



**Institute for Creation Research**

**SCHOOL OF BIBLICAL APOLOGETICS**

**Graduate Program Catalog**

**A.D. 2021–A.D.2022**

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The Institute for Creation Research School of Biblical Apologetics admits qualified students of any race, color, sex, national/ethnic origin, or handicap to all the rights, privileges, programs, activities, and responsibilities generally accorded or made available to students at the school. Pursuant to applicable law (including 1<sup>st</sup> & 14<sup>th</sup> Amendments to the U.S. Constitution, applicable to religious education institutions), it does not discriminate on the basis of race, color, sex, national/ethnic origin, or handicap in the administration of any of its policies or programs. ICR's program is offered consistent with its core tenets, which are provided at [www.icr.org/tenets](http://www.icr.org/tenets).

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# The Institute for Creation Research

## ICR Mission and Purpose

The mission of the Institute for Creation Research (ICR) is to study, teach, and communicate the works of God's creation, within a context of glorifying the Lord Jesus Christ (Revelation 4:11).

ICR has been established for three main purposes:

**Research.** As a research organization, ICR will engage in laboratory, field, theoretical, and library research on projects that seek to understand the science of origins and earth history, in conjunction with attention to the teachings of the Holy Bible (generally), and with special attention to the teachings of Genesis chapters 1 through 11.

**Education.** As an educational institution, ICR will offer formal courses of instruction, conduct seminars and workshops, present radio and television lectures, or any other means of instruction.

**Outreach.** ICR produces and/or publishes books, films, periodicals, DVDs, podcasts, and other media communications, for communicating the evidence and information related to its research and education to its own constituents and to the public in general.

## ICR Board of Trustees

The Institute for Creation Research is administered by a Board of Trustees that consists of at least five elected members. Members are elected by the members of the existing Board to serve for staggered three-year terms and are eligible for re-election. The entire Board meets at least twice annually, and between such meetings various business is processed by the ICR Board's Executive Committee. Current Board members are as follows:

Dan Farell, Chairman  
Gen. Mark Shackelford, Vice-chairman  
Dan Mitchell, Secretary  
Dr. Randy Guliuzza, President & Chancellor  
Walter Guillaume  
Dan Arnold  
Travis Farr  
Dr. Robert W. Stadler  
Dr. D. McCall Brunson

The Board establishes general policies, approves budgets, and appoints the major administrative officers. ICR administration implements Board policies in day-to-day operations.

# The School of Biblical Apologetics

## Administration

Chancellor & President	Dr. Randy J. Guliuzza
Chief Academic Officer	Dr. James J. S. Johnson
Deputy Chief Academic Officer	Dr. Jeff Tomkins
Registrar & Academic Coördinator	Mary Morris Smith
Assistant Registrar & Internet Technology Manager	R. Seth Trotman

## Welcoming Words from the Chief Academic Officer

Thank you for considering ICR's School of Biblical Apologetics. Our calling is to work with students who seek to learn, know, personalize, and communicate truth in ways that honor the Lord Jesus Christ. That truth, of course, has been authoritatively provided to us by our Creator, who has graciously provided us with the living Word of God, Christ (who is Truth incarnate, as John 14:6 indicates), whom we only know through His written Word (which Christ defined as God's truth in John 17:17).

Specifically, SOBA seeks to train Christian adults who are committed to a biblical view of Scripture, science, and history—uncompromised by evolutionary concepts or other forms of false teaching. In particular, we seek to equip those who have both the God-honoring zeal and persistent self-discipline required to excel in an online program that is both rigorous and rewarding. The School of Biblical Apologetics was designed and developed to meet the practical needs of today's online learner, based upon years of online education experience acquired by SOBA faculty who previously taught at other online Christian education programs.

The M.C.Ed. program involves integrating information with analytical thinking, relevant to biblical education and apologetics. However, the dominant emphasis is comprehension and practical application, not memorizing miscellaneous details or fancy vocabulary.

If you join with us, you will have the opportunity to study with practitioners and scholars in the interrelated fields of biblical education and apologetics, a valuable learning experience to equip Christians who can teach and provide leadership in Christian education—taking the role of spiritual stewardship seriously.

**James J. S. Johnson, J.D., Th.D.**

## **Special Purpose and Goals**

The Institute for Creation Research School of Biblical Apologetics is a formal education arm of the Institute for Creation Research. SOBA provides graduate-level training in biblical education and apologetics, especially emphasizing theology tied to Genesis 1-11, through its current Master of Christian Education (M.C.Ed.) degree that features a joint major in Biblical Education and Apologetics. Also, the M.C.Ed. program provides an elective choice of academic minors to allow concentrated study of different areas of biblical education and apologetics.

SOBA's foundation is the Holy Bible, which the school and its faculty recognize as inerrant, accurate, perspicuous, relevant, and authoritative. The doctrines of creation (about 6000 years ago, as described in Genesis 1 & 2), Adam's fall (reported in Genesis 3 and explained in Romans 3 & 5), the global Flood (reported in Genesis 6-9), and Christ's role as Creator and Redeemer are emphasized in SOBA programs, unlike ICR's programs from many other so-called apologetics programs.

Fulfilling the purpose of training future leaders in biblical education and apologetics, while maintaining a strict adherence to Scripture (including biblical creationist appreciation of Genesis 1-11), is what makes ICR's School of Biblical Apologetics the choice for those desiring to round out their biblical education with studies that prepare them to "sanctify the Lord God" in their hearts, followed by "be[ing] ready always to give an answer" for the hope within (1 Peter 3:15), as well as being equipped to "earnestly contend for the faith" (Jude 1:3).

**Completion of the M.C.Ed. program is possible in less than 24 months; progress within the M.C.Ed. degree program is generally self-paced; however, permission from ICR's Chief academic officer (or deputy chief academic officer) is needed to extend the M.C.Ed. program beyond 5 years.** (See description of minors and courses for more information.)

## **Institutional Academic Freedom versus Accreditation**

A frequent question asked of many colleges is “Is your school ‘accredited,’ and if not, why not?” (The question often implies that a “no” answer reveals something about quality,<sup>1</sup> rather than something about politics.) ICR’s quick answer to this question is “No, by choice”—and ICR’s strategic mission-related reasons (which include academic freedom and ICR’s longstanding commitment to young-earth biblical creation) for that answer are summarized below.

In short, the pervasive influence of evolution’s domination of higher education controls accreditation politics in America, especially in Texas (where ICR is based), and ICR does not “bow” to evolutionary doctrine, nor does ICR need to seek ‘accreditation’ approval from accreditors who are dominated by old-earth evolutionary thinking. Despite academic peer pressures, ICR prefers to use its available academic freedoms to stand faithful to its understanding of the truths about God and His creation, as those truths are authoritatively taught in the Holy Bible.<sup>2</sup>

### **Quick Summary of Accreditation Politics (Applicable to Texas)**

To qualify for any kind of college ‘accreditation’ in Texas, a private college may not advertise its accreditation status unless and until the accrediting agency is officially favored (“approved”) by the Texas state government. Accreditation through TRACS (Transnational Association of Colleges and Schools, which is officially a creationist college accreditor) was “illegal” in Texas during the years when ICR-SOBA was being established. Years later, however, TRACS was deemed “legal” in Texas, but only at the regulatory “discretion” of a secular government agency (THECB: Texas Higher Education Coordinating Board), i.e., the same THECB that officially endorsed (and advocated in both federal and state litigation) evolutionary concepts of a supposed Big Bang, billions of years, and Darwinist biology/origins via an imagined magic called “natural selection” (which is actually a bait-and-switch phrase used to deify “nature” so it is imagined to serve as a substitute for God—thinking, preferring, and selecting what will occur to animals and people, etc.). By electing Constitution (especially 1<sup>st</sup> and 14<sup>th</sup> Amendments)-based exempt status, rather than by voluntarily playing political accreditation games, ICR-SOBA continues to focus its limited resources on Christian education and apologetics, rather than sacrificing resources to monitor, react to, and compromise with the latest fads and forces in secular education politics.

