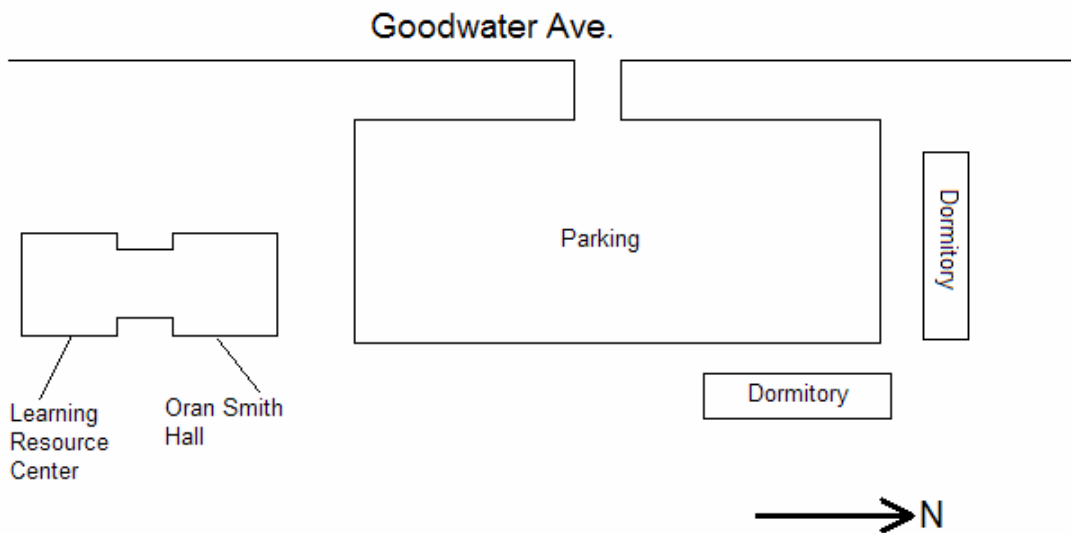
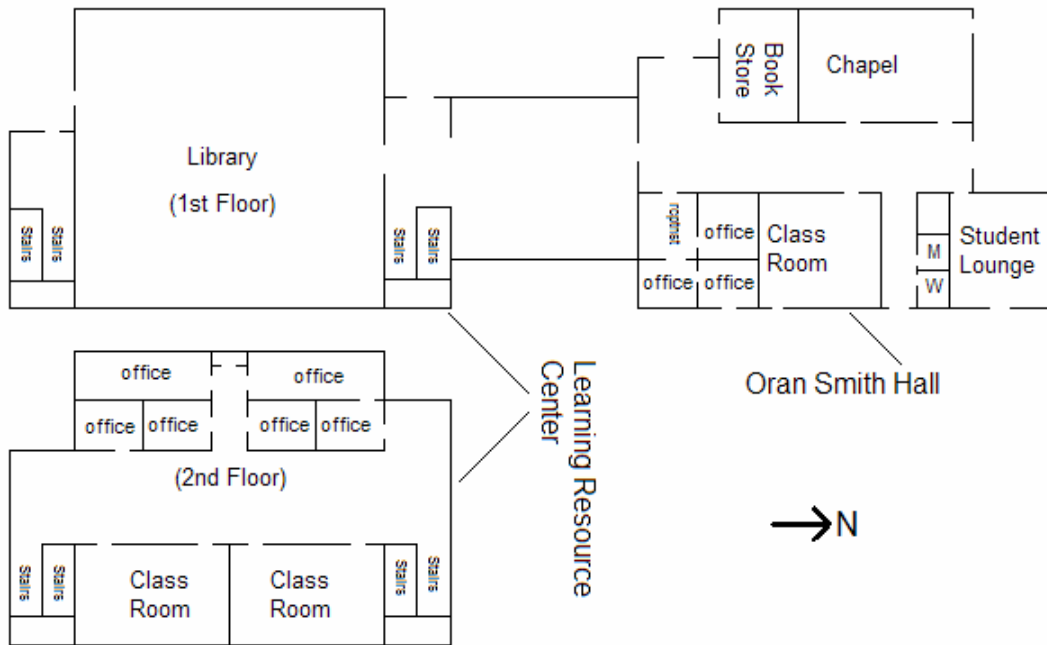
Because Redding is located at the hub of Northern California's recreational wonderland, students have easy access to both summer and winter outdoor opportunities. Summer water sports (boating, water skiing, and fishing), outdoor activities (hiking, camping, climbing, and backpacking) and winter sports (downhill and cross country snow skiing) are all within a short drive.

A young and growing campus, Shasta Bible College and Graduate School, presently has two six-plex student apartments to house both single and married students. Oran Smith Hall is the current site for two classrooms, the chapel, a student lounge, the Book Store and Student Services (Admissions and Records, and Financial Aid). The Learning Resource Center currently houses the library, Administration/Faculty offices and classrooms.

The facilities for on-campus parking, study, and recreation are adequate for a growing student body. All facilities and equipment fully comply with all federal, state, and local ordinances and regulations for health, fire, and building safety.

Library

The library consists of over 30,000 volumes and over 250 (64 current) periodical titles in theological and Biblical studies, education, and other popular Christian and various secular publications. The library collection also includes helpful video and audio resources. In addition, students have access to the 100,000 volume collection of Simpson College, as well as that of Shasta College. Internet access to on-line educational resources is provided to all faculty and students on campus through the Shasta Bible College and Graduate School web site links and other educational resources on the Internet.



ADMINISTRATION

OFFICE OF THE PRESIDENT

David R. Nicholas, President. Westmont College; B.A., Los Angeles Pacific College (Azusa Pacific University), 1963; M.Div., Los Angeles Baptist Theological Seminary, 1966; M.S., University of Southern California, 1967; Th.M., Talbot Theological Seminary, 1971; Th.D., Grace Theological Seminary, 1982.

Linda Iles, Executive Assistant to the President. B.A.

OFFICE OF THE CHANCELLOR

Royal D. Blue, Chancellor. B.A., Bible Institute of Los Angeles, 1954; D.D., Talbot Theological Seminary, 1968.

OFFICE OF THE DEAN

Stephen G. Brown, Academic Dean. B.A., University of California at Los Angeles, 1965; B.D., Talbot Theological Seminary, 1968; Th.M., Western Conservative Baptist Seminary, 1970; M.A., Ph.D., Brandeis University, 1972, 1974.

Helen Baugh, Secretary to the Academic Dean

OFFICE OF THE DEAN OF STUDENTS

Keith H. Stone, Dean of Students. B.A., Los Angeles Baptist College, 1966. M.Div., Los Angeles Baptist Theological Seminary (Northwest Baptist Seminary, Tacoma, WA), 1969; S.T.M. in Christian Education, Dallas Theological Seminary (with honor), 1976; D.D., Shasta Bible College, 1991; doctoral studies in progress, Central Baptist Seminary, Minneapolis, Minnesota.

Donna Nicholas, Dean of Women; Linda Iles, Assistant Dean of Women.

OFFICE OF ADMISSIONS AND RECORDS

George Gunn, Dean of Admissions and Records. B.A. Shasta Bible College, 1981; M.Div. Northwest Baptist Seminary, 1980.

Mark Mueller, Registrar, Enrollment Manager. Diploma, Word of Life Bible Institute, 1986; B.A., Shasta Bible College, 1989; M.Div., Northwest Baptist Seminary, 1993.

OFFICE OF BUSINESS AFFAIRS

Mary McEntire, Controller/Bursar
Director of Grounds and Maintenance
Helen Baugh, Bookstore Manager

OFFICE OF FINANCIAL AID

Jeff Hage, Director, B.A., M.S., Shasta Bible College; Ed.D. (Candidate) Louisiana Baptist University.

OFFICE OF CHRISTIAN TEACHER EDUCATION

Elyot Johnson, Director of Professional Education, Ed.D., University of Colorado.

OFFICE OF EXTERNAL STUDIES

Jeff Hage, Coordinator of External Studies, Distance Education Coordinator, B.A., M.S., Shasta Bible College; Ed.D. (Candidate) Louisiana Baptist University.

LEARNING RESOURCES CENTER

Virginia M. Williams, Director of Library Services. B.S., Los Angeles Baptist College, 1970; M. Libr., University of Washington, 1980.

OFFICE OF INSTITUTIONAL ADVANCEMENT

David R. Nicholas, President. Westmont College; B.A., Los Angeles Pacific College (Azusa Pacific University), 1963; M.Div., Los Angeles Baptist Theological Seminary, 1966; M.S., University of Southern California, 1967; Th.M., Talbot Theological Seminary, 1971; Th.D., Grace Theological Seminary, 1982.

Donald F. Mac Neill, Director of Planned Giving and Development. B.A., Houghton College, New York, 1955; M.Div., Denver Seminary, 1959; LUTCF, 1986.

David Van Dyke, B.A., Simpson College, 1993, Investment Strategist

Chereen Beck, B.A. Simpson College, 1995.

George Gunn, Dean of Admissions and Records. B.A. Shasta Bible College, 1981; M.Div. Northwest Baptist Seminary, 1980.

ACADEMIC FACULTY

Nicholas, David R., Th.D.

President, Professor of Bible and Theology, 1985: Westmont College; B.A., Los Angeles Pacific College (Azusa Pacific University), 1963; M.Div., Los Angeles Baptist Theological Seminary, 1966; M.S., University of Southern California, 1967; Th.M., Talbot Theological Seminary, 1971; Th.D., Grace Theological Seminary, 1982.

SERVICE MINISTRIES: Board Member Southwest Baptist Home Missions, 1982-84; Board Member Victory Ranch, Southern California Regular Baptist Conference Camps, 1982-84; Member Board of Trustees, Christian Heritage College, El Cajon, CA, 1980-84; Member Board of Trustees, Northwest Baptist Theological Seminary, Tacoma, WA, 1994 to present; Chairman Greater Redding Area Christian Education Convention (GRACE), 1988 to present; President, Shasta County Evangelical Ministerial Association, 1993 to 1996; Member Accreditation Commission, Transnational Association of Christian Colleges and Schools, 1994 to present.

POSTGRADUATE STUDIES: University of Southern California; Institute of Holy Land Studies (Jerusalem University College), Jerusalem, Israel; Claremont Graduate School; University of California, Santa Barbara.

EDUCATIONAL MINISTRIES: Academic Dean and Associate Professor of Bible and Theology, Southwestern Baptist Bible College, Phoenix, AZ, 1978-1980; Executive Vice President, 1972-1975, and President, 1975-1976, of Van Nuys Christian College, Van Nuys, CA; Director of Admissions, Registrar, and Instructor in Bible, Evangelism and Biological Sciences, Los Angeles Baptist College and Los Angeles Baptist Theological Seminary, Los Angeles, CA, 1966-72.

PASTORAL MINISTRIES: Youth: Associate Pastor, First Baptist Church, El Monte, CA; Area Youth Pastor, Regular Baptist Youth Association of Southern California; Department Head and Pastoral Staff, First Baptist Church, Van Nuys, CA; Senior Pastor, Tri-Lakes Baptist Church, Columbia City, IN; Grace Baptist Church and Christian Academy, Yuba City, CA; Placerita Baptist Church, Newhall, CA.

CHURCH PLANTING: Saddleback Baptist Church, Mission Viejo, CA.

FULL-TIME FACULTY

Brown, Stephen G., Ph.D. - Bible, History, Languages

Dean, Professor of Bible and History, 1991: B.A., University of California at Los Angeles, 1965; B.D., Talbot Theological Seminary, 1968; Th.M., Western Conservative Baptist Seminary, 1970; M.A., Ph.D., Brandeis University, 1972, 1974.

POSTGRADUATE STUDIES: Institute of Holy Land Studies (Jerusalem University College), Jerusalem, Israel; University of Judaism; Fuller Theological Seminary.

SERVICE MINISTRIES: Work-Study Program Leader, Kibbutz Ashdot Ya'acov Meuhad (Galilee), Baptist Youth for Israel, 1977; Translation Consultant, United Bible Society, Ivory Coast, Zaire, and Kenya, Africa, 1988.

EDUCATIONAL MINISTRIES: Assistant Professor of Bible, Biola University, 1973-1976; Associate Professor of Old Testament, Los Angeles Baptist College (The Master's College), 1976-1984; Contributor, New American Standard Study Bible, Lockman Foundation, La Habra, CA.

PASTORAL MINISTRIES: Youth Pastor, Norwalk Bible Baptist Church, Norwalk, CA, 1966; Pastoral Intern, Dutch Reformed Church, Buena Park, CA, 1968.

Confer, Harlan, III, Ph.D. - Biblical Counseling

Professor of Christian Education and Counseling, 1995; B.A., Whitworth College, 1956; B.D., 1960 (commuted to M.Div., 1976), M.R.E., American Baptist Seminary of the West, 1961; M.S., University of Southern California, 1970; Ph.D., Southwestern Baptist Theological Seminary, 1979.

POSTGRADUATE STUDIES: "The Counselor in Counseling" (eight week seminar), California Baptist Theological Seminary, Covina, CA; "Pastoral Counselor Training" (ten week seminar), Veteran's Administration Hospital, Phoenix, AZ; "Autumn Training Course in Transactional Analysis and Gestalt Therapy" (eight week seminar), San Antonio Group Psychotherapy and Group Process Society, San Antonio, TX; Concentrated courses for Biblical Counseling Foundation, Track I, August 1995, Track II, February 1996, Track IV, August 1996.

PROFESSIONAL EDUCATION EXPERIENCE: Assistant Professor, Biola University/Talbot Theological Seminary and Graduate School of Theology, La Mirada, CA, 1980-1984; Instructor for Taylor Johnson Temperament Analysis; Seminar Director, Prepare/Enrich by Prepare/Enrich, Inc.; Clinical Member of American Association for Marriage and Family Therapy; Member, Board of Trustees, Shasta Bible College and Graduate School, 1984-present.

PASTORAL MINISTRIES: ; Program Director, Baptist Camp, Crestline, CA, 1961; Interim Pastor, Calvary Baptist Church, Ridgecrest, CA, 1962-1963; Pastor, First Baptist Church, Globe, AZ, 1963-1966; Chaplain, U.S. Army Training Center, Ft. Bliss, TX, 1966; Pastor, Weierhof Chapel Center, Federal Republic of Germany, 1967-1971; Assistant Pastor, Main Post Chapel, Ft. Hood, TX, 1971-1973; Chaplain, U.S. Army, Rank: Major, 1966-1977; U.S. Army Reserve Chaplain, 1978-1980; Pastor, First Baptist Church, Red Bluff, CA, 1984-1995.

Gunn, George A., M.Div. - Bible, Theology, Biblical Languages.

Dean of Admissions and Records, Associate Professor of Biblical Languages and Church History, 1986; B.A. Shasta Bible College, 1981; M.Div. Northwest Baptist Seminary, 1980.

PASTORAL MINISTRIES: Youth Minister, Palo Cedro Community Baptist church, Palo Cedro, CA, 1975-1976. Pastor (part-time), Wildwood Community Church, Wildwood, CA, 1977. Itinerant Teacher on the Olympic Peninsula for American Missionary Fellowship, WA, 1977-1978; Youth Minister, Kapowsin Community Baptist Church, Kapowsin, WA, 1978-1980; Church Planter/Pastor, Forest Ranch Baptist Church, Forest Ranch, CA, 1981-1990; Pastor, Lake Blvd. Baptist Church, Redding, CA, 1990-1995; Pastor Crossroads Baptist Church, Bella Vista, CA, 1995 to 1997; Pastor of Spiritual Life and Development, North Valley Baptist Church, Redding, CA, 1999-2002.

Mueller, Mark, M.Div. - Bible

Assistant Professor of Bible, 2001; Diploma, Word of Life Bible Institute, 1986; B.A., Shasta Bible College, 1989; M.Div., Northwest Baptist Seminary, 1993.

PASTORAL MINISTRIES:

Nicholson, Chris, M.A. - Music, Humanities

Assistant Professor of Music and Humanities, 1983; B.A. Shasta Bible College, 1998; B.S. Western Baptist College, 1998; M.A., California State University, Dominguez Hills, 2002.

PROFESSIONAL EDUCATION EXPERIENCE: Teacher of Spanish, History and Music, Liberty Christian High School, Redding, CA 1973 -1978; Teacher of Music, North Valley Christian High School, 1980-2000.

MINISTERIAL EXPERIENCE: Assistant Music Director, Calvary Baptist Church, Everett, WA, 1972-1973; Music Minister, Grace Baptist Church and Schools, Redding, 1973-1978; Director of Music, Light Ministries, 1978-1980; Minister of Music, North Valley Baptist Church, 1980-2000.

Stone, Keith H., S.T.M., - Christian Ministry, Bible, Theology

Dean of Students, Associate Professor of Pastoral Ministries and Christian Education, 1999; B.A., Los Angeles Baptist College, 1966. M.Div., Los Angeles Baptist Theological Seminary (Northwest Baptist Seminary, Tacoma, WA), 1969; S.T.M. in Christian Education, Dallas Theological Seminary (with honor), 1976; D.D., Shasta Bible College, 1991; doctoral studies in progress, Central Baptist Seminary, Minneapolis, Minnesota.

PASTORAL MINISTRIES: Intern assistant with Dr. Charles Wagner, Everett, WA; Interim pastor, Upland Bible Church, Upland, CA; Minister of Christian Education, Calvary Bible Church, Burbank, CA, 1976; Senior Pastor, Sierra Baptist Church, Newcastle, CA, 1971-76; Founder and Senior Pastor, Placer Bible Church, Auburn, CA, 1977-86; Interim Pastor, Faith Baptist Church, Willows, CA 1992-93; Senior Pastor, Billings Bible Church, Billings, MT, 1993-95; Senior Pastor, Valley Bible Church, Billings, MT, 1996-99.

PROFESSIONAL EDUCATIONAL MINISTRIES: External Studies Coordinator, Western Conservative Baptist Seminary, Portland, OR, 1977-80; Dean, Professor of Practical Theology, Shasta Bible College, 1986-91.

CHURCH PLANTING: Yerrington, NV; Fall River Mills, CA; Auburn, CA.

Williams, Virginia, M., M.Libr - Library Science, Education

Head Librarian, Assistant Prof. Library Science, 1996: B.S., Los Angeles Baptist College, 1970; M. Libr., University of Washington, 1980.

PART-TIME FACULTY

Arnett, Lisa Louise, M.S., - Elementary Education

Assistant Professor of Elementary Education, 2002: B.S., San Jose State University, 1981; B.A., Shasta Bible College, 1999; M.S., Shasta Bible College, 2000.

Brown, Heather J., M.A. - Elementary Education, TESL

Adjunct Assistant Professor in Professional Education, 1997: B.A., Biola University, 1967; M.A., Whittier College, 1976; C.L.A.D. (Cross-Cultural Language Acquisition Development Certificate), California Life Teaching Credential, Elementary, K-9.

Buckle, John P., M.Div. - Biblical Counseling, Bible, Ethics

Assistant Professor of Christian Education and Counseling, 1998: B.A., California State University, Fullerton, 1970; M.Div., Talbot Theological Seminary, 1980.

Campbell, Terry V. M.S. –

Instructor, 2003: B.A., East Carolina University, 1979; M.A., Liberty Baptist Seminary, 1981; M.S., Bob Jones University, 1989.

Carothers, Linn E, Ph.D. - Science

Professor, 2000: B.S., University of Southern California, 1973; M.S., California State University at Northridge, 1979; Ph.D., University of Southern California, 1987.

Chapman, Jeffrey M, Th.M. - Bible, Theology

Assistant Professor, 1999: B.A., California State University, Stanislaus, 1976; Th.M., Dallas Theological Seminary, 1984.

Confer, Charlotte, M.S. - Biblical Counseling

Assistant Professor of Biblical Counseling, 2000: B.S.N., M.S.N., California State University, Los Angeles, 1959, 1983; M.R.E., California Baptist Theological Seminary, Covina, CA, 1961; M.S.Ed., C.P.N.P., University of Southern California, 1970, 1985; Health/Services Credential, California State University Sacramento, 1989.

Davis, Grady L., M.A. – Education

Assistant Professor of Professional Education, 2003: B.S., West Texas State College, 1956; B.D., M.C.M., Golden Gate Baptist Seminary, 1961; M.A., San Francisco State University, 1965.

Edwardson, Paul, M.A. - Pastoral Ministries

Associate Professor of Pastoral Ministries, 1994: Diploma Pastoral Studies, Canadian Bible College, 1948; M.A., Grace Graduate School West, 1982: additional graduate studies: Fuller Theological Seminary, School of Missiology, 1979; D.D., Shasta Bible College, 1995.

Franklin, Al, M.Div. - Bible, Homiletics

Associate Professor of Bible and Homiletics, 1988: B.A., Western Baptist College, 1960; M.Div., San Francisco Baptist Seminary, 1967.

Furman, Rexford, M.Div. – Bible and Theology

Instructor of Bible and Theology, 2003: Th.B. Baptist Bible Seminary (now Baptist Bible College, Clarks Summit), 1967; M.Div, Los Angeles Baptist Seminary (now Northwest Baptist Seminary, Tacoma), 1970.

Gish, Duane T., Ph.D. - Science

Professor of Science, 1993: B.S., University of California, Los Angeles, 1949; Ph.D., University of California, Berkeley, 1953.

Graham, Ron, M.Div. – Bible, Theology

Instructor of Bible and Theology, 2004: B.S., Western Baptist College, Salem, 1973; M.Div., Northwest Baptist Seminary, Tacoma, 1980.

Grotzke, Robert Dean, D.Min. – Christian Education, Bible, Theology

Associate Professor of Christian Education, Bible and Theology, 2003: B.A. Pillsbury Baptist Bible College, 1967; M.Div., San Francisco Baptist Seminary, 1972; D.Min., Golden Gate Seminary, 2000.

Hage, Gayle, M.P.A - Early Childhood Education

Assistant Professor of Early Childhood Education, 1998: A.A., Mt. San Antonio College, 1977; B.S., California State University, Fullerton, 1979; M.P.A., California State University, Chico, 1993.

Hage, Jeff, M.S. – Education, P.E.

Assistant Professor of P.E. and Education, 2003: B.A., Shasta Bible College, 2001, M.S. Shasta Bible College, 2002; Ed.D. (candidacy status) Louisiana Baptist University, 2004.

Harroun, Leon E., M.S. – Education

Associate Professor of Education, 1999: B.A., California State University, Fullerton, 1978; M.S., Pepperdine University, 1980.

Iles, Dan C., Th.M. – Bible

Assistant Professor, 2002: B.A., Southeastern Bible College, Birmingham, AL 1971; Th.M., Dallas Theological Seminary, Dallas TX, 1976; D.Min, Western Seminary, Portland, OR, in progress.

Johnson, Elyot, Ed.D. – Education, Administration

Professor of Education, 2003; B.A., Denver Baptist Bible College, 1956; M.A., University of Colorado, 1958; Ed.D. University of Colorado, 1964.

Miller, David, Th.D. – Bible, Theology

Professor, Bible and Theology, 2001: B.A., Western Baptist College, Salem, 1963; B.D., San Francisco Baptist Theological Seminary, San Francisco, 1966; Th.M., San Francisco Baptist Theological Seminary, San Francisco, 1969; Th.D., Grace Theological Seminary, Winona Lake, 1977

Moldenhauer, Sephen, D.Min. – Bible, Theology

Assistant Professor, Bible and Theology, 2003: B.A., Calvary Bible College, Kansas City, 1972; M.A., D.Min., Trinity Theological Seminary, Newburgh, 1990, 1999.

Nicholas, David R., Th.D. - Theology, Apologetics

President, Professor of Bible and Theology, 1985: Westmont College; B.A., Los Angeles Pacific College (Azusa Pacific University), 1963; M.Div., Los Angeles Baptist Theological Seminary, 1966; M.S., University of Southern California, 1967; Th.M., Talbot Theological Seminary, 1971; Th.D., Grace Theological Seminary, 1982. Post graduate studies: University of Southern California; Institute of Holy Land Studies (Jerusalem University College), Israel; Claremont Graduate School; University of California, Santa Barbara.

Northrup, Bernard E., Th.D. - Old Testament Studies, Biblical Languages

Professor of Bible and Languages, 1985: B.A., Westmont College, 1950; Summer Institute of Linguistics; Th.M., Th.D., Dallas Theological Seminary, 1955, 1961.

POSTGRADUATE STUDIES: Scholarship studies in Israel, New York University, sponsored by U. S. Department of State and the State of Israel, 1961; Biblical Counseling Foundation, Santa Barbara, California, August, 1996.

Pent, Benjamin, M.A. - Bible, Theology

Associate Professor of Bible and Theology, 1989; Diploma, Moody Bible Institute, 1958; B.A., Trinity College, 1961; M.A., Denver Baptist Seminary, 1976; additional graduate work, Trinity Evangelical Divinity School.

Putnam, Christopher, M.Div. – Bible

Instructor of Bible, 2004: B.A., Biola University, LaMirada, 1982; M.Div., Talbot Theological Seminary, LaMirada, 1987.

Roberts, Stephen L., M.R.E. - Mathematics, Education

Assistant Professor of Education, 1994: B.A., California State University, Chico, 1973; M.R.E., Grand Rapids Baptist Seminary, 1984; California State Credential; Professional Administration Certificate, ACSI.

Slavens, Larry, M.Div. – Bible, Theology

Instructor of Bible and Theology, 2003: B.A., Shasta Bible College, Redding, 1990; M.Div., Northwest Baptist Seminary, Tacoma, 1997.

Sostrom, Neil H., Ph.D. - Education

Professor of Education, 2002: B.A. Bob Jones University, 1959; M.R.E., Temple Baptist Seminary, 1961; Ph.D., Bob Jones University, 1964; Administrative Credential, Portland State University, 1979.

Stone, Rachel, - English

Instructor of English, 2004: B.S., Philadelphia Biblical University, Philadelphia, 2002; M.A. (in progress), Loyola University, Chicago, 2004.

Stone, Timothy, M.A. – Bible, Theology

Instructor of Bible and Theology, 2004: B.S., Philadelphia Biblical University, Philadelphia, 2000; M.A. (in progress), Wheaton College, Wheaton, 2003.

Sturges, John L., III, M.A. - Bible, Theology

Assistant Professor, 1997: B.A., Biola University, 1970; M.A., Conservative Baptist Theological Seminary, 1974.

Sturges, Diana, M.S. – Education

Instructor of Education, 2001: B.A., Long Beach State University, Long Beach, 1970; B.S., B.A., M.S., Shasta Bible College, Redding, 1999, 2000.

Tillman, Bessie Jo, M. D. - Nutrition

Professor of Life Science and Nutrition, 2004: B. S., California State University, Sacramento, 1966; M. D., University of California, San Francisco, 1970.

Titrud, Oliver, D.C. - Nutrition

Professor of Life Science and Nutrition, 1993: B.S., Bemidji State University, 1948; M.S., University of Denver, 1951; M.Ed., MacAlaster College, 1958; D.C., Los Angeles Chiropractic College, 1963; C.A.S., Northern Illinois University, 1972.

Vardiman, Larry, Ph.D. – Science

Professor of Science, 1999: B.S., University of Missouri, 1965; B.S., St. Louis University, 1967; M.S., Colorado State University, 1972; Ph.D., Colorado State University, 1974.

Wilcox, David H., D.Min. – Bible and Theology

Professor of Bible and Theology, 2002: A.B., Western Baptist College, 1962; Th.M., Dallas Theological Seminary, 1966; D.Min., Dallas Theological Seminary, 2001.

Wright, Paul, Th.D. - Bible

Professor of Bible and Theology, 1993: B.S., Oregon State University, 1969; M.Div., Th.M., Talbot Theological Seminary, 1976, 1986; Th.D., University of Vienna, 1994.

LECTURERS AND TEACHING ASSISTANTS

Blue, Royal D., B.A., D.D. - Christian Ministry

Lecturer in Youth Ministry and Personal Evangelism, 1971: B.A., Bible Institute of Los Angeles, 1954; D.D., Talbot Theological Seminary, 1968.

Luff, Gordon, B.A., D.D., D.Hum. - Youth Ministry

Lecturer in Youth Ministry, 1999: B.A. Bob Jones University, 1961; D.D. Liberty University, 1993; D.Hum. Shasta Bible College, 1999.

Minard, Mary, A.A. - Early Childhood Education

On site Teaching Assistant in Early Childhood Education, 1995: A.A. Shasta Community College, 1982.

Nicholas, Donna, B.A. - Counseling, Elementary Education, Women's Ministries

Lecturer in Elementary Education, Psychology and Women's Ministries, 1990: B.A., Biola University, 1968; Graduate studies: Pepperdine University and California State University, Irvine (47 semester units), California Life Teaching Credential.

FACULTY PUBLICATIONS

DR. STEPHEN G. BROWN: "Prophecy," "Prophets," "Prophetesses," "Maccabees," *Nelson's Illustrated Bible Dictionary* (Thomas Nelson, 1986); "Introduction and Commentary to Ecclesiastes," *New American Standard Study Bible* (Lockman Foundation, to be published); "The Structure of Ecclesiastes," *Evangelical Review of Theology* 14 (1990), 195-208; "The Intertextuality of Isaiah 66:17 and 2 Thessalonians 2:7: A Solution for the 'Restrainer' Problem," *Paul and the Scriptures of Israel* (eds. Craig A. Evans and James A. Sanders; University of Sheffield, 1993).

PROFESSOR GEORGE A. GUNN: Contributor to Hebrew Word Studies, *Complete Biblical Library* (ed. Gregory Lint; World Library Press, 1995); "Psalm 110" and "Apostasy" in *A Dictionary of Premillennial Theology*, (Kregel, 1997); *King James and Other Versions* (Shasta Bible College, 1999). *Psalm 110 and Progressive Dispensationalism* (Coauthored with Jerry Neuman, Shasta Bible College, 2002).

DR. DAVID R. NICHOLAS: *Foundations of Biblical Inerrancy* (BMH Books, 1978); *What's a Woman to do. . . in the Church?* (Good Life Productions 1979); "The Problem of Abortion" (*Moody Monthly*, 1971; also published in *The Baptist Bulletin* and *Creation Research Society Quarterly*, 1976); Youth Meets the President (*The Baptist Bulletin*, March, 1970; also published in *Moody Monthly* and *The King's Business*); "The Day of the Lord" and "Judgments" in *A Dictionary of Premillennial Theology*, (Kregel, 1997). "The Resurrection: God's Unconditional Guarantee" " (Horizons, *Regular Baptist Press*, 2001). "Tribute to Dr. Paul Tassell" (Horizons, *Regular Baptist Press*, 2002). "The Power of Corporate Prayer" (Horizons, *Regular Baptist Press*, 2003). "The Priority of Corporate Prayer" (Horizons, *Regular Baptist Press*, 2003).

DR. BERNARD E. NORTHRUP: *What you Should Know about Dinosaurs* (San Francisco Baptist Seminary, 1970); *Tongues and Temporary Gifts* (San Francisco Baptist Seminary, 1966); *The Real Truth About Dinosaurs* (Baptist Publications, 1970); *Finding Christ in the Psalms* (Regular Baptist Press, 1976). *Creation Research Society Quarterly*: "The Sisquoc Diatomite Fossil Beds" (1969; reprinted in *The Biblical Perspective of Science*, 1970); "Franciscan and Related Rocks" (1969; reprinted in *Speak to the Earth*, Nutley Press, 1972); "Comments on Post-Flood Strata of the John Day Country" (1974).

Bible Science Newsletter: “Dunes, Dinosaurs and Death” (1970); “Geology, a Forgotten Testimony” (1972; reprinted in *The Biblical Perspective of Science*); “A Critique of the Contemporary Division/Flood Model” (1977); “Vulcanism and the Creationist” (1980); “Apparent Contradictions in the Creation Story” (1985); “Continental Drift and the Fossil Record,” “Repossess the Land” (essays and technical papers of the 15th Annual Convention, Anaheim, CA). First International Conference on Creationism: “There Really Was an Ice ‘Age,’” vol. 1; “A Walk Through Time,” vol. 2 (Pittsburg, 1986). Second International Conference on Creationism: “Identifying the Noahic Flood in Historical Geology,” vol. 1 (Pittsburg, 1990).