In Texas (and in many other states), apart from the First Amendment/Free Exercise of Religion exemption (which ICR has elected to rely upon), a private college must also have its degree-approved programs (even the program’s curriculum and institutional academic viewpoint) approved by a state government agency, even when the state regulatory agency is dominated by unbelievers and even if the private college is entirely funded by private sources. Past litigation in both federal and Texas courts have confirmed this sad situation where completely private education is politically regulated—this is a stark and tragic departure from America’s historic heritage of Bible-based education and private academic freedom.

For example, teaching science education from a biblical creationist viewpoint (for a Master of Science degree program) is nowadays deemed unacceptable to the college regulators in Texas (and also in California, where ICR began), and that political restraint on private academic freedom has been confirmed by federal and state court rulings in Texas (and in California).

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<sup>1</sup> For some students, only an “accredited” education is worth undertaking, but for others it is only a factor to be considered.

<sup>2</sup> For a summary of ICR’s core beliefs about God and His creation, see [www.icr.org/tenets](http://www.icr.org/tenets).

ICR is now based in Texas, where the THECB once fined a Protestant seminary for providing Bible-focused undergraduate and graduate programs *without the THECB's prior approval* of the seminary's textbooks, theological faculty, personnel policies, etc.—even though the seminary's curriculum was completely founded on teaching the Holy Bible's doctrines and that Lord Jesus Christ is the only Savior for Adam's fallen race. (Thankfully, the Texas Supreme Court disapproved that conduct of the THECB in a later ruling (*HEB Ministries Inc. v. Texas Higher Education Coordinating Board*) that discussed how state government approval or rejection of Bible/theology programs is tantamount to establishing government-approved religious education, which violates constitutional restraints on government favoring (“establishing”) one form of private religious education over others. Thus, presently in Texas, there is still recognized an academic freedom *for religious higher education* that “exempts” such programs from THECB oversight and censorship. ICR's School of Biblical Apologetics, because its programs are foundationally biblical, theological, and apologetics-oriented, is exempt from THECB oversight.

So the question remains: “Although ICR's School of Biblical Apologetics is exempt from THECB oversight, why is it not “accredited”?” Exemption from THECB oversight is one thing, politically speaking, but being allowed to advertise an ‘accredited’ status is another. In Texas, unless a private accrediting association is government-favored, it is deemed *illegal* by the Texas Higher Education Coordinating Board. As indicated above, the “legality” of an accrediting agency (and its accrediting operations) are deemed to be jurisdictionally subject to the pro-evolutionist politics of the THECB, even if no state or federal government funding is involved. Accordingly, ICR faced a choice when ICR-SOBA was established, how best to promote its core message and mission (as summarized in [www.icr.org/tenets](http://www.icr.org/tenets)), and selected academic freedom and resource stewardship over accreditation politics (see John 5:44-47). ICR has no intention of trading its 50+ years of fidelity to young-earth creation, as taught in the Holy Bible (and as demonstrated by ICR's foundations tenets—[www.icr.org/tenets](http://www.icr.org/tenets)), and its academic freedom, just to be accepted by an evolutionary-oriented accrediting association (or even by a self-identified “creationist” accrediting association that errs from Biblical young-earth creation teaching, either in profession or in practice) which way be, at the time, favored by the Texas Higher Education Coordinating Board (yet which is dominated by those who disagree with ICR's core tenets).

In sum, ICR has consciously decided to prefer institutional academic freedom to provide its Master of Christian Education degree program, as well as its other educational programs, in furtherance of ICR's biblical creation viewpoint (as summarized by ICR's tenets), rather than compromise with the accreditation politics previously operating (and still operating) in Texas.

*This legal perspective on Texas education law is provided by ICR's special counsel, James J. S. Johnson, with most of this legal perspective being provided during AD2011.*



## Our Commitment to Transmitting Biblical Truth

The Bible promotes education as the careful transmission of truth. Real education is the careful transmission of truth, and real truth has its ultimate source in God. God is the ultimate source of all truth. God communicates truth, first and foremost, through His written revelation to mankind, the Holy Bible. And, before teaching anything else, God’s Word teaches that God is the Creator ([Genesis 1:1](#)). Specifically, God the Son—the Lord Jesus Christ—is the Creator (Hebrews 1; John 1; Colossians 1).

Also, God reveals truth through nature ([Romans 1](#)), conscience ([Romans 2](#)), and providential history ([Daniel 5](#)). Yet, in all cases, the absolutely authoritative communication of truth to mankind is His written Word, the Bible ([2 Timothy 3:15-17](#); [Psalm 119](#)). Ultimately, it is the infallible and inerrant Scriptures that instruct us, as fallen creatures, about how to interpret nature, our consciences, and the “living epistles” of providential history. It is God who must provide us with understandable truth, or else we remain in the dark.

SOBA, in conjunction with teaching biblical apologetics, seeks to clarify the logical relationships between general and special revelation, including a proper understanding of the nature and limitations of the sciences.

**Empirical science** (which includes experimental science) deals with the observable present, employing observation methods, sometimes using controlled experiments in laboratories. There the chemist, for example, designs his controlled experiments and is able to confirm his observations by repetition. Likewise, the ecologist who records observations “in the wild” is practicing observation-based (“empirical”) science. God’s existence cannot be proven by empirical science alone, because empirical science is knowledge that is based on “sight” (i.e., seeing physical realities in the present).

**Forensic science** (which includes origins science) focuses on discovering the truth about no-longer-observable events of the past, many of which are unique events, so observing the present is never a “key” to understanding what unique events occurred in the past. Although we can observe the present effects of a past activity, that is not the same as observing the historic cause of those effects. Accordingly, to know the truth about no-longer-observable unique events of the past—such as creation, Adam’s Fall, the global Flood, or which day is your birthdate, a reliable witness is needed. This requires forensic science methods, such as those codified in the evidence rules used in courtroom trials. Thus, fact-finding trial judges, who adjudicate without juries, must reconstruct past events (including cause-and-effect sequences of events) based on empirical evidence available in the present, analyzed by the laws of logic (buttressed somewhat by an experience-based knowledge of human nature), which support or contradict the reports of eyewitnesses—so determining (i.e., proving or disproving) eyewitness reliability is vital in forensic science investigations. Because forensic science includes using analytic logic, it can be (and is) used to prove the existence of God, so much so that the forensic evidence that God is Creator is so powerful that the proof is *logically irrefutable*—to the point that the apostle Paul declares that atheists who reject God’s proof as doing so “without excuse” ([Romans 1:20](#)).

## Our Commitment to Biblical Education

The actions needed for preparing and delivering real education opportunities, like God’s creation works and mankind’s invented machines, don’t just “evolve” by accident. Real education—the careful transmission of truth—is the result of intelligent planning and purposeful action. Real education involves God, the teacher, the learner, and that which is learned (the lesson). To

appreciate what real education is and how it works, these interactive components will be studied one at a time.

Ezra 7:10 provides a formula for real education. Unlike the secular approach to humanistically defining and pragmatically practicing education, consider the scriptural example of Ezra, a Hebrew teacher of God’s truth. *“For Ezra had prepared his heart to seek the law of the LORD, and to do it, and to teach in Israel statutes and judgments”* ([Ezra 7:10](#)).

Several observations regarding the education process can be made from this simple verse, which inform the teaching process at SOBA: 1) the foundation for learning is “the law of the LORD,” i.e., the Holy Bible; 2) the teacher must first be a learner; 3) the teacher must diligently research the applicable truth to be taught; 4) the teacher should personalize the truth before trying to teach others; and 5) the teacher should teach the teachable so they are better equipped to respond to God’s call on their lives.

Thus, education involves a stewardship of truth (2 Timothy 2:2). While analyzing the human responsibility elements in education, it is critical to keep in mind that God the Holy Spirit is the ultimate source and revealer of truth, interacting with the learning receptivity of humans, who are entrusted with stewardships (Deuteronomy 6:4-9; 2 Timothy 2:2; Matthew 28:18-20) for the responsible usage of God-given truth. Education is a valuable work, but it must be remembered that it is a God-given stewardship—an endeavor triggering accountability to God ([James 3:1](#)) since, ultimately, it is His holy work ([John 17:17](#)).

## **Our Commitment to Equipping Teachers of Truth**

The educational programs of the School of Biblical Apologetics, like the apostle Paul, recognizes that the evidence that God is our Creator is so powerful and irrefutable that to deny it is to do so “without excuse” (literally, “without an apologetic”).

Because teaching truth necessitates knowing truth, this program begins with a foundational course on recognizing what truth is and how we can communicate it to others. SOBA prepares teachers to teach truth by engaging students in meaningful learning exercises, based on a strong foundation of biblical/theological knowledge and skills for educating others in a manner that is consciously sensitive to apologetics issues.

The master teacher designs and provides biblical education and apologetics curricula and instruction that are audience-appropriate. Analyzing one’s audience is a learning experience itself, involving factors like age, spiritual maturity, level of interest and need, and prior training in home, church, and other Christian education settings. Good instruction, of course, is a lot more than memorizing or any other kind of mere “book learning.” Good instruction, to be well-balanced, incorporates a mix of the following:

- Minds-on: cognitive attention to the information being taught;
- Hands-on: utilizing practical exercises to personalize learning; and
- Hearts-on: enthusiasm for learning (and applying that learning).

By God’s grace, the educational programs of the School of Biblical Apologetics, whether online or otherwise, can provide these types of educational benefits to its students, who in turn (as stewards accountable to God) can faithfully transmit those educational benefits to others who have “ears to hear.”

# The Academic Program

## Master of Christian Education

### Scope and Sequence

1. The scope of the Master of Christian Education program is eight-fold:
  - a. Identifying and analyzing God’s role in providing foundational truths in the form of general and special revelation, with emphasis on biblical epistemology, God’s role as Creator, and earth history as recorded in Genesis chapters 1-11;
  - b. Defining and developing a commitment for learning, applying, and teaching foundational truths as given by general and special revelation, with special attention to biblical scientific creationism perspectives for researching and interpreting natural revelation evidence in light of special revelation;
  - c. Applying research skills, critical thinking principles, evidence analysis, forensic logic, impeachment techniques, and other apologetic methodologies for recognizing, documenting, analyzing, explaining, and otherwise communicating the evidentiary data, analytical meaning, and theological importance of general and special revelation;
  - d. Recognizing and reviewing representative examples of the “many infallible proofs” of God’s truth, especially as relevant to topics included within Genesis chapters 1-11;
  - e. Acquiring and demonstrating a biblical understanding of the interrelatedness of the original and renewed Dominion or Stewardship Mandate and the Great Commission, as such relates to biblical creationist apologetics;
  - f. Acquiring knowledge and understanding of a variety of interrelated academic disciplines and practical ministries relevant to biblical creationist apologetics, with special attention to how they relate to content and concepts recorded in Genesis chapters 1-11, such as:
    - a. Biblical theology of creation and the early earth, including biblical study of origins, the Fall, and the Flood, as recorded in Genesis chapters 1-11, and related biblical texts, as well as Reformation theology principles and priorities relevant to biblical creationist apologetics;
    - b. Creation research data analysis and scientific creationism, including scientific creationism overview, biosciences, geosciences, geography and ecosciences, astro/geophysics, critique of origins science methodologies, etc.;
    - c. Forensic science and analysis, including rules of evidence, forensic logic, methodology, and argument, evidence recognition, critique, and communication of evidence, the unique role of reliable eyewitnesses, how to recognize and expose the invalid usage of uniformitarian assumptions when investigating causation processes and no-longer-observable events of the past, etc.;
    - d. Biblical and providential history, biblical archaeology, church history relevant to apologetics, Flood geology studies, post-Babel ethnology and demographic history, civilization studies (including Protestant Reformation and American Christian history), sacred history applications for cultural geography activities, apologetic applications for ancient pictographic language studies, etc.;
    - e. Biblical languages and philology, including apologetics-oriented studies in biblical Hebrew, biblical Aramaic, biblical Greek, and biblical language cognate studies, including forensic evaluation of ancient text provenance controversies;
    - f. Specialized apologetic communications and creationist advocacy ministries, including Christian communication ministries, especially literature and

telecommunications ministries, family education ministries, pastoral apologetics, missiological apologetics, social ethics-oriented civic ministries, ethnicity-focused cultural ministries, evangelistic ministries, forensic apologetics and debate activities, technology ministries, creative and/or recreative arts ministries, etc.;

- g. Christian school teaching, especially apologetics in church-affiliated K-12 schools, Christian colleges, and home schools, etc., as well as other forms of Christian education ministries, with special attention to Christian education applications in church program ministries, parachurch ministries, Christian missionary education; etc.;
- h. Sacred geography, blending young-earth creationist geology with a providential history interpretation of cultural geography, including studies in sacred history indexed to the geography of the Holy Land, as well as practicum projects in leading tourists to sites and places where God’s providential intervention was especially noticeable; etc.

2. Developing a proficiency of biblical apologetics with a view toward Christian education applications, including developing a specialized knowledge base and proficiency in a minor related to biblical apologetics and educational ministry, such as:

- a. Genesis Studies
- b. Creation Research
- c. Christian School Teaching
- d. Sacred Humanities
- e. Specialized Ministries
- f. Creation Theology
- g. Christian Leadership
- h. Communication Ministries

In addition, SOBA anticipates (D.v.) offering other minor concentrations; the following minor concentrations are in development (D.v.): Sacred History and Sacred Geography.

3. Demonstrating specialized mastery of biblical creationist apologetics knowledge and skills (including biblical integration of natural and special revelation), through the combined experiences of educational and adversarial practicum exercises, followed by a Christian education-oriented capstone project involving research, analysis, practice, teaching, and adversarial advocacy.

Within this eight-fold scope, courses are offered according to the following sequence template.

The M.C.Ed. program is designed to approximate a two-year course of studies, comparable to 54 semester hours of graduate coursework plus a master’s thesis or project, for a total of 60 semester hours.

Coursework	54 sem. hrs.	81 qtr. hrs.
Thesis/project	6 sem. hrs.	9 qtr. hrs.
Total	60 sem. hrs.	90 qtr. hrs.

At least 36 semester hours are required “core” courses for completing the program’s joint major in Biblical Education and Apologetics. Each elective minor requires at least 18 semester hours of coursework applicable to that minor.

Required courses are to be offered regularly; elective courses are “on demand” as needed and as schedule permits, subject also to qualified faculty availability. Each of the below six course category requirements must be fulfilled.

**Module 1: God’s Role in Providing General & Special Revelation** (9 semester hours)

- 3 APOL 501 Many Infallible Proofs
- 3 BIBL 505 Jesus the Master Teacher
- or**
- BIBL 510 The Uniqueness & Supremacy of Christ
- 3 THEO 501 Epistemology I: Comparing General & Special Revelation

**Module 2: Preparation for Learning, Applying & Teaching Truth** (6 semester hours)

- 3 THEO 502 Epistemology II: Bibliology Applied to Teaching
- 3 THEO 510 Critiquing Secular & Religious Humanism

**Module 3: Research Methods, Skills, & Evidence Analysis** (9 semester hours)

- 3 BIBL 620 Bible Study Methods
- 3 APOL 707 Christ’s Creatorship & Doxological Teleology
- 3 APOL 601 Logic, Evidence & Forensic Apologetics

**Module 4: Correlating the Genesis Mandate & the Great Commission** (12 semester hours)

- 3 THEO 612 Creation, the Fall & the Messianic Gospel
- 3 BIBL 640 The Genesis Mandate
- or**
- APOL 705 Mankind’s Social Dynamics After Eden
- 3 BIBL 650 Romans & Great Commission Theology
- 3 APOL 670 Religious Liberty, Persecution & Legal History

**Module 5: Electives** (18 semester hours, 1 course of which should be a practicum)

**Module 6: Master’s Thesis or Capstone Ministry Project** (6 semester hours)

- 6 MCED 690 Educational Apologetics Ministry Capstone Project
- or**
- MCED 695 Biblical Creationist Apologetics Thesis

Course List sorted by academic categories (NOTICE: some electives are contingent on faculty availability):