BOARD OF TRUSTEES

<i>Members</i>	<i>Home Town</i>	<i>Appointment</i>
Rev. Royal Blue. D.D. <i>Pastor Emeritus, North Valley Baptist Church</i>	Redding, CA	1979
Rev. Harlan Confer III, Ph.D <i>Former Pastor, Christian Counselor</i>	Red Bluff, CA	1984
Jack Hicks <i>Retired Electrical Contractor</i>	Redding, CA	1980
Anthony Loubet (<i>non-voting alumni association president</i>) <i>Pastor, Standish Bible Church</i>	Standish, CA	2004
Thomas K. Moulton <i>Vice President, Moulton Logistics Management</i>	Granada Hills, CA	1989
Rev. David R. Nicholas, Th.D., (<i>Ex Officio</i>) <i>President, Shasta Bible College</i>	Redding, CA	1985
Ronald F. Ott, Ph.D. <i>Hydroelectric Engineer</i>	Newcastle, CA	1984

Emeritus Member:

Luther Steinhauer Mollala, O R 1979

Retired Lumber Executive

DOCTRINAL STATEMENT

All members of the Board of Trustees, Administration and Faculty of Shasta Bible College, commit annually to respect and uphold the doctrinal statement of the College in its entirety.

We Believe...

The Scriptures

We believe in the plenary and verbal inspiration of the Scriptures, both of the Old and New Testaments. By this we understand that the Holy Spirit not only inspired the thoughts of the writers, but also superintended the wording and composition structure of those thoughts with the result that the original documents were inerrant as to fact and infallible as to truth (1 Cor. 2:13; 2 Tim. 3:16-17; 2 Peter 1:20-21). We further believe that the Scripture is to be interpreted normally according to the grammatico-historical method, which requires the literal existence of Adam and Eve as the progenitors of all people, the world-wide cataclysmic flood, the creation of linguistic barriers and the origin of nations brought about by the diversification of languages and the consequent linguistic barriers at the tower of Babel.

The Godhead

We believe in one Triune God: Father, Son and Holy Spirit; eternal in being; identical in nature; equal in power and glory and having precisely the same attributes and perfections (Deut. 6:4; 2 Cor. 13:14).

The Creation and Man's Fall

We believe God created all things in the universe in the six days of creation described in Genesis 1:1-2:3. We further accept the Creation account as both factual and historical, and thus view it as foundational to the understanding of every fact and phenomenon in the created universe. In addition we hold that all things that now exist are being sustained and ordered by God's providential care. Furthermore, we believe that God created man in His own image and likeness of God; but, through Adam's sin, man became alienated from God, acquired a sin nature, and came under the judicial sentence of death (Gen. 1:25-27; Rom. 3:22-23; Eph. 2:12).

The Person and Work of Jesus Christ

We believe that the Lord Jesus Christ, the eternal Son of God, became man, without ceasing to be God, having been conceived of the Holy Spirit and born of the virgin Mary, in order that He might reveal God and redeem sinful man. We believe that the Lord Jesus Christ accomplished our redemption through His death on the cross as a propitiatory and substitutionary sacrifice, and that our redemption is made sure to us by His resurrection from the dead in the identical, though glorified, body in which He was crucified (John 1:1-2; Luke 1:35; Rom. 3:24-25; 1 Pet. 1:3-5).

We believe that the Lord Jesus Christ is now in heaven exalted at the right hand of God, where, as High Priest for His people, He fulfills the ministry of Representative, Intercessor and Advocate (Heb.9:25; 7:25; Rom. 8:34; John 2:1-2).

The Personal Return of Jesus Christ

The personal return of Jesus Christ will be pre-tribulational and pre-millennial. While His return is imminent, the exact time of His coming is unrevealed (Acts 1:11; Rev. 1:7; Mark 13:33-37; Titus 2:11-13; Rev. 22:20). When He comes in the air He will remove His waiting church from the earth by means of resurrection and translation (1 Thess. 4:16-18) after which He will pour out the righteous judgments of God upon the unbelieving world during the tribulation period (Rev. 6:1-18:24). Following this period of tribulation He will descend with His church, resurrect the Old Testament and Tribulation Saints (Dan. 12:12-13; Isa. 26:19-21) and establish His literal Messianic Kingdom over all the nations for one thousand years (Rev. 19:1-20:6; Matt. 13:42-43). At the close of this thousand year period, He will raise and judge the unsaved dead at the Great White Throne Judgment (Rev. 20:11-15). Finally, as the Son of David, He will deliver up His Messianic Kingdom to God the Father (1 Cor. 15:24-28); and, as the eternal Son, Christ shall reign forever with the Father in the New Heavens and the New Earth (Luke 1:32-33; Rev. 21:1-22:6).

The Holy Spirit

We believe that the Holy Spirit, the third Person of the Godhead, in the present age regenerates and indwells all believers in the Lord Jesus Christ, baptizes them into the Body of Christ, and empowers for service. We also teach that every believer is commanded to be filled (controlled) with/by the Holy Spirit (Rom. 8:9; 1 Cor. 12:12-24; Eph. 1:13, 14; 5:18-20) and that the Spirit administers spiritual gifts to the church for the ultimate purpose of bringing glory to Christ through the implementation of the redemption of the lost and the building up of believers in the Faith (John 16:13-14; Acts 1:8; 1 Cor. 12:4-11; 2 Cor. 3:18). In this respect, we hold as well that God the Holy Spirit is sovereign in the bestowing of His gifts for the perfecting of the saints today, and that the sign gifts (speaking in tongues and sign miracles) in the initial days of the church were for the purpose of authenticating the ministry and message of the apostles as revealers of divine truth and were never intended to characterize the lives of believers (1 Cor. 12:4-11; 13:8-10; 14:22; 2 Cor. 12:12; Eph. 4:7-12; Heb. 2:1-4).

Salvation

We believe that salvation is the gift of God offered to man by grace and received by personal faith in the Lord Jesus Christ, and that this faith is manifested in works pleasing to God (Eph. 2:18-20; Titus 2:11-14). We believe in the spiritual unity of all believers. We believe that all who are truly saved shall be kept by God forever (Rom. 8:1, 38, 39; John 10:27-30; 1 Cor. 1:4-8).

The Church

We believe that the Church is a spiritual organism composed of all believers who have been born again in this age by the Spirit of God and thereby are baptized by Him into the body of Christ (John 3:5; 1 Cor. 12:13). It is both the mystical body and the bride of the Lord Jesus Christ (Eph. 4:4; 5:25-32) which He began to build on the day of Pentecost (Matt. 16:18; Acts 2:47). The members of this one spiritual body are to assemble themselves together in local churches for worship, instruction, mutual encouragement and the observance of baptism and communion (Heb. 10:25; Matt. 28:19-20; Rom. 6:1-5; 1 Cor. 11:23-24). The local church is an autonomous body of immersed believers united together, upon profession of faith, under the headship of Christ and the leadership of pastors and deacons (Col. 1:18; Acts 10:47, 48; Phil. 1:1; 1 Tim. 3:1-13). It is to be free from interference by any ecclesiastical or political authority and is to endeavor to reach men and women for Christ at home and abroad.

The apostasy, the great falling away characteristic of the last days (2 Thess. 2:3, 2 Tim. 3:1; Matt. 24:12), is detrimental to the work of Christ and His church. Since the ecclesiastical movement toward one ecumenical world church contributes to the Apostasy by sacrificing historic Biblical doctrine on the altar of religious unity, The Christian should recognize the dangers of the ecumenical movement and avoid compromising alliances which often lead to the denial of Biblical inerrancy and the subsequent abandonment of historic Biblical doctrine as well as the essential deity of our Lord Jesus Christ (2 John 8-11; Rom. 16:17-20; 2 Cor. 6:14-7:1).

Satan

We believe that Satan is a personal, evil being who was originally created perfect along with an innumerable company of sinless beings known as angels. According to Scripture, Satan was formerly "Lucifer, son of the morning," who through the sin of pride fell and was followed by a great number of angels, some of whom became demons who assist him as emissaries in subverting and supplanting the work of God. He is the tempter and accuser of mankind who persistently strives to counterfeit the works and truth of God. Satan and his emissaries were defeated and judged at the Cross of Christ and will be bound for a thousand years at the return of Christ to the earth. Following Christ's Millennial reign, they will be cast into the Lake of Fire where they will be punished eternally (Isa. 14:12-17; Ezek. 28:11-19; 1 Tim. 3:6; 2 Cor. 2:10, 11; 11:13-15; Matt. 4:3; II Pet. 2:4; Jude 6; Rev. 12:9,10; 20:10).

The Final State

We believe that the condition and retribution of the lost and the salvation and blessedness of the saved are conscious and everlasting (Mark 9:43-48; Rev. 20:15; 22:3-5, 11).

Conclusion

We not only believe that this body of doctrine is a sacred trust to be preserved and taught in its purity, but we also believe that it teaches a life *to be lived and a gospel to be preached*.

STATEMENT OF PURPOSE

The purpose of Shasta Bible College is to educate men and women for Christian ministries on the collegiate level through a program of Biblical and theological studies, general education in the arts and sciences, professional studies in Christian education, the pastoral ministry, world missions, and church vocational areas deemed desirable. Basic in the philosophy of education of Shasta Bible College is the conviction that Christian higher education should be oriented to the divine Scriptures, the Bible, finding in it its frame of reference and basis for the integration of all knowledge.

To fulfill this purpose the College endeavors to encourage student growth and development through its pursuit of the following objectives:

I. Spiritual Objectives

- 1 **Students will** cultivate a lifestyle that demonstrates Christ-like character in accordance with the priorities and precepts of God's Word.
- 2 **Students will** develop an informed Christian world and life-view through the integration of Biblical truth in all areas of the curriculum.
- 3 **Students will** acquire both a cognitive and affective knowledge of Biblical truth through classroom instruction, faculty-student interaction, personal Bible study, Scripture memorization, and discipleship experience.

II. Academic Objectives

- 1 **Students will** learn to think critically from a Biblical perspective and maintain intellectual and spiritual integrity in all areas of study and research.
- 2 **Students will** be equipped with both a knowledge of Biblical content and the skill to expound it by interpreting and applying Scripture in accordance with sound historical/ grammatical/exegetical principles.
- 3 **Students will** be prepared to communicate effectively, correctly, and clearly through the use of media.
- 4 **Students will** be provided with the intellectual tools to integrate all fields of study with Biblical truth, realizing that God is the source of all truth.
- 5 **Students will** master study and research methods and develop the motivation necessary for lifelong learning.
- 6 **Students will** be able to meet contemporary challenges to historic, Biblical Christianity with a working knowledge of Christian theology and apologetics.

III. Practical Life and Ministry Objectives

- 1 **Students will** understand that their spiritual growth and development take place through the study and application of God's Holy Word.
- 2 **Students will** know that involvement in, and loyalty to, the local church is strategic to personal spiritual growth, Christian fellowship, and the fulfillment of the Great Commission.
- 3 **Students will** demonstrate a commitment to ministry in the local church and dedication to its maintenance and growth.
- 4 **Students will** be challenged with a variety of spiritual needs and ministry opportunities both at home and abroad.

INSTITUTIONAL PHILOSOPHY* (Abbreviated)

OUR EDUCATIONAL PREMISE

The educational philosophy of Shasta Bible College is founded on Biblical truth as the basis for evaluating all knowledge (Proverbs 1:7, 2:6, 9:10; Col. 2:3). Thus, in the process of equipping students with a working knowledge of God's Word, we also seek to bring a Scriptural dimension to the study of the humanities, fine arts, social sciences, and science, based upon the conviction that foundational principles for every area of learning are found in Holy Scripture.

OUR EDUCATIONAL PROCESS

While Shasta Bible College is committed to the pursuit of academic excellence, an effort is made to identify and develop hidden potential in students and to cultivate their creative abilities to the limits set by God for each individual. Many, because of Christian conversion, have a fresh motivation to succeed. The study of God's truth as revealed in Scripture and the search for academic truth is to be guided by experienced, spiritually and academically qualified faculty members who themselves are open to learning as they teach and interact with students. It is our conviction that the optimum learning experiences are those in which the student is encouraged to apply principles learned in the classroom to practical problem solving situations.

OUR EDUCATIONAL PERSONNEL

At Shasta Bible College we contend that what an individual is as a person directly impacts his or her effectiveness as a teacher or administrator. For this reason a priority is placed on personnel who can serve as models as well as mentors. A priority is also placed on securing faculty who are growing and alive in knowledge and quality of being. Realizing that a significant portion of formal learning comes from vicarious experience and cannot always be immediately related to life, we encourage the use of creative illustrations which present subject matter in a fresh perspective, making it more relevant to the student. We also believe that certain personality characteristics are conducive to excellence in teaching including: authenticity, enthusiasm, freshness, balance, creative freedom, breath of interest, and an enduring concern for the individual student.

OUR EDUCATIONAL PRODUCT

Although it is impossible to dictate God's leading in a graduate's life, we at SBC hope to see (1) a significant number (if not the majority) enter vocational Christian service, (2) the maintenance of a vital Christian testimony in the community and the work place, (3) involvement in a Bible-believing local church, (4) a lifelong practice of integrating sacred and secular truth by critically evaluating the issues and problems of life against the standard of God's inspired Word.

* See Faculty Handbook for complete version

STUDENT LIFE POLICIES

All students enrolling in Shasta Bible College are required to sign the Student Commitment. By this action, students indicate their willingness to comply with the moral and spiritual standards of the College and commit themselves, in the strength of Christ, to implement the supporting Scriptural principles of the Student Commitment to daily life.

Since Shasta Bible College is dedicated to training students who are genuinely desirous of living a Christ-honoring life, those entrusted with the leadership of the College have resolved that students be encouraged to maintain high standards of Christian behavior both on and off campus.

The college seeks to ensure the maintenance of such standards and to produce an atmosphere conducive to spiritual and academic excellence. Based on the college's religious convictions, the following activities are to be avoided: use of alcoholic beverages, tobacco, illegal drugs, sexual immorality, including homosexuality and lesbianism and other worldly activities or forms of entertainment, which are inconsistent with Biblical principles, including music which reflects the influence of either the occult or the drug culture.

Students who evidence through either conduct or attitude that they are unwilling to abide by the Student Commitment will be summoned to meet with the Administrative Committee and may be subject to dismissal depending on their responsiveness to the counsel of the Committee.

THE STUDENT COMMITMENT

As a Christian, I believe the Bible to be the verbally inspired and inerrant Word of God. I accept its teachings as the final authority in all matters of faith and life; and as a student at Shasta Bible College, I will maintain the moral and spiritual ideals of the College, render respect to members of its faculty, conform to its social, academic and spiritual requirements, and recognize my responsibility to live an exemplary Christian life in keeping with the admonitions of Scripture (see 1 Cor. 6:19, 20; 2 Cor. 6:14-7:1; Rom. 12:1-2; 1 Thess. 4:1-8; Gal. 5:16-26; Eph. 5:18; Col. 3:17; Rom. 13:14).

NOTE: For a complete coverage of student life policies, refer to the Student Handbook.

STUDENT LIFE

Outreach

The administration, faculty, and students minister with local churches and other Christian organizations in a variety of ways. By providing pulpit supply, camp and conference speakers, teacher training programs, Sunday School teachers, youth workers, song leaders, and visitation assistants, the College is vitally involved in the development and growth of local ministries.

Musical Teams

Each year the College forms musical outreach teams composed of students and faculty which travel throughout western states, ministering in local churches and at special events. Participation in this team is available and voluntary for all students attending Shasta Bible College. The teams are formed the first week of the fall semester, and members qualify for credit in MUS 151, 152 Chorale I, II.

Field Ministry

Full-time students registered in the four-year B.A. program are required to take four semesters of CM *90 and CM *91 Field Ministry. Part time students are strongly encouraged to take these classes.

The purpose of these classes is to provide directed and supervised experience in the areas of general Christian ministry, Pastoral Ministry, Christian Education, and Youth Ministry, so that, after graduating, students will be competent to begin ministering in the area of their calling.

It is assumed that students enter the College with varying degrees of spiritual maturity. One priority of the college is to assess individual strengths, weaknesses, gifts, talents, abilities, and areas needing improvement or growth. A second priority is to provide input, guidance, and direction to stimulate and assist continued growth toward spiritual maturity. It is through individual interaction with the Field Ministries coordinator, the Field Ministries faculty, and other faculty and staff, that students receive this personal feedback and counsel.

Placement Assistance

Career guidance is provided to all students throughout their time at Shasta Bible College. It is the sincere desire of the College to assist students in maximizing their talents and gifts for the Lord. Students in their final year are provided special assistance to help them locate either an appropriate graduate program or a suitable place of ministry. The president's office maintains ongoing contacts with churches and church organizations in order to ascertain pastoral placement opportunities. Students seeking pastoral placement assistance should contact the president's office. The Dean of Professional Education maintains ongoing contacts with the Association of Christian Schools International in order to ascertain teacher placement opportunities. Students seeking teacher placement opportunities should contact the Dean of Professional Education.

Orientation

At the beginning of the fall and spring semesters, time is set aside to help orient new students to the College. Orientation is followed by various get-acquainted activities.

Student Government and Activities

Students elect officers to the Student Council. The Student Council is responsible for planning both spiritual and social activities in conjunction with the college administration. Such activities are an important part of the development of a well-rounded person; they provide opportunities for relaxed fellowship and the development of spiritual leadership. See the Student Handbook for details on Student Council.

Recreation and Sports

The College is located in an area which lends itself to outdoor activity. Beautiful mountains, lakes and streams provide for a variety of recreational activities such as skiing, swimming, hiking, fishing and room just to relax. The City of Redding has parks, bike trails and numerous programs which appeal to a wide range of interests.

At the present time the school is limited in its organized sports program. Students have participated in church leagues and it is anticipated that this will be an area of activity which will grow. Besides the church league program, Shasta Bible College has access to recreation facilities at Sun Oaks Tennis and Fitness Center for student recreation on an informal basis. Recreational facilities are included in the College's master plan.

Chapel

In an effort to achieve the spiritual objectives of the Statement of Purpose, the College conducts required Chapel services each week. Chapel is a strategic part of the total educational program at Shasta Bible College. The services are designed to cultivate spiritual growth and Biblical character qualities in each student's life, and are designed to lay a solid foundation for life and ministry. Through exposure to the chapel program the following spiritual qualities of: love, obedience, integrity, righteousness, faithfulness, godly dependence, patience, perseverance, joy, peace, kindness, self-control, and a desire to serve are cultivated. As a result, students are encouraged to develop character qualities that include the ability: (1) to stand alone, (2) to be diligent, (3) to be attentive and accurate, (4) to be enduring and encouraging, (5) to exercise good stewardship over financial resources, (6) to exercise initiative, (7) to demonstrate compassion, (8) to maintain acceptable personal deportment, (9) to be honest and direct, and (10) to be responsible and trustworthy. These character qualities, so vital for life and ministry, are seen as the outgrowth of each student's personal walk with God in which the Holy Spirit transforms him by the renewing of his mind.

Additionally, chapel services offer opportunities to be challenged by local pastors, Christian community leaders, missionaries from around the world, and representatives of various Christian organizations. Because chapel is an integral part of the educational plan of the College, attendance is required for all full-time students.

Housing

The College has two six-plex apartments with magnificent views of Mt. Shasta and Mt. Lassen. Since dormitory living is an integral part of the educational process, all single students under 25, except those commuting from the home of their parents or legal guardian, are required to live in the College dormitories or in approved housing. Unapproved off-campus housing is allowed only by special arrangement and with parental consent. The college assumes no responsibility to provide housing for single students over 25 years of age or for married students. **Full time unmarried students have priority for placement in on campus housing.**

Standards of Conduct

Shasta Bible College expects its students to be attired neatly and modestly, as befits those who desire to honor Jesus Christ. The Student Handbook addresses SBC's standards of modesty in more specific detail. The administration encourages a positive, cooperative attitude among students as necessary to campus unity and spiritual growth.

Student Handbook

The Student Handbook details student deportment, College services and activities, and specific expectations of students. Copies may be secured by contacting the College office.

Student Grievances:

Students at Shasta Bible College have the right to competent classroom instruction and an environment free from disruption. They have the right to withdraw from instruction and receive prorated refunds in accordance with the stated state-approved refund policies as detailed in the College catalog. A student has the right to due process when he/she feels he/she has a grievance. A grievance is defined as an injustice resulting from a policy that has been abused or violated. These are generic guidelines for all campus relationships and apply to students, faculty, administration and staff members of the College.

The following steps should be taken first to determine if a policy has been abused or violated as a basis for filing a grievance; and secondly, to resolve the grievance in a timely fashion:

1. The offended person should go to the person who has violated the policy and attempt to rectify the situation in the spirit of Matthew 18:15-17.

2. If there is no resolution of the grievance, the offended and the offender should go to the appropriate dean to find a resolution.
3. If the matter requires further attention, a written grievance will be made to the President who will convene a grievance committee (including student representation) to determine a final resolution. If necessary, the parties of the grievance may request a formal hearing and have the right to peer counsel, to call or cross examine a witness.

All grievances not resolved by the Administrative Committee may be appealed to TRACS, P.O. Box 328, Forest, VA 24551.

ADMISSIONS/RECORDS POLICIES

Shasta Bible College admits qualified applicants whom it considers to possess the personal traits necessary for successful participation in the life of the school. The College does not discriminate on the basis of sex, race, color, or ethnic origin in the admission of students to the College or its programs.

Academic Requirements

1. Possession of a high school diploma, or achievement of an average score of 50.0 or above on the General Education Development Test.
2. Presentation of high school grades and standardized test information indicating the applicant is capable of successfully completing the desired program. All students applying to admission in the B.A. in Bible and Theology program must pass a mathematics placement exam upon matriculating at Shasta Bible College. A student who does not pass this placement exam with an acceptable score will be required to pass a college level course in math. An exception is made for those students who have transfer units in college level math.

Students with a weak academic background may be granted provisional admission (see below).

Other requirements include the following:

1. Evidence that the applicant has been born again by faith in Jesus Christ as Savior.
2. Evidence that the applicant has a personal commitment to Christ and to the Christian ministry.
3. Willingness to abide by the doctrinal position and standards of conduct of the College.
4. Applicants must exhibit adequate social maturity to cope with the stresses of college life.

Application Procedures

For students who have not attended college:

1. Submit a completed application form along with the \$35 application fee and a personal photo to the Office of Admissions.
2. Request a high school transcript be sent to the Office of Admissions.
3. Give a total of four reference forms: one to your pastor and three to mature individuals who know you well. Ask them to complete and mail the forms to the Office of Admissions.
4. Request that scores of the SAT (Scholastic Aptitude Test, CEEB) or ACT (American College Testing) be sent to the Office of Admissions.
5. Submit an autobiographical essay including your testimony of salvation and relationship to Jesus Christ.

For students transferring from another college:

In addition to the procedures required for beginning students (including an official high school transcript or the equivalent), transferring applicants must request an official transcript from each college attended. Students transferring from other colleges are admitted on the same basis, and following the same procedures, as students applying as freshmen, provided they have received an honorable dismissal from the school last attended. A student who has been dismissed or suspended from another school for disciplinary reasons must request that a letter be sent by the Dean of the school involved, detailing the reasons for the dismissal.

For Students Taking Classes for ACSI Certification/Recertification

These students are teachers or administrators in Christians Schools who already hold a bachelor's degree. They are not applying to a degree program at Shasta Bible College; they are only applying to take course work in continuing education to satisfy the requirements of the Association of Christian Schools International (ACSI) for either certification or recertification. If they desire college credit to be recorded on their transcript (as opposed to CEU's only), their application requirements are as follows:

1. Application form and \$35 fee (There is a separate application form for the ACSI Teacher Certification Program available from the Registrar).
2. Official College transcript showing Bachelor's degree.

Admission of International Students and Resident Aliens

Shasta Bible College is authorized under Federal law to enroll nonimmigrant students.

International students who apply for admission to Shasta Bible College must:

1. Meet all requirements that pertain to U.S. residents
2. Submit an official record of their completion of the Test of English as a Foreign Language (TOEFL). Minimum required score:
 - a. Undergraduate: 500 for the paper based version, and 173 for the computer based version.
 - b. Graduate: 550 for the paper based version, and 213 for the computer based version.
3. Give evidence of ability to meet the financial responsibilities of an education in the United States in United States dollars. This includes round-trip travel, tuition, and room and board costs. (Note: This may be covered in part or in whole by point 4 below).
4. Submit the name and appropriate contact information of a U.S. resident sponsor who agrees to take financial responsibility for the student. Evidence of financial ability of the sponsor must be submitted to the college.

English Proficiency: In order that English proficiency may be determined, foreign applicants must take the Test of English as a Foreign Language (TOEFL) as administered by the Educational Testing Service at the nearest examination center. The Institutional code for Shasta Bible College is 4717. Exceptions to this requirement may be made for students from Canada, Great Britain, and Australia.

Students who wish to take TOEFL should obtain the TOEFL Bulletin of Information for Graduates, International Edition. Copies of this bulletin and the registration form may usually be obtained from American embassies and consulates, offices of the United States Information Service (USIS), United States educational commissions and foundations abroad, and at bi-national centers. The TOEFL Bulletin of Information for Candidates, International Edition and the registration form may also be obtained by writing to:

TOEFL

Educational Testing Service
P.O. Box 6155
Princeton, NJ 08541-6155
Phone: 609-771-7100
Fax: 609-771-7500
email: toefl@ets.org
web: <http://www.toefl.org>

Other Information Sources:**GRE**

Educational Testing Service
P.O. Box 6000
Princeton, NJ 08541-6000
Phone: 609-771-7670

GMAT

Educational Testing Service
P.O. Box 6103
Princeton, NJ 08541-6103
Phone: 609-771-7730

Fax 609-771-7906
email: gre-info@ets.org
web: <http://www.gre.org>

Fax: 609-883-4349
email: gmat@ets.org
web: <http://www.gmat.org>

It is strongly advised that candidates for admission inquire as to testing dates well in advance of an anticipated matriculation date at Shasta Bible College.

Student Status: Foreign students are responsible to affirm their student status through VISA services and by presenting the appropriate VISA to the college registrar upon arrival on campus.

Registration: International students may register for classes only when the following conditions have been met:

1. The student has presented his Student VISA to the registrar's office. A copy will be made and placed in the student's file.
2. Full payment for one year's tuition (estimated) and room have been received, unless special arrangements have been made through the President's office.

Employment: International students admitted to the United States on a student visa are required by law to be full-time students, carrying a minimum of 12 credit units of academic work. No off-campus employment is permitted such a student without written permission of the United States Immigration authorities. Such permission is seldom granted.

Readmission/Leave of Absence

Leave of absence is permitted for a period up to twelve months. Students desiring a leave of absence must file a Leave of Absence form with the Registrar. Students who withdraw and desire to return to Shasta Bible College within a twelve-month period need only call or write the Registrar's office for registration materials and need not reapply for admission to the college. Such students when they return will register for classes in the same manner as a continuing student and continue under the catalog that was in force when they left. Students who take a leave of absence are encouraged to discuss plans for their leave with either the Dean of Students or their academic counselor prior to leaving the college.

If a student withdraws during the first two weeks of a semester, then the twelve month leave period includes those two weeks.

Students who withdraw from Shasta Bible College and have been gone for more than a twelve-month period must submit the following:

1. A completed application form and the \$35 application fee.
2. Transcripts from all schools attended subsequent to withdrawal from the College.
3. Recommendation from the applicant's pastor.
4. A brief essay by the applicant on his activities and spiritual growth since withdrawal from Shasta Bible College.

A student who has been academically dismissed may apply for readmission only after a full year (two semesters). He then must submit evidence of potential for academic success. A student who has been dismissed for disciplinary reasons may apply for readmission after two semesters. Faculty approval is required for readmission. Readmission of returning students is subject to review by the administration.

Provisional Status

Applicants may be granted provisional admission for any of the following reasons:

1. Incomplete Application

The application has been submitted late, and classes will begin before the application materials can be officially processed. In such cases the student may not register for a second semester until the application has been completed and approved. If enrolling in the Degree Completion Program, the student may not register for a second class until the application for admission has been completed and approved.

2. Non-declaration of Program

The applicant has no desire to complete an official academic program of SBC, but desires to pursue a limited number of units for college credit or audit.

Provisional admission status does not guarantee regular standing to applicants. A maximum of 16 units earned under provisional status may be applied to a certificate, diploma, or Bachelor of Arts degree program at Shasta Bible College.

3. Lack of High School Diploma

Students who do not have a high school diploma or the equivalent may not be admitted to any degree program. They may, however, be admitted to take individual classes on a provisional basis. Admission to a certificate, diploma, or degree program will be granted only when all admissions requirements are met.

Probationary Status

Probationary status may be granted to students with a weak academic background, and may be recommended to the college's tutoring program. Students admitted under probationary status will be reviewed by the Academic Committee at the close of each semester until probationary status is lifted. A minimum of 16 units must be completed before probationary status may be lifted.

Probationary status may be removed after one full semester in the following manner:

- 1 Upon review by the Dean of Academic Studies.
- 2 With satisfactory demonstration of acceptable academic proficiency.
- 3 With faculty approval.

Ability to Benefit Criteria

Certain transfer applicants, such as veterans, or adult re-entry students and others with special circumstances, will be given special consideration for admission when it is determined that they do, in fact, have the potential for satisfactory college work.

Transfer-credit Evaluation

Credits earned at other colleges may be transferred and applied toward satisfaction of program requirements at Shasta Bible College under the following conditions:

1. An official transcript must be sent to the Director of Admissions from each school that the applicant has attended since high school.
2. Courses transferred must have a grade of C or better.
3. Transfer credit will be granted for appropriate courses from accredited or recognized colleges and universities.
4. Appropriateness of content, level, and unit value are the guides used in transfer-credit evaluation.
5. Courses for which a corresponding course does not exist at Shasta Bible College may be granted elective credit.
6. A maximum of 32 units transferred from other colleges may be applied toward fulfillment of the requirements of an Associate of Arts degree at Shasta Bible College.
7. A maximum of 64 units transferred from other colleges may be applied toward fulfillment of the diploma in Biblical Studies at Shasta Bible College.
8. A maximum of 96 units transferred from other colleges may be applied toward fulfillment of a Bachelor of Arts degree at Shasta Bible College.

Credit for Advanced Placement

Credit will be granted for general education course requirements based on successful completion of Advanced Placement courses taken in high school as a part of the College Entrance Examination Board's Advanced Placement Program, provided the student earns a score of 3 or better on the examination. A \$10 per unit recording fee will be charged for credit granted for Advanced Placement courses. No more than 30 units of credit may be granted for Advanced Placement. A student may receive no more than a total of 30 units credit by challenge exam, CLEP, AP, and Work Experience.

Credit for CLEP/DANTES

Students may receive credit for either the College Level Examination Program or the Defense Activity for Non-Traditional Education Support for general education requirements under the following conditions:

1. Credit will not be granted for general examinations.
2. A passing score will be determined by the Registrar.
3. A recording fee of \$10 per unit will be charged for units granted for CLEP or DANTES.

No more than 30 units of credit may be granted for CLEP or DANTES. A student may receive no more than a total of 30 units credit by challenge exam, CLEP, DANTES, AP, and Work Experience.

Credit for Work Experience

Students who have work experience in a field of learning included as a course in the academic curriculum should contact the Dean for an individual appraisal. Credit may be granted by the Dean in consultation with the academic committee after a careful review of appropriate documentation. The work experience must be equivalent to a college level of learning and demonstrate a balance between theory and practice. The credit must relate directly to the student's degree program. The granting of credit for work experience occurs only when the student is fully enrolled and has completed residence requirements. An administrative fee of \$30.00 will be required to process any credit given for work experience. No more than 30 units of credit may be granted for work experience (maximum of 15 for lower division courses and 15 for upper division courses).