### **Apologetics**

3	APOL 501	Many Infallible Proofs
3	APOL 503	Specialized Apologetics Studies
3	APOL 504	Specialized Apologetics Independent Study
3	APOL 505	Specialized Apologetics Ministry
3	APOL 506	Specialized Apologetics Leadership
3	APOL 511	Biblical Critique of Worldview Trends
3	APOL 512	Biblical Critique of Worldview History
3	APOL 530	Creationist Apologetics & Human Life
3	APOL 533	Creationist Apologetics & Animal Life
3	APOL 539	Advanced Apologetics in Catastrophic Earth History
3	APOL 553	River Ecology & the Genesis Mandate
3	APOL 554	Wet Habitats & the Genesis Mandate
3	APOL 555	Forest Ecology & the Genesis Mandate
3	APOL 556	Mountain Ecology & the Genesis Mandate
3	APOL 557	Grasslands & the Genesis Mandate
3	APOL 558	Deserts & the Genesis Mandate
3	APOL 559	Phenology, Seasonality & the Genesis Mandate
3	APOL 601	Logic, Evidence & Forensic Apologetics
3	APOL 602	Advanced Logic for Apologetics
3	APOL 603	Apologetic Applications for Logic & Mathematics
3	APOL 622	Creationist Apologetics & Providential Ecology
3	APOL 633	Biomes & Biodiversity in Doxological Perspective
3	APOL 635	Apologetic Critique of Science Education Methods
3	APOL 670	Religious Liberty, Persecution & Legal History
3	APOL 675	Christian Education & the Regulatory Environment
3	APOL 682	Directed Research in Creation Apologetics
3	APOL 701	Biblical Truth & Worldview Conflicts
3	APOL 702	Basic Studies in Biblical Beginnings
3	APOL 703	Basic Apologetics of Heaven & Earth
3	APOL 704	Basic Apologetics of Living Creatures
3	APOL 705	Mankind's Social Dynamics After Eden
3	APOL 707	Christ's Creatorship & Doxological Teleology
3	APOL 712	Spiritual Conflict & Defending the Faith
3	APOL 728	Apologetic Analysis of Dinosaurs Mysteries
3	APOL 731	Living Cells in Biblical Perspective
3	APOL 733	Birds in Biblical Perspective
3	APOL 734	Mammals in Biblical Perspective
3	APOL 735	Insects & Arachnids in Biblical Perspective
3	APOL 737	Sea Creatures in Biblical Perspective
3	APOL 741	Applying Biblical Epistemology to Origins Analysis
3	APOL 742	Advanced Investigations in Biblical Creation Research
3	APOL 753	Apologetic Applications for Studying Birds
3	APOL 754	Apologetic Applications for Studying Mammals
3	APOL 767	Forensic Analysis & Bibliology Apologetics

### **Bible**

3	BIBL 505	Jesus the Master Teacher
3	BIBL 510	The Uniqueness & Supremacy of Christ

3	BIBL 514	Human Character Studies in Genesis
3	BIBL 581	Directed Research in Genesis Apologetics
3	BIBL 603	Geographic Studies in Genesis
3	BIBL 620	Bible Study Methods
3	BIBL 626	Apologetics in Jude's Epistle, 2 <sup>nd</sup> Peter & 3 <sup>rd</sup> John
3	BIBL 630	Advanced Studies in Biblical Geography
3	BIBL 632	Psalms, Proverbs, Job & Providential Ecology
3	BIBL 634	Apologetic Lessons in Ezra & Nehemiah
3	BIBL 635	Apologetic Lessons in Esther
3	BIBL 637	Apologetic Studies in Daniel
3	BIBL 638	Apologetic Studies in Isaiah
3	BIBL 640	The Genesis Mandate
3	BIBL 650	Romans & Great Commission Theology
3	BIBL 671	Advanced Studies in New Testament Philology
3	BIBL 680	Hebrew Philology Studies in Genesis
3	BIBL 681	Advanced Studies in Old Testament Philology

### **Communication Ministries**

3	CMIN 501	Biblical Principles of Communication
3	CMIN 508	Directed Research in Christian Communication
3	CMIN 510	Biblical Parables & Picturesque Speech
3	CMIN 511	Conveying Biblical Truth via Informal Communications
3	CMIN 520	Creation Theology in Old Testament
3	CMIN 521	Creation Theology in New Testament
3	CMIN 540	Christian Literature & Journalism
3	CMIN 546	Teaching Opportunities in Christian Communication
3	CMIN 601	Biblical Literature Genre Studies
3	CMIN 604	Psalms, Hymns & Christian Education
3	CMIN 610	Genesis Themes in Historical World Literature
3	CMIN 611	Philological Etymology for Christian Journalists
3	CMIN 640	Critical Review of Christian Journalism
3	CMIN 710	Delivering Christian Messages in Speech
3	CMIN 711	Delivering Christian Messages in Writing
3	CMIN 713	Blogsite Ministry & Christian Education
3	CMIN 714	Blog Opportunities for Teaching Biblical Creation

### **Creation Stewardship**

3	CRST 501	Creation Stewardship Studies & Biblical Ethics
3	CRST 507	Recreation Ministries in Creationist Perspective
3	CRST 564	River Resources & Providential History
3	CRST 601	Managing Creation as God's Stewards
3	CRST 602	Providential Discoveries in God's Creation
3	CRST 603	Creation Conservation & Wise Use Morality
3	CRST 604	Stewardship Ethics & Creation Science Scholarship
3	CRST 605	Providential Technology & Post-Flood Productivity
3	CRST 606	Creation Use Problems & Public Morality
3	CRST 607	Genesis Mandate Relevance to Environmental Impacts
3	CRST 608	Advanced Studies in Creation Stewardship Ethics
3	CRST 610	Independent Project in Creation Stewardship

### **Providential History & Geography**

3	PROV 514	Pioneers, Pilgrims, Puritans, and Providence
3	PROV 520	The Genesis Flood

3	PROV 524	Christian Missions in World History
3	PROV 540	Providential World History & Geography
3	PROV 544	Alaska's Providential History & Ecology
3	PROV 554	Providential Technology Research & Apologetics
3	PROV 560	Field Studies in the Holy Land I (Israel)
3	PROV 561	Field Studies in the Holy Land II (Turkey, Greece & Rome)
3	PROV 581	Directed Research in Providential History
3	PROV 582	Directed Research in Providential Geography
3	PROV 631	Geographic Studies in Church History
3	PROV 632	Creationist Ecology and Providential Geography
3	PROV 633	Family History and Providential Geography
3	PROV 671	Biblical Applications for Business Law
3	PROV 672	Biblical Applications for Business Ethics
3	PROV 673	Biblical Applications for Regulated Businesses
3	PROV 677	Providential Apologetics and Food Dynamics
3	PROV 680	Apologetic Studies in Biblical Archaeology

### Theology

3	THEO 501	Epistemology I: Comparing General & Special Revelation
3	THEO 502	Epistemology II: Bibliology Applied to Teaching
3	THEO 510	Critiquing Secular & Religious Humanism
3	THEO 511	Directed Research in Creation Theology
3	THEO 570	Biblical Prayers for Apologetics Ministry
3	THEO 611	Biblical Discipleship Principles
3	THEO 612	Creation, the Fall & the Messianic Gospel
3	THEO 620	Creation Theology Controversies
3	THEO 625	Protestant Reformation Lessons and Biblical Creationism
3	THEO 626	Critiquing Criticisms of Genesis
3	THEO 637	Directed Research in Messianic Prophecy & Typology
3	THEO 726	Theology of Adam's Historicity

### Practicums & Special Projects

3	MCED 562	Administrative Services for Christian Education Ministry
3	MCED 564	Technical Applications for Christian Education Ministry
3	MCED 587	Editorial Ministry & Christian Education Challenges
3	MCED 588	Apologetics Applications for Journalism Practicum
3	MCED 680	Creationist Stewardship Practicum
3	MCED 681	Genesis Studies Practicum
3	MCED 682	Creation Theology Practicum
3	MCED 683	Creation Research Practicum
3	MCED 684	Christian Leadership Practicum
3	MCED 685	Christian School Teaching Practicum
3	MCED 686	Specialized Ministries Practicum
3	MCED 687	Sacred Humanities Practicum
3	MCED 688	Sacred History Practicum
3	MCED 689	Sacred Geography Practicum
3	MCED 731	Advanced Creation Research Practicum I
3	MCED 732	Advanced Creation Research Practicum II
3	MCED 733	Advanced Creation Research Practicum III
3	MCED 734	Advanced Creation Research Practicum IV
3	MCED 751	Advanced Christian School Teaching Practicum

(Note: With approval, other electives, or other graduate courses accepted for transfer credit, may be selected.)



## Program Objectives

Consistent with the Scope and Sequence of the M.C.Ed. program (outlined above), M.C.Ed. graduates will:

- a. Demonstrate ability to identify and analyze God’s role in providing foundational truths in the form of general and special revelation;
- b. Develop a commitment for learning, applying, and teaching foundational truths, with special attention to biblical scientific creationism perspectives for researching and interpreting natural revelation evidence in light of special revelation;
- c. Apply research skills, critical thinking principles, evidence analysis, forensic logic, impeachment techniques, and other apologetic methodologies for recognizing, documenting, analyzing, explaining, arguing, and otherwise communicating the evidentiary data, analytical meaning, and theological importance of general and special revelation;
- d. Demonstrate and clarify critical differences between the epistemologies of empirical sciences (a/k/a knowledge determined by the “scientific method”) vs. forensic sciences, with special attention to determining true facts of unique events of the no-longer-observable past vs. observable items and repeatable activities of the present;
- e. Recognize and review representative examples of the “many infallible proofs” of God’s truth, especially as such are relevant to topics included within Genesis chapters 1-11;
- f. Acquire and share a biblical understanding of the interrelatedness of the original and renewed Dominion Mandate and the Great Commission, as such relates to biblical creationist apologetics;
- g. Acquire knowledge and understanding of interrelated academic disciplines and practical ministries relevant to biblical creationist apologetics, with special attention to content and concepts recorded in Genesis chapters 1-11; and
- h. Develop a proficiency of biblical creationist apologetics (including a clarified understanding of Christ’s true role and glory as Creator, in contrast to idolatrous mythologies—such as Darwin’s animistic bait-and-switch phrase “natural selection”) with a view toward Christian education applications, including developing a specialized knowledge base and proficiency in a minor related to biblical apologetics and educational ministry (as outlined in this catalog).

# Joint Major in Biblical Education and Apologetics

The joint major in Biblical Education and Apologetics is fulfilled by completion of the 12 core courses (outlined above). In addition, students may choose one (or more than one) of several minors to fulfill the requirements of the M.C.Ed. degree.

## Minor in **Genesis Studies**

The minor in Genesis Studies is fulfilled by completing 18 semester hours credit (i.e., 6 courses) as shown below. Notice that 3 of the below-listed courses are already included as required or alternative courses in the core courses sequence.

3	APOL 701	Biblical Truths & Worldview Conflicts
3	APOL 707	Christ's Creatorship & Doxological Teleology*
3	BIBL 514	Human Character Studies in Genesis
3	BIBL 640	The Genesis Mandate*
3	BIBL 680	Hebrew Philology Studies in Genesis
3	CMIN 610	Themes Genesis in Historic World Literature
3	PROV 520	The Genesis Flood
3	PROV 581	Directed Research in Genesis Apologetics
3	PROV 631	Geographic Studies in Genesis
3	PROV 633	Family History & Providential Geography
3	THEO 511	Directed Research in Creation Theology
3	THEO 612	Creation, the Fall & the Messianic Gospel*
3	THEO 626	Critiquing Criticisms of Genesis
3	THEO 625	Protestant Reformation Lessons & Biblical Creationism
3	MCED 681	Genesis Studies Practicum

In addition to the general requirements for admission into the M.C.Ed. program itself, applicants who seek to minor in Genesis Studies must have some substantive undergraduate coursework in Old Testament studies and/or in creation origins studies, as well as significant experience in communicating truths from Genesis in a practical ministry context, whether formal or informal.

## Minor in **Creation Research**

The minor in Creation Research is fulfilled by completing 18 semester hours credit (i.e., 6 courses) as shown below. Notice that 2 of the below-listed courses are already required as part of the core courses sequence.

3	APOL 530	Creationist Apologetics & Human Life
3	APOL 533	Creationist Apologetics & Animal Life
3	APOL 539	Advanced Apologetics in Catastrophic Earth History
3	APOL 554	Wet Habitats & the Genesis Mandate
3	APOL 555	Forest Habitats & the Genesis Mandate
3	APOL 556	Mountain Ecology & the Genesis Mandate
3	APOL 557	Grasslands & the Genesis Mandate
3	APOL 558	Deserts & the Genesis Mandate
3	APOL 559	Phenology, Seasonality & the Genesis Mandate
3	APOL 633	Biomes & Biodiversity in Doxological Perspective

3	APOL 635	Apologetic Critique of Science Education Methods
3	APOL 703	Basic Apologetics of Heaven and Earth
3	APOL 704	Basic Apologetics of Living Creatures
3	APOL 707	Christ's Creatorship & Doxological Teleology*
3	APOL 728	Apologetic Analysis of Dinosaur Mysteries
3	APOL 731	Living Cells in Biblical Perspective
3	APOL 733	Birds in Biblical Perspective
3	APOL 734	Mammals in Biblical Perspective
3	APOL 735	Insects & Arachnids in Biblical Perspective
3	APOL 737	Sea Creatures in Biblical Perspective
3	APOL 741	Applying Biblical Epistemology to Origins Analysis
3	APOL 742	Advanced Investigations in Biblical Creation Research
3	PROV 520	The Genesis Flood
3	PROV 633	Family History & Providential Geography
3	PROV 677	Providential Apologetics & Food Dynamics
3	THEO 501	Epistemology I: Comparing General and Special Revelation*
3	THEO 612	Creation, the Fall & the Messianic Gospel
3	THEO 626	Critiquing Criticisms of Genesis
3	MCED 683	Creation Research Practicum

(any other pre-approved Bible-grounded course relevant to creation research)

In addition to the general requirements for admission into the M.C.Ed. program itself, applicants who seek to minor in Creation Research must have some substantive undergraduate background in the natural sciences, mathematics, and/or science education, as well as significant experience in communicating evidence that God is the Creator in a practical ministry context, whether formal or informal.

### **Minor in Creation Theology**

The minor in Creation Theology is fulfilled by completing 18 semester hours credit (i.e., 6 courses) as shown below. Notice that 3 of the below-listed courses are already required as part of the core courses sequence.

3	APOL 511	Biblical Critique of Worldview Trends
3	APOL 701	Biblical Truth & Worldview Conflicts
3	APOL 702	Basic Studies in Biblical Beginnings
3	APOL 707	Christ's Creatorship & Doxological Teleology*
3	APOL 741	Applying Biblical Epistemology to Origins Analysis
3	BIBL 510	The Uniqueness & Supremacy of Christ
3	BIBL 581	Directed Research in Genesis Apologetics
3	CRST 610	Independent Project in Creation Stewardship
3	PROV 520	The Genesis Flood
3	PROV 633	Family History & Providential Geography
3	THEO 501	Epistemology I: Comp. General & Special Revelation*
3	THEO 511	Directed Research in Creation Theology
3	THEO 568	Independent Project in Creation Theology
3	THEO 612	Creation, the Fall, & the Messianic Gospel*
3	THEO 620	Creation Theology Controversies
3	THEO 626	Critiquing Criticisms of Genesis
3	THEO 627	Advanced Studies in Creation Theology
3	THEO 637	Directed Research in Messianic Prophecy & Typology

- 3 THEO 726 Theology of Adam's Historicity
- 3 MCED 682 Creation Theology Practicum

In addition to the general requirements for admission into the M.C.Ed. program itself, applicants who seek to minor in Genesis Studies must have some substantive undergraduate coursework in Old Testament studies and/or in creation origins studies, as well as significant experience in communicating truths from Genesis in a practical ministry context, whether formal or informal.

### **Minor in Christian School Teaching**

The minor in Christian School Teaching is fulfilled by completing 18 semester hours credit (i.e., 6 courses) as shown below. Notice that 2 of the below-listed courses are already required as part of the core courses sequence.