Student Classification

Student classification is determined by the number of units completed by students toward their declared program at Shasta Bible College and not necessarily by the number of years a student has been in college. The following designations are applicable to students when they complete the minimal number of units:

<i>Class</i>	<i>Units</i>
Freshman	0-31
Sophomore	32-63
Junior	64-96
Senior	97 or more

Family Educational Rights and Privacy Act (FERPA):

Shasta Bible College complies with the Family Educational Rights and Privacy Act of 1974 (The Buckley Amendment) which is designed to protect the privacy of educational records, to establish the right of students to inspect and review their records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. The College has adopted a policy which explains in

detail the procedures followed for compliance with provisions of the Act. Copies of the policy are available in the Student Services Office.

Policies on the Retention of Student Records:

It is the policy of Shasta Bible College to maintain all records required by the Education Reform Act of 1989 for a minimum period of five (5) years, and all student transcripts for a minimum of fifty (50) years. Current and former students may request release of their transcript upon receipt in the Registrar's office of a written request with the student's signature. Transcripts may be withheld for nonpayment of outstanding financial obligations to the College. The current custodian of records is Mr. Mark Mueller. The phone number is (530) 221-4275. The records are maintained at 2951 Goodwater Ave., Redding, CA 96002.

ACADEMIC POLICIES

Academic Advisement and Registration

All new and returning students are advised by their assigned faculty advisor before registering for classes. The students will be guided in the selection and sequencing of required and elective courses appropriate to each student's career and life direction. Dates for registration are listed in the Academic Calendar in the front of the catalog. New students will be reminded by mail of the dates for registration.

Students must secure an appointment for advisement before registration. Their registration will be completed only upon full payment of tuition and fees, or upon securing approval for a deferred payment program from the Director of Business Affairs.

Students will receive credit only for those courses for which they are officially registered. Prerequisites listed for courses must be satisfied, unless waived by the Instructor of the course and the Advisor.

Entrance Exams

All students in a degree program must take entrance exams in mathematics, English and Bible upon matriculating at SBC. Students who do not pass the English or mathematics exams with an acceptable score will be required to enroll in a preparatory course either at Shasta Bible College (when available) or at another approved institution. Students enrolling in the Degree Completion Program are exempted from the English and mathematics placement exams. The Bible exam will be used as a standard of measurement to be compared with an exit exam administered during the student's senior year.

Adding a Course

Students who desire to add a course to their program may do so prior to the beginning of the third week of classes with approval from their faculty advisor, provided the appropriate forms are completed and processed through the Registrar. Upon rare occasion, a student may add a class at a time past the beginning of the third week, provided permission has been received from the professor of the class.

Withdrawal from a Course

To drop or withdraw from a course, a student must obtain from the Registrar, and complete, a Class Withdrawal form. Approval for the withdrawal must be obtained from the professor, the student's advisor and the Dean, as indicated by their signatures on the form. The completed form must be submitted to the Registrar. Any refund is calculated from the day the completed form is submitted to the Registrar. Students failing to follow this procedure will not be recognized as withdrawn nor be entitled to a refund. Incomplete or failing grades will be recorded as an F if the student has not officially withdrawn.

Students who officially withdraw from a course prior to the beginning of the third week of classes will not have that class recorded on their transcripts. For courses on a non-standard schedule (e.g., 5-week schedule) withdrawals will not be recorded before the 3rd class session. After the beginning of the third week of the semester and prior to the last four weeks of the semester (see academic calendar for dates), students who officially withdraw from a course will receive a grade of WP or WF depending on the student's grade average in the course. Students who officially withdraw from courses during the last four weeks of the semester will receive a grade of WF, even if a passing average has been maintained, unless evidence is presented to the Registrar indicating that the circumstances necessitating the withdrawal are beyond the control of the student. A grade of WF will count the same as an F in the calculation of the student's Grade Point Average. For courses offered on a non-standard (i.e., less than 15 week) schedule; dates for withdrawal will be figured on a rate corresponding to the length of the course.

Credit to Audit

To change a course registration from credit to audit, a student must contact the Registrar's office. Changes from credit to audit may be made without penalty prior to the beginning of the third week of classes. After the beginning of the third week of classes, and prior to the last four weeks of the semester (see academic calendar for dates), students who change from credit to audit will receive a grade of WP or WF depending on the student's grade average in the course. During the last four weeks of the semester, changes from credit to audit cannot be made.

Audit to Credit

To change a course registration from audit to credit, a student must obtain an Audit to Credit form from the Registrar's office within two weeks after the last day of the class, submit the form to the professor and arrange with the business office to pay the balance in tuition costs. In such cases, the student must have submitted all required course work to the professor of the class according to the class schedule or syllabus.

Withdrawal from College

To withdraw from the College, a student must obtain and complete the appropriate forms in the office. A student who officially withdraws from the College will receive a grade of WP for all courses in which he has a passing grade at the time of withdrawal; otherwise, a grade of WF will be given. An honorable dismissal will be granted a student provided he has met all his financial obligations to the College, has completed the necessary forms, and is in good standing at the time. Any refund due will be calculated according to the refund policies stated in the Financial Information section of the catalog.

Change of Academic Program

Although students are encouraged to select an academic program as early as possible, and to continue with it to graduation, it is possible to change from one academic program to another with the approval of the student's advisor by completing the appropriate forms in the College Office.

Academic Load

Although minimum full-time student status is 12 units in a semester, normal progress is considered to be 15-18 units a semester. Students are discouraged from taking more than 18 units in a semester. (More than 18 units may be taken only by special permission of the Dean.) One semester credit (unit) represents the equivalent of one hour of class per week and assumes a corresponding 2 hours homework for each 1 hour of class for 15 weeks. For laboratory work, 2 hours of lab are assumed to be equivalent to one hour of class.

Work-Study Ratio

Due to economic necessity, most students at Shasta Bible College work at least part time. When this responsibility is combined with the fact that many students are married with families, and that all full-time students are involved in intensive practical field training for ministry, it is obvious that many students live with demanding schedules and lifestyles.

In order to minimize the potential for overload and failure, it is important for students to plan wisely with the following facts in mind: (1) students should plan on spending an average of two hours in study outside the classroom for each hour spent in the classroom; and (2) students should plan on investing from three to six hours in field ministry each week.

A student registered for 15 units and working 20 hours a week should plan on the following time obligations:

In class	15 hours a week
Preparation and homework for class	30 hours a week

Work	20 hours a week
<u>Field Ministry Training</u>	<u>5 hours a week</u>
Total	70 hours a week

While some students are able to complete their studies in less time, it should be remembered that to be a successful student at Shasta Bible College requires dedication, diligence, and self-discipline.

Attendance Policy

It is the policy of Shasta Bible College to take attendance. Students are allowed one absence for each class unit. Additional unexcused absences will result in the reduction of the student's grade at the rate of .33 grade points per absence. Three tardies equal one absence. In the Degree Completion Program students are expected to attend each session. Absences require special permission from the teacher and are left to his discretion. Missing two evenings constitutes grounds for dismissal from the course.

Grading System

Grade	<i>Explanation</i>	Grade points per semester hour
A+		4.3
A	Superior work, subject mastery	4.0
A-		3.7
B+		3.3
B	Good work, subject competence	3.0
B-		2.7
C+		2.3
C	Average work, subject familiarity	2.0
C-		1.7
D+		1.3
D	Poor work, subject awareness	1.0
D-		0.7
F	Unacceptable work, subject failure	0.0
WF	Failing work at time of withdrawal from course or withdrew from course during the last four weeks of the semester	0.0
WP	Passing work at time of withdrawal from course	0.0
I	Incomplete	0.0
AUDIT	Course taken for noncredit	0.0
PASS/FAIL	Given for Challenge Examinations and P.E. only	0.0

Incompletes

A grade of Incomplete (I) may be granted by a professor in cases of extended illness, major family emergencies, or other administratively approved exigencies. A student whose work is incomplete at the end

of a class is responsible to obtain an "Incomplete Grade Contract" form from the Registrar's office and complete the form with his professor. The contract will specify the work to be completed, the time by which it must be completed, and the grade to be recorded if the work is not completed. The form is kept on file in the Registrar's office and both the student and the professor are provided with copies. In the absence of a student/professor contract, a grade of F will be entered after a period of one academic year from the end of the semester in which the incomplete was obtained.

Grade Appeal

Students who question the appropriateness of the grade received for a course should contact the professor first. If, after contacting the professor, a student does not feel he has been treated fairly, he should contact the Dean. After his meeting with the student and the professor, the Dean will make a recommendation to the Academic Committee whose decision will be final.

Repeating Courses to Raise Grades

A course may be repeated to raise a low grade but credit for the course does not accumulate. The last letter grade earned by repeating a course is used to compute the Grade-Point Average. Students in the Bachelor of Arts Degree programs must repeat any required course they fail.

Challenge Examinations

In order to satisfy a course requirement where the student has proficiency based upon past studies or work experience, challenge examinations are given at the option of the College. In this case the student requests the examination in order to prove his proficiency in a required course. The procedure for a challenge examination begins with the Registrar and proceeds to the professor of the course. The student must register for the challenge exam and pay the \$50 challenge exam fee before taking a comprehensive examination on the course and completing any other requirements. The student will receive a grade of PASS or FAIL for the course on his transcript. This will not be computed in the Grade Point Average. A student may receive no more than a total of 30 units credit by challenge exam, CLEP, AP, and Work Experience.

Independent Study

Independent study is a learning experience which permits students to research one or more topics of importance under regular (but not constant) supervision by a faculty member. There are four courses listed in the catalog that are designed for independent research: BS 499, CE 499, CM 499, MUS 499, TS 499, and YM 499. These courses may be pursued for 1-3 units each. They involve counsel, assigned research, and submission of a paper on an approved topic as indicated in the course descriptions.

Directed Study

Directed study is reserved for regular courses in the curriculum and involves the student in a close working relationship with the professor. This procedure is reserved for students who have scheduling difficulties that otherwise would delay their graduation. Courses pursued by directed study are provided at the same level of difficulty as the regular in-class course. The professor's course syllabus for a directed study must be approved by the Department Head.

Distance Education

Distance education courses are designed to be taken by students off campus and do not normally involve traditional classroom attendance. Interaction between student and professor may be facilitated through a

variety of means (e.g., Internet, FAX, telephone, mail). Courses pursued by distance education are provided at the same academic level as the regular in-class course.

Scholastic Honors

Undergraduate students earning a Grade Point Average of 3.0 to 3.49 each semester will be listed on the Honor Roll for that semester provided they complete 12 or more semester units of credit. Students earning a Grade Point Average of 3.5 or higher each semester will be listed on the Dean's List for that semester provided they are registered for 12 or more semester units of credit. Students earning a Grade Point Average of 4.0 or higher each semester will be listed on the President's List for that semester provided they are registered for 12 or more semester units of credit.

Academic Probation

Students at Shasta Bible College are expected to make satisfactory academic progress. If a student's cumulative Grade Point Average falls below 2.00, or if his semester Grade Point Average is below 1.00, he will be placed on Academic Probation. Students placed on Academic Probation will be allowed to register for a maximum of 10 units in the following semester and will be assigned to a faculty member who will provide special academic guidance and supervision. Unless otherwise required, "cumulative" is defined as "credits earned at Shasta Bible College." Transfer credits, non-credit remedial courses, withdrawals (unless withdrawal/F), and incompletes are not calculated in the cumulative G.P.A.

A student wishing to appeal placement on academic probation must submit a written request *through* the financial aid office *to* the academic committee as to why the student should not be placed on academic probation. The decision of the academic committee to the student's appeal is final.

VETERAN POLICY STATEMENT: A veteran or eligible person placed on probation for unsatisfactory progress shall be terminated if his or her cumulative grade point average remains below graduation requirements (2.0) after two semesters. If the veteran or eligible person is allowed to remain on probation beyond this period, he or she will have all veterans benefits terminated.

Academic Dismissal

Students may be disqualified from attending Shasta Bible College through Academic Dismissal. If, after two semesters of being on Academic Probation, a student has not earned a semester Grade Point Average of at least 2.00, he will be subject to Academic Dismissal.

Graduation Requirements

In order to graduate from Shasta Bible College, students must complete all academic and nonacademic requirements stated for their program in the catalog that was in effect at the time they matriculated. In the event of changes in catalog requirements, students have the option of continuing with the catalog requirements under which they originally enrolled or of changing to the new catalog requirements. Announcement of intent to follow new catalog requirements must be entered into the student's academic file in the form of a brief letter to the Student's Advisor. However, students must choose one option or the other and not some combination of the two. Once the choice is made, it is irrevocable. Courses completed at other colleges or universities and substitutes for specific course requirements, will be transferred and accepted as approved by the Dean of Admissions and Records. Other courses may be substituted for required courses only if approved by the Dean of Admissions and Records. In order to be eligible for graduation in the spring, students must complete all academic and nonacademic requirements. Furthermore, they must:

1. Have a cumulative Grade Point Average of at least 2.00 on all courses submitted to meet graduation requirements.
2. Satisfactorily complete all requirements by the end of the spring semester when they are to graduate.

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3. Pay all debts to the College, including the graduation fee.
 4. Pass any comprehensive examinations for their major field.
 5. Make formal application for graduation by obtaining from the registrar's office, completing and returning the graduation application by one of the following dates: March 1, August 1, or November 1.
 6. Be approved by the faculty as demonstrating Christian character qualities.
 7. Complete a minimum of 32 units in residence, including at least 12 units in the student's major.

Note: Upon occasion, at the discretion of the Registrar and the Dean, a student may participate in the graduation ceremony without receiving a diploma, if a limited number of units is to be completed over the summer term.

Undergraduate students with Grade Point Averages of at least 3.40 will graduate with honors according to the following categories:

Summa Cum Laude	3.86 - 4.00
Magna Cum Laude	3.66 - 3.85
Cum Laude	3.40 - 3.65

FINANCIAL INFORMATION*

*(Tuition, dormitory costs, and all other fees are subject to annual review and change)

General Costs

Tuition Per Semester: \$200 per unit

An Institutional Credit of up to 6% to a maximum of \$210 per semester (3% if paid for by credit card) will be applied if all charges are paid in full prior to the first day of class. **IN NO CASE WILL S.B.C. INSTITUTIONAL (NOT FEDERAL OR STATE AID) FINANCIAL AID AND/OR CREDITS EXCEED THE AMOUNT OF SEMESTER CHARGES.**

*More than 18 units may be taken only by special permission of the Dean.

Degree Completion Program

Total tuition cost for the 13 course rotation is \$7800, plus books and fees. If a deficiency in General Education classes exists, additional G.E. class work may be taken either at SBC, nearby Shasta Community College, or another approved institution. Tuition cost for any additional G.E. classes is not included in the DCP tuition.

Housing

Housing for single students	\$825.00 per semester
Housing for families	\$1500.00 per semester
Deposit/Cleaning Fee (one time, nonrefundable)	\$100.00

***Full time unmarried students have priority for placement in on campus housing.**

A \$100.00 deposit is required to reserve space in the dormitory. Upon occupancy, this deposit may be applied to the cleaning fee. Off campus housing in the proximity of Shasta Bible College includes both apartments and single family dwellings. Rental prices for such housing begin at around \$450 for apartments and \$700 for single family dwellings.

Dormitory occupancy during the summer months may be available by special arrangement with the business office.

Special Fees

Application fee (nonrefundable)	\$35.00
Registration fee	\$35.00 per semester
Student Activity fee	\$50.00
Accidental Insurance fee	TBA
Graduation fee, undergraduate	\$55.00
Graduation fee, graduate	\$65.00
Dorm Key Deposit (refundable)	\$20.00
Mailbox Key Deposit (refundable)	\$2.00
Technology Fee	\$50.00
Credit for Work Experience	\$30.00 per course credited

Audit Costs

Students who want to attend class meetings, but do not want to receive academic credit, may audit approved classes. Auditors are not required to complete assignments or take examinations. (Audit cost may differ for selected evening school classes.)

Tuition	\$100 per unit
Registration	\$35 per class
Special Fees	(as applicable)

Senior Citizen Discount

Senior Citizens (age 60 and over) may take any class for a \$35 registration fee, plus 5% of the normal tuition (audit or credit). For example, a 3 unit class, with a regular tuition of \$600, could be taken for credit for \$65 (\$35 registration plus \$30 discounted tuition), or the same class could be audited for \$50 (\$35 registration plus \$15 discounted tuition).

Typical Year Costs

For a single student carrying a full-time load (16 units), the following cost estimates emerge for the first year of school (8 months).

Tuition	\$6,400.00
Fees	\$350.00
Dorm fee (single student)	\$1,650.00
Total	\$8,400.00 plus food and books

Costs for books may vary depending on the student's program and academic load.

Miscellaneous personal expenses not covered include the following: clothing, laundry, cleaning, dental, baby-sitting for married couples, entertainment, transportation, etc. A city bus stops hourly at Shasta Bible College and serves the entire community for a reasonable fare.

Payment of Accounts

Charges for tuition and fees, including dormitory charges, are all due and payable at the time of registration. For the convenience of students and their parents a deferred-payment plan is available.

Students are not considered registered and may not be admitted to class until they have either paid all their semester's costs in full or are adhering to the deferred payment plan.

All financial accounts must be paid in full or be current before grades, transcripts, or diplomas will be released. Students must clear their accounts before taking final exams unless arrangements have been made through the business office. See the Director of Business Affairs for details.

Financial Dismissal

Students who demonstrate a consistent disregard for their financial responsibilities (i.e., tuition, dorm fee, utilities, and other fees) to Shasta Bible College may be subject to eviction, suspension, and/or dismissal by the Administrative Committee.

Withdrawal from School

A student may be entitled to a refund under the following guidelines, providing proper withdrawal procedures are completed. Failure to attend classes will not entitle a student to a refund unless the proper withdrawal procedures are followed.

Students on the deferred payment plan, who still owe part of their semester's costs at the time of withdrawal, will have their refund deducted from the balance due. If the refund does not exceed the balance due, the remaining balance must be paid prior to withdrawal.

Refunds to students who are dismissed for academic deficiency or misconduct will be subject to administrative review.

Right to Cancel and Refund Policy

THE FOLLOWING DISCLOSURES ARE MADE IN COMPLIANCE WITH SECTIONS 94810 AND 94820 through 94825 OF THE CALIFORNIA EDUCATION CODE:

1. **BUYERS RIGHT TO CANCEL**: The undersigned student has a right under California Education Code, section 94810 (a)(7) to cancel this agreement at any time and receive a refund in accordance with this institutions refund policy. The student must complete a withdrawal form expressing the student's desire for withdrawal or leave of absence. The forms may be obtained from the college registrar's office. The form should be completed by the student and returned to:

Registrar, Shasta Bible College, 2951 Goodwater Ave., Redding, CA 96002.

2. **REFUND POLICY**: Tuition refund for students who have completed 60% or less of the course of instruction of any course shall be a pro rata refund. No refund may be claimed after 60% of the course has been completed. A student's refund will be calculated as follows:

Withdrawal in the first week: 100% refund, 2nd week: 90% refund, 3rd week: 80% refund,

4th week: 70% refund, 5th week: 60% refund, 6th week: 50% refund, 7th week: 40% refund,

8th week: 30% refund, 9th week: 20% refund, after the 9th week, no refund.

For classes not conducted on the traditional 15 week semester basis, the tuition refund will be calculated on an equivalent pro rata basis.

EXAMPLE: An on campus student enrolls for 12 units at a cost of \$2,575 including fees, and housing is \$825, the total semester cost is \$3,400. The student then withdraws after the 6th week. Tuition refund is \$1,200, and housing refund is \$412.50. There is no refund of fees. **Refunds will be made only on amounts actually paid.**

3. **STATE OF CALIFORNIA STUDENT TUITION RECOVERY FUND:**

California law requires that this institution pay a fee each time a student enrolls. This fee supports the Student Tuition Recovery Fund (STRF), a special fund established by the California Legislature to protect any California resident who attends a private postsecondary institution and experiences a financial loss as a result of closure of the institution, the institution's breach or anticipatory breach of the agreement for the course of instruction, a decline in the quality or value of the course of instruction within the 30 day period before the institution's closure, or the institution's refusal to pay a court judgment.

To qualify for an STRF reimbursement, applicants must be California residents and must have resided in California at the time the enrollment agreement was signed, or when they received lessons at a California mailing address from an approved institution offering distance education. Students who are temporarily residing in California for the sole purpose of receiving an education, specifically those who hold student visas, are not considered California residents.

You are not required to pay the STRF fee if your tuition is entirely funded directly by a third-party payor, such as an employer or government program, or if you are not a California resident. you will also not be eligible for payment from the STRF if you fall into these categories. STRF payment eligibility is governed by California Education Code Section 94944.

SCHOLARSHIPS AND AWARDS

Shasta Bible College is eligible to participate in the following Title IV programs: Federal Pell Grant, Cal Grant, Federal Supplemental Educational Opportunity Grant (FSEOG) and Federal Work Study (FWS). In addition, the college offers private scholarships and awards. To be considered for the following scholarships and awards, you must file a FAFSA and a SBC Campus-Based Financial Aid Application. Please contact the Financial Aid Office for application, deadline and eligibility requirements.

SCHOLARSHIPS

The awarding of scholarships requires formal application by the student for each academic year the scholarship is awarded. Work/Study scholarships must be applied for on a semester basis. Granting of the scholarship is contingent each term upon approval by the Administrative Committee.

Christian Leadership Scholarship:

This scholarship is available for one student from each local church every year. Requirements for this scholarship include a minimum 2.5 grade point average and recommendations from your Youth Pastor and Senior Pastor. To apply for this scholarship, complete the Financial Aid Application and submit it along with a letter stating what you have done to demonstrate Christian leadership. This scholarship may be applied at the rate of \$250 a semester for a full-time student or \$50 a semester for a part-time student. This is a one-time scholarship per student.

Ministerial Scholarship:

This provides one third tuition payment for full time students who are currently full time, salaried ministers or who are dependents of full time salaried ministers. (A dependent is defined as one who is listed as such on his/her parents' 1040 Federal Tax Form. A copy of this form must be submitted annually with the scholarship application.)

Multiple Sibling Financial Credit:

Shasta Bible College offers a multiple sibling financial credit as follows:

- First student – no credit
- Second student – 10% credit
- Third student – 25% credit
- Fourth and subsequent students – 25% credit

Multiple siblings must be attending Shasta Bible College ***concurrently***. If one student graduates or leaves the college, then the credit applies to the number of siblings enrolled.

The multiple sibling financial credit may not be used in conjunction with any other credit offered by the college other than the early pay credit.

Multiple siblings must be dependent students of their parents or guardian. Married students are not eligible for the multiple sibling financial credit.

Music Scholarship:

This scholarship is available to students who qualify through audition with the Music Department for membership in Sounds of Shasta, or other college musical teams. Scholarship recipients must attend rehearsals regularly and must be available for music ministry on Sundays, at special events and for summer tours. This scholarship is applied at \$500 per year for full time students participating in Sounds of Shasta.

Romaine Oliver Memorial Scholarship:

This scholarship is available to worthy students of Native American descent in memory of Romaine Oliver, veteran missionary to the Navajo Indians.

Team Ministry Scholarship:

This provides up to one-half tuition for up to one half the unit load of the student's spouse (not to exceed 9 units).

Work/Study Scholarship:

This is given in exchange for completion of various assigned tasks around the school.

AWARDS

AWANA Citation Award

A tuition credit in the amount of \$1,000 (\$500 per semester) is applied to the first year's bill of any full time student who has earned the AWANA citation award.

Beverly Ann MacNeill Memorial Award:

This is given at the end of each school year to a student who displays a consistent Christian testimony, who possesses personality, talents, and spiritual gifts appropriate to vocational ministry, and who senses the call of God upon his/her life for Missionary or Ministry service.

Christian Teacher Education Award:

This is given at the end of the year to a student who shows great promise as a Christian educator.

Faye L. Messler Memorial Award:

This is given at the end of the year to a student who evidences an interest in and propensity for International ministry in memory of Faye L. Messler.

Gerald K. Duckett Memorial Award:

This is given at the end of the year to a student who evidences potential excellence in Bible teaching and/or Jewish evangelism.

Oran Smith Memorial Award:

This is given at the end of each school year to a student who has shown academic excellence in school that year.

Presidential Award:

This is given at the discretion of the President to students who evidence exceptional potential for Christian ministry and/or who demonstrate dedication to the promotion and advancement of Shasta Bible College.

Samuel Post Memorial Award:

This is given to selected students who evidence the potential and sincere desire for future pastoral or teaching ministries. Awarding of this scholarship is determined by the decision of the Administrative Committee.

Spiritual Life Award:

This award is given to a student who has demonstrated the fruit of the Spirit as seen in his Christian maturity and leadership in the life of the student body.

Student Recruitment Award:

This is given to students who significantly influence new full time students to attend Shasta Bible College.

Talents for Christ Award:

This award is given to the first place winner of the national Talents for Christ competition sponsored by the General Association of Regular Baptist Churches (GARBC). The award amounts to a 50% tuition discount each semester for four consecutive years, provided the student attends full time each semester. The second place national winner receives a 25% discount each semester for four consecutive years, provided the student attends full time each semester. The first place winner in the regional contest is awarded \$500 to be applied toward tuition at the rate of \$250 per semester for the first year in attendance.

Word of Life Certificate Award:

A tuition credit of up to \$1,000 (\$500 per semester) is applied to the first year's bill of any full time student who has graduated from the Word of Life Bible Institute in Schroon Lake, NY.

ACADEMIC PROGRAMS

Shasta Bible College Undergraduate Programs:

Department of Bible and Theology

- 1 Certificate in Biblical Studies
- 2 Associate of Arts in Biblical Studies
- 3 Diploma in Biblical Studies
- 4 Bachelor of Arts in Bible and Theology
- 5 Secondary Bachelor of Arts in Biblical Studies
- 6 Degree Completion: Bachelor of Arts in Christian Professional Studies

Department of Christian Teacher Education

- 1 Certificate in Early Childhood Education
- 2 Associate of Arts in Early Childhood Education Administration

For graduate programs, please see the graduate school catalog included at the back of this document.

Department of Bible and Theology

The Department of Bible and Theology provides courses that lay a foundation for Christian ministry through Bible survey, analysis, interpretation, and theology. The study of the Biblical languages provides an essential tool for preaching and teaching. The systematic study of major doctrinal areas enables students to synthesize their study of the theological themes of the Bible. These programs at Shasta Bible College are designed for students who want to be useful to the Lord in whatever way He may lead. Since we recognize that a college setting lends itself to the discovery of the Lord's vocational leading in the lives of many students, the programs have been designed with built-in flexibility to facilitate possible adjustments in a

student's direction of future ministry. This is done through the use of a core curriculum which is required of all students pursuing the Bachelor of Arts degree, coupled with courses which prepare students for their chosen areas of emphasis.

Shasta Bible College also offers several other types of study programs. Some programs are terminal and are designed for students who are undecided about pursuing a Bachelor of Arts degree: a one-year Certificate, a two-year Associate of Arts Degree, and a three-year Diploma. While these programs are not four-year programs, courses are taught on the same academic level and may later be applied toward a Bachelor of Arts Degree.

CERTIFICATE IN BIBLICAL STUDIES

The Certificate in Biblical Studies is designed to provide a one year condensed course in Biblical studies for missions work or general Christian ministry. It is intended to be completed in one year and must be completed within three years. The student may transfer these credits into a degree program at a later time with faculty approval.

Biblical Studies, 9

One of the following:

- BS100 Hermeneutics, 3
- BS 110 Applied Hermeneutics, 3
- BS 120 Bible Study Methods, 3

One of the following (6 units):

- BS 101 Old Testament Literature I, 3 and BS 102 Old Testament Literature II, 3
- BS 111 New Testament Literature I, 3 and BS 112 New Testament Literature II, 3

Theological Studies, 8

- TS 101 Spiritual Life, 2
- TS 103 Survey of Christian Theology I, 3
- TS 104 Survey of Christian Theology II, 3

Ministry and Outreach, 4

- CM 102 Evangelism and Discipleship, 3
- CM 190, Field Ministry, ½
- CM 191 Field Ministry, ½

Electives, 11

At least 2 units each in Bible and Theology

TOTAL 32 units (maximum and minimum required)

CERTIFICATE IN CHRISTIAN PROFESSIONAL STUDIES

This program consists of a rotation of either 13 or 16 classes which provides either 39 or 48 units in Biblical Studies, Theological Studies, Christian Ministries and possibly Biblical Counseling. Each of the classes lasts five weeks and meets Tuesday and Thursday nights each week from 6:00 to 10:00 p.m. After

each class is completed, the next class usually begins the following week, allowing for breaks such as Christmas and Easter vacations. The Certificate may be taken either as a *Biblical Studies Emphasis* (39 units) or as a *Biblical Counseling/Christian Family Life Education Emphasis* (48 units)

Biblical Studies Emphasis (39 units)

Biblical Studies, 30

DCP/BS 100 Hermeneutics, 3
 DCP/BS 101 Old Testament Literature I, 3
 DCP/BS 102 Old Testament Literature II, 3
 DCP/BS 111 New Testament Literature I, 3
 DCP/BS 112 New Testament Literature II, 3
 DCP/BS 311 Pentateuch/Historical Books, 3
 DCP/BS 341 Psalms/Wisdom Literature, 3
 DCP/BS 351 Gospels and Acts, 3
 DCP/BS 411 Epistles and Revelation, 3
 DCP/BS 451 Prophets, 3

Theological Studies, 6

DCP/TS 103 Survey of Christian Theology I, 3
 DCP/TS 104 Survey of Christian Theology II, 3

Christian Ministries, 3

DCP/CM 102 Evangelism/Discipleship, 3

Biblical Counseling/Christian Family Life Education Emphasis (48 units)

Biblical Studies, 18

DCP/BS 100 Hermeneutics, 3
 DCP/BS 101 Old Testament Literature I, 3
 DCP/BS 102 Old Testament Literature II, 3
 DCP/BS 111 New Testament Literature I, 3
 DCP/BS 112 New Testament Literature II, 3
 DCP/BS 342 Psalms and Wisdom Lit, 3

Theological Studies, 6

DCP/TS 103 Survey of Christian Theology I, 3
 DCP/TS 104 Survey of Christian Theology II, 3

Biblical Counseling, 24

DCP/BC 101 The Biblical Counselor, 3
 BC 102 Self-Confrontation and Biblical Counseling, 3
 BC 103 Intro to Personal Evangelism and Biblical Counseling/Discipleship 3
 BC 201 Principles of Biblical Counseling, 3
 BC 203 Foundations of Interpersonal Relations and Conflict Resolution, 3

DCP/BC 301 Theology of Counseling, 3
BC 401 Marriage and Family Counseling, 3
BC 402 Counseling Children and Adolescents and their Families, 3

ASSOCIATE OF ARTS DEGREE IN BIBLICAL STUDIES

General Education, 42 units

BS 101 Old Testament Literature I, 3
BS 102 Old Testament Literature II, 3
BS 111 New Testament Literature I, 3
BS 112 New Testament Literature II, 3

One of the following:

CCM 402 Cross-Cultural Communications, 3
SS 101 General Psychology, 3

CO 101 English Composition, 3
CO 102 English Composition and Literature, 3
CO 201 Fundamentals of Speech, 3
Fine Arts (Art, Music or Drama), 3

One of the following three:

HU 208 Introduction to Philosophy, 3
HU 209 Introduction to Logic, 3
HU 210 Introduction to Ethics, 3

Three of the following:

HI 101 World Civilization, I, 3
HI 102 World Civilization II, 3
HI 201 United States History, 3
SS 205 World Religions, 3
HI 403 Ancient Near Eastern History, 3

One of the following:

SC 102 General Science Survey, 3
SC 103 Environmental Science, 3
SC 104 Physical and Historical Geology, 3
SC 105 Scientific Models of Origin, 3
SC 203 Nutrition, 3
SC 209 Physiology of Counseling, 3

Biblical Studies, 6 units

Two of the Following:

BS 100 Hermeneutics, 3
BS 110 Applied Hermeneutics, 3
BS 120 Bible Study Methods, 3

Theological Studies, 8 units

TS 101 Spiritual Life, 2
TS 103 Survey of Christian Theology I, 3
TS 104 Survey of Christian Theology II, 3

Ministry and Outreach, 8 units

CM 102 Evangelism and Discipleship, 3
CM 190, Field Ministry, ½
CM 191, Field Ministry, ½
CM 290, Field Ministry, ½
CM 291, Field Ministry, ½
One of the following:

BC 203 Foundations of Interpersonal Relations and Conflict Resolution, 3
CE 102 Introduction Christian Education., 3
CM 241 Pastoral Ministry, 3
CCM 201 Introduction to Missions, 3
YM 201 History and Philosophy of Student Ministry, 3

Physical Education, 2 units (4 semesters)

(Total is not credited for graduation)

SUMMARY:

- 1 General Education, 42
- 2 Biblical Studies, 6
- 3 Theological Studies, 8
- 4 Ministry and Outreach, 8

TOTAL 64 units (maximum and minimum required)

DIPLOMA IN BIBLICAL STUDIES

The Diploma in Biblical Studies is designed to prepare the student who desires to minister vocationally in the local church. This three year program provides the student with a practical working knowledge of the Bible, theology, and Christian ministry. Graduates of this program may, at a later date, elect to use it as the basis for the completion of a Bachelor of Arts Degree.

General Education, 24 units

BS 101 Old Testament Literature I, 3
BS 102 Old Testament Literature II, 3
BS 111 New Testament Literature I, 3
BS 112 New Testament Literature II, 3
BC 102 Self-Confrontation and Biblical Counseling, 3
CO 101 English Composition, 3
CO 102 English Composition and Literature, 3
CO 201 Fundamentals of Speech, 3

Biblical Studies, 21 units

BS 100 Hermeneutics, 3

BS 110 Applied Hermeneutics, 3

15 units from the following:

BS 201 Pentateuch, 2-3

BS 211 Historical Books, 2-3

BS 251 The Gospels, 2-3

BS 261 Studies in Acts, 2-3

BS 321 Psalms, 2-3

BS 331 Wisdom Books, 2-3

BS 371 Pauline Epistles, 2-3

BS 381 Non-Pauline Epistles, 2-3

BS 441 Prophetic Books, 2-3

BS 491 Revelation, 2-3

(Note: There are 12 units of OT/NT Literature in General Education yielding an actual 33 units of Biblical Studies)

Theological Studies, 20 units

TS 101 Spiritual Life, 2 (must be replaced with BC 101 The Biblical Counselor for Biblical Counseling and Christian Family Life Education emphases)

TS 102 Scripture and God, 3

TS 201 Christ and Salvation, 3

TS 331 The Church, 3

TS 402 The Last Things, 3

TS 404 Senior Theology, 3

One of the following:

TS 202 Man and Sin, 3

TS 203 Apologetics and Cults, 3, or SC 105 Sc. Models of Origins, 3

TS 310 Holy Spirit and Angels, 3

Church History, 6 units

HI 261 Church History I, 3

HI 262 Church History II, 3

Ministry and Outreach, 14 units

CM 102 Evangelism and Discipleship, 3

CM 190 Field Ministry, ½

CM 191 Field Ministry, ½

CM 290 Field Ministry, ½

CM 291 Field Ministry, ½

CM 301 Expository Preaching and Teaching, 3

CCM 201 Introduction to Missions, 3

CE 301 Principles of Teaching, 3

Electives, 11 units

SUMMARY:

- 1 General Education, 24
- 2 Biblical Studies, 21
- 3 Theological Studies, 20
- 4 Church History, 6
- 5 Ministry and Outreach, 13
- 6 Electives, 11

TOTAL 96 units (maximum and minimum required)

BACHELOR OF ARTS IN BIBLE AND THEOLOGY

This four-year degree program in Bible and Theology is designed to give students a broad base for ministry. The required 128 units include 48 units of General Education courses, and 55 units in the Core Curriculum. The remaining 24 units may be electives or applied to a minor (18 units) or an emphasis (23-24 units).

General Education Requirements

The following General Education courses are required for the Bachelor of Arts Degree in Bible and Theology:

Biblical Literature, 12 units

- BS 101 Old Testament Literature I, 3
- BS 102 Old Testament Literature II, 3
- BS 111 New Testament Literature I, 3
- BS 112 New Testament Literature II, 3

Communications, 9 units

- CO 101 English Composition, 3
- CO 102 English Composition and Literature, 3
- CO 201 Fundamentals of Speech, 3

Humanities, 6 units

One of the following:

- MUS 306 Philosophy of Church Music, 3 (required for Music Ministry emphasis)
- HU 208 Introduction to Philosophy, 3
- HU 209 Introduction to Logic, 3
- HU 210 Introduction to Ethics, 3 (required for Biblical Counseling and Christian Family Life Education emphases)

One of the following: 3

- Music, 3 (required for Music Ministry emphasis)
- Art, 3
- Literature, 3
- Foreign Language, 3

Natural Science, 3 units

One of the following:

- SC 102 General Science Survey, 3
- SC 103 Environmental Science, 3
- SC 104 Physical and Historical Geology, 3
- SC 105 Scientific Models of Origin, 3
- SC 203 Nutrition, 3
- SC 209 Physiology for Counseling, 3

Physical Education, 2 units (4 semesters)

(Total is not credited for graduation)

Behavioral Sciences, 3 units

One of the following:

- SS 101 General Psychology, 3
- BC 102 Self-Confrontation and Biblical Counseling, 3 (Required for Biblical Counseling and Christian Family Life Education emphases)
- CCM 402 Cross-cultural Communications, 3 (required for Cross-cultural Missions emphasis)

Social Sciences, 9 units

Three of the following:

- HI 101 World Civilization I, 3
- HI 102 World Civilization II, 3
- HI 201 United States History, 3
- HI 403 Ancient Near Eastern History, 3
- SS 205 World Religions, 3 (required for Cross-cultural Missions emphasis)

Foreign Language, 6 units

One of the following two:

- BL 201 Elementary Greek I, 3 and BL 202 Elementary Greek II, 3
- BL 205, Elementary Hebrew I, 3 and BL 206 Elementary Hebrew II, 3

Subtotal of General Education Requirements: 48 units

Core Curriculum Requirements

In addition, the following core curriculum of 50 units is required for all Bachelor of Arts degrees in the Department of Bible and Theology:

Biblical Studies, 19 units

- BS 110 Applied Hermeneutics, 3
- BS 100 Hermeneutics, 3

Biblical Book Studies, 13 from the following:

- BS 201 Pentateuch, 2-3
- BS 211 Historical Books, 2-3
- BS 251 The Gospels, 2-3
- BS 261 Acts, 2-3
- BS 321 Psalms, 2-3
- BS 331 Wisdom Books, 2-3
- BS 371 Pauline Epistles, 2-3
- BS 381 Non-Pauline Epistles, 2-3
- BS 441 Prophetic Books, 2-3
- BS 491 Revelation, 2-3
- BS 120 Bible Study Methods, 3 (may fulfill credit toward Biblical Book studies if taken in addition to BS 100 Hermeneutics and BS 110 Applied Hermeneutics)

(Note: There are 12 units of Old Testament and New Testament Literature in General Education yielding an actual 31 units of Biblical Studies)

Theological Studies, 20 units

TS 101 Spiritual Life, 2 (must be replaced with BC 101 The Biblical Counselor for Biblical Counseling and Christian Family Life Education emphases)

TS 102 Scripture and God, 3

TS 201 Christ and Salvation, 3

TS 331 The Church, 3

TS 402 The Last Things, 3

TS 404 Senior Theology, 3

One of the following:

TS 202 Man and Sin, 3

TS 203 Apologetics and Cults, 3, or SC 105 Sc. Models of Origins, 3

TS 310 Holy Spirit and Angels, 3

Church History, 3 units

One of the following two:

HI 261 Church History I, 3

HI 262 Church History II, 3

Ministry and Outreach, 14 units

CM 102 Evangelism and Discipleship, 3 (Must be replaced by BC 103 Introduction to Personal Evangelism and Biblical Counseling./Discipleship for Biblical Counseling and Christian Family Life Education emphases)

CM 190, Field Ministry, ½

CM 191, Field Ministry, ½

CM 290, Field Ministry, ½

CM 291, Field Ministry, ½

Nine units as follows:

Three or six units from the following:

CM 301 Expository Preaching and Teaching, 3 (required for Pastoral Ministry emphasis)

CE 301 Principles of Teaching, 3 (required for Christian Education and Pastoral Ministry emphases)

ED 201 Introduction to Teaching, 3 (required for Interdisciplinary Studies emphasis [Christian Teacher Education])

ED 305 Principles of Classroom Teaching I, 3 (required for Interdisciplinary Studies emphasis [Christian Teacher Education])

Three or six units from the following:

BC 203 Foundations of Interpersonal Relations and Conflict Resolution, 3 (required for Biblical Counseling and Christian Family Life Education emphases)

CE 102 Introduction to Christian Education., 3 (required for Christian Education emphasis)

CM 241 Pastoral Ministry, 3 (required for Pastoral Ministry emphasis)

CCM 201 Introduction to Missions, 3 (required for Cross-cultural Missions emphasis)

MUS 101 Church Music Leadership, 2

YM 201 History and Philosophy of Student Ministry, 3 (required for Youth Ministry emphasis)

Lab, Practicum or Internship in Missions or Ministry, 1

Music Ministry Emphasis: Must fulfill these 9 units with at least three or up to six units in music approved by the music department.

Core Curriculum Subtotal 56 units

Areas of Emphasis/Minor

Emphases and Minors are not required but are designed for students who desire to specialize in a particular area of ministry. The student may petition the Academic Committee to substitute a limited number of courses from the Department of Bible and Theology in order to personalize an emphasis to better serve his goals. The College will make every effort to provide the best program for each student within the limits of the curriculum, but the College reserves the right to adapt an emphasis to available resources and faculty.

If a student wishes to have an emphasis or minor listed on the diploma, he must complete either the prescribed 23-24 units for an emphasis or any 18 units from the 23-24 listed in one of the following for a minor:

1. Biblical Counseling
2. Biblical Languages
3. Christian Education
4. Christian Teacher Education
5. Cross-Cultural Missions
6. Christian Family Life Education
7. Music Ministry
8. Pastoral Ministry
9. Theological Studies
10. Youth Ministry

Emphasis in Biblical Counseling: This emphasis is designed to equip students to counsel persons and their families from a Biblical perspective in ministry related vocations. God has provided superior and sufficient resources for members of the body of Christ to grow towards spiritual maturity. The focus of this emphasis is on discipleship and the means and process of sanctification from a Biblical perspective.

Note: The following courses are required as part of the General Education and Core Curriculum requirements (see above):

BC 101 The Biblical Counselor, 3

BC 102 Self-Confrontation, 3

BC 103 Introduction to Personal Evangelism and Biblical Counseling/Discipleship, 3

BC 203 Foundations of Interpersonal Relations and Conflict Resolution, 3

Emphasis Requirements, 23 units

BC 201 Principles of Biblical Counseling, 3

BC 202 Courtship, Marriage and the Family, 2

BC 204 Vocational Guidance, 2

BC 301 Theology of Counseling, 2

- BC 302 Theories of Counseling and Biblical Change, 2
- BC 303 Premarital Preparation and Counseling, 2
- BC 401 Marital and Family Counseling, 3
- BC 402 Counseling Children, Adolescents and their Families, 3
- BC 403 Substance Abuse Counseling, 2
- BC 404 Life Cycle Issues in Biblical Counseling, 2

Emphasis in Biblical Languages: The study of the Bible in the original languages provides the student with insights into the Biblical text not available to those dependent upon translations. The Biblical languages provide the necessary foundation for authentic and accurate interpretation of the Word of God and are a solid foundation for seminary, graduate work, the pastorate, and the mission field.

Emphasis Requirements, 24 units

One of the following (6 units):

- BL 201 Elementary Greek I, 3 and BL 202 Elementary Greek II, 3
- BL 205 Elementary Hebrew I, 3 and BL 206 Elementary Hebrew II, 3
- BL 301 Intermediate Greek I, 3
- BL 302 Intermediate Greek II, 3
- BL 305 Intermediate Hebrew I, 3
- BL 306 Intermediate Hebrew II, 3
- Advanced course(s) in Biblical Languages and Exegesis, 6

Emphasis in Christian Education: This emphasis focuses on theory, practice, knowledge, and administrative skills related to Christian Education in the local church. Required courses in Bible, Theology, and General Education are balanced with courses in Christian Education and electives which allow the student to tailor a program specialized to his/her area of interest.

Note: The following courses are required as part of the Core Curriculum requirements (see above):

- CE 102 Introduction to Christian Education, 3
- CE 301 Principles of Teaching, 3

Emphasis Requirements, 24 units

- BC 203 Interpersonal Relations and Conflict Resolution, 3
- CM 431 Dynamics of Church Planting and Growth, 2
- ED 301 Human Growth and Development, 3
- ED 460 Philosophy of Christian School Education, 3
- YM 301 Administration and Program Development in Student Ministries, 3
- YM 302 Curriculum Development in Student Ministries, 3
- MUS 101 Church Music Leadership, 2
- Electives, 5 (from Biblical Counseling [BC], Christian Ministries [CM], Cross Cultural Missions [CCM], Christian Education [CE], Music Ministry [MUS], Youth Ministry [YM])

Emphasis in Interdisciplinary Studies (Christian Teacher Education): This emphasis is designed to equip the student to become a teacher in a Christian school or foreign missions school. The student will have a grounded Biblical education along with math/science/humanities which will give them the capability

to teach a variety of subjects at different grade levels. Completion of this program leads to a Basic ACSI Teaching Certificate.

Note: The following two courses are required as part of the Core Curriculum (see above):

ED 201 Introduction to Teaching, 3
ED 305 Principles of Classroom Teaching I, 3

Emphasis Requirements, 24 units

MA 101 Basic College Math, 3
MA 111 College Algebra, 3 or MA 211 Statistics, 3
ED 303 Curriculum Development, 3
ED 302 The Exceptional Child, 3
ED 301 Human Growth and Development, 3
ED 460 Introduction to a Philosophy of Christian School Education, 3
Humanities Elective, 3
Math/Science Elective, 3

Emphasis in Cross-Cultural Missions: This emphasis is designed to prepare students to communicate effectively the Christian faith to other cultures at home and in foreign countries. Both theory and practical missionary training are combined and integrated in order to expose and prepare the student with the perspectives and experiences needed for missionary service.

Note: The following courses are required as part of the General Education requirements (see above):

CCM 402 Cross-cultural Communications, 3
SS 205 World Religions, 3

Emphasis Requirements, 24 units

BC 203 Foundations of Interpersonal Relations and Conflict Resolution, 3
CCM 301 History of Missions, 2
CCM 302 Biblical Theology of Missions, 3
One of the following:
 CCM 303 Dynamics of Church Planting and Growth, 2
 CM 431 Dynamics of Church Planting and Growth, 2
CCM 401 The Local Church and Missions, 2
CCM 403 Language Learning, 3
CCM 410 Missions Practicum(s), 6
Electives, 3 (from the departments of Bible and Theology or Christian Ministry)

Emphasis in Christian Family Life Education: The focus of this emphasis is on the God-given importance of the Christian family as a “Divine institution.” This will include the study and the application of the Biblical principles and the processes that will bring marital and family relationships into a greater conformity to the Image of Christ. This emphasis is designed for those who are preparing for ministry related vocations.

Note: The following courses are required as part of the General Education and Core Curriculum requirements (see above):

BC 101 The Biblical Counselor, 3
 BC 102 Self-Confrontation and Biblical Counseling, 3
 BC 103 Intro to Personal Evangelism and Biblical Counseling/Discipleship, 3
 BC 203 Foundations of Interpersonal Relations and Conflict Resolution, 3

Emphasis Requirements, 23 units

BC 202 Courtship, Marriage and the Family, 2
 BC 204 Vocational Guidance, 2
 BC 201 Principles of Biblical Counseling, 3
 BC 303 Premarital Preparation and Biblical Counseling, 2
 BC 401 Marital and Family Counseling, 3
 BC 402 Counseling Children, Adolescents and their Families, 3
 CFLE 301 Marriage Enrichment Models, 2
 CFLE 302 Parental Enrichment Models, 2
 CFLE 401 Substance Abuse Counseling and Education 2
 CFLE 402 Family Life Program Development, 2

Emphasis in Music Ministry: This emphasis is designed to equip students for an effective ministry in Christian music.

Note: The following courses are required as part of the General Education and Core Curriculum requirements (see above):

(See Gen. Ed. Requirements): MUS 306 Philosophy of Church Music, 3 (replaces a philosophy class)

(See Core Curriculum Requirements, Ministry and Outreach): Music courses approved by the Music department, 3-6

Emphasis Requirements, 24 units

MUS 211, Music Theory I, 3
 MUS 212 Music Theory II, 3
 MUS 301 Music History I, 3
 MUS 302 Music History II, 3
 MUS 305 Hymnology, 2

Electives, 10 units from the following:

MUS 103 Piano Class I, 1
 MUS 104 Piano Class II, 1
 MUS 105 Guitar Class, 1
 MUS 106 Voice Class, 1
 MUS 108 Electronic Keyboard, 1
 MUS 131 Instrumental Ensemble I, 1 ½
 MUS 132 Instrumental Ensemble II, 1 ½
 *MUS 231 Private Instruction: Instrument, 1
 *MUS 241 Private Instruction: Voice, 1
 MUS 304 Contemporary Christian Worship Music, 3
 MUS 308 Children's Music Ministry, 2
 MUS 311 Music Theory III, 3
 MUS 312 Music Theory IV, 3
 MUS 321 Keyboard Improvisation I, 2
 MUS 322 Keyboard Improvisation II, 2
 MUS 351/352 Chorale V, VI, 3

MUS 353 Choral Conducting I, 2
 MUS 354 Choral Conducting II, 2
 MUS 431 Arrangement and Composition, 2

*Private lessons require special fees. Contact the Director of Business Affairs for details.

In addition the following non-credit requirements must be met:

1. A recital each semester
2. An intern ministry approved by the music department each semester (may be fulfilled by participation in a College performance group).

Emphasis in Pastoral Ministry: This emphasis is designed to prepare the student to function effectively as Pastor in a local church. The priority of evangelistic outreach and pastoral leadership are blended with an emphasis on the importance and techniques of effective preaching and teaching, the understanding and application of Biblical content, and the critical need for theological consistency and hermeneutical integrity.

Note: The following courses are required as part of the Core Curriculum requirements (see above):

CM 301 Expository Preaching and Teaching, 3
 CE 301 Principles of Teaching, 3
 CM 241 Pastoral Ministry, 3

Emphasis Requirements, 24 units

One of the following two (6 units):

BL 201 Elementary Greek I, 3 and BL 202 Elementary Greek II, 3
 BL 205 Elementary Hebrew I, 3 and BL 206 Elementary Hebrew II, 3

CM 431 Dynamics of Church Planting and Growth, 2
 CMC 302 Advanced Pastoral Counseling, 2 (or an approved Biblical Counseling course)
 HI 262 Church History II, 3
 Electives, 11 units from Biblical Counseling (BC), Christian Education (CE), Christian Ministry (CM), Cross Cultural Missions (CCM), Theological Studies (TS), Youth Ministry (YM)

Emphasis in Theological Studies: This emphasis is designed to give students an in depth understanding of theological knowledge and contemporary issues as they relate to the Christian's vocation and calling.

Emphasis Requirements, 24 units

One of the following two (6 units):

BL 201 Elementary Greek I, 3 and BL 202 Elementary Greek II, 3
 BL 205 Elementary Hebrew I, 3 and BL 206 Elementary Hebrew II, 3

HI 262 Church History II, 3
 TS 403 Contemporary Theology, 3

Two of the following three:

HU 208 Introduction to Philosophy, 3

HU 209 Introduction to Logic, 3
 HU 210 Introduction to Ethics, 3
 SS 205 World Religion, 3

Electives, 6 units from Biblical Studies or Theological Studies

Emphasis in Youth Ministry: This emphasis is designed to prepare students to enter the career path of youth ministry in such positions as youth director, para-church staff, and positions in adolescent social work and related fields. The goal of this program is to “recruit, train, place and network youth leaders globally.”

Note: The following course is required as part of the Core Curriculum requirements (see above):

YM 201 History and Philosophy of Student Ministry, 3

Emphasis Requirements, 24 units

YM 301 Administration and Program Development in Student Ministries, 3
 YM 302 Curriculum Development in Student Ministries, 3
 YM 331 Programming and Promoting Camps and Retreats, 3
 YM 350 Contemporary Youth Missions, 3
 YM 351 Youth Culture, Conflict Resolution, and Family Needs, 3
 YM 401 Professional Ministry Orientation, 3
 YM 423 Contemporary Communication to Adolescents, 3
 YM 499 Youth Ministry Internship, 3

SUMMARY FOR BA IN BIBLE AND THEOLOGY:

General Education	48
Core Curriculum	56
Electives or Emphasis Requirements	24
TOTAL UNITS	128 (maximum and minimum required)

Affiliate Study Abroad Program in Israel

Shasta Bible College has an associate relationship with two campuses in Israel: The Jerusalem University College and the Baptists for Israel Institute. Courses taken at either of these institutions may be applied toward the B.A. degree in Bible and Theology. The cost for this program is to be determined by the institution in Israel. For more information, contact the Shasta Bible College office.

Student Exchange Program on Guam

Shasta Bible College has a student exchange program with the Pacific Islands Bible College on the Island of Guam. Our students are encouraged to study for one year at one of the Pacific Islands Bible College's campuses in the South Pacific. Coursework successfully completed there will be applied toward the student's academic progress at Shasta Bible College. Students from the Pacific Islands Bible College are likewise encouraged to complete one years' studies at Shasta Bible College.

Approved Correspondence Courses

Correspondence courses taken through the Institute of Theological Studies are approved for transfer in fulfillment of requirements for the B.A. degree in Bible and Theology.

ASCEND (Alternative Study Courses Empowering New Direction)

Shasta Bible College's ASCEND offers a Degree Completion Program for students with an A.A. Degree or 60 College Credits. This degree results in a B.A. in Christian Professional Studies. The degree may be taken in one of three alternative emphases: (1) Biblical Studies; (2) Biblical Counseling and Christian Family Life Education; and (3) Christian Teacher Education. The Biblical Studies emphasis consists of a series of modular courses taught on Tuesday and Thursday nights over a period of just 15 months. The Biblical Counseling and Christian Family Life Education emphasis offers its core courses on Monday and Wednesday nights in conjunction with the required Biblical Studies courses on Tuesdays and Thursdays. The Christian Teacher Education Emphasis classes are typically taught at off-campus teaching sites in a modular format.

To qualify for ASCEND, a student must have an A.A. degree or 60 college credits, have 3 years of work experience and/or be 25 years of age, and have a personal testimony of faith in Jesus Christ.

Biblical Studies Emphasis

This emphasis consists of a rotation of 13 classes which provides 39 units in Biblical Studies, Theological Studies and Christian Ministries. Of the 128 units required for graduation, the remaining 89 must include 40 units of General Education courses completed either at Shasta Bible College or an accredited and/or approved institution. At graduation the student will have 128 units of college credit.

Each of the 13 classes lasts five weeks and meets Tuesday and Thursday nights each week from 6:00 to 10:00 p.m. After each class is completed, the next class usually begins the following week, allowing for breaks such as Christmas and Easter vacations.

General Education Requirements, 40 units

English and Speech Communications, 9
 Math, 3
 Humanities/Literature, 3
 Fine Arts, 3
 Foreign Language, 3
 Behavioral Science, 3
 Social Sciences, 9
 Science, 7 (must include 1 unit of lab)

Biblical Studies, 30 units

DCP/BS 100 Hermeneutics, 3
 DCP/BS 101 Old Testament Literature I, 3
 DCP/BS 102 Old Testament Literature II, 3
 DCP/BS 111 New Testament Literature I, 3
 DCP/BS 112 New Testament Literature II, 3
 DCP/BS 311 Pentateuch/Historical Books, 3
 DCP/BS 341 Psalms/Wisdom Lit, 3
 DCP/BS 351 Gospels and Acts, 3
 DCP/BS 411 Epistles and Revelation, 3

DCP/BS 451 Prophets, 3

Theological Studies, 6 units

DCP/TS 103 Survey of Christian Theology I, 3
 DCP/TS 104 Survey of Christian Theology II, 3

Christian Ministry, 3 units

DCP/CM 102 Evangelism and Discipleship, 3

When additional units are required to complete the 128 total necessary for graduation, the following should be completed if possible:

BS 110 Applied Hermeneutics, 3

Biblical Counseling/Christian Family Life Education Emphasis

This emphasis is designed to equip students to counsel persons and their families from a Biblical perspective in ministry related vocations. The focus of this program is on discipleship, the means and process of sanctification, and the God-given importance of the Christian family as a "Divine institution." This program requires 24 units of Biblical Counseling/Christian Family Life Education courses and 24 units from the Biblical Studies program for a total of 48 units. Of the 128 units required for graduation, the remaining 80 must include 40 units of General Education courses completed either at Shasta Bible College or an approved institution. At graduation the student will have 128 units of college credit.

General Education Requirements, 40 units

English and Speech Communications, 9
 Math, 3
 Humanities/Lit, 3
 Fine Arts, 3
 Foreign Language, 3
 Behavioral Science, 3
 Social Sciences, 9
 Science, 7 (must include 1 unit of lab)

Biblical Studies, 21 units

DCP/BS 100 Hermeneutics, 3
 DCP/BS 101 Old Testament Literature I, 3
 DCP/BS 102 Old Testament Literature II, 3
 DCP/BS 111 New Testament Literature I, 3
 DCP/BS 112 New Testament Literature II, 3
 DCP/BS 342 Psalms and Wisdom Lit, 3
 DCP/BC 101 The Biblical Counselor, 3

Biblical Counseling, 21 units

BC 102 Self-Confrontation and Biblical Counseling, 3
 BC 103 Introduction to Personal Evangelism and Biblical Counseling/Discipleship 3
 BC 201 Principles of Biblical Counseling, 3
 BC 203 Foundations of Interpersonal Relations and Conflict Resolution, 3
 DCP/BC 301 Theology of Counseling, 3

BC 401 Marriage and Family Counseling, 3
 BC 402 Counseling Children, Adolescents and their Families, 3

Theological Studies, 6 units

DCP/TS 103 Survey of Christian Theology I, 3
 DCP/TS 104 Survey of Christian Theology II, 3

When additional credit work is needed for graduation, the following courses must be taken (These courses have priority over BS 110 Applied Hermeneutics):

BC 202 Courtship, Marriage and the Family, 2
 BC 204 Vocational Guidance, 2
 BC 303 Premarital Preparation and Counseling, 2
 BC 403 Substance Abuse Counseling 2
 BC 404 Life Cycle Issues, 2

Christian Teacher Education Emphasis

This program is designed to aid those who are currently teaching in Christian Schools, but who are lacking a Bachelor's degree, both to obtain an accredited Bachelor's degree and qualify for a Basic Certificate (valid for 2 years and renewable) for either Primary or Secondary education with the Association of Christian Schools International (ACSI). This program requires 18 units of Christian Teacher Education courses and 27 units from the Biblical Studies program for a total of 45 units. Of the 128 units required for graduation, the remaining 80 must include 36 units of General Education courses completed either at Shasta Bible College or an approved institution (including Social Studies, 9 units; Science, 9 units; Humanities, 9 units; English/Communications, 9 units). At graduation the student will have 128 units of college credit.

General Education Requirements, 40 units

English and Speech Communications, 9
 Math, 3
 Humanities/Lit, 3
 Fine Arts, 3
 Foreign Language, 3
 Behavioral Science, 3
 Social Sciences, 9
 Science, 7 (must include 1 unit of lab)

Biblical Studies, 15 units

DCP/BS 100 Hermeneutics, 3
 DCP/BS 101 Old Testament Literature I, 3
 DCP/BS 102 Old Testament Literature II, 3
 DCP/BS 111 New Testament Literature I, 3
 DCP/BS 112 New Testament Literature II, 3

Theological Studies, 6 units

DCP/TS 103 Survey of Christian Theology II, 3
 DCP/TS 104 Survey of Christian Theology II, 3

Education, 18 units

ED 460 Philosophy of Christian School Education, 3
ED 403 Methods of Teaching Social Sciences, Science, and Math, 3
ED 204 Computers/Word Processing and Presentation Software, 3
ED 305 Principles of Classroom Teaching I, 3
ED 404 Methods of Teaching Health, P.E., Art & Music 3
ED 302 The Exceptional Child, 3

Two Electives from the following list, 6 units

DCP/BS 311 Pentateuch/Historical Books, 3
DCP/BS 341 Psalms/Wisdom Lit, 3
DCP/BS 351 Gospels and Acts, 3
DCP/BS 411 Epistles and Revelation, 3
DCP/BS 451 Prophets, 3
DCP/CM 102 Evangelism and Discipleship, 3
ED 306 Principles of Classroom Teaching II, 3

SECONDARY BACHELOR OF ARTS DEGREE IN BIBLICAL STUDIES

Students who have already earned a Bachelor of Arts degree from a qualifying academic institution may earn a second Bachelor of Arts degree from Shasta Bible College. A maximum of 15 units can be transferred in. At least 24 units and two semesters' residence must be completed at Shasta Bible College. These courses are intended for those students who desire to complete the program by taking classes during the day over a period of two years. Students who prefer to take classes at night may take the 39 units in the 15-month ASCEND program in place of the following to satisfy this degree. The following courses are required:

BS 110 Applied Hermeneutics, 3
 BS 100 Hermeneutics, 3
 BS 101 Old Testament Literature I, 3
 BS 102 Old Testament Literature II, 3
 BS 111 New Testament Literature I, 3
 BS 112 New Testament Literature II, 3
 CM 102 Evangelism and Discipleship, 3
 CM 190, Field Ministry, ½
 CM 191 Field Ministry, ½
 TS 101 Spiritual Life, 2
 TS 103 Survey of Christian Theology I, 3
 TS 104 Survey of Christian Theology II, 3
 Electives in Bible and Theology, 9

TOTAL 39 units (maximum and minimum required)

Secondary B.A. in Biblical Studies with Youth Ministry Minor:

BS 110 Applied Hermeneutics, 3
 BS 100 Hermeneutics, 3
 BS 101 Old Testament Literature I, 3
 BS 102 Old Testament Literature II, 3
 BS 111 New Testament Literature I, 3
 BS 112 New Testament Literature II, 3
 CM 190 Field Ministry, ½
 CM 191 Field Ministry, ½
 TS 103 Survey of Christian Theology I, 3
 TS 104 Survey of Christian Theology II, 3
 YM 201 History and Philosophy of Student Ministry, 3
 YM 301 Administration and Program Development in Student Ministries, 3
 YM 331 Programming and Promoting Camps and Retreats, 3
 YM 423 Contemporary Communication to Adolescents, 3
 YM 499 Youth Ministry Internship, 6

TOTAL 43 (maximum and minimum required)

Department of Christian Teacher Education

Shasta Bible College is approved to offer course work which meets the ACSI (Association of Christian Schools International) requirements for teacher and administrative certification and certification renewal. Shasta Bible College has been approved by ACSI to offer course work leading to CEUs (Continuing Education Units) in the area of Elementary and Early Childhood Education and Administration. College level courses and CEUs in the areas of Biblical Studies, Early Childhood, Elementary and Secondary Education, and Educational Administration are taught both on-campus and off-campus in cooperation with individual Christian schools. CEUs may be earned in regular college course work (1 semester hour of credit = 3 CEUs) or by enrolling in an approved inservice program (1 CEU = 6 hours of instruction).