- 3 APOL 530 Creationist Apologetics & Human Life
  - 3 APOL 533 Creationist Apologetics & Animal Life
  - 3 APOL 554 Wet Habitats & the Genesis Mandate
  - 3 APOL 555 Forest Habitats & the Genesis Mandate
  - 3 APOL 556 Mountain Ecology & the Genesis Mandate
  - 3 APOL 557 Grasslands & the Genesis Mandate
  - 3 APOL 558 Deserts & the Genesis Mandate
  - 3 APOL 559 Phenology, Seasonality & the Genesis Mandate
  - 3 APOL 635 Apologetic Critique of Science Education Methods
  - 3 APOL 731 Living Cells in Biblical Perspective
  - 3 APOL 733 Birds in Biblical Perspective
  - 3 APOL 734 Mammals in Biblical Perspective
  - 3 APOL 735 Insects & Arachnids in Biblical Perspective
  - 3 APOL 737 Sea Creatures in Biblical Perspective
  - 3 APOL 741 Applying Biblical Epistemology to Origins Analysis
  - 3 APOL 742 Advanced Investigations in Biblical Creation Research
  - 3 BIBL 505 Jesus the Master Teacher\*
  - 3 BIBL 634 Apologetic Lessons in Ezra & Nehemiah
  - 3 CMIN 713 Blogsite Ministry & Christian Education
  - 3 CMIN 714 Blog Opportunities for Teaching Biblical Creation
  - 3 PROV 520 The Genesis Flood
  - 3 PROV 540 Providential World History & Geography
  - 3 PROV 680 Apologetic Studies in Biblical Archaeology
  - 3 THEO 502 Epistemology II: Bibliology Applied to Teaching\*
  - 3 MCED 685 Christian School Teaching Practicum
- (any other pre-approved course relevant to Christian school teaching)

In addition to the general requirements for admission into the M.C.Ed. program itself, applicants who seek to minor in Christian School Teaching must have some substantive undergraduate coursework in some of the “liberal arts” (i.e., the humanities, natural sciences, and social sciences), as well as significant experience in teaching in a Christian education context.

### **Minor in Sacred Humanities**

The minor in Sacred Humanities is fulfilled by completing 18 semester hours credit (i.e., 6 courses) as shown below. Notice that 2 of the below-listed courses are already required as part of the core courses sequence.

3	APOL 675	Christian Education & the Regulatory Environment
3	BIBL 514	Human Character Studies in Genesis
3	BIBL 581	Directed Research in Genesis Apologetics
3	BIBL 634	Apologetic Lessons in Ezra & Nehemiah
3	BIBL 635	Apologetic Lessons in Esther
3	BIBL 637	Apologetic Studies in Daniel
3	BIBL 638	Apologetic Studies in Isaiah
3	BIBL 640	The Genesis Mandate*
3	BIBL 680	Hebrew Philology Studies in Genesis
3	CMIN 510	Biblical parables & Picturesque Speech
3	CMIN 610	Genesis Themes in Historic World Literature
3	CMIN 713	Blogsite Ministry & Christian Education
3	CMIN 714	Blog Opportunities for Teaching Biblical Creation
3	PROV 514	Pioneers, Pilgrims, & Providence
3	PROV 540	Providential World History & Geography
3	PROV 581	Directed Research in Providential History
3	PROV 582	Directed Research in Providential Geography
3	PROV 631	Geographic Studies in Genesis
3	PROV 633	Family History & Providential Geography
3	PROV 680	Apologetic Studies in Biblical Archaeology
3	THEO 501	Epistemology I: Comparing General & Special Revelation*
3	THEO 625	Protestant Reformation Lessons & Biblical Creationism
3	THEO 626	Critiquing Criticisms of Genesis
3	THEO 660	Jude, Church History & Apologetics
3	MCED 688	Sacred Humanities Practicum

(transfer credit coursework in any Biblical languages)  
(any other pre-approved course relevant to Christian school teaching)

In addition to the general requirements for admission into the M.C.Ed. program itself, applicants who seek to minor in Sacred Humanities must have some substantive undergraduate coursework in some of the “humanities” (history, literature, language studies, logic, public policy/politics/law, cultural studies, journalism, etc.), as well as significant experience in achieving practical Christian ministry goals that involve some aspect of the humanities.

### **Minor in Christian Leadership**

The minor in Christian Leadership is fulfilled by completing 18 semester hours credit (i.e., 6 courses) as shown below. Notice that 2 of the below-listed courses are already required as part of the core courses sequence.

3	APOL 506	Specialized Apologetics Leadership
3	APOL 705	Mankind’s Social Dynamics After Eden*
3	BIBL 505	Jesus the Master Teacher*
3	BIBL 514	Human Character Studies in Genesis
3	BIBL 634	Apologetics Lessons in Ezra & Nehemiah
3	BIBL 650	Romans & Great Commission Theology*
3	CMIN 501	Biblical Principles of Communication
3	CMIN 713	Blogsite Ministry & Christian Education
3	CRST 507	Recreation Ministries in Creationist Perspective
3	PROV 514	Pioneers, Pilgrims, & Providence

- 3 PROV 671 Biblical Applications for Business Law
  - 3 PROV 672 Biblical Applications for Business Ethics
  - 3 PROV 673 Biblical Applications for Regulated Businesses
  - 3 PROV 633 Family History & Providential Geography
  - 3 MCED 562 Administrative Services for Christian Education Ministry
  - 3 MCED 587 Editorial Ministry & Christian Education Challenges
  - 3 MCED 684 Christian Leadership Practicum
- (and any other pre-approved course relevant to Christian leadership)

In addition to the general requirements for admission into the M.C.Ed. program itself, applicants who seek to minor in Christian Leadership must have some substantive undergraduate coursework in some aspect of Christian ministry-related leadership, as well as significant experience in achieving practical Christian ministry goals that involve practicing Biblical leadership principles and skills within Christian ministry contexts.

### **Minor in Communication Ministries**

The minor in Communication Ministries is fulfilled by completing 18 semester hours credit (i.e., 6 courses) as shown below. Notice that 3 of the below-listed courses are already required as part of the core courses sequence.

- 3 APOL 707 Christ's Creatorship & Doxological Teleology\*
  - 3 BIBL 505 Jesus the Master Teacher\*
  - 3 CMIN 501 Biblical Principles of Communication
  - 3 CMIN 508 Directed Research in Christian Communication
  - 3 CMIN 510 Biblical Parables & Picturesque Speech
  - 3 CMIN 511 Conveying Biblical Truth via Informal Communications
  - 3 CMIN 520 Creation Theology in Old Testament Literature
  - 3 CMIN 521 Creation Theology in New Testament Literature
  - 3 CMIN 540 Christian Literature & Journalism Applications
  - 3 CMIN 546 Teaching Opportunities in Christian Communication
  - 3 CMIN 601 Biblical Literature Genre Studies
  - 3 CMIN 604 Psalms, Hymns, & Christian Education
  - 3 CMIN 610 Genesis Themes in Historic World Literature
  - 3 CMIN 640 Critical Review of Christian Journalism
  - 3 CMIN 710 Delivering Christian Messages in Speech
  - 3 CMIN 711 Delivering Christian Messages in Writing
  - 3 CMIN 713 Blogsite Ministry & Christian Education
  - 3 CMIN 714 Blog Opportunities for Teaching Biblical Creation
  - 3 CRST 507 Recreation Ministries in Creationist Perspective
  - 3 MCED 587 Editorial Ministry & Christian Education Challenges
- (any other pre-approved course relevant to Christian leadership or communications)

In addition to the general requirements for admission into the M.C.Ed. program itself, applicants who seek to minor in Communication Ministries must have some substantive undergraduate coursework in some aspect of Christian communications, as well as significant experience in achieving practical Christian ministry goals that involve and communications applied to Christian ministry contexts.

## **Minor in Specialized Ministries**

The minor in Specialized Ministries is fulfilled by completing 18 semester hours credit (i.e., 6 courses) which are approved as applying toward the Specialized Ministries minor. Qualifying courses are approved on a case-by-case (i.e., customized) basis because this minor is necessarily fitted for the unique ministry calling of the student, especially those students who are already actively involved in specialized ministries that directly link to Biblical education and/or Biblical apologetics.

## **Other Minors in Development**

Currently, ICR's School of Biblical Apologetics offers 8 academic minor options: Genesis Studies, Creation Research, Creation Theology, Christian School Teaching, Specialized Ministries, Sacred Humanities, Christian Leadership, and Communication Ministries.

Additional minors are being developed, including Sacred History and Sacred Geography, to be offered as soon as practicable.