Shasta Bible College's Early Childhood Education (ECE) Programs are lab-based directed studies programs. The programs are designed to utilize knowledge gained through texts and other resources with practical hands-on assignments, projects and experience in a preschool setting. The expertise of a required Mentor/Evaluator adds a critical dimension to preparing teachers for success in the classroom. Title 22 requirements are the State of California's minimum requirements to teach in a private facility. ACSI Standards are standards required to meet ACSI accreditation. (Note: All Christian schools are private schools. However, not all Christian schools or ACSI Member schools are ACSI accredited.)

CERTIFICATE IN EARLY CHILDHOOD EDUCATION

Shasta Bible College's Early Childhood Education Certificate qualifies the student to work in private preschools and day care centers. The Certificate Program **exceeds** ACSI Standards (Section 3.2 & 3.9, p.18) and **exceeds** California State Title 22 requirements.

Biblical and Theological Studies, 13 units

One of the following two:

BS 101 Old Testament Literature I, 3 and BS 102 Old Testament Literature II, 3
BS 111 New Testament Literature I, 3 and BS 112 New Testament Lit II, 3

BS 110 Applied Hermeneutics, 3
TS 101 Spiritual Life, 2
Electives, 2

Ministry and Outreach, 3 Units

CM 190 Field Ministries, ½
CM 191 Field Ministries, ½
Electives, 2

Early Childhood Education, 16 Units

ECE 101 Introduction to Early Childhood Education, 2
ECE 102 Early Childhood Theory and Observation, 2
ECE 104 Early Childhood Education Curriculum I, 2
ECE105 Early Childhood Education Curriculum II, 2
ECE 112 Child/Family/Community, 2
ECE 207 Children's Literature, 3
ED 301 Human Growth and Development, 3

Total 32 units (maximum and minimum required)

ACSI TEACHER CERTIFICATION

Shasta Bible College is approved by the Association of Christian Schools International (ACSI) to offer courses leading to an ACSI Teacher Certificate. For those who already possess a BA or BS degree from an accredited or otherwise approved institution, the following program leads to certification.

ED 202 Children's Lit, 3
ED 511 Principles of Classroom Teaching I, 3
ED 512 Principles of Classroom Teaching II, 3
ED 402 Methods of Teaching Reading, 3
ED 403 Methods of Teaching Social Studies, Science, Math, 3
ED 404 Methods of Teaching Health, PE, Art, Music, 3
ED 503 Exceptional Child, 3
ED 504 Tests and Measurements, 3
ED 505 Audio, Visual, Computers, 3
ED 506 Human Growth and Development, 3
ED 508 Curriculum Development, 3
ED 560 Philosophy of Christian School Ed, 3

Student Teaching: Elementary or Secondary (12)

ED 501 Student Teaching: Elementary, 9 and ED 502 Student Teaching Seminar
Elem., 3

Or

ED 503 Student Teaching: Secondary, 9 and ED 504 Student Teaching Seminar,
Sec., 3

Total 48 units

ASSOCIATE OF ARTS DEGREE IN EARLY CHILDHOOD EDUCATION AND ADMINISTRATION

Shasta Bible College's A.A. Degree is designed for students who wish employment as a preschool director or to open their own preschool or day care facility. This A.A. Degree **exceeds** Title 22 requirements and ACSI Standards (Please note some Christian preschools may exceed ACSI standards and require a B.A. or B.S. Degree for their directors.) Required courses for the AA Degree include all of the courses in the Certificate Program and the following:

General Education, 26

CO 201 Fundamentals of Speech, 3
 CO 101 English Composition, 3
 ECE 207 Children's Literature, 3
 ED 301 Human Growth and Development, 3
 Science/Math, 3
 BS 101 Old Testament Literature I, 3
 BS 102 Old Testament Literature II, 3
 BS 111 New Testament Literature I, 3
 BS 112 New Testament Literature II, 3

Biblical and Theological Studies, 11

Two of the following three (6 units):

BS 100 Hermeneutics, 3
 BS 110 Applied Hermeneutics, 3
 BS 120 Bible Study Methods, 3

TS 101 Spiritual Life, 2
 TS 102 Scripture and God, 3

Christian Ministries, 1

CM 190 Field Ministries, ½
 CM 191 Field Ministries, ½

Early Childhood Education, 27

ECE 101 Introduction to Early Childhood Education, 2
 ECE 102 Early Childhood Theory and Observation, 2
 ECE 103 Supervised Field Work, 2
 ECE 104 Early Childhood Curriculum I, 2
 ECE 105 Early Childhood Curriculum II, 2
 ECE 112 Child/Family/Community, 2
 ECE 201 Infant/Child Learning, 2
 ECE 202 School/Parent Relations, 2
 ECE 204 Health/Safety Child Programs, 3
 ECE 210 Fundamentals of Adult Supervision, 2
 ECE 211, Preschool Administration I, 3
 ECE 212 Preschool Administration II, 3

Physical Education, 2 units (4 semesters)

(Total is not credited for graduation)

TOTAL 65 units (maximum and minimum required)

INDIVIDUALIZED DISTANCE EDUCATION (IDE)

This directed studies program is lab-based (see description above). The ECE courses offered through the distance education program meet the minimum Title 22 “core course” requirements for teachers and directors in private preschools. This IDE program **meets** ACSI standards for teachers. ACSI standards state a director should have an A.A. or A.S. degree in Child Development or ECE (or have an equivalent certificate with at least 12 units of ECE). Please note some Christian Preschools exceed ACSI standards and require a minimum of a B.A. or B.S. Degree for their directors. **If your career goal is to be a preschool director, please carefully check the preschool’s personnel requirements to determine if this IDE course of study will meet or exceed their minimum standards.** Courses available through Distance Education need to be completed in the following sequence: ECE 101, ECE 205, ECE 102, ECE 104 & 105, ECE 112, ECE 211, ECE 203. The ECE courses require student access to a preschool, a contract signed by the student and a Mentor/Evaluator and the submission of completed weekly progress reports. Questions or requests for assistance will be acknowledged within 5 working days. Assignments will be graded within 10 working days or less. A schedule of assignment deadlines will be issued during course orientation. This assignment schedule will be determined by the student’s desired time frame for completion, (5 weeks minimum, 6 months maximum). Students will enroll in one IDE course at a time, until course work is completed.

COURSE DESCRIPTIONS

Availability of Courses

Many of the courses listed below are offered only on an “as needed” basis. Others are offered according to a regularly repeating rotation. Course rotation schedules are available from registration counselors.

Legend of Symbols in Course Descriptions

Courses numbered in the 100’s normally are first year courses. Courses numbered in the 200’s normally are second year courses. Courses numbered in the 300’s normally are third year courses. Courses numbered in the 400’s normally are fourth year courses.

DEPARTMENT OF BIBLE

Chair: George A. Gunn, M.Div.

BIBLICAL STUDIES

Area courses (BS 201, 211, 331, 441, 251, 371, 381) may be repeated for credit if they cover different content.

BIBLE INTERPRETATION

BS 100 Hermeneutics (3 units)

A study of the theory and principles of Biblical interpretation. This will encompass discussion of the history of interpretation, as well as the rules of a literal, grammatical, historical, contextual hermeneutic. (Procedures and application of interpretation are taught in BS 110 Applied Hermeneutics).

BS 110 Applied Hermeneutics (3 units)

A study of the procedures of Biblical interpretation — the application of a literal, grammatical, historical, contextual hermeneutic to the Biblical text. (Theory and principles of interpretation are taught in BS 100 Hermeneutics).

BS 120 Bible Study Methods (3 units)

A basic course designed to introduce the student to the principles of literal, grammatical, historical hermeneutics and the inductive Bible study method. The principles of observation, interpretation, and application are stressed by means of class discussion and student exercises.

OLD TESTAMENT

BS 101 Old Testament Literature I (3 units)

A survey of the Old Testament with a focus on Biblical history and theology. This section of the course surveys the Book of Genesis through the Book of Esther and is supplemented with studies in ancient Near Eastern history, geography, and custom.

BS 102 Old Testament Literature II (3 units)

A continuation of BS 101, this course surveys the Book of Job through the Book of Malachi.

BS 201 Studies in the Pentateuch (2-3 Units)

A literary and theological study of one or more of the traditional books of Moses (Genesis - Deuteronomy) related to creation, God's covenants, and the early history of Israel. Special reference is made to historical and archaeological data.

BS 211 Studies in the Historical Books (2-3 Units)

A literary and theological study of one or more of the historical books (Joshua-Esther). Reference is made to historical, archaeological, and chronological data where it is applicable.

BS 321 Studies in Psalms (2-3 Units)

A study of the book of Psalms with emphasis on the interpretation of selected representative Psalms, especially those which develop the life of Christ as portrayed in Israel's hymn book.

BS 331 Studies in the Wisdom Books (2-3 Units)

Studies in the books of Job, Proverbs, Ecclesiastes, and Song of Solomon with attention given to literary, historical, devotional, and theological concerns.

BS 441 Studies in the Prophetic Books (2-3 Units)

Studies from the major and minor prophets in the light of literary, historical, and theological considerations.

NEW TESTAMENT

BS 111 New Testament Literature I (3 units)

A survey of the New Testament with a focus on the life of Christ and the history of the early church, supplemented by studies in the geography of Israel and significant New Testament archaeological contributions.

BS 112 New Testament Literature II (3 units)

A continuing survey of the New Testament with a focus on the epistles and the book of Revelation.

BS 251 Studies in the Gospels (2-3 units)

Emphasis may be on the life and teachings of Christ or on the structure and thematic emphases of one or more Gospel.

BS 261 Studies in Acts (2-3 units)

A study of the Book of Acts with an emphasis on early church expansion as seen in the apostolic activities of Peter and Paul, deriving principles pertaining to missions and church growth.

BS 371 Studies in the Pauline Epistles (2-3 units)

Studies in selected Pauline Books analyzing their major themes and giving special attention to problem passages and to matters of purpose, structure, content, the flow of the argument as well as to historical, theological, practical, and ethical considerations.

BS 381 Studies in the Non-Pauline Epistles (2-3 units)

Studies in selected epistles, analyzing their major themes and giving special attention to problem passages and to matters of purpose, structure, content, the flow of the argument, as well as to historical, theological, practical, and ethical considerations.

BS 491 Studies in Revelation (2-3 units)

A study of the book of Revelation, stressing historical setting, structure, Old Testament background, the chronological development of its eschatology, and selected problem passages in the book.

BS 499 Independent Study (1-3 units)

Independent research under faculty direction. Submission of a paper on an approved topic is required. 1 unit = 20 hours research, 2 units = 40 hours research, 3 units = 60 hours research. Approved topics will be in the areas of hermeneutics, Biblical problem passages, and Biblical theology.

DCP/BS 100 Hermeneutics (3 units)

A study of the theory and principles of Biblical interpretation. This will encompass discussion of the history of interpretation, as well as the rules of a literal, grammatical, historical, contextual hermeneutic.

DCP/BS 101 Old Testament Literature I (3 units)

A survey of the Old Testament with a focus on Biblical history and theology. This section of the course surveys the Book of Genesis through the Book of Esther and is supplemented with studies in ancient Near Eastern History, geography and custom.

DCP/BS 102 Old Testament Literature II (3 units)

A continuation of DCP/BS 101, this course surveys the Book of Job through the Book of Malachi.

DCP/BS 111 New Testament Literature I (3 units)

A survey of the New Testament with a focus on the life of Christ and the history of the early church, supplemented by studies in the geography of Israel and significant New Testament archaeological contributions.

DCP/BS 112 New Testament Lit. II (3 units)

A continuing survey of the New Testament with a focus on the epistles and the book of Revelation.

DCP/BS 311 Studies in the Pentateuch and Historical Books (3 units)

A literary and theological study of one or more of the traditional books of Moses (Genesis - Deuteronomy) related to creation, God's covenants, and the early history of Israel, or one or more of the historical books (Joshua-Esther). Reference is made to historical, archaeological, and chronological data where it is applicable.

DCP/BS 341 Studies in the Psalms and Wisdom Literature (3 units)

A study from the books of Psalms, Job, Proverbs, Ecclesiastes, and Song of Solomon, with emphasis on the interpretation of selected representative portions. Attention is given to literary, historical, devotional, and theological concerns.

DCP/BS 351 Studies in the Gospels and Acts (3 units)

Emphasis may be on the life and teachings of Christ, the structure and thematic emphases of one or more Gospel, or a study of the Book of Acts with an emphasis on early church expansion as seen in the apostolic activities of Peter and Paul, deriving principles pertaining to missions and church growth.

DCP/BS 411 Studies in the Epistles and Revelation (3 units)

Studies in selected New Testament epistles analyzing their major themes and giving special attention to problem passages and to matters of purpose, structure, content, the flow of the argument, as well as to historical, theological, practical, and ethical considerations, or a study of the book of Revelation, stressing historical setting, structure, Old Testament background, the chronological development of its eschatology, and selected problem passages in the book.

DCP/BS 451 Studies in the Prophets (3 units)

Studies from the major and minor prophets in the light of literary, historical, and theological considerations.

BIBLICAL LANGUAGES

BL 100 Introduction to Biblical Languages (2-3 units)

An introductory study of Biblical Hebrew and Greek with special emphasis on equipping the non-specialist to use a variety of Bible study aids.

BL 201 Elementary Greek I (3 units)

An introductory study of New Testament Greek with emphasis placed on vocabulary, grammar, accentuation, and translation technique.

BL 202 Elementary Greek II (3 units)

An introductory study of New Testament Greek with emphasis placed on vocabulary, grammar, accentuation, and translation of 1 John in the Greek text.

BL 205 Elementary Hebrew I (3 units)

An introductory study of Biblical Hebrew with emphasis placed on vocabulary, grammar, accentuation, and basic translation procedures.

BL 206 Elementary Hebrew II (3 units)

A continuing introductory study of Biblical Hebrew with emphasis placed on vocabulary, the irregular verb, grammar, syntax, and basic translation procedures.

BL 301 Intermediate Greek I (3 units)

An intermediate study of New Testament Greek emphasizing its vocabulary, syntax, and translation, giving special attention to the basic procedures of exegesis, as applied to specific New Testament books.

BL 302 Intermediate Greek II (3 units)

A continued intermediate study of New Testament Greek emphasizing vocabulary, syntax, and translation, giving special attention to the procedures of exegesis of selected New Testament books.

BL 305 Intermediate Hebrew I (3 units)

Fluency in reading, recognition of grammatical forms, vocabulary, and techniques of exegesis will be emphasized.

BL 306 Intermediate Hebrew II (3 units)

A continuation of Intermediate Hebrew I with an emphasis upon syntax and exegesis.

BL 401 Advanced Greek Exegesis and Grammar (2-3 units)

A study of the methods and practices of New Testament Greek exegesis, including analysis of text, structure, grammar, vocabulary, and theology in the New Testament. Also included will be advanced study of syntax and linguistics.

BL 405 Advanced Hebrew Exegesis and Grammar (2-3 units)

A study of the methods and practices of Biblical Hebrew exegesis, including analysis of text, structure, grammar, vocabulary, and theology in the Old Testament. Also included will be advanced study of syntax and linguistics.

BL 416 Greek Discourse Analysis (2-3 units)

A study of the theory, methods, and practices of linguistics as they apply to the field of New Testament Greek Exegesis.

BL 417 Hebrew Discourse Analysis (2-3 units)

A study of the theory, methods, and practices of linguistics as they apply to the field of Old Testament Hebrew Exegesis.

THEOLOGICAL STUDIES

TS 101 Spiritual Life (2 units)

A study and application of the Biblical doctrines which are closely related to the daily spiritual life of a Christian, such as Bible study, sin, salvation, and the work of the Holy Spirit in the believer's life.

TS 102 Scripture and God (3 units)

A study of the revelation of God through His inscripturated Word with special emphasis on the doctrines of revelation, verbal plenary inspiration, and the canonization of Scripture. In addition, the person of God, His existence, attributes, and Trinitarian relationships is surveyed and contrasted with various antitheistic systems.

TS 103 Survey of Christian Theology I (3 units)

A survey of major divisions of systematic theology including Theology Proper, Bibliology, Christology, Pneumatology, and Anthropology.

TS 104 Survey of Christian Theology II (3 units)

A survey of major divisions of systematic theology including Hamartiology, Soteriology, Ecclesiology, Angelology and Eschatology.

TS 201 Christ and Salvation (3 units)

A study of the person and work of Jesus Christ, with special emphasis on His preexistence, incarnation, hypostatic union, exaltation, and high priesthood. The class includes an analysis of the doctrines directly related to salvation including a special emphasis on election, substitutionary atonement, propitiation, justification, eternal security, regeneration, and sanctification.

TS 202 Man and Sin (3 units)

A study of the origin, nature, fall, present condition, present responsibility, and destiny of man followed by the origin, nature and consequences of sin.

TS 203 Apologetics and Cults (3 units)

A study of apologetic approaches, purposes, and methods with the goal of equipping the student to defend his faith. Major problem areas dealt with include authority, miracles, evil, and evolution. A study of the major and minor cults, surveying their history and theology with a view to equipping students to deal effectively with them.

TS 310 Holy Spirit and Angels (3 units)

A study of the person and work of the Holy Spirit, including His deity, His work in creation and inspiration, and His ministry in the present age. The origin, nature, sphere, and destinies of good and evil angels,

TS 331 The Church (3 units)

A study of the nature, origin, purpose and structure of the church, its relation to Israel, and its present mission in fulfillment of the Great Commission. The relation between the local and universal aspects of the church is studied with instruction on the local church's organization, ministers, and ordinances.

TS 402 The Last Things (3 units)

A study of the overall plan of God in history, from a dispensational perspective, with special emphasis on the concluding events of the present age, the second coming of Christ, the millennial kingdom, and eternity.

TS 403 Contemporary Theology (3 units)

A survey of the principal figures and features of twentieth-century theology with special emphasis upon the rise of religious liberalism, Neo-Orthodoxy, Liberation Theology, Radical Theology, The New Catholic Theology, Reconstructionist (Dominion) Theology, Feminist Theology, and the New-Age Movement. Central teachings and practices of various theological systems are evaluated in the light of historic Biblical Christianity.

TS 404 Senior Theology (3 units)

A final review of the student's theological studies. Surveys the scope of historical and contemporary theology and guides students in the development of a personal doctrinal statement. Concludes with Senior Oral Exams. Prerequisites: TS 102, 201, 202, 310, 331, 402.

TS 432 Survey of the New Age Movement (2 units)

A Biblical evaluation of the New Age Movement with special emphasis on such New Age characteristics as mysticism, globalism, holistic thinking and medicine, evolution, ecology, transpersonal education, and human potential seminars.

TS 499 Independent Study (1-3 units)

Independent research under faculty direction. Submission of a paper on an approved topic is required. 1 unit = 20 hours research, 2 units = 40 hours research, 3 units = 60 hours research. Approved topics will be in the areas of systematic theology or historical theology.

DCP/TS 103 Survey of Christian Theology I (3 units)

A survey of major divisions of systematic theology including Theology Proper, Bibliology, Christology, Pneumatology, and Anthropology.

DCP/TS 104 Survey of Christian Theology II (3 units)

A survey of major divisions of systematic theology including Hamartiology, Soteriology, Ecclesiology, Angelology and Eschatology.

DEPARTMENT OF MINISTRY AND OUTREACH

Chair: Keith Stone, S.T.M.

CHRISTIAN MINISTRY

General

CM *90, *91 Field Ministry (1/2 unit each)

These courses are required for all full-time students, and are strongly encouraged for part-time students. They are designed to give students an exposure to the practical side of general Christian Ministry, Pastoral Ministry, Christian Education, and Youth Ministry, generally through local church ministries.

CM 102 Evangelism and Discipleship (3 units)

Designed to develop lifestyle evangelism in the student, and to equip him/her to disciple others. Emphasis will be on the acquisition and use of evangelistic methodology, insights into soul winning and making disciples, as well as the importance of modeling authentic Christianity.

CM 121 Church and Personal Finance (2 units)

This course is designed to train the student in the management, budgeting, and meaningful control of personal and church finances.

CM 201 Introduction to Speech Communications (3 units)

A class designed to help students formulate, deliver, and critique expository messages from the Word of God. This course may be taken as CO 201.

CM 241 Pastoral Ministry (3 units)

A practical study of various pastoral concerns such as calling, visitation, counseling, baptism, the Lord's Supper, weddings, funerals, pastoral ethics, and leadership roles.

CM 301 Expository Preaching and Teaching (3 units)

A class designed to enhance the student's ability in pulpit ministry with special emphasis on sermon delivery and evaluation. Prerequisite: CM 201 or CO 201.

CM 318 Church Management and Leadership (2 units)

A class designed to acquaint students with practical aspects of church administration, including leadership styles and church organization. Includes familiarization with Biblical principles of management, staff and board relationships, conflict management, facility planning, budget preparation, and public relations.

CM 431 Dynamics of Church Planting and Growth (2 units)

A class designed to acquaint students with proven, Biblically based church planting and growth practices and procedures with special emphasis on church growth trends, the implementation of demographic research, community surveys, property and facility acquisition, leadership development, church outreach programs, developing financial independence, and planning and promoting for church growth.

CM 435 Church Growth (2 units)

A study of church growth, past and present, research and analysis of growth trends for the future, planning and promoting for church growth.

CM 499 Independent Study (1-3 units)

Independent research under faculty direction. Submission of a paper on an approved topic is required. 1 unit = 20 hours research, 2 units = 40 hours research, 3 units = 60 hours research. Approved topics will be in the areas of pastoral ministry, apologetics, missions, evangelism, or counseling.

DCP/CM 102 Evangelism and Discipleship (3 units)

Designed to develop lifestyle evangelism in the student, and to equip him/her to disciple others. Emphasis will be on the acquisition and use of evangelistic methodology, insights into soul winning and making disciples, as well as the importance of modeling authentic Christianity.

Counseling

CMC 301 Introduction to Counseling (3 units)

A study of the theory behind effective Biblical counseling, evaluating major psychological schools of thought and practical approaches to such techniques as diagnosis, interviewing, program planning, and dealing with the sick, the bereaved, and the alcoholic. Premarital and marital counseling is also studied. All counseling is evaluated from a Biblical perspective and skills are learned for use in ministry. This course may replace SS 101 or BC 102.

CMC 302 Advanced Pastoral Counseling (2 units)

Application of counseling techniques based upon a Biblical approach to frequent problems faced by those in the ministry.

CMC 401 Marriage Counseling (2 units)

A practical introduction to premarital and marital counseling in a pastoral context from a thoroughly Biblical perspective.

CMC 402 Crisis Counseling (2 units)

An introduction to crisis intervention technique in emergency situations as well as counseling the bereaved and terminally ill.

***BIBLICAL COUNSELING / MARRIAGE AND
CHRISTIAN FAMILY LIFE EDUCATION***

BC 101 The Biblical Counselor (3 units)

This is the foundational course for the Biblical Counseling emphasis. It is designed to cultivate the spiritual development of the Biblical counselor by enhancing the counselor's knowledge and love of God, and acquainting him/her with practical methods of Bible study and the practice of a systematic approach to prayer.

BC 102 Self-Confrontation and Biblical Counseling (3 units)

The student will utilize and study the *Self-Confrontation Manual*, published by the Biblical Counseling Foundation. The two main purposes of this course are: 1) to teach the student how to approach circumstances, relationships, and the situations of life, from a Biblical perspective, and to experience victory and contentment in all of life's trials, testing, and problems; 2) to prepare the student to help others face and deal with their problems Biblically. May replace SS 101 or CMC 301.

BC 103 Intro to Personal Evangelism and Biblical Counseling/Discipleship (3 units)

The focus of this course will be to introduce the student to the principles and processes of Biblical Counseling. This will include the following: understanding the problem; helping establish Biblical hope; encouraging and evaluating commitment; and laying a foundation for lasting, Biblical change. In addition the counselor in training will develop session plans to deal with multiple personal and interpersonal life issues. Prerequisite: BC 102.

BC 201 Principles of Biblical Counseling (3 units)

A course designed to help the student learn to apply the basic principles and techniques of Biblical counseling through the utilization of the "case-study method" and multiple role-play situations. In depth Biblical research for solutions to man's problems will involve a study of the course entitled: *Living by the Book* by Howard G. and William D. Hendricks. Prerequisites: BC 102 and BC 103.

BC 202 Courtship, Marriage, and the Family (2 units)

A study designed to help equip the Biblical counselor to deal with the principles, issues, and dynamics involved in dating, courtship, and engagement from a Biblical perspective. This will include areas such as romantic love and sexual purity, mate selection and attraction, interpersonal communication, conflict resolution, and other dynamics which lead toward the development of a vital Christian marriage.

BC 203 Foundations of Interpersonal Relations and Conflict Resolution (3 units)

The focus of this course will be a study of the basic principles, frameworks, styles, and dynamics involved in the enhancement of interpersonal relationships from a Biblical perspective. Special attention will be given to a study of the meta-communication process and the principles and the process of interpersonal forgiveness, reconciliation, and conflict resolution. This course may be taken as YM 351

BC 204 Vocational Guidance (2 units)

An introductory study to help equip the Biblical counselor to assist the counselee in the areas of vocational selection, preparation, and placement from a Biblical perspective. Special consideration will be given to the principles, strategies, methods, and techniques of vocational guidance. The use and interpretation of assessment instruments and study materials in the areas of personality strengths, vocational interests, and job related skills will be featured in this study.

BC 301 Theology of Counseling (2 units)

A study of Biblical theology, from the perspective of the application of the Scriptures, to facilitate change in the Christian's thoughts, feelings, and behavior. Special emphasis will be given to the following: (a) a study of biblical anthropology; and, (b) the role of the Persons of the Trinity and the Scriptures to enable the process of progressive sanctification.

BC 302 Theories of Counseling and Biblical Change (2 units)

An introductory investigation of selected counseling theories currently being utilized by staff members of church and parachurch ministries. The examination of each theory will include: historical background, basic concepts, process, mechanisms, case examples, evaluation, and application to specific issues. Special consideration will be given to the critique of each of these theories in light of the Scriptures.

BC 303 Premarital Preparation and Counseling (2 units)

A course designed to examine selected models of premarital preparation study courses and counseling principles and techniques. Each paradigm will be critiqued in light of the practical application of Bible principles, to the extent that the model comprehensively covers the variables which comprise a healthy marriage which glorifies the Lord. Special attention will be paid to an introduction to the assessment measures employed in premarital preparation and counseling.

BC 401 Marital and Family Counseling (3 units)

An advanced course dealing with the problems, conflicts, and issues within the marital dyad and family settings. Counseling methods from a biblical perspective will emphasize the following: understanding the problem, helping establish biblical hope, encouraging and evaluating commitment, and laying a foundation for lasting biblical change. This course will provide theoretical input into marital and family dynamics from a biblical perspective. It will also provide the student counselor in training an opportunity to practice and apply what they have assimilated through the employment of multiple role-play situations.

BC 402 Counseling Children and Adolescents and their Families (3 units)

This course is designed to introduce students to the principles, methods, and techniques of counseling children, youth, and their parents to deal with problematic cognition, feelings, and behavior from a biblical perspective. Attention will be given to a brief overview of the theory and research concerning the physical, cognitive, emotional, perceptual, social, moral, and spiritual aspects of the development of children from infancy through adolescence. Special emphasis will be placed on assisting parents in making Christian disciples of their children.

BC 403 Substance Abuse Counseling (2 units)

An introductory study into the principles and processes of counseling individuals with a substance abuse problem from Biblical perspective. The course will include a study of such topics as follows: a biblical view of addictions, an overview of addictive drugs, an examination of various biblical models for counseling individuals with substance abuse problems. Students will practice counseling individuals with substance abuse problems, using multiple role-play situations and through the use of the "case-study method." The student will pay special attention to the use of the biblical counseling process.

BC 404 Life Cycle Issues in Biblical Counseling (2 units)

A number of selected issues which will occur throughout each stage of the family life cycle, that have not been previously covered in other courses in this emphasis, will be examined in this course. This course will focus on areas such as: caring for elderly parents, death and dying, incest and molestation, sexual addiction, ministering to the physically ill, and other crisis situations. Each of these will be treated from a biblical perspective. Students will practice counseling in these situations through the use of role play.

BC 405 Assessment Techniques in Biblical Counseling (2 units)

This course is designed to introduce, and to present, a critique of selected assessment instruments and data gathering techniques employed by biblical counselors. This course will also include the following: a) a brief overview of tests and measurements; b) a short introduction to psychometric theories, to include a section on validity and reliability; c) a concise introduction to the relationship of statistics to the construction and use of assessment instruments.

BC 406 Personality Theory and Biblical Change (2 units)

An introductory investigation of selected personality theories currently being employed by secular and Christian counselors. The examination of each theory will follow the guidelines set forth by Raymond J. Corsini and will include the following: historical background, precursors, assertions, application, validation, and prospects. Special consideration will be given to the critique of each of these theories in light of the revealed truth presented in the Holy Scriptures.

BC 407 Abnormal Psychology and Biblical Change (2 units)

An introductory study to the nosology presented in the DSM-IV. Special emphasis will be placed upon a comparison, contrast, and a critique of the selected classifications with a biblical etiology.

BC 408 Physiology and Counseling (3 units)

This course is designed to study the correlation between body, mind, and spirit as they relate to feelings, cognitions and behavior. Responsibility and accountability issues will be given special consideration. The relationship of the biblical counselor to a Christian physician will be discussed as it applies to the etiology of pathology. May be taken as SC 209.

BC 409 Praxis I (3 units)

Supervised counseling in an approved church or parachurch ministry setting. This course is only offered by special arrangement with a member of the Biblical counselor training faculty. Prerequisites: BC 101, BC 102, BC 103, and BC 201.

BC 410 Praxis II (3 units)

This is an advanced course in supervised counseling. The counseling will be done in an approved church or parachurch ministry setting. This course is offered only by special arrangement with a member of the biblical counselor training faculty. Prerequisites: The completion of all the required courses in the Biblical Counseling Emphasis, including the recommended general education courses.

DCP/BC 101 The Biblical Counselor (3 units)

This is the foundational course for the Biblical Counseling emphasis. It is designed to cultivate the spiritual development of the Biblical counselor by enhancing the counselor's knowledge and love of God, and acquainting him/her with practical methods of Bible study and the practice of a systematic approach to prayer.

DCP/BC 301 Theology of Counseling (3 units)

A study of Biblical theology, from the perspective of the application of the Scriptures, to facilitate change in the Christian's thoughts, feelings, and behavior. Special emphasis will be given to the following: (a) a study of biblical anthropology and (b) the role of the Persons of the Trinity and the Scriptures to enable the process of progressive sanctification.

Christian Family Life Education

CFLE 301 Marriage Enrichment Models (2 units)

This course of study is designed to provide an introductory review and critique of the major models of marriage enrichment. Special emphasis will be placed upon the examination and evaluation of the psychological theories, theological values, and the educational methodologies which undergird these models. Particular attention will be paid to the empirical evidence of the

efficacy of these paradigms. Each of these models will be evaluated in the light of the revealed truth of the Holy Scriptures.

CFLE 302 Parental Enrichment Models (2 units)

This course of study is designed to provide an introductory review and critique of the major models of parental enrichment. Special emphasis will be placed upon the examination and evaluation of the psychological theories, theological values, and the educational methodologies which undergird these models. Particular attention will be paid to the empirical evidence of the efficacy of these paradigms. Each of these models will be evaluated in the light of the revealed truth of the Holy Scriptures.

CFLE 401 Substance Abuse Counseling and Education (2 units)

An introductory study into the principles and process of counseling individuals with a substance abuse problem from a Biblical perspective. The course will include a study of such topics as follows: a Biblical view of addictions; an overview of addictive drugs; an examination of various biblical models for counseling and discipling individuals with substance abuse problems. Students will practice counseling individuals with substance abuse problems using multiple role-play situations and through the use of the "case-study method." Selected models of Christian discipleship programs for persons with current and past substance abuse problems will be presented and critiqued. Also preventative strategies for substance abuse will be discussed.

CFLE 402 Family Life Program Development (2 units)

An introductory course examining basic principles and procedures employed in the development of a comprehensive program of Christian family life education for the local church. The course will cover each stage of the family life cycle. The program design will emphasize the application of theory to practice and faithful adherence to biblical principles. Assessment of needs, program design, and evaluation will be given special consideration.

CFLE 403 Family Interaction Patterns (2 units)

An analysis of healthy and dysfunctional interaction patterns within the dyadic or family relationships will be made. Conceptual models of dyadic or family communication, decision-making, conflict resolution, adaptability, and cohesion will be examined in light of biblical principles and the reported findings of empirical research studies.

CFLE 404 Family Life Seminar Development (2 units)

The focus of this course will be to design, present, and evaluate seminars on selected family life issues. Special emphasis will be placed upon the implementation of biblical principles in the development of these seminars. Special consideration will be given to the selection of criteria and procedures by which the efficacy of these seminars will be assessed.

CHRISTIAN EDUCATION

CE 102 Introduction to Christian Education (3 units)

A broad overview of Christian Education, church organization, and leadership ministries, including Sunday School administration, children's ministry, adult ministry, and requirements for involvement in these ministries.

CE 105 How to Lead a Child to Christ (1 unit)

A practical course designed to equip the student for child evangelism, emphasizing effective methods to be used with children and the development of a Biblical philosophy of child evangelism.

CE 201 Survey of Children's Ministry (2 units)

A study of the philosophy, goals, and procedures of children's ministries including children's activities, programs and planning, children's choir, Vacation Bible School, camping, summer outreach programs, clubs, and children's church.

CE 202 Curriculum Construction/Nursery and Kindergarten (2 units)

A course designed to give practical experience in the development of a Bible-centered curriculum. Emphasis will be placed upon developing curriculum which meets the needs of children at various grade levels. Aim, purpose, carry-over, and applications of the lesson will be discussed.

CE 203 Curriculum Construction/First through Sixth Grade (2 units)

A course which continues to develop the goals of CE 202 for early grade school children.

CE 204 Sunday School Administration (2 units)

Study of the administration and organization of the Sunday School, emphasizing record keeping, duties and qualifications, goal setting, discipline, and the professionalism of the leader.

CE 206 Teaching Children Effectively I (2 units)

Reaching the unsaved child. A course designed around Child Evangelism Fellowship curriculum, using the Wordless Book, with emphasis on organizing and initiating Good News Clubs, musical involvement, and supervised practical experience.

CE 207 Teaching Children Effectively II (2 units)

This course is designed to help the student disciple the child who accepts the Lord. Insights are given on how to guide the child into spiritual growth and ministry within the home and the church family.

CE 301 Principles of Teaching (3 units)

A course designed to assist the student in the development of a Biblical philosophy, educational goals, and effective teaching principles. This course is structured to acquaint students with a variety of teaching methods and styles to promote optimum student attention and learning.

CE 401 Applied Teaching Methods (2 units)

Students are required to prepare and teach lessons, songs, memory verses, puppet stories, and to prepare lesson plans in class.

CE 402 Sunday School Growth (2 units)

A study in Sunday School growth of the past and present. Research and analysis of growth trends for the future. Planning and promoting for Sunday school growth.

CE 410 Marriage and Family (2 units)

Four key divisions of emphasis make up this course: (a) a Biblical view of marriage; (b) husband-wife relationships; (c) parent-child relationships; and, (d) the family, the church, and the world. A twofold purpose of assisting the students in their own marriages and of preparing them to help others underlies this course.

CE 414 Adult Education (2 units)

A study of Christian education for the various stages of the adult years will be examined. The study will acquaint the student with skills and opportunities in assisting with an adult ministry, including special attention given to ministry to young marrieds, singles, and senior adults.

CE 418 Women's Ministries/Pastors' Wives (2 units)

The student will examine the Biblical scope of ministry to women within the church in light of contemporary needs, with special emphasis on the pastor's wife, her role and ministry.

CE 499 Independent Study (1-3 units)

Independent research under faculty direction. Submission of a paper on an approved topic is required. 1 unit = 20 hours research, 2 units = 40 hours research, 3 units = 60 hours research. Approved topics will be in the areas of educational methodology, program development, or theoretical issues.

CROSS-CULTURAL MISSIONS

CCM 201 Introduction to Missions (3 units)

A study of missionary methodology, involvement of the local church, and the place of mission boards, from both a Biblical and contemporary perspective, the historical development of missions, and a sound theological and practical approach to missionary involvement.

CCM 301 History of Missions (2 units)

A study of missionary endeavor from the first century with a special emphasis upon the three eras of modern missions. Missionaries such as Carey, Brainerd, Taylor, and Judson will be studied, through the reading and evaluation of several biographies, to provide lessons from the past for current missionary strategy and activity.

CCM 302 A Biblical Theology of Missions (3 units)

The Old and New Testaments will be explored from a missionary perspective to understand God's emphasis and strategy for man's spiritual restoration to Himself. The relevance of biblical missions to current issues, such as contextualization and urbanization, will also be explored.

CCM 303 (same as CM 431) Dynamics of Church Planting and Growth (2 units)

Contemporary church planting, growth strategies, and procedures are analyzed and compared with principles and practices exemplified in the book of Acts and the Pauline epistles, with consideration of common problems faced. Special emphases include the planning, organization, promotion, leadership, training, outreach, and administrative issues of church planting and growth.

CCM 401 The Local Church and Missions (2 units)

A study of the responsibilities of the local church in missions, including the following concerns: the principles and methods of its missions committee; its cooperation with mission societies, and its relationship to the national church.

CCM 402 Cross-cultural Communication (3 units)

A study of the principles and processes of communication between cultures or subcultures. This course will explain the dynamics of verbal and nonverbal means of communication. It will also encourage cultural sensitivity and awareness of linguistic, ethnic, social, and economic factors.

CCM 403 Language Learning (3 units)

Learning to analyze, classify, and speak a language. Includes phonetics, vocabulary memorization, and cultural social factors, with an emphasis on using these skills to speak another language.

CCM 410 Mission Practicum(s) (1-6 units)

Under the guidance or supervision of a missions professor, the student will observe firsthand and participate in missionary activities through various internships, orientation/training programs, and summer mission outreaches. These practical experiences may involve all types of Christian activity and may involve anything from individual training and support roles to group projects and leadership roles. Unit credit will be determined for each activity by the missions department and may be spread out over a school year or summer. As a general rule, one month of life experience during the summer term would be required to qualify for 3 units of credit. The class in Short Term Missions Preparation (1-3 units) may be applied to this course.

MUSIC MINISTRY

Chorale

This credit or non-credit music performance ministry is available each semester for all Shasta Bible College students and may be required for Music Ministry emphasis students.

Practical involvement in public music ministry. Those involved in musical teams from the college are eligible to audition for this ministry. Auditions must take place no later than four weeks after the beginning of the semester.

MUS 100 Music Appreciation (3 units)

Develops an appreciation of western civilization music and how it fits into God's plan for mankind. A common thread will be featured that demonstrates that God had, and now has, His hand in music to Glorify Himself and bless us as His children.

MUS 101 Church Music Leadership (2 units)

Practical development of skills in leading congregational singing and directing a choir. Rehearsal techniques and directing skills will be supplemented with instruction on leading a choir tour.

MUS 103 Piano Class I (1 unit)

This class is designed to teach the students note and rhythm reading at the piano. Students learn to play simple melodies, scales, chords, sight reading and transposition. The students are also introduced to elementary theory.

MUS 104 Piano Class II (1 unit)

A continuation of MUS 103.

MUS 105 Guitar Class (1 unit)

This class is designed to teach the students note and rhythm reading. Students learn to play simple melodies, scales, chords, sight reading and transposition.

MUS 106 Voice Class (1 unit)

Classroom structured study of vocal performance with an emphasis upon technique, pedagogy, vowel pronunciation, and stage presence. Student will hold a recital at the end of the course to demonstrate techniques and abilities acquired.

MUS 108 Electric Keyboard (1 unit)

Classroom structured study of the synthesizer and the electronic keyboard involving FM modulation and sampling technique, principles of touch, and actual instrumental comparison.

MUS 131 Instrumental Ensemble I (1½ units)

The student develops a facility on his instrument for ensemble use.

MUS 132 Instrumental Ensemble II (1½ units)

A continuation of MUS 131.

MUS 211 Music Theory I (3 units)

A study of the basic music theories including scales, intervals, triads, notation, key signatures, and chordal development. Aural: tonality, modes, intervals, and scales. A basic ability in keyboard will be developed. A prerequisite to Music Theory II.

MUS 212 Music Theory II (3 units)

A continuation of MUS 211, this course enters into the more advanced theories including: four part writing, non-harmonic tones, cadences, figured bass, and introduction of the seventh chord. Aural: identification of chords, dictation, singing. Further keyboard development of cadences, chordal progressions, figured bass, and functional analysis. The student will be required to write original hymns and arrangements. Prerequisite: Music Theory I.

MUS 221 Private Instruction - Piano (1 unit)

Individual instruction in piano technique and repertoire. This course includes one hour rehearsal per day. Performance recitals will be held each semester of study. May be repeated for credit. Private lessons require special fees. Contact Director of Business Affairs for details

MUS 231 Private Instruction - Instrumental (1 unit)

Individual instruction in instrumental technique and repertoire. This course includes one hour rehearsal per day. Performance recitals will be held each semester of study. May be repeated for credit. Private lessons require special fees. Contact Director of Business Affairs for details.

MUS 241 Private Instruction - Voice (1 unit)

The student will be taught techniques of breathing, phrasing, tonal development, and vowel and consonant pronunciation. The student will demonstrate these techniques by singing compositions from different musical periods. This course includes one hour rehearsal per day. Performance recitals will be held each semester of study. May be repeated for credit. Private lessons require special fees. Contact Director of Business Affairs for details.

MUS 301 Music History I (3 units)

A comprehensive course discussing the characteristics, style, and development of music from medieval times to the 16th century. This overall view will enable the student to identify and appreciate music of this time period. Prerequisite: MUS 201 Music Theory I or taken concurrently.

MUS 302 Music History II (3 units)

A continuation of MUS 301 discussing the characteristics, style, and development of music of the 17th - 20th centuries.

MUS 304 Contemporary Christian Worship Music (3 units)

Contemporary Christian Music will give the student a working knowledge of music that has been written within the past 30 years to the present. Discussions such as musical instruments and styles of worship will give the student a balance between all music used in the church. The blended style will be introduced.

MUS 305 Hymnology (2 units)

A comprehensive study of the historical origins, development, appreciation, and use of hymns and hymn tunes from the earliest Biblical canticles to the present. This course also seeks to help those who lead in corporate worship to be able to provide a more meaningful introduction to the congregational singing of hymns.

MUS 306 Philosophy of Church Music (3 units)

This course endeavors to enable the student to develop a personal philosophy of church music based on the Scripture. The course highlights the importance of music in the worship service, comparing and contrasting both traditional and contemporary styles.

MUS 308 Children's Music Ministry (2 units or 9 CEUs)

Deals with the importance of music in a Biblical ministry with children. Provides a model for developing a children's music ministry.

MUS 311 Music Theory III (3 units)

Chromatic harmony, Neopolitan sixth, augmented sixth, relationship of thirds, and the introduction of basic counterpoint will be taught. Two and three voicing techniques, writing of original songs, and continued analysis of musical literature is studied. Aural: sight singing melodies. Dictation of music containing chromatics, ninths, and thirteenth chords. Chromatic harmonization, advanced chords, manuscript reading, and transpositions will be learned. Prerequisite: Music Theory II.

MUS 312 Music Theory IV (3 units)

Seventh chords, secondary dominants, altered chords, and 20th century theory practice will be studied. Aural: chromatic melodies, diatonic four part harmonies, identification of 20th century music literature. On the keyboard: melodic harmonization, reading chordal symbols, and transpositions will be learned. Prerequisite: Music Theory III.

MUS 321 Keyboard Improvisation I (2 units)

Practical development of arranging written pieces of music by the implementation of chordal substitutions, use of runs, timing changes, transpositions, dynamics, modulations, and interpretation. Music Theory I & II, and an advanced ability on the keyboard are the prerequisites. Music Theory I & II may be waived at the discretion of the instructor, if the student can display knowledge in Basic Theory.

MUS 322 Keyboard Improvisation II (2 units)

A continuation of CMM 321 Keyboard Improvisation I working with advanced techniques of chordal progressions and improvisations of melody lines.

MUS 353 Choral Conducting I (2 units)

An introduction to the skills, dexterity, and control of the basic conducting patterns with application of choral expression. Prerequisite MUS 211, 212 Music Theory I, II.

MUS 354 Choral Conducting II (2 units)

A continuation of the skills of conducting. Techniques of choral expression, vocal pedagogy, intonation, phrasing, pronunciation, and dynamics will be learned. The student will be required to direct a choral rehearsal and present the compositions in concert.

MUS 431 Arrangement and Composition (2 units)

This course enables the student to study the different forms of composition used by composers from the Baroque period to the present. This study also enables the student to compose melodies for hymn writings. Prerequisite: MUS 211, 212 Music Theory I, II.

MUS 451, 452 Chorale VII-VIII (1½ units)

See MUS 151.

MUS 499 Independent Study (1-3 units)

YOUTH MINISTRY

YM 201 History and Philosophy of Student Ministry (3 units)

A brief history of the growth of student ministries, orientation to various student ministry positions, principles necessary for successful student programming, and a survey of methodology involved with be studied. Emphasizes the interplay of different programs with various methodologies.

YM 301 Administration and Program Development in Student Ministries (3 units)

This course explores administration and management of student ministry including outreach and teaching strategies for students and their families. It includes teacher enlistment and training methods. The student will acquire skills to administrate and develop programs. Budget planning and implementation will also be included. Starting a campus ministry from “scratch” will be examined, with special attention to evangelizing students, working with school officials and legal issues. Principles and methods of spiritual maturing in the context of the social, physical, and cultural youth development. Prerequisite: YM 201 and 202 or consent of the instructor.

YM 302 Curriculum Development in Student Ministries (3 units)

An examination of Sunday morning ministries with a development of Biblical curriculum, promoting and financing of the total student ministry, and the establishment and maintenance of a musical ministry. Prerequisite: YM 201 and 202 or consent of the instructor.

YM 331 Programming and Promoting Camps and Retreats (3 units)

An overview of Christian camping including promotion, planning, programming, staffing, and evaluation. Special attention will be given to implementation and camp selection. Prerequisite: YM 201 and 202 or consent of the instructor.

YM 350 Contemporary Youth Missions (3 units)

An overview of evangelizing adolescents as a distinct people group in a cross-cultural environment. Special attention is given to equipping nationals and to programming exposure trips and internships overseas. Prerequisite: YM 201 and 202 or consent of the instructor.

YM 351 Youth Culture, Conflict Resolution, and Family Needs (3 units)

Basic determinants critical to adolescent culture will be evaluated and observed. Identification, integration, and application of the contemporary youth culture are emphasized. Examines typical conflicts that the contemporary student confronts in his life. Special attention is given to conflict resolution in relationships and spiritual giftedness, temperament, and group process. Analyzes the adolescent in context with the family dynamic. This course will not only examine the traditional home but will also investigate the nontraditional home. Special attention will be given to providing strategies and resources to parents. This course may be taken as BC 203. Prerequisite: YM 201 and 202 or consent of the instructor.

YM 401 Professional Ministry Orientation (3 units)

Students will focus on their call to ministry, examining personal growth and commitment. Job descriptions, staff development and relationships, goal setting, time and financial management will be emphasized. Students will learn to write a professional resume. Prerequisite: Junior or senior status, and 12 hours within the student's concentration, or consent of the instructor.

YM 423 Contemporary Communication to Adolescents (3 units)

A study of platform techniques, sermon construction, teaching strategies, lesson preparation, and general speaking qualifications within the context of cultural appropriateness. Special emphasis is given to adolescents and age appropriate communication. Prerequisite: CM 301, YM 201 and 202 or consent of the instructor.

YM 499 Youth Ministry Internship (6 units)

This internship will focus on both the programming and leadership aspects of Youth Ministry. It will be a supervised field experience at an approved site. Prerequisite: Nine units in YM courses at SBC; junior or senior status; YM 301; and consent of the internship coordinator.

DEPARTMENT OF PROFESSIONAL EDUCATION

Chair: Elyot Johnson, Ed.D.

***ACSI TEACHER CERTIFICATION AND
CERTIFICATION RENEWAL PROGRAMS***

ED 201 Introduction to Teaching (3 units or 9 CEUs)

A study of the Biblical philosophy of education for the Christian teacher and exploration of career opportunities for teachers in both Christian and public schools. Attention is given to organization of schools, the task of teaching, and the integration of Christian principles into the total educational experiences in preschool, elementary and secondary.

ED 203 Art for the Elementary Teacher (3 units or 9 CEUs)

A course designed to assist the elementary teachers in developing his/her students in understanding historical art periods and the artist's role in society; fundamental concepts of line, color, shade, texture, form, and volume are examined.

ED 204 Computers/Word Processing and Presentation Software (2-3 units or 6-9 CEUs)

This course is an introductory survey covering the theory and practice of using computers. Besides learning the fundamental concepts of computer operations, students will study the use of computers as a tool in solving problems and obtaining information. The course will also look at the impact of computers on society. Word processing and Presentation software will be covered. No prior knowledge of computing is assumed.

ED 301 Human Growth and Development (3 units or 9 CEUs)

Examines the characteristics of children and adolescents at each age level with emphasis upon physical, mental, social, and spiritual development. This course may be taken as SS 251.

ED 302 The Exceptional Child (3 units or 9 CEUs)

A survey of the characteristics of individuals with exceptional needs: mental, sensory, communication, behavioral, emotional, and physical. The theory and practice of mainstreaming exceptional children will be emphasized along with current special education laws.

ED 303 Curriculum Development (3 units or 9 CEUs)

A course designed to prepare Christian teachers to select, develop, and in some cases, even design appropriate curriculum material for their respective elementary/secondary grade levels.

ED 304 Tests and Measurements (3 units or 9 CEUs)

This course is designed to give students a basic understanding of fundamentals of educational measurement. The various methods of evaluation are discussed and procedures for scoring and reporting are presented. Use of measurement statistics is covered as well as techniques for appropriate classroom test construction. A Christian view of the quantification of human characteristics is also discussed.

ED 305 Principles of Classroom Teaching I (3 units or 9 CEUs)

A course designed to assist the student in the development of a Biblical philosophy of Christian teaching and education. This course will assist the teacher in the writing and implementation of educational and classroom goals and objectives. The establishment of grading policies, and the development of behavior polices applicable to both the classroom and the campus.

ED 306 Principles of Classroom Teaching II (3 units or 9 CEUs)

A course structured to acquaint students with a variety of teaching methods and styles to promote optimum student attention and learning.

ED 351 Adolescent Psychology (3 units or 9 CEUs)

The physical, emotional, intellectual, cultural, and spiritual growth of the child from preadolescence to maturity. Emphasis on the development of the adolescent in relation to the school and church.

ED 401 Methods of Teaching Language Arts on the Secondary Level (3 units or 9 CEUs)

Theory, content, and methods for teaching reading in the secondary classroom. Emphasis upon evaluation, planning, text discussion, background knowledge, comprehension, text organization, strategies, composition, and vocabulary.

ED 402 Methods in Teaching Reading, Elementary (3 units or 9 CEUs)

Teaching methods for reading, writing, speaking, and listening, with Biblical foundations. Topics include: the reading process, early literacy and beginning reading, phonemic awareness, word identification skills, vocabulary, comprehension, the writing process, reading methods, and materials.

ED 403 Methods in Social Studies, Science and Math, Elementary/Secondary (3 units or 9 CEUs)

A review of the elementary math, science, and social studies concepts with a special emphasis on their relationship to God's creation. With practical work in selecting textbooks, planning units, and presenting lessons from a Christian perspective.

ED 403-L (1 unit)

Lab associated with ED 403.

ED 404 Methods in Health/P.E., Art and Music, Elementary/Secondary (3 units or 9 CEUs)

A course designed to provide the teacher with teaching methods to facilitate the development of lesson plans for the teaching of Health/P.E., Art and Music.

ED 404-L (1 unit)

Lab associated with ED 404.

ED 420 Seminar in Secondary Curriculum. (2 units or 6 CEUs)

A seminar in which students work on selected problems related to secondary school curriculum. Students who enroll should have their projects chosen and clearly defined before the beginning of the term.

ED 430 Supervision and Staff Development. (2 units or 6 CEUs)

Theory of supervisory functions. Survey of techniques that provide for staff development with emphasis on clinical supervision. Systematic planning and procedures in design and delivery of inservice training programs.

ED 431 Seminar in Classroom Planning K-12 (2 units or 6 CEUs)

A seminar designed to upgrade teacher skills in the writing and implementation of classroom goals and objectives, the establishment of grading policies, and the development of behavior policies applicable to both the classroom and the campus.

ED 450 Student/Parent/Teacher Rights Under California Education Law. (2 units or 6 CEUs)

Examines and interprets current California education law as it pertains to religion, morals, and personal values. Reviews and reveals student, parent, and teacher rights in regard to the creation vs. evolution debate, abortion, sex education, Bible reading, prayer, and the posting of articles related to these subjects. Also exposes public school philosophies which reflect the new age movement, secular humanism, eastern religions, and the occult.

ED 460 Introduction to a Philosophy of Christian School Education (3 units or 9 CEUs)

Guides the student in the development of a Christian philosophy of education which contrasts with secular humanism. Examines the place of God, man, morals, Scripture, discipline, the role of parent and teacher, the goal of Christian education, and the impact of Christian philosophy on contemporary culture.

ED 501 Student Teaching: Elementary (9 units)

Students will participate in two 9-week experiences, in two different grade levels. The first 9-week period will count 5 units, the second 9-week period will count 4 units.

ED 501A Student Teaching (5 units)

Offers elementary school teaching experiences, under the guidance of a college supervisor, with the cooperation of master teachers in private and public schools. Equips students to deal with practical problems encountered in student teaching (Prerequisites: ED 401 or 402, 403, 404/Approval by the Credential Advisor).

ED 501B Student Teaching: Elementary (4 units)

Offers elementary school teaching experiences, under the guidance of a college supervisor, with the cooperation of master teachers in private and public schools. Equips students to deal with practical problems encountered in student teaching. (Prerequisites: ED 401 or 402, 403, 404/Approval by the Credential Advisor).

ED 502 Student Teaching Seminar: Elementary (3 units)

Students will participate in two 9-week Seminar sessions. The first 9-week period will count 2 units, the second 9-week period will count 1 unit.

ED 502A Student Teaching (2 units)

Required for those participating in the student teacher experience. Topics will vary according to the issues student teachers currently face.

ED 502B Student Teaching (1 unit)

Required for those participating in the student teacher experience. Topics will vary according to the issues student teachers currently face.

ED 503 Student Teaching: Secondary (9 units)

Teaching experience in the secondary school, under the guidance of a college supervisor, with the cooperation of a master teacher. Seminar to examine practical problems met in student teaching. (Prerequisites: ED 401 or 402, 403, 404/approval by the Credential Advisor.)

ED 504 Student Teaching Seminar: Secondary (3 units)

Required for those participating in the student teacher experience. Topics will vary according to the issues student teachers currently face.

ED 505 Computers/Word Processing and Presentation Software (2-3 units or 6-9 CEUs)

This course is an introductory survey covering the theory and practice of using computers. Besides learning the fundamental concepts of computer operations, students will study the use of computers as a tool in solving problems and obtaining information. The course will also look at the impact of computers on society. Word processing and Presentation software will be covered. No prior knowledge of computing is assumed. A graduate level research project will be required.

ED 506 Human Growth and Development (3 units or 9 CEUs)

Examines the characteristics of children and adolescents at each age level with emphasis upon physical, mental, social, and spiritual development. Graduate level credit requirements include additional research and may entail other requirements.

ED 507 The Exceptional Child (3 units or 9 CEUs)

A survey of the characteristics of individuals with exceptional needs: mental, sensory, communication, behavioral, emotional, and physical. The theory and practice of mainstreaming exceptional children will be emphasized along with current special education laws. Graduate level credit requirements include additional research and may entail other requirements.

ED 508 Tests and Measurements (3 units or 9 CEUs)

This course is designed to give students a basic understanding of fundamentals of educational measurement. The various methods of evaluation are discussed and procedures for scoring and reporting are presented. Use of measurement statistics is covered as well as techniques for

appropriate classroom test construction. A Christian view of the quantification of human characteristics is also discussed.

ED 509 Methods of Teaching Reading on the Secondary Level (3 units)

Theory, content, and methods for teaching reading in the secondary classroom. Emphasis upon evaluation, planning, text discussion, background knowledge, comprehension, text organization, strategies, composition, and vocabulary.

ED 510 Teachers of English to Speakers of Other Languages (TESOL) (3 units or 9 CEUs)

This course will provide a theoretical background of language acquisition for teachers, administrators, and paraprofessionals, working with students that are learning English as a second language. This course will provide demonstrations, methods, and strategies for English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE) to Teachers of English to Speakers of Other Languages (TESOL).

ED 511 Principles of Classroom Teaching I (3 units or 9 CEUs)

A course designed to assist the student in the development of a Biblical philosophy, through the Bible video series *The Seven Laws of the Teacher*. This course will assist the teacher in the writing and implementation of educational and classroom goals and objectives. The establishment of grading policies, and the development of behavior policies applicable to both the classroom and the campus.

ED 512 Principles of Classroom Teaching II (3 units or 9 CEUs)

A course structured to acquaint students with a variety of teaching methods and styles to promote optimum student attention and learning through the Walk Through the Bible Video Series *The Seven Laws of the Learner* and *Teaching with Style*.

ED 513 Curriculum Development (3 units)

A course designed to prepare Christian teachers to select, develop, and design appropriate curriculum material for elementary/secondary grade levels. Provides the student with the opportunity to learn collaboratively about major issues concerning curriculum and instruction.

ED 514 Methods in Health/P.E., Art and Music, Elementary/Secondary (3 units or 9 CEUs)

A course designed to provide the teacher with teaching methods to facilitate the development of lesson plans for the teaching of Health/P.E., Art and Music.

ED 560 Introduction to a Philosophy of Christian School Education (3 units or 9 CEUs)

Guides the student in the development of a Christian philosophy of education which contrasts with secular humanism. Examines the place of God, man, morals, Scripture, discipline, the role of parent and teacher, the goal of Christian education, and the impact of Christian philosophy on contemporary culture.

EARLY CHILDHOOD EDUCATION

Director: Gayle Hage, M.P.A.

ECE 101 Introduction to Early Childhood Education (2 units or 6 CEUs)

Includes an overview of early childhood development, preschool education and child care. Practical applications for parenting, ministry and beginning preparation for those choosing a career in Early Childhood Education.

ECE 102 Early Childhood Theory and Observation (2 units or 6 CEUs)

A survey of theory and various methods of observation, recording, documentation and assessment of a child's growth and behavior. Designed to equip teachers to make informed decisions about each child's education and individual needs. Requires formal observation/practice for each method of observation..

ECE 103 Supervised Field Work (2 units)

A course to provide an opportunity for the actual working experience with preschool children in various community preschool and children centers. The student will be under the direction of the preschool supervisors as well as college staff.

ECE 104 Early Childhood Curriculum I (2 units or 6 CEUs)

Includes designing and implementing an early childhood program that is developmentally age appropriate. Emphasis on, but not limited to, art, language arts, motor skills, mathematics and biblical teaching. Planning for differences in skill level, interests and needs of the young child will be covered.

ECE 105 Early Childhood Curriculum II (2 units or 6 CEUs)

An advanced course, building upon the skills and knowledge gained in Introduction to ECE, ECE Theory and Observation and Early Childhood Curriculum I. The planning of 12 months (one full year) of curriculum for an ECE class or program and the development of a teacher's portfolio will be required.

ECE 112 Child/Family/Community (2 units)

Includes relationships of child to family, family to community, and criteria for determining counseling approaches and needs. Also acquaints students with resources available from community and church organizations.

ECE 201 Infant/Child Learning (2 units)

A study of infants from newborn to two years including growth patterns, motor skill development, learning capacities, types of teaching toys, and state regulations for personnel and facilities.

ECE 202 School/Parent Relations (2 units or 6 CEUs)

Discovering the need for development in relationships between the school staff, parents and students in early childhood programs.

ECE 203 Preventative Health Practices Workshop (1 unit or 3 CEU's)

This course is designed to specifically meet the Title 22 requirements (Sections 101215.f & 101215.1) which mandates all directors must have training on preventative health practices. (Note: Each site must have either a director or teacher, with this training completed, present during all operating hours). Additional requirements include: reading, on site assignments, and training for the pediatric CPR card and a pediatric first aid card issued by the American Red Cross (or other approved training program). The ECE 203 Workshop **must** be taken at either the GRACE Convention or an ACSI Preschool Convention to receive credit. In addition, students will be required to complete training to earn the pediatric CPR and first aid cards issued by their local American Red Cross at their own expense. This course is available only for the Individualized Distance Education program.

ECE 204 Health and Safety in Children's Programs (3 units or 9 CEUs)

A study of basic child health care, safety, and nutrition. Includes construction of first-aid kits, and discussions of communicable diseases, disease prevention, and child abuse prevention.

ECE 205 Child Growth and Development (2 units or 6 CEUs)

Examines the characteristics of children at each age level with emphasis upon physical, mental, social, and spiritual development. This course is available only for the Individualized Distance Education program.

ECE 207 Children's Literature (3 units or 9 CEU's)

Surveys various types of children's literature, focusing on their use and application to the educational needs of children. Students will learn to think Biblically in evaluating literature for themselves and their students. Explores techniques for making reading a positive, effective, learning experience.

ECE 210 Fundamentals of Adult Supervision (2 units or 6 CEUs)

Prepares students to be administrators over the staffs of early childhood education facilities. Focuses on leadership, staff development, staff training, parent training, and evaluation. Also discusses resources and materials needed for staff training, and possible funding sources.

ECE 211 Early Childhood Education Administration I (3 units or 9 CEUs)

Acquaints students with state requirements for preschool personnel and facilities, management and staff relations, counseling teachers, parents, and students, record keeping, budgeting, and problem solving.

ECE 212 Early Childhood Education Administration II (3 units or 9 CEUs)

Hands on experience in advance record keeping and budgeting, criteria for staff selection, types of governing boards and how to work with them (divisions and responsibilities), how to deal with child abuse situations and parental restraint orders, and the writing of proposals and reports to the board.

DEPARTMENT OF GENERAL STUDIES

Chair: Stephen G. Brown, Ph.D.

The purpose of General Studies Department is to provide students foundational general educational classes from a Biblical perspective. Courses in this department are designed to fulfill the general education requirements for the Bachelor of Arts degree. It is recommended that these courses be taken early in a student's program. Since some students have already completed these requirements at Shasta College in Redding or at other approved colleges or universities, students with questions about the acceptability of specific courses should contact the Registrar's office.

COMMUNICATIONS***CO 90-99 English Tutorial (1-2 units)***

Designed for students who require tutorial assistance for CO 101 and CO 102. Focuses on the fundamentals of English grammar and composition. Students will commit to a private weekly meeting with the professor, as well as the weekly group meeting.

CO 101 English Composition (3 units)

An interactive approach to the learning process of writing essays and research papers. This is a fully integrated course that includes writing instruction, reading selections and language use. College level analysis, criticism and synthesis are utilized to enable the student to grasp writings for their cognitive and writing skills.