## Course Descriptions (required courses are marked with an asterisk)

### **APOLOGETICS**

#### **APOL 501 Many Infallible Proofs\***

Foundational apologetics are reviewed, in conjunction with special attention to the Gospel of John, plus insights from Peter's epistles and 1 Corinthians, to identify and analyze many of the infallible proofs that God has provided to verify His clear communications to mankind, including the truth of Christ as Messiah, the authenticity, accuracy, and authoritativeness of the Holy Bible, and God's identity as Creator via general revelation evidence. This course provides an introduction to the various kinds of biblical apologetics to be reviewed in this program. (3 semester hours credit)

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#### **APOL 503 Specialized Apologetics Studies**

This course currently serves as a recognition of transfer credit for transfer students' graduate (or graduate-equivalent) level apologetics-relevant work accomplished at or through another educational institution. Similar coursework may be recognized via other 500 series courses in specialized apologetics research and ministry. (*Number of semester hours credit depends upon transfer credit.*)

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#### **APOL 504 Specialized Apologetics Independent Study**

This course is designed for independent study of a particular aspect of Bible-based apologetics, so that the student can research and analyze a specific apologetics specialty. The work is completed outside of the classroom, being monitored and evaluated (while in progress) by the assigned faculty/mentor. Periodic status reports and a final summary report are required to verify that the student has accomplished a sufficiently rigorous level of research directly related to some aspect of Biblical creation-based apologetics, relevant to an educational and/or apologetic ministry project that promotes the message of some part of Genesis, Job, Psalms, Proverbs, one (or more) of the Gospels, Acts, or some other part of the Bible that describes a particular aspect of the world of nature. For example, the student's research (and report of that research) could involve an example of God's glory as demonstrated by an investigation of Biblical text analysis, creationist ecology, providential history, and/or providential geography. Similar independent studies, especially if more technically oriented, may be customized and denominated under other course designations. (3 semester hours credit)

#### **APOL 505 Specialized Apologetics Ministry**

This course is similar to APOL 504, except this course involves using practical ministry activities and outcomes for exhibiting or teaching aspects of Bible-based apologetics. The student's ministry application work is completed outside of the classroom, being monitored and evaluated (while in progress) by the assigned faculty/mentor. Periodic status reports and a final summary report are required to verify that the student has accomplished a substantial and practical ministry application work directly related to some aspect of Biblical creation-based apologetics. Ministry applications will typically involve a project or service that promotes the message of some part of Genesis, Job, Psalms, Proverbs, one (or more) of the Gospels, Acts, or



some other part of the Bible that describes a particular aspect of the world of nature. For example, the student could teach a local church audience some aspects of Biblical apologetics, such as how creation science corroborates information provided in Psalm 148. (3 semester hours credit)

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### **APOL 506 Specialized Apologetics Leadership**

This course is similar to APOL 505, except this course focuses on providing leadership in the operation and completion of practical activities and outcomes of a Bible-based apologetics ministry. The student's leadership role and responsibilities, as demonstrated in a practical ministry context, are completed outside of the classroom, being monitored and evaluated (while in progress) by the assigned faculty/mentor. Periodic status reports and a final summary report are required to verify that the student has accomplished a substantial and practical leadership role in a ministry application work directly related to some aspect of Biblical creation-based apologetics. For example, leadership responsibilities in home-school contexts (where children are being taught Biblical apologetics-related content) can satisfy the practicality requirement of this course. (3 semester hours credit)

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### **APOL 511 Biblical Critique of Worldview Trends**

Worldview trends in modern society (including churches), defined by both doctrines and deeds, are critically analyzed by the Holy Scriptures, especially Genesis, as well as focused studies in Jude, 1 and 2 Peter, 1 and 2 Timothy, 1 and 2 and 3 John, and Revelation. Human behavior patterns are examined as Scripture-explained interplays of God's providence and human decision-making; the latter is analyzed by epistemology (what is true), axiology (what is important), teleology (what is purposed), etiology (what is caused), ontology (what is real), deontology (what is obligated), and Christology (how is Christ presented), as well as some practical aspects of ecclesiology (how churches are impacted). Examples of syncretistic trends (examined from a biblical creationist perspective) include: subjectivist psychology, Eastern and Western forms of mysticism, Emerging Church and Church Growth movements, universalism, IDM deism, patterns of political persecution, anti-family forces, economic challenges, accommodationist community ethics, and information technology factors. The sequel to this course is **Biblical Critique of Worldview History**, APOL 512. (Alternative prerequisites: **Epistemology I**, or **Critiquing Secular and Religious Humanism**, or instructor approval; 3 semester hours credit)

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### **APOL 512 Biblical Critique of Worldview History**

This course builds upon APOL 511 (**Biblical Critique of Worldview Trends**), with analytical emphasis on the *historical roots* that facilitated the worldview trends under scrutiny (i.e., subjectivist psychology, Eastern and Western forms of mysticism, Emerging Church and Church Growth movements, universalism, IDM deism, patterns of political persecution, anti-family forces, economic challenges, accommodationist community ethics, information technology factors, and patterns of hero recognition). These historical roots are themselves analyzed as to their characteristic doctrines and deeds, are accordingly critically analyzed by the Holy Scriptures, including studies in 1 and 2 Samuel, 1 and 2 Kings, 1 and 2 Chronicles, Ezra, and Nehemiah. Also, these historical roots (such as ideological advocacies recognizable as precursors to contemporary worldview trends) are examined as Scripture-explained interplays of God's

providence and human decisionmaking. As in APOL 511, the latter is analyzed by epistemology, axiology, teleology, etiology, ontology, deontology, Christology, and ecclesiology). (Prerequisite: any 2 of Epistemology I, Epistemology II, Critiquing Secular and Religious Humanism, and/or Biblical Critique of Worldview Trends I, or else instructor approval; 3 semester hours credit)

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### **APOL 530 Creationist Apologetics and Human Life**

This multidisciplinary course examines human life as evidence of God's creatorship, to be appreciated at the personal level and for apologetic education to benefit both believers and unbelievers. Topics include the human eye, ear, teeth, skin, circulatory system, skeletal system, digestive system, respiratory system, nervous system, reproductive system, endocrine system, and/or biogenetic family histories. Insights from Genesis, Psalms, Proverbs, the Gospels, 1 Corinthians, and/or Jude will be considered. Attention is given to user-friendly methods and materials for teaching the apologetic importance of human life. (3 semester hours credit)

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### **APOL 533 Creationist Apologetics and Animal Life**

This multidisciplinary course examines animal life as evidence of God's creatorship, to be appreciated at the personal level and for apologetic education to benefit both believers and unbelievers. Topics include mammals, birds, insects, fish, reptiles, and/or amphibians, as well as their anatomies, physiologies, behaviors, and ecological relationships. Not limited to a biological appreciation of animal life, this course emphasizes the doxological importance of appreciating God's creative designs displayed within and by the diversity of the different kinds of animals that He created. Insights from Genesis, Job, Psalms, Proverbs, the Gospels, and/or Peter's epistles will be considered. Attention is given to user-friendly methods and materials for teaching the apologetic importance of animal life. (3 semester hours credit)

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### **APOL 539 Advanced Apologetics in Catastrophic Earth History**

This advanced apologetics course examines the evidence and logic used for understanding earth's catastrophic past, considered in light of present-day catastrophic events and processes, including the study of volcanoes, tornadoes, hurricanes, tsunamis, mudflows, flash-flooding, temperature change (especially as a function of climate), and other forces that interact with the earth's physical environment and its cyclic patterns. God's creatorship and judgeship are emphasized, to be appreciated at the personal level, and for apologetic education to benefit both believers and unbelievers. Topics include Mount St. Helens' catastrophist geology dynamics, as well as other examples of natural disasters, in relation to how those physical phenomena provide evidence useful in understanding the history of earth's physical environment. Attention is given to how the dominant interpretation of earth's physical environment changed prior to Darwin's theory of "natural selection," to show how an old-earth view of history compromised natural theology. (3 semester hours credit)

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## **APOL 553 River Ecology & the Genesis Mandate**