CO 102 English Composition and Literature (3 units)

An interactive approach to the learning process of writing essays and research papers. This is a fully integrated course that includes writing instruction, reading selections and language use. College level analysis, criticism and synthesis are utilized to enable the student to grasp writings for their cognitive and writing skills. This second semester class will discover correct argumentative forms for inductive and deductive reasoning and bring the student to an awareness of a proper understanding of persuasive speech and writing.

CO 201 Fundamentals of Speech (3 units)

Introduction to the practice and principles of public speaking. Attention is given to the fundamental process of ideas, organization of materials, speaker-listener relationship, group dynamics, along with the use of the voice, articulation, and body expression. This course may be taken as CM 201.

CO 210 Writing Seminar (1 unit)

Provides supervised composition projects with an emphasis on writing, revising, and editing for publication.

HISTORY

HI 101 World Civilization I (3 units)

A survey of the great epochs of civilization from early Mesopotamian, Egyptian, Indian, and Chinese beginnings in the ancient world, through the Greek, Roman, and Han Empires of classical times, the Middle Ages, including Byzantium and the rise of Islam, and the time of the Renaissance and Reformation.

HI 102 World Civilization II (3 units)

This course covers history from the cultural and spiritual revolutions of the 1500's to the present. A global perspective is pursued with an attempt to relate an understanding of peoples and their world-views to the various religious, cultural, political, and socioeconomic factors that have governed their respective histories.

HI 201 United States History (3 units)

A survey of United States history from colonial times to the present. Attention is given to the dominant Christian influences that have shaped our nation's development.

HI 201A United States History I (3 units)

A survey of United States history from colonial times to 1860. Emphasis is placed upon social, economic, and geographical factors that interacted to produce American civilization of the mid-nineteenth century. Attention is given to the dominant Christian influences that have shaped our nation's development.

HI 201B United States History II (3 units)

A survey of United States history from 1860 to the present. Emphasis is placed upon social, economic, and geographical factors that interacted to produce American civilization from the mid-nineteenth century. Attention is given to the dominant Christian influences that have shaped our nation's development.

HI 261 Church History I (3 units)

A survey of the history of the Christian church from the first century to the sixteenth century, with special emphasis on church expansion, church leadership, the relationship between church and state, the rise of early heresies, and theological development.

HI 262 Church History II (3 units)

A survey of the history of the Christian church from the Reformation up to the present time with special attention given to the Reformation, revivalism, denominational development, and fundamentalism.

HI 403 Ancient Near Eastern History (3 units)

A study of the ancient Near Eastern history and culture with emphasis on their contact with the Biblical text.

HI 404 Ancient Near Eastern Archaeology (3 units)

A study of archaeological discoveries with their value and contribution to biblical interpretation. The methods and material finds at sites, both inside and outside Israel, will be surveyed.

HUMANITIES***HU 151 Graphic Arts I (1½ units)***

Graphics Arts will cover the principles of producing quality copy along with the usage of Photoshop, Illustrator, Publisher and processes of printing. Computer graphics will be used to produce the college's yearbook as a class project. Layout, construction and printing techniques will be addressed.

HU 152 Graphic Arts II (1½ units)

A continuation of HU 151

HU 201 American Literature (3 units)

This course surveys American literature from the Puritan era to present, tracing the religious, sociological, psychological, philosophical, and aesthetic concerns of American authors. We will examine the texts of these authors to gain insight into their imaginations, and the societal origins from which they derived. Emphasis on developing ability to read, critically and analytically, representative examples of literary genres through use of appropriate criteria. Prerequisite: CO 102.

HU 202 World Literature (3 units)

A survey of world literature from earliest times to the present; focusing on selected authors who have contributed significantly to Western and nonwestern civilizations.

HU 203 History of Fine Arts (3 units)

A historical study of the relationship of music, art, and literature to the dominant cultural, religious, and philosophical trends with emphasis on their relationship to Christian theism.

HU 204 Art History Appreciation (3 units)

Traces the history of western art from pre-Egyptian through modern art. Explores the nature of art and its relationship to the culture. Concentrates on the three greatest periods of the subject: 5th century B.C. Greece, 15th century Florence, Italy (the "Renaissance,") and 19th century France to the present. Provides a foundation in painting, sculpture, architecture, and the great artists who have contributed to the shaping of our culture.

HU 205 Spanish I (3 units)

An introduction to Spanish with an emphasis upon pronunciation, conversation, grammar and vocabulary.

HU 206 Spanish II (3 units)

A continuation of Spanish I. Prerequisite: HU 205.

HU 207 Dramatic Arts Participation (3 units)

Introduction to basic theory and techniques of acting and the potential impact of dramatic arts in ministry. Individual and small group attention given to character development and interaction. Students who participate in a church or ministry sponsored drama will receive up to one unit per specified production. An eligible production must require a minimum of 15 hours of instruction, rehearsal or performance.

HU 208 Introduction to Philosophy (3 units)

A survey and critical analysis of the various systems of philosophy, philosophical ideas, and the major philosophers in the light of both logic and Scripture. Introduction to the specialized vocabulary of philosophy.

HU 209 Introduction to Logic (3 units)

A study of the main terms and principles of logic, emphasizing the use and misuse of language, syllogisms, and scientific inquiry.

HU 210 Introduction to Ethics (3 units)

A review of classical and contemporary ethical trends, theories, and thinkers, from a Biblical perspective with special emphasis upon the current moral dilemmas facing Christian believers and the Church. Scriptural guidelines are presented to assist believers in making difficult moral choices.

HU 222 Children's Literature (3 units)

Surveys various types of children's literature, focusing on their use and application to the educational needs of children. Students will learn to think Biblically in evaluating literature for themselves and their students. Explores techniques for making reading a positive, effective, learning experience.

HU 232 Books and Film for Children (3 units)

The purposes and uses of fiction and film in the classroom: how to determine what is appropriate from a Christian perspective. The course will include reading several works of fiction for children and youth; several films will be viewed and evaluated during the course.

HU 310 Religious and Philosophical Concepts of Origins

A comparative study of the Biblical account of creation contrasted with creation myths and philosophical cosmogonies found in ancient religion and philosophy. Cosmological questions will be addressed such as the contrasting concepts of time in Eastern and Western thought, along with the Great Chain of Being (the ultimate oneness of God and man) theory of Plato and Aristotle, the impact of evolution on philosophy and the historical manifestation of these concepts of origin on man's religion, society and governments.

MATHEMATICS AND SCIENCE***MA 101 Basic College Math (3 units or 9 CEUs)***

Concepts of elementary mathematics and an in depth study of the elements of set theory; whole numbers, numeration systems, non-negative elementary number theory, and decimals and real numbers.

MA 111 College Algebra (3 units)

This course covers algebraic techniques including manipulation of fractions, exponents, radicals, factoring, first degree equations with a single variable, linear equations with two variables, and quadratic equations.

MA 211 Statistics (3 units)

An introductory course in inferential and descriptive statistics. This course will examine both theory and application by example. Topics covered are measures of central tendency and dispersion, regression and correlation, probability and sampling distributions.

Prerequisite: College Algebra or equivalent, or minimum Math SAT score of 540, or permission from the instructor.

SC 102 General Science Survey (3 units)

Survey of both physical and life sciences including elements of general chemistry, mechanics, dynamics, thermodynamics, and the unifying principles of biology through study of zoology and botany.

SC 102L General Science Survey Lab (1 unit)***SC 103 Environmental Science (3 units)***

Addresses the relationship of plants and animals to their environment, the endangered species and wetlands debates, as well as problems of environmental pollution, energy sources, population, and

urbanization. Ecological principles of conservation and their economic and aesthetic importance will also be considered, particularly with reference to governmental regulations.

SC 103L Environmental Science Lab (1 unit)

SC 104 Physical and Historical Geology (3 units)

Discusses origin and constitution of the earth, internal and external processes that determine crustal and surficial features, and methods used in investigating and interpreting earth history. Basic rock formations in Shasta County will be examined along with geologic explanations of marine deposits, faulting, vulcanism, and glaciation resulting from vulcanism. The historical implications of geologic evidences for creation will be considered both in the classroom and during field exploration of geological formations and activity.

SC 104L Physical and Historical Geology Lab (1 unit)

SC 105 Scientific Models of Origin (3 units)

Scientific evidences for special creation and a worldwide cataclysmic flood from the perspectives of biology, geology, chemistry, and physics. Evaluation of evolution as a scientific theory. Critique of long-age geochronometry and geological uniformitarianism.

SC 105L Scientific Models of Origin Lab (1 unit)

SC 106 Basic Computing (2 units)

An introduction to PC computers. Topics discussed include basic computer usage and care, computer hardware, computer software, the Internet, and computer troubleshooting.

SC 108 Word Processing (2 units)

This course examines word processing with Microsoft Word. Use of Spelling checker, bullets and numbering, templates and wizards, document merging, web page authoring, find and replace for all word forms, envelopes and labels, natural language grammar checker, style preview, in-place comments, document management will be taught. Practical application for the use of term papers, outlines, and correspondence will be examined.

SC 203 Nutrition (3 units)

A study of the science of food, the nutrients, and other substances therein, their actions, interactions, and balance in relation to health and disease. The class emphasizes the positive contributions of nutrition to life and health.

SC 203L Nutrition Lab (1 unit)

SC 205 Creation vs. Evolution Seminar (1 unit)

An evaluation of the scientific evidence in the areas of biology, geology and astronomy, discussing pertinent issues of the creation/evolution debate.

SC 209 Physiology for Counseling (3 units)

This course is designed to study the correlation between body, mind, and spirit as they relate to feelings, cognitions and behavior. Responsibility and accountability issues will be given special consideration. The relationship of the biblical counselor to a Christian physician will be discussed as it applies to the etiology of pathology. May be taken as BC 408.

PHYSICAL EDUCATION

These courses are designed to introduce the student to the basics of physical fitness. A Biblical view of physical fitness, as well as a survey of various sports and games will be covered. Measuring an individual's own degree of physical fitness and the different methods of attaining it will also be taught. These courses are required for the A.A. and B.A. degrees but the credits are not counted toward graduation.

PE 101 Physical Education I (1/2 unit)

PE 102 Physical Education II (½ unit)

PE 201 Physical Education III (½ unit)

PE 202 Physical Education IV (½ unit)

SOCIAL SCIENCES

SS 101 General Psychology (3 units)

A study of the nature of man and human behavior from a Biblical perspective, including various factors associated with the development of personality and behavior patterns. This course may be taken as BC 102 or CMC 301.

SS 202 General Sociology (3 units)

A study of basic concepts of society and culture. Focuses on social organizations, group origins, and the development of classes and social institutions.

SS 203 Introduction to Anthropology (3 units)

A brief overview and survey of the various aspects of anthropology: cultural, physical, linguistic, religious, and social organization of peoples throughout the world.

SS 205 World Religions (3 units)

A survey of the origin, development, and distinctive features of leading world religions including animism, Hinduism, and its cognate Eastern religions, Islam, Shinto, Buddhism, Roman Catholicism, Judaism and Protestantism. Special emphasis is placed on comparisons and encounters with Biblical Christianity and implications for missionary strategy.

SS 251 Human Growth and Development (3 units or 9 CEUs)

Examines the characteristics of children at each age level with emphasis upon physical, mental, social, and spiritual development. This course may be taken as ED 301.

GRADUATE SCHOOL DIVISION

In response to the growing demand for professionally trained Christian school and church administrators, a graduate division of Shasta Bible College was launched and approved in 1999 by the Board of Trustees and TRACS. The Master of Science degree in School/Church Administration is designed for individuals currently holding or seeking a position as a Christian school administrator, church/school business manager, principal, assistant principal, or supervisor.

In 2003, a second Masters degree program was initiated in the fields of Biblical Counseling and Christian Family Life Education. Both programs provide pastors, Christian schoolteachers and other Christian workers with Biblically based precepts and principles for effective church-related counseling and family ministries.

DISCLOSURE STATEMENT REGARDING ELIGIBILITY FOR LICENSURE IN THE STATE OF

CALIFORNIA: "Graduation from Shasta Bible College with a M.A. in Biblical Counseling or a M. A. in Family Life Education DOES NOT qualify the student to sit for a licensure examination with the California State Board of Psychology or the California State Board of Behavioral Science."

A WORD FROM THE PRESIDENT:

From its inception in 1971, the mission of Shasta Bible College has been to equip men and women for ministry through the local church and missionary outreach agencies. Over the years the College has remained true to its purpose. As a result, SBC alumni are faithfully serving Christ as pastors, church staff, and missionaries across the nation and around the world.

Today the College continues to emphasize the priority of church and missionary ministries. Recently, however, it has been impossible to ignore two other areas of church-related ministry, the growing Christian school movement, and the Biblical Counseling movement.

The astounding increase in the number of Christian schools has created an incredible demand for competent Christian educators who are capable of integrating Biblical precepts and academic subject matter. In response to this urgent need, SBC's Professional Education Department was created and cannot produce Christian teachers fast enough to fill the growing number of requests from Christian schools for our graduates. In fact, SBC alumni are now ministering as Christian school educators in Washington, Idaho, California, Hawaii, Oregon, and Seoul, Korea.

As Christians respond to the increasing secularization of public schools, the number of requests for competent, qualified Christian school administrators has multiplied as well. The task of ensuring Biblical Christian student and faculty standards while pursuing educational excellence demands educational administrators who not only know and practice the precepts of God's Word, but also are professional in their educational philosophy and practice.

The M.A. degrees in Biblical Counseling and Christian Family Life Education also meet a growing need on the part of churches and Christian schools for competent counseling that is truly based on Biblical precepts and principles. In contrast to the humanistic counseling and psychology programs offered by most secular colleges and universities, the SBC & GS program uses the Bible as the grid through which all counseling principles and precepts must pass. Even some Christian institutions have failed to adequately expose and separate the humanistic and "politically correct" influences so widely accepted by modern psychology. Often, instead of pointing distressed and conflicted people back to the principles of Scripture, they are offered "Christianized" humanistic solutions from secular psychology which are rooted in the deceptive soil of anthropocentric theology, passed off as "Biblical integration." The result is that divorce rates among Christians and instances of premarital sex in evangelical churches are now statistically on a par with those of secular society. The Biblical counseling and Christian Family Life Education curriculum, crafted by Dr. Harlan Confer and the faculty of SBC & GS, is designed to recognize the reality of biochemical problems while acknowledging the sufficiency of Scripture to meet the majority of human counseling needs.

For these reasons, coupled with the growing need for competent church administrators and Biblical counselors, Shasta Bible College offers its Graduate program for the purpose of equipping students with the skills and wisdom to provide exceptional, Christ-honoring leadership in these strategic areas of church-related ministry.

The need for dedicated leaders characterized by Biblical integrity and professional competence in our churches and Christian schools has never been greater. It is my prayer that the Graduate School will be mightily used to counter the effects of secular humanism on our children and grandchildren through our Bible-believing churches and Christian schools.

David R. Nicholas, B.A., M.S., M.Div., Th.M., Th.D.

President

STATEMENT OF PURPOSE

The Graduate School exists for the purpose of advancing Christ's Kingdom by equipping Christian believers for educational and church ministry. The curriculum is designed to prepare students for administrative leadership in Christian schools and local churches by equipping students with Biblically consistent leadership principles and administrative procedures, cultivating a heart for ministry, a compassion for the souls of men, a comprehension of Biblical doctrine and the ability to communicate God's truth in accordance with our Lord's final command.

To fulfill this purpose the College endeavors to encourage student growth and development through its pursuit of the following objectives:

I. Spiritual Objectives

1. Students will cultivate a lifestyle that demonstrates Christ-like character in accordance with the priorities and precepts of God's Word.
2. Students will develop an informed Christian world and life-view through the integration of Biblical truth in all areas of the curriculum.
3. Students will acquire both a cognitive and affective knowledge of Biblical truth through classroom instruction, faculty-student interaction, personal Bible study, Scripture memorization and discipleship experience.

II. Academic Objectives

4. Students will learn to think critically from a Biblical perspective and maintain intellectual and spiritual integrity in all areas of study and research.
5. Students will be equipped with both a knowledge of Biblical content and the skill to expound it by interpreting and applying Scripture in accordance with sound historical/grammatical/exegetical principles.
6. Students will be prepared to communicate effectively, correctly and clearly through the use of media.
7. Students will be provided with the intellectual tools to integrate all fields of study with Biblical truth, realizing that God is the source of all truth.
8. Students will master study and research methods and develop the motivation necessary for lifelong learning.
9. Students will be able to meet contemporary challenges to historic, Biblical Christianity with a working knowledge of Christian theology and apologetics.

III. Practical Life and Ministry Objectives

10. Students will understand that their spiritual growth and development take place through the study and application of God's Holy Word.
11. Students will know that involvement in and loyalty to the local church is strategic to personal spiritual growth, Christian fellowship, and the fulfillment of the Great Commission.
12. Students will demonstrate a commitment to ministry in the local church and dedication to its maintenance and growth.
13. Students will be challenged with a variety of spiritual needs and ministry opportunities both at home and abroad.

GRADUATE FACULTY

Brown, Stephen G., Ph.D. - Bible, History, Languages

Dean, Professor of Bible and History, 1991: B.A., University of California at Los Angeles, 1965; B.D., Talbot Theological Seminary, 1968; Th.M., Western Conservative Baptist Seminary, 1970; M.A., Ph.D., Brandeis University, 1972, 1974.

POSTGRADUATE STUDIES: Institute of Holy Land Studies (Jerusalem University College), Jerusalem, Israel; University of Judaism; Fuller Theological Seminary.

SERVICE MINISTRIES: Work-Study Program Leader, Kibbutz Ashdot Ya'acov Meuhad (Galilee), Baptist Youth for Israel, 1977; Translation Consultant, United Bible Society, Ivory Coast, Zaire, and Kenya, Africa, 1988.

EDUCATIONAL MINISTRIES: Assistant Professor of Bible, Biola University, 1973-1976; Associate Professor of Old Testament, Los Angeles Baptist College (The Master's College), 1976-1984; Contributor, New American Standard Study Bible, Lockman Foundation, La Habra, CA.

PASTORAL MINISTRIES: Youth Pastor, Norwalk Bible Baptist Church, Norwalk, CA, 1966; Pastoral Intern, Dutch Reformed Church, Buena Park, CA, 1968.

Confer, Harlan, III, Ph.D.

Professor of Counseling, 1984: A.B., Whitworth College, 1956; M.Div., American Baptist Seminary of the West, 1976; M.R.E., California Baptist Theological Seminary, 1961; M.S., University of Southern California, 1970; Ph.D., Southwestern Baptist Theological Seminary, 1979.

PROFESSIONAL EDUCATION EXPERIENCE

Assistant Professor, Biola University, La Mirada, CA/Talbot Theological Seminary and Graduate School of Theology, 1980-1984; Chaplain, U.S. Army. Rank: Major, 1966-1977; U.S. Army Reserve Chaplain, 1978 - 1980.

PASTORAL MINISTRY

Senior Pastor, First Baptist Church, Red Bluff, CA, 1984-1995; Pastor, Weierhof Chapel Center, Federal Republic of Germany, 1967-1971; Pastor, First Baptist Church, Globe, AZ, 1963-1966; Interim Pastor, Calvary Baptist Church, Ridgecrest, CA 1962-63; Program Director, Baptist Camp, Crestline, CA 1961.

Confer, Charlotte, M.S. - Biblical Counseling

Instructor of Biblical Counseling, 2000: B.S.N., M.S.N., California State University, Los Angeles, 1959, 1983; M.R.E., California Baptist Theological Seminary, Covina, CA, 1961; M.S.Ed., C.P.N.P., University of Southern California, 1970, 1985; Health/Services Credential, California State University Sacramento, 1989.

PROFESSIONAL EXPERIENCE: School Nurse, Sacramento Unified School, 1994-1999, 2002-present; Shasta Unified High School District, 1999-2001; Staff Development Director, Kimberly Quality Care, Redding, CA, 1990-92; Director of Staff Development, Shasta Convalescent Hospital, Redding, CA; English Tutor for GED classes, Red Bluff, CA, 1993.

PROFESSIONAL EDUCATION EXPERIENCE: Assistant Professor of Nursing at the University of Mary-Hardin Baylor, 1971-74, 1975-1980; Biola University, 1980-83.

FIELD OF SPECIALIZATION: Biblical Counseling and Christian Family Life Education

Covington, David, D. Min.

Instructor of Biblical Counseling, 2003: M. Div., Th. M., D. Min., Westminster Theological Seminary, 1996, 1997, 2000.

PROFESSIONAL EXPERIENCE: Counseling Intern, St. John's Church, Huntingdon Valley, PA, 1997-98; Counseling Intern, Christian Counseling & Educational Foundation, Glenside, PA, 1997-98; Pastoral

Counselor and Teacher, Claremont Christian Services/Meadow Valley Community Church, Quincy, CA, January 1999-present.

PROFESSIONAL EDUCATION EXPERIENCE: English Teacher, upper grades, Plumas Christian School, Quincy, CA, 1998-2002; Bible Teacher, upper grades, Plumas Christian School, Quincy, CA, 2002-present.

FIELD OF SPECIALIZATION: Pastoral Counseling; Cultural Apologetics

TEACHING ASSIGNMENTS FOR CURRENT YEAR: Praxis I (Distance Education)

Iles, Danny Clyde, Th. M., D. Min. candidate

Instructor of Biblical Counseling, 2003: B.A., Southeastern Bible College, 1971; Th. M., Dallas Theological Seminary, 1976; D. Min. candidate, Western Conservative Baptist Seminary.

PROFESSIONAL EXPERIENCE: Board Member, Auburn Faith Hospital; Board Member, Forest Lake Christian School, 1984-94; Board Member, Sierra Law Enforcement, 1994-2002; Board Member, Northern California Conservative Baptist Assoc., 1998-2002; National Board Member, Conservative Baptist Assoc. of America, 1999-2002.

PROFESSIONAL EDUCATION EXPERIENCE: Teaching Associate, Jarow Ministries, 1994-present.

PASTORAL MINISTRIES: Pastor of Education and Youth, 1976-78; Pastor, Combie Bible Church, Auburn, CA, 1977-94; Pastor, Calvary Baptist Church, Pollock Pines, CA, 1994-2002; Assistant Pastor, North Valley Baptist Church, Redding, CA, 2002-present.

FIELD OF SPECIALIZATION: Bible and Practical Theology

TEACHING ASSIGNMENTS FOR CURRENT YEAR: Praxis I

Jenkins, Lee, Ph.D.

Professor of Education. 1999: B.A., Pasadena College, 1964; M.A., San Jose State University, 1969; Ph.D., Claremont Graduate University, 1977.

PROFESSIONAL EDUCATION EXPERIENCE

Elementary Teacher, Audubon Elementary School, Altadena, CA, 1964-1966; Bowers Elementary School, Santa Clara, CA, 1966-1971; Demonstration Teacher, San Jose State University Laboratory School, San Jose, CA, Summers of 1969-1973; Project Director of Career Opportunities Program, San Jose, CA, 1971-1973; Coordinator of Mathematics and Science, Fullerton, CA, 1973-1976; Assistant Superintendent of Instruction, Marysville, CA, 1976-1978; Chairperson of Elementary Education, Coordinator of K-12 Education; Assistant Professor of Mathematics and Language Arts Education, School of Education, Oregon State University, Corvallis, OR, 1978-1983; Principal, Maple Elementary School, Hesperia, CA, 1983-1986; Superintendent, Enterprise School District, Redding, CA, 1986-1999; Superintendent, Pittsburg Unified School District, Pittsburg, CA, 1999-present.

Johnson, Elyot, Ed.D. – Education, Administration

Professor of Education, 2003; B.A., Denver Baptist Bible College, 1956; M.A., University of Colorado, 1958; Ed.D. University of Colorado, 1964;

POST-DOCTORAL STUDIES: University of Southern California, 1967.

PROFESSIONAL EDUCATIONAL EXPERIENCE: English teacher, Kepner Junior High School, Denver, Colorado Public Schools, 1958-1960; Associate Professor in Education, Denver Baptist Bible College, 1961; Part-time Assistant professor in Education, Western Baptist Bible College, 1961; English teacher, Cook Junior High School, Santa Rosa, California Public Schools, 1961-1962; Dean of Students, Assistant Professor, Academic Dean, Los Angeles Baptist College, Newhall, California 1965-1967; Assistant, Associate, Professor, Department of Education, California State University of Chico, 1968-1994; Coordinator, Secondary Credential Program, CSUC; Director, Westside Field Center (Glenn, Tehama Counties), CSUC; Member, University Faculty Senate, CSUC; Member and Chair, Education Department and college personnel committees, CSUC.

PASTORAL MINISTRIES: Pastor, Shiloh Baptist Church, Denver, Colorado, 1957-1958; Pastor Grace Baptist Church, Sonoma, California, 1961-1963; Pastor First Baptist Church, Pinole, California, 1963-

1965; Faculty sponsor, CSUC chapter of Inter-Varsity, 1968-1975; College adult Sunday School teacher, Chico area churches, 1968-2002; Interim Pastor, Butte Bible Fellowship, Chico, California, 2002.

Miller, David, Th.D. – Bible, Theology

Professor, Bible and Theology, 2001: B.A., Western Baptist College, Salem, 1963; B.D., San Francisco Baptist Theological Seminary, San Francisco, 1966; Th.M., San Francisco Baptist Theological Seminary, San Francisco, 1969; Th.D., Grace Theological Seminary, Winona Lake, 1977

Nicholas, David R., Th.D.

President, Professor of Bible and Theology, 1985: Westmont College; B.A., Los Angeles Pacific College (Azusa Pacific University), 1963; M.Div., Los Angeles Baptist Theological Seminary, 1966; M.S., University of Southern California, 1967; Th.M., Talbot Theological Seminary, 1971; Th.D., Grace Theological Seminary, 1982.

SERVICE MINISTRIES: Board Member Southwest Baptist Home Missions, 1982-84; Board Member Victory Ranch, Southern California Regular Baptist Conference Camps, 1982-84; Member Board of Trustees, Christian Heritage College, El Cajon, CA, 1980-84; Member Board of Trustees, Northwest Baptist Theological Seminary, Tacoma, WA, 1994 to present; Chairman Greater Redding Area Christian Education Convention (GRACE), 1988 to present; President, Shasta County Evangelical Ministerial Association, 1992-1995; Member Accreditation Commission, Transnational Association of Christian Colleges and Schools, 1994 to present.

POST-GRADUATE STUDIES: University of Southern California; American Institute of Holy Land Studies, Jerusalem, Israel; Claremont Graduate School; University of California, Santa Barbara.

PROFESSIONAL EDUCATION EXPERIENCE: Academic Dean and Associate Professor of Bible and Theology, Southwestern Baptist Bible College, Phoenix, AZ, 1978-1980; Superintendent, Grace Christian Academy, Yuba City, CA, 1980-82; Executive Vice President, 1972-1974 and President, 1975-76 of Van Nuys Christian College, Van Nuys, CA; Director of Admissions, Registrar and Instructor in Bible, Evangelism and Biological Sciences, Los Angeles Baptist College and Los Angeles Baptist Theological Seminary, Los Angeles, CA, 1966-72; Teacher, Bethany Baptist Day School, Whittier, CA, 1963-64; California State Secondary Credential (Life),

PASTORAL MINISTRIES: Youth: Associate Pastor, First Baptist Church, El Monte, CA; Area Youth Pastor, Regular Baptist Youth Association of Southern California; Department Head and Pastoral Staff, First Baptist Church, Van Nuys, CA; Senior Pastor, Tri-Lakes Baptist Church, Columbia City, IN; Grace Baptist Church and Christian Academy, Yuba City, CA; Placerita Baptist Church, Newhall, CA.

CHURCH PLANTING: Saddleback Baptist Church, Mission Viejo, CA.

Northrup, Bernard E., Th.D. - Old Testament Studies, Biblical Languages

Professor of Bible and Languages, 1985: B.A., Westmont College, 1950; Summer Institute of Linguistics; Th.M., Th.D., Dallas Theological Seminary, 1955, 1961;

POSTGRADUATE STUDIES: Scholarship studies in Israel, New York University, sponsored by U. S. Department of State and the State of Israel, 1961; Biblical Counseling Foundation, Santa Barbara, California, August, 1996.

Wilcox, David H.

Professor of Bible and Theology, 2002: A.B., Western Baptist College, 1962; Th.M., Dallas Theological Seminary, 1966; D.Min. Dallas Theological Seminary, 2001.

HIGHER EDUCATION EXPERIENCE: Part Time Faculty, William Tyndale College, 1973-1977; Faculty Member, Coastal Mountain Bible College, 1998-2000.

GUEST LECTURERS AND TEACHING ASSISTANTS

Buckle, John P., M.Div. - Biblical Counseling

Lecturer of Biblical Counseling, 2003; B.A., California State University, Fullerton, 1970; M.Div., Talbot Theological Seminary, 1980.

Harroun, Leon E., M.S. – Education

Lecturer of Education, 1999; B.A., California State University, Fullerton, 1978; M.S., Peperdine University, 1980.

ADMISSION TO THE GRADUATE PROGRAM

Prerequisites:

MS in School/Church Administration:

1. The student must have a bachelor's degree from an approved college or university.
2. A cumulative GPA of 3.0 or a score of 1000 on the Graduate Record Exam or 12 units at 3.0 at Shasta Bible College.
3. Undergraduate work must include nine semester hours of education and/or psychology courses (not including general psychology).
4. Students who did not complete their undergraduate degree at Shasta Bible College may be required to take TS 102 Scripture and God and TS 404 Senior Theology in addition to their other degree requirements.
5. Students must receive their letter of acceptance into the program before they may be considered admitted into the program. In certain cases, where no letter of acceptance has been received, a student may be permitted to take one class under provisional admission, but may not begin a second class until full admission has been granted.

MA in Biblical Counseling/Christian Family Life Education:

1. The student must have a bachelor's degree from an approved college or university.
2. A cumulative GPA of 2.5 or 12 units at 3.0 at Shasta Bible College.
3. Students who did not complete their undergraduate degree at Shasta Bible College may be required to take TS 102 Scripture and God and TS 404 Senior Theology in addition to their other degree requirements.
4. Students must receive their letter of acceptance into the program before they may be considered admitted into the program. In certain cases, where no letter of acceptance has been received, a student may be permitted to take one class under provisional admission, but they may not begin a second class until full admission has been granted. In addition, please note that courses in the Graduate program are taken one at a time.

Transfer-Credit Evaluation

1. An official transcript must be sent to the Dean of Admissions and Records from each school that the applicant has attended since high school.
2. Courses transferred must have a grade of B or better.
3. Transfer credit will be granted for appropriate courses from accredited or recognized colleges and universities.
4. Appropriateness of content, level and unit value are the guides used in transfer credit evaluation.

5. Courses for which a corresponding course does not exist at Shasta Bible College may be granted elective credit.
6. A maximum of 6 units transferred from other colleges may be applied toward fulfillment of the requirements of a graduate degree at Shasta Bible College.

ACADEMIC LOAD

A student should not normally take more than 15 units per term. Petition must be made either to the Academic Dean or the Dean of Professional Studies before a student may exceed 15 units per term.

GRADUATION REQUIREMENTS

Quality of Work

A student who is admitted to candidacy for a graduate degree should evidence a high level of achievement and scholarship, demonstrated by his ability to maintain an average of B in the work he takes while registered as a graduate student. A maximum of two C grades may be applied toward the requirements of an advanced degree. Furthermore, a grade of D or F disqualifies a student as a candidate for this program.