This multidisciplinary course focuses on how God's usage of freshwater rivers (and streams) provides unique examples of providential ecology, in riverine habitats all over the world, as well as how those riverine habitats provide opportunities for God's creatures to "be fruitful, multiply, and fill the earth," depending upon how God has genetically preprogrammed those diverse creatures to be "fitted" for pioneering, surviving in, and thriving in various riverine-dominated habitats (i.e., lotic freshwater tributary systems, including related riparian habitats dominated by rivers, streams, creeks, brooks, and wadis). Biblical references to different rivers (as well as the geophysical and biotic community elements of the specific habitats that those rivers dominate) are examined in his course. For personal and educational applications, practicum opportunities are explored, to equip the learner to honor God by appreciating river systems from a creationist perspective, and by wisely using apologetics-oriented opportunities to glorify God by and with the study of river ecology. (3 semester hours credit)

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## **APOL 554 Wet Habitats & the Genesis Mandate**

The major types of wet habitats of the world are reviewed from a biblical creation perspective by highlighting wildlife (animals, for the most part) that customarily live in those wet habitats, with special attention to examples in Scripture of animals that live in wetlands or water bodies (e.g., animals mentioned in Job, Psalms, Jeremiah, Jonah, John, Acts). Wetlands (such as swamps, marshes, and bogs) are analyzed as homes of various animals, as well as saltwater bodies (like oceans and seas) and freshwater bodies (like lakes, ponds, rivers, streams, and wadis), from a biblical creation perspective. Each such wet habitat has its own resident or migratory animal community. Representative animals of these wet habitats will be reviewed (1) to recognize how these diverse creatures (e.g., fish, reptiles, birds, mammals, insects, crustaceans, etc.) glorify God as the great Creator He is; and (2) to appreciate how these diverse creatures are living exhibits providing powerful proofs that corroborate biblical text data and creation apologetics. (3 semester hours credit)

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## **APOL 555 Forest Ecology & the Genesis Mandate**

This course examines, in an introductory survey approach, the forested habitats of the world (including Eastern deciduous forest, Western semi-arid forests, Northern taiga forest, tropical and temperate rainforest habitats, and even coastal mangrove forests) as distinct biomes. Special attention is given to Biblical creation science-related highlights of the world's forested habitats, including their wildlife (such as the mutualistic interaction of pinyon jays with pinyon pines in the "pygmy" juniper-pine forests of America's West) and geophysical environment dynamics (including apologetics-oriented appreciation for how tree-dominated habitats provide for the needs of diverse biotic communities, in various forested biome contexts. Students will also analyze examples of doxological ecology (as a theme of creation science/apologetics) as related to trees and forests, in various parts of the world, especially in places of special importance to church history (e.g., in America, in Europe, and in the Holy Land), all from a Scripture-based creation stewardship perspective. The course also aims at nurturing appreciation of forest biome wildlife and geography for creation science/apologetics and Christian recreation-related applications. (3 semester hours credit)

## **APOL 556 Mountain Ecology & the Genesis Mandate**

This course examines, in an introductory survey approach, the montane habitats of the world (i.e., mountains and piedmonts, as well as canyonlands, noting how mountains, especially as grouped in mountain ranges, function as distinct biomes. Special attention is given to Biblical creation science-related highlights of America's mountains, including their wildlife (especially mountain mammals and birds) and geophysical environment dynamics (including apologetics-oriented appreciation for orographic precipitation and watershed drainage dynamics relevant to the ever-present need for freshwater). Students will also analyze examples of doxological ecology (as a theme of creation science/apologetics) as related to mountains in various parts of the world, especially in places of special importance to church history (e.g., in America, in Europe, and in the Holy Land), all from a Scripture-based creation stewardship perspective. The course also aims at nurturing appreciation of mountain wildlife and geography for creation science/apologetics and Christian recreation-related applications. (3 semester hours credit)

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## **APOL 557 Grasslands & the Genesis Mandate**

This course examines, in an introductory survey approach, the major grassland habitats of the world, i.e., North American prairies, Eurasian steppes, South American pampas, and African savannas, noting the major differences between the temperate grassland and tropical grassland biomes. Special attention is given to Biblical creation science-related highlights of America's prairies, including their wildlife (especially prairie animals) and geophysical environment dynamics (including apologetics-oriented appreciation for the ecology of prairie potholes as critical habitats for migratory birds). Students will also analyze examples of doxological ecology (as a theme of creation science/apologetics) as related to America's prairies, plus similar examples (time permitting) to pampas, steppes, and savannas, all from a Scripture-based creation stewardship perspective. The course also aims at nurturing appreciation of America's prairie wildlife and geography for creation science/apologetics and Christian recreation-related applications. (3 semester hours credit)

## **APOL 558 Deserts & the Genesis Mandate**

This course examines, in an introductory survey approach, the major desert habitats of the world, mostly divided into "hot" (tropical) deserts and "cold" (temperate) deserts, including the "high desert" habitat of in the American West, with extra attention to examining the ecological challenges of high temperatures and water scarcity (such as how the camel is well-equipped for surviving desert conditions). Special attention is given to Biblical creation science-related highlights of America's deserts, including their wildlife (especially desert mammals, birds, and reptiles) and geophysical environment dynamics (including apologetics-oriented appreciation for freshwater dynamics in desert contexts). Students will also analyze examples of doxological ecology (as a theme of creation science/apologetics) as related to desert habitats of the world, especially in America, plus similar examples (time permitting) to desert contexts in parts of Asia and Africa, all from a Scripture-based creation stewardship perspective. The course also aims at nurturing appreciation of America's desert wildlife and geography for creation science/apologetics and Christian recreation-related applications. (3 semester hours credit)

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## **APOL 559 Phenology, Seasonality & the Genesis Mandate**

This course examines, in an introductory survey approach, the many working relationships between the world's seasons (spring, summer, autumn, and winter) with physiological and

behavioral changes in Earth's wildlife, such as seasonal migration by birds, hibernation by wintering mammals, and animal reproductive cycles that are linked to the cycle of seasons, illustrating the dependability of Genesis 8:22. Analysis is given to Biblical creation science-related highlights of Earth's geography (especially latitude) and cyclical seasons, as well as to photoperiodicity patterns based on the diurnal and lunar cycles, as is illustrated by developmental and behavioral changes in various animals (such as salmon and crabs) and various plants (such as agricultural crops). Students will analyze examples of doxological ecology (as a theme of creation science/apologetics) as related to phenological and photoperiodicity patterns in various ecosystems around the world, all from a Scripture-based creation stewardship perspective. The course also aims at nurturing appreciation of how God uses phenology and photoperiodicity to govern and temper the affairs of wildlife, with seasonality-linked geography patterns important to creation science/apologetics and Christian recreation-related applications. (3 semester hours credit)

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### **APOL 601 Logic, Evidence, and Forensic Apologetics\***

This course introduces syllogism analysis, especially recognition of logical fallacies, and insights from the rules of evidence, with special attention to practical apologetics contexts. The Gospel of John's teaching on Christ as the Logos is reviewed to provide a biblical perspective on the importance of careful reading and systematic study of the Bible, as well as to encourage the proper usage of sound logic, forensic analysis of evidence, and logical argument. This course also focuses on skills for critical analysis of criticisms of the Holy Bible, including exercises in identifying syllogism fallacies, misreadings of Scripture, false dichotomies, distractions, unwarranted assumptions, etc., with illustrations applicable to Genesis, Daniel, Isaiah, and the Gospels. Apologetic ministry applications are emphasized. (Prerequisites: Many Infallible Proofs and Epistemology I, or instructor approval; 3 semester hours credit)

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### **APOL 602 Advanced Logic for Apologetics**

This course advances beyond the introductory logic course (APOL 601), with continued analysis of how Bible critics (especially evolutionists) use flawed logic syllogisms in their arguments. Lengthy quotations by skeptics are picked apart, to identify hidden assumptions and bait-and-switch semantics, as well as to expose other logical fallacies. Special attention is given to how the Scriptures provide illustrations of apologetics-oriented critiques of faulty logic.

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### **APOL 603 Apologetic Applications for Logic & Mathematics**

Directed Study. See Dr. Jim Johnson for further details.

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### **APOL 622 Creationist Apologetics & Providential Ecology**

This multidisciplinary course examines many of life's "big pictures" (ecology), especially interactive systems, as evidence of God's creatorship, to be appreciated at the personal level and for apologetic education to benefit both believers and unbelievers. Various aspects of how creatures live in specific habitats (e.g., biome ecology dynamics) are studied