Residency Requirement

MS in School/Church Administration:

For the master's degree a minimum of two semesters or two to three summers (six to eight weeks each summer) of residence is required. Candidates must complete at least 27 hours of graduate credit. Any student who interrupts his enrollment for more than twelve months, having completed fifteen of the required hours for his degree, must complete the remaining hours within three years of his last residence, or he will be required to complete nine hours of study in addition to the degree requirements before the degree can be conferred. If the work is not completed within five years, the student will not be eligible for the advanced degree. Students must take at least 1 (one) unit a semester to maintain graduate status.

MA in Biblical Counseling/Christian Family Life Education:

For the master's degree, 33 of the required 39 units must be taken in residency for the on-campus program. If the work is not completed within seven years, the student will not be eligible for the advanced degree. Exceptions to these requirements must be approved by the Department Chair and the Academic Dean.

Completion of one of the Tracks in the Biblical Counseling and Christian Family Life Education Program:

The programs in Biblical Counseling and Christian Family Life Education each have Track A and Track B. Track A is for students with a baccalaureate degree from Shasta Bible College and Graduate School with an emphasis in Biblical Counseling or Marriage and Family Ministries. Track B is for students with an approved baccalaureate degree from another school.

Substitution of Courses

Students may petition the Department Chair to substitute courses to personalize their programs.

MASTER OF SCIENCE DEGREE IN SCHOOL/CHURCH ADMINISTRATION*

*For individuals currently holding or seeking positions as Christian school administrator, church/school business manager, principal, assistant principal, or supervisor.

Course Requirements:

Six semester hours from the following:

- ED 600 Foundations of Education, 3
- ED 601 Psychology of Education, 3
- ED 608 Philosophy of Christian Education, 3

All of the following:

- ED 610 Fundamentals of Curriculum, 3
- SCA 620 Pupil Personnel Services, 3
- SCA 662 Administrative Leadership, 3
- SCA 663 School/Church Business Management, 3
- SCA 665 Supervision of Instruction, 3
- SCA 690 Research Methods, 3
- SCA 764 Personnel Administration, 3

Two electives from the following:

- SCA 664 Public Relations, 3
- SCA 667, Microcomputers for Administrators, 3
- SCA 761, School/Church Finance, 3
- SCA 762, School/Church Law, 3
- SCA 780, Administrative Practicum, 3

Total Degree Requirement, 33

EMPHASES

Students may find it beneficial to take nine additional credits to form an Administrative Emphasis in Counseling, Psychology, Assessment, Marriage and Family Ministries, or Youth Ministries. More than one emphasis may be taken only by permission from the Academic Dean. The advantage of completing an emphasis is that many states (excluding California) will issue an administrative credential for the public school system. Substitute courses will be evaluated individually.

Counseling Emphasis:

- BC 501, The Biblical Counselor, 3
- BC 502, Self-Confrontation and Biblical Counseling, 3
- BC 503, Principles of Biblical Counseling, 3

Psychology Emphasis:

- ED 500, Introduction to Psychology of Education, 3
- ED 506, Human Growth and Development, 3
- ED 509, Adolescent Psychology, 3

Assessment Emphasis:

ED 508, Tests and Measurements I, 3
 ED 572, Elementary Statistics, 3
 ED 573, Assessment in Special Education, 3

Christian Family Life Education Emphasis

CFLE 501, Marriage Enrichment Models, 3
 CFLE 502, Parental Enrichment Models, 3
 CFLE 503, Substance Abuse Counseling & Ed, 3

Youth Ministries Emphasis

CA 501, Youth Work, 3
 CA 502, Recreational Leadership, 3
 CA 503, Church and Home, 3

**MASTER OF ARTS DEGREES IN BIBLICAL
 COUNSELING AND CHRISTIAN FAMILY LIFE
 EDUCATION***

*For individuals currently holding or seeking opportunities as counselors in churches, hospitals, medical and convalescent facilities, educational and vocational programs, correctional institutions and community services; as chaplains in the military, prisons, and hospitals; and as teachers. These degrees are not intended for state licensure with the California (see Disclosure Statement above).

Course Requirements:

Biblical Counseling - M.A.

TRACK A	TRACK B
1. BC / CCFLE 505 Physiology For Counseling And Family Life Education.	1. BC/CCFLE 505 Physiology For Counseling And Family Life Education.
2. BC 506 Foundations Of Interpersonal Relations And Conflict Resolution.	2. BC 506 Foundations Of Interpersonal Relations And Conflict Resolution.
3. BC 507 Praxis. I	3. BC/CCFLE 501 The Biblical Counselor And Family Life Educator.
4. BC 508 Vocational Guidance.	4. BC 508 Vocational Guidance.
5. BC 509 Theology Of Biblical Counseling.	5. BC 509 Theology Of Biblical Counseling.
6. BC 602 Premarital Preparation And Counseling.	6. BC/CCFLE 503 Introduction To Biblical Counseling.
7. BC 603 Marital And Family Counseling	7. BC 603 Marital And Family Counseling.
8. BC 604 Counseling Children, Adolescents And Their Families.	8. BC 604 Counseling Children, Adolescents And Their Families.
9. BC 605 Substance Abuse Counseling.	9. BC 605 Substance Abuse Counseling.
10. BC 606 Life-Cycle Issues In Biblical Counseling.	10. BC/CCFLE 502 Self-Confrontation For The Biblical Counselor And Family-Life Educator.

11. BC/CCFLE 607 Assessment Techniques In Biblical Counseling And Family Life Education.	11. BC/CCFLE 607 Assessment Techniques in Biblical Counseling And Family Life Education.
12. BC 608 Praxis II.	12. BC/CCFLE 504 Principles Of Biblical Counseling.
13 SCA 690 Research Methods	13. SCA 690 Research Methods.

Christian Family Life Education M.A.

TRACK A	TRACK B
1. BC/CCFLE 505 Physiology For Counseling And Family Life Education.	1. BC/CCFLE 505 Physiology For Counseling And Family Life Education.
2. CCFLE 601 Human Growth And Development.	2. BC/CCFLE 501 The Biblical Counselor And Family Life Educator.
3. CCFLE 606 Life Cycle Issues In Family Life Education.	3. BC/CCFLE 502 Self-Confrontation For The Biblical Counselor And Family Life Educator.
4. CCFLE 610 The Guidance Of Children And Adolescents.	4. BC/CCFLE 503 Introduction To Biblical Counseling.
5. CCFLE 611 Human Sexuality.	5. BC/CCFLE 504 Principles Of Biblical Counseling.
6. CCFLE 506 The Dynamics Of Family Relationships.	6. CCFLE 506 The Dynamics Of Family Relationships.
7. CCFLE 508 Family Resource Management And Vocational Guidance.	7. CCFLE 508 Family Resource Management And Vocational Guidance.
8. CCFLE 509 The Theology Of The Family.	8. CCFLE 509 The Theology Of The Family.
9. CCFLE 602 Premarital Preparation And Guidance.	9. CCFLE 602 Premarital Preparation And Guidance.
10. CCFLE 604 Parent Education And Guidance	10. CCFLE 604 CCFLE 604 Parent Education And Guidance.
11. CCFLE 605 Substance Abuse Counseling And Education.	11. CCFLE 605 Substance Abuse Counseling And Education.
12. CFLE/BC 607 Assessment Techniques In Biblical Counseling And Christian Family Life Education.	12. CFLE/BC 607 Assessment Techniques In Biblical Counseling And Christian Family Life Education.
13. SCA 690 Research Methods.	13. SCA 690 Research Methods.

Master of Arts Degree in Biblical Counseling

M.A. in Biblical Counseling: This program is designed to equip students to counsel persons and their families from a Biblical perspective. In His Word, God has provided superior and sufficient resources for spiritual growth and maturity. This includes principles and precepts for optimum family and interpersonal

relationships. The focus of this training is on discipleship and the application of Biblical truth to the problems and challenges of contemporary Christian living.

GRADUATE COURSE DESCRIPTIONS

Biblical Counseling

BC / CCFLE 501 The Biblical Counselor And Family Life Education (3 Units)

The Foundational course in Biblical Counseling and Christian Family Life Education. It is designed to further cultivate and guide the spiritual development of the Biblical Counseling and Christian Family Life Education student.

BC / CCFLE 502 Self –Confrontation For The Biblical Counselor And Family Life Educator (3 Units)

The student will utilize and study the *Self-Confrontation Manual* published by the Biblical Counseling Foundation. The Two main purposes of this course are: (1) to teach the student how to approach circumstances, relationships and the situations of life, from a Biblical perspective, and to experience victory and contentment in all of life's trials, testing, and problems; (2) to prepare the student to help others face and deal with their problems Biblically.

BC / CCFLE 503 Introduction to Biblical Counseling (3 Units)

The focus of this course will be to introduce the student to the principles and processes of Biblical Counseling. This will include the following: understanding the problem; helping establish Biblical hope; encouraging and evaluating commitment; and laying a foundation for lasting, Biblical change. In addition the counselor in training will develop session plans to deal with multiple personal and interpersonal life issues.

BC / CCFLE 504 Principles of Biblical Counseling (3 Units)

A Course designed to help the student learn to apply the basic principles and techniques of Biblical counseling through the utilization of the "case-study method" and multiple role-play situations. In depth Biblical research for solutions to man's problems will involve a study of the course entitled: *Living by the Book* by Howard G. and William D. Hendricks.

BC 505 / CCFLE 505 Physiology For Biblical Counseling And Family Life Education (3 Units)

This course is designed to study the correlation between body, mind, and spirit as they relate to feelings, cognitions and behavior. Responsibility and accountability issues will be given special consideration. The relationship of the Biblical counselor and Family Life Educator to a Christian physician will be discussed as it applies to the etiology of pathology.

BC 506 Foundations of Interpersonal Relations and Conflict Resolution (3 Units)

The focus of this course will be a study of the basic principles, frameworks, styles, and dynamics involved in the enhancement of interpersonal relationships from a Biblical perspective. Special attention will be given to a study of the meta-communication process and the principles and process of interpersonal forgiveness, reconciliation, and conflict resolution.

BC 507 Praxis I (3 Units)

Supervised counseling in an approved church or para-church ministry setting. This course is only offered by special arrangement with a member of the Biblical counselor training faculty.

BC 508 Vocational Guidance (3 Units)

An introductory study to help equip the Biblical Counselor to assist the counselee in the areas of vocational selection, preparation, and placement from a Biblical perspective. Special consideration will be given to the principles, strategies, methods, and techniques of vocational guidance. The use and interpretation of

assessment instruments and study materials in the areas of personality strengths, vocational interests, and job related skills will be featured in this study.

BC 509 Theology of Biblical Counseling (3 Units)

Biblical principles of spiritual growth and maturity will be explored in scriptures essential to the counselor's personal integrity and success. Biblical passages which model edifying interpersonal exchange and counseling techniques will be examined to provide a basis for counseling praxis. Anthropological and soteriological questions will be deduced and answered to develop an effective theology of counseling.

BC 601 Theories of Counseling and Biblical Change (3 Units)

An introductory investigation of selected counseling theories currently being utilized by staff members of church and para-church ministries. The examination of each theory will include: historical background, basic concepts, process, mechanisms, case examples, evaluation, and application to specific issues. Special consideration will be given to the critique of each of these theories in the light of the Scriptures.

BC 602 Premarital Preparation and Counseling (3 Units)

A Course designed to examine selected models of premarital preparation study courses and counseling principles and techniques. Each paradigm will be critiqued in light of the practical application of Biblical principles, to the extent that the model comprehensively covers the variables that comprise a healthy marriage, which glorifies the Lord. Special attention will be paid to an introduction to the assessment measures employed in premarital preparation and counseling.

BC 603 Marital and Family Counseling (3 Units)

An advanced course dealing with the problems, conflicts, and issues within the marital dyad and family settings. Counseling methods from a Biblical perspective will emphasize the following: understanding the problem, helping establish Biblical hope, encouraging and evaluating commitment, and laying a foundation for lasting Biblical change. This course will provide theoretical input into marital and family dynamics from a Biblical perspective. It will also provide the student counselor in training an opportunity to practice and apply what they have assimilated through the employment of multiple role-play sessions.

BC 604 Counseling Children and Adolescents and their Families (3 Units)

This course is designed to introduce students to the principles, methods, and techniques of counseling children, youth, and their parents to deal with problematic cognition, feelings, and behavior from a Biblical perspective. Attention will be given to a brief overview of the theory and research concerning the physical, cognitive, emotional, perceptual, social, moral, and spiritual aspects of the development of children from infancy through adolescence. Special emphasis will be placed on assisting parents in making Christian disciples of their children.

BC 605 Substance Abuse Counseling (3 Units)

An introductory study into the principles and processes of counseling individuals with a substance abuse problem from a Biblical perspective. This course will include a study of such topics as follows: a Biblical view of addictions, an overview of addictive drugs, an examination of various Biblical models for counseling individuals with substance abuse problems, using multiple role-play situations and through the use of the "case-study method." The student will pay special attention to the use of the Biblical counseling process.

BC 606 Life Cycle Issues in Biblical Counseling (3 Units)

A number of selected issues which will occur throughout each stage of the family life cycle, that have not previously covered in other courses in this emphasis, will be examined in this course. This course will focus on areas such as caring for elderly parents, death and dying, incest and molestation, sexual addiction, ministering to the physically ill, and other crisis situations. Each of these will be treated from a Biblical perspective. Students will practice counseling in these situations through the use of role-play.

BC / CCFLE 607 Assessment Techniques in Biblical Counseling (3 Units)

This course is designed to introduce, and to present, a critique of selected assessments and data gathering techniques employed by Biblical counselors. This course will also include the following: (a) a brief

overview of tests and measurements; (b) a short introduction to psychometric theories, to include a section on validity and reliability; (c) a concise introduction to the relationship of statistics to the construction and use of assessment instruments.

BC 608 Praxis II (3 Units)

This is an advanced course in supervised counseling. The counseling will be done in an approved church or para-church ministry setting. This course is offered only by special arrangement with a member of the Biblical counselor training faculty.

SCA 690 Research Methods (3 Units)

Although there is no thesis requirement, the Research Methods class is designed to equip students with foundational skills and understanding for preparing research designs, writing research reports, and knowledgeably interpreting published research reports.

Students' primary work in the course is a series of tasks related to identifying a problem, designing a research structure, and writing a mini-report based on fictitious or actual data. The resulting document is 10-15 pages. Because the task involves a minimal literature and no collection of field data, it is not a full research report. Though a student's problem and initial literature review may serve as beginning points for a formal thesis, the work required in the course falls far short of an actual master's thesis.

Master of Arts Degree in Christian Family Life Education

M.A. in Christian Family Life Education: This advanced degree program is designed to prepare family life educators. Since the field of family life education is already acknowledged as essential to education in the public sector, it is equally vital that churches, Christian schools, mission agencies and para-church organizations have a source of well-equipped specialists to meet this emerging need. The focus of this program is on the God-given importance of the Christian family as a "Divine Institution". The program facilitates the study and application of Biblical principles and processes which bring marital and family relationships into conformity with the image of Christ.

Christian Family Life Education

CCFLE / BC 501 The Biblical Counselor and Family Life Educator (3 Units)

The foundational course in Biblical Counseling and Christian Family Life Education. It is designed to further cultivate and guide the spiritual development of the Biblical Counseling and Christian Family Life Education student.

CCFLE / BC 502 Self -Confrontation, Biblical Counseling, and Family Life Education (3 Units)

The student will utilize and study the *Self-Confrontation Manual* published by the Biblical Counseling Foundation. The main purposes of this course are: (1) to teach the student how to approach circumstances, relationships and the situations of life, from a Biblical perspective, and to experience victory and contentment in all of life's trials, testing, and problems; (2) to prepare the student to help others face and deal with their problems Biblically.

CCFLE / BC 503 Introduction to Biblical Counseling (3 Units)

The focus of this course will be to introduce the student to the principles and processes of Biblical counseling. This will include the following: understanding the problem; helping establish Biblical hope; encouraging and evaluating commitment; and laying a foundation for lasting, Biblical change. In addition the counselor in training will develop session plans to deal with multiple personal and interpersonal life issues.

CCFLE / BC 504 Principles of Biblical Counseling (3 Units)

A Course designed to help the student learn to apply the basic principles and techniques of Biblical counseling through the utilization of the "case-study method" and multiple role-play situations. In depth Biblical research for solutions to man's problems will involve a study of the course entitled: *Living by the Book* by Howard G. and William D. Hendricks.

CCFLE 505 The Family's Role in Society (3 Units)

The interaction of today's numerous family structures with the trends and issues of society. Methods of coping with challenges to family patterns and expectations will be discussed within the context of historical trends and cultural diversity. This will include a discussion of family members' rights and responsibilities, community expectations and opportunities, governmental standards and legal requirements, and the utilization of outside resources and programs that nurture and develop the family unit for the betterment and welfare of every individual.

CCFLE 506 The Dynamics of Family Relationships (3 Units)

This course will focus on a study of family strengths and weaknesses and interpersonal relationships. Topics included in this study are as follows: decision making, goal setting "normal" and "crises" family stress, and families with special needs. Special consideration will be given to the study of the basic principles, frameworks, styles, and dynamics involved in the enhancement of interpersonal relationships from a Biblical perspective. Special attention will be given to a study of the meta-communication process and the principles and the process of interpersonal forgiveness, reconciliation, and conflict resolution.

CCFLE 508 Family Resource Management and Vocational Guidance (3 Units)

A course designed to study the dynamics and decisions families and individuals make in reference to time and money resource allocation. This study will assist the Christian family life educator to give instruction in the areas of time and money management, vocational selection, preparation and placement from a Biblical perspective. Special consideration will be given to the principles, strategies, methods and techniques of vocational guidance. Curriculum resources pertaining personal and family money management and vocational guidance will be examined and critiqued from a Biblical perspective.

CCFLE 509 The Theology of the Family (3 Units)

The family is ordained by God to reflect His glory and character. Scriptures speak manifestly and candidly about the family's purposes and problems in every area of life. This course examines the roles, responsibilities, and relationships of the family and its members. It also addresses various ethical and social issues that threaten family welfare and stability in today's culture.

CCFLE 601 Human Growth and Development (3 Units)

An understanding of the developmental changes of individuals in families throughout the life span. This will encompass knowledge of development of physical, emotional, cognitive, social, moral, personality and spiritual needs. These will be examined from a Biblical perspective.

CCFLE 602 Premarital Preparation and Guidance (3 Units)

A course designed to examine selected models of premarital preparation. Each paradigm will be critiqued in light of the practical application of Biblical principles, to the extent that the model comprehensively covers the variables which comprise a healthy marriage which glorifies the Lord. Special attention will be given to an introduction to premarital assessment instruments.

CCFLE 603 Marriage Enrichment Models (3 Units)

This course of study is designed to provide an introductory review and critique of the major models of marriage enrichment. Special emphasis will be placed upon the examination and evaluation of the psychological theories, theological values, and educational methodologies which undergird these models. Particular attention will be paid to the empirical evidence of the efficacy of these paradigms. Each of these models will be evaluated in the light of the revealed truth of the Holy Scriptures.

CCFLE 604 Parent Education and Guidance (3 Units)

This course of study is designed to provide an introductory review and critique of the major models of parent education and guidance. Special emphasis will be placed upon the examination and evaluation of the psychological theories, theological values, and the educational methodologies which undergird these models. Each of these models will be evaluated in the light of the revealed truth of the Holy Scriptures.

CCFLE 605 Substance Abuse Counseling and Education (3 Units)

An introductory study into the principles and process of counseling individuals with a substance abuse problem from a Biblical perspective. The course will include a study of such topics as follows: a Biblical view of addictions; an overview of addictive drugs; an examination of various biblical models for counseling and disciplining individuals with substance abuse problems using multiple role-play situations and through the use of the "case-study method." Selected models of Christian discipleship programs for persons with current and past substance abuse problems will be presented and critiqued. Also preventative strategies for substance abuse will be discussed.

CCFLE 606 Life Cycle Issues in Family Life Education (3 Units)

Designed to address a number of selected issues that occur during the life span of the family and its' individual members. This course will deal with issues that have not been covered in the previous courses.

CCFLE / BC 607 Assessment Techniques in Biblical Counseling and Christian Family Life Education (3 Units)

This course is designed to introduce a critique of selected assessments and data gathering techniques employed by Biblical counselors and Christian Family Life Educators. This course will also include the following: (a) a brief overview of tests and measurements; (b) a short introduction to psychometric theories, to include a section on validity and reliability; (c) a concise introduction to the relationship of statistics to the construction and use of assessment instruments. Special consideration will be given to the utilization of assessment instruments to help evaluate the efficacy of family life education models

CCFLE 609 Family Life Education Program Development (3 Units)

An introductory course examining basic principles and procedures employed in the development of a comprehensive program of Christian family life education for the local church or Christian school. The program design will emphasize the application of theory to practice and faithful adherence to Biblical principles. Assessment of needs, program design, and evaluation will be given special consideration.

CCFLE 610 The Guidance of Children and Adolescents (3 Units)

This course will deal with additional topics which have not been addressed in previous courses. There are many issues that the family life educator needs to address that have not been covered in the course on parent education and guidance.

CCFLE 611 Human Sexuality (3 Units)

An understanding of the physiological, psychological, spiritual, and social aspects of sexual development throughout the life span, so as to achieve healthy sexual adjustment. This will be based on knowledge of reproductive physiology, biological determinants, emotional, psychological and spiritual aspects of sexual involvement, sexual behaviors, values and decision making, family planning, physiological, psychological and spiritual components of the spiritual response, sexual dysfunction, and the influence of sexual involvement on interpersonal relationships. These will be discussed from a Biblical perspective.

SCA 690 Research Methods (3 Units)

Although there is no thesis requirement, the Research Methods class is designed to equip students with foundational skills and understanding for preparing research designs, writing research reports, and knowledgeably interpreting published research reports.

Students' primary work in the course is a series of tasks related to identifying a problem, designing a research structure, and writing a mini-report based on fictitious or actual data. The resulting document is 10-15 pages. Because the task involves a minimal literature and no collection of field data, it is not a full research report. Though a student's problem and initial literature review may serve as beginning points for a formal thesis, the work required in the course falls far short of an actual master's thesis.

EDUCATION COURSES

ED 500 Introduction to the Psychology of Education (3 units)

Psychology as applied to education; original tendencies; amount, rate, limit, conditions, spread and permanence of improvement; mental work and fatigue; research; and individual differences.

ED 506 Human Growth and Development (3 units)

Examines the characteristics of children at each age level with emphasis upon physical, mental, social, and spiritual development. Graduate level credit requirements include additional research and may entail additional assignments.

ED 508 Tests and Measurements I (3 units)

Covers the fundamentals of educational measurement. Methods of evaluation are discussed and procedures for scoring and reporting are presented. Use of measurement statistics for appropriate classroom test construction. A Christian view of the quantification of human characteristics is also discussed.

ED 509 Adolescent Psychology (3 units)

The physical, emotional, intellectual, cultural, and spiritual growth of the child from preadolescence to maturity. Emphasis on the development of the adolescent in relation to the school and church. Graduate level credit requirements include additional research and may entail additional assignments.

ED 572 Elementary Statistics (3 units)

Descriptive statistics, elementary probability, the study of the binomial, uniform, and normal probability distributions, point and interval estimations, and elementary hypothesis testing.

ED 573 Assessment in Special Education (3 units)

Discusses the fundamentals of educational measurement as it relates to special populations. Methods of evaluation are discussed and procedures for scoring and reporting are presented. Students will evaluate a sample of tests, and administer tests to individuals with disabilities.

ED 600 Foundations of Education (3 units)

An overview of the historical and philosophical events and ideas which contributed to the development of present-day American education. Examines the present religious state of public education and the Christian school as the right alternative.

ED 601 Psychology of Education (3 units)

Survey of psychological research and practice with special attention to teaching, learning theory, and growth and behavior.

ED 608 Philosophy of Christian Education (3 units)

A comparison of the important philosophies of education and their bearing upon educational theory. Formulation of a personal philosophy of education. (May be waived if student has taken Philosophy of Christian Education for ACSI certification.)

ED 610 Fundamentals of Curriculum (3 units)

An overview of the reasonable academic, developmental, and spiritual expectations for students in kindergarten through grade twelve, with emphasis on materials that will support educational and spiritual objectives.

SCHOOL/CHURCH ADMINISTRATION COURSES

SCA 620 Pupil Personnel Services (3 units)

Survey of guidance services and their application in educational settings, both elementary and secondary. Introduction to the field of pupil personnel work in Christian schools. Practical guidance problems are

considered. (Students planning to minister in the church may substitute a graduate level counseling course for SCA 620.)

SCA 662 Administrative Leadership (3 units)

Current concepts underlying leadership theories and practices as they relate to leadership activities, including development and planning, implementation and evaluation. Changing leadership styles and their relation to women and ethnic minorities in leadership positions.

SCA 663 School/Church Business Management (3 units)

Business administration for schools and churches, emphasizing sound plant, finance, and management practices. A philosophy of Christian school administration will be developed.

SCA 664 Public Relations (3 units)

This course emphasizes the principles of public relations, with a special focus on problem solving. The case-study method is employed along with practical exposure to principal public relations.

SCA 665 Supervision of Instruction (3 units)

An examination of the principles of supervision in church and school, directed toward improvement of instruction; staff development, decision-making, selecting personnel, instructional development; theories and practice in curriculum and future trends.

SCA 667 Microcomputers for Administrators (3 units)

A review of current instructional and administrative software available to churches, with attention to how they may aid the ministry of the church.

SCA 690 Research Methods (3 units)

Although there is no thesis requirement, the Research Methods class is designed to equip students with foundational skills and understanding for preparing research designs, writing research reports, and knowledgeably interpreting published research reports. Students' primary work in the course is a series of tasks related to identifying a problem, designing a research structure, and writing a mini-report based on fictitious or actual data. The resulting document is 10-15 pages. Because the task involves a minimal literature review and no collection of field data, it is not a full research report. Though a student's problem and initial literature review may serve as beginning points for a formal thesis, the work required in the course itself falls far short of an actual master's thesis.

SCA 761 School/Church Finance (3 units)

Topics in school and church finance, to include budgeting, cash-flow analysis, capital planning, fund raising, debt management, and governmental reporting requirement.

SCA 762 School/Church Law (3 units)

A study of the development of jurisprudence in reference to the American educational scene. Attention is given to recent and potential litigation involving churches and private schools.

SCA 764 Personnel Administration (3 units)

An overview of the employment process, personnel policies and procedures, and laws and regulations affecting the employment of faculty/staff in private, nonprofit schools.

SCA 780 Administrative Practicum (3 units)

Supervised internship in an administrative setting. Requires additional readings on an individual basis with special emphasis on the field of school or church administration.

BIBLICAL COUNSELING COURSES

BC 501 The Biblical Counselor (3 units)

Designed for the spiritual development of the Biblical counselor. This course will assist in developing a new level of knowing and loving God, learning methods of Bible study, developing a systematic approach to prayer, discipleship, and time management from a Biblical perspective.

BC 502 Self-Confrontation and Biblical Counseling (3 units)

Teaches how to approach circumstances, relationships, and the situations of life from a Biblical perspective and how to experience victory and contentment in all of life's trials, testing, and problems.

BC 503 Principles of Biblical Counseling (3 units)

The principles and processes of Biblical Counseling, including understanding the problem, helping establish hope, encouraging and evaluating commitment, and laying a foundation for lasting change. In addition, the counselor in training will develop session plans to deal with multiple personal and interpersonal life issues, and learn how to apply the basic principles and techniques. The class employs the case study method.

CHRISTIAN FAMILY LIFE EDUCATION COURSES

CFLE 501 Marriage Enrichment Models (3 units)

Introductory review and critique of the major models of marriage enrichment. Examines psychological theories, theological values, and methodologies which undergird these models. Students will evaluate these models in the light of the Scriptures.

CFLE 502 Parental Enrichment Models (3 units)

Introductory review and critique of the major models of parental enrichment. Examines psychological theories, theological values, and methodologies which undergird these models. Students will evaluate these models in the light of the Scriptures.

CFLE 503 Substance Abuse Counseling & Education (3 units)

Introduction to the principles and process of Biblical counseling of individuals with substance abuse problems. Includes Biblical view of addictions, overview of addictive drugs, models of Christian discipleship programs, and preventative strategies for substance abuse.

YOUTH MINISTRY COURSES

YM 501 Administration and Program Development in Student Ministries (3 units)

Explores administration and management of student ministry including outreach and teaching strategies for students and their families. Includes teacher enlistment and training methods. The student will acquire skills to administer and develop programs and supporting budgets. Topics examined include: starting a campus ministry from "scratch," evangelizing students, and working with school officials on legal issues. In addition, methods of facilitating spiritual maturation in the context of social, physical and cultural youth development will be examined.

YM 502 Curriculum Development in Student Ministries (3 units)

An examination of Sunday morning ministries with a development of Biblical curriculum, promotion and financing of the total student ministry along with the establishment and maintenance of a musical ministry.

YM 503 Youth Culture, Conflict Resolution, and Family Needs (3 units)

Investigates and observes basic determinants critical to adolescent culture and emphasizes the identification, integration, and understanding of contemporary youth culture. Identifies typical conflicts confronted by contemporary students with special attention to conflict resolution in relationships along with spiritual gifts, temperaments, and group process. Also examines both traditional and nontraditional homes with special attention given to strategies and resources available to parents.

Five Year Calendar

FALL SEMESTER	2004	2005	2006	2007	2008
Registration					
Orientation	Sa-Aug 28	Sa-Aug 27	Sa-Aug 26	Sa-Aug 25	
Classes Begin	M-Aug 30	M-Aug 29	M-Aug 28	M-Aug 27	
Labor Day Holiday	M-Sept 6	M-Sept 5	M-Sept 4	M-Sept 3	
Last day to drop course	F-Sept 10	F-Sept 9	F-Sept 8	F-Sept 14	
Day of Prayer & Praise	Th-Oct 21	Th-Oct 20	Th-Oct 19	Th-Oct 30	
Midterm Exam	Oct 18-22	Oct 17-21	Oct 16-20	Oct 15-19	
Thanksgiving Recess	Nov 25-26	Nov 24-25	Nov 23-24	Nov 22-23	
Christmas Banquet	F-Dec 3	F-Dec 9	F-Dec 8	F-Dec 7	
Classes End	F-Dec 3	F-Dec 9	F-Dec 8	F-Dec 7	
Final Exam Week	Dec 6-10	Dec 12-16	Dec 11-15	Dec 10-14	
SPRING SEMESTER	2005	2006	2007	2008	2009
Registration					
Classes Begin	M-Jan 3	M-Jan 9	M-Jan 8		
Last Day to drop course	F-Jan 14	F-Jan 13	F-Jan 19		
President's Holiday	M-Feb 14	M-Feb 13	M-Feb 19		
Midterm Exams	Feb 21-25	Feb 27-Mar 3	Feb 26-Mar 2		
Missions Week	Feb 28-Mar 4	Mar 6-10	Mar 5-9		
Day of Prayer & Praise	Th-Mar 17	Th-Mar 23	Th-Mar 22	Th-Mar 13	
Good Friday-No school	F-Mar 25	F-Apr 14	F-Apr 6	F-Mar 21	F-Apr 10
Spring Lecture Series					
Easter	Sun-Mar 27	Sun-Apr 16	Sun-Apr 8	Sun-Mar 23	Sun-Apr 12
Classes End	F-Apr 29	F-Apr 28	F-Apr 27	F-Apr 25	
Final Exam Week	Apr 23-27	Apr 29-May 3	Apr 28-May 2	Apr 26-30	
Graduation Banquet	F-April 29	F-May 5	F-May 4	F-May 2	
Commencement	Sa-April 30	Sa-May 6	Sa-May 5	Sa-May 3	
MAYMESTER					
Classes Begin	M-May 2	M-May 8	M-May 7	M-May 5	
Classes End	F-May 13	F-May 19	F-May 18	F-May 16	
SUMMER					
Term Begins	M-May 16	M-May 22	M-May 21	M-May 19	
Memorial Day Holiday	M-May 30	M-May 29	M-May 28	M-May 26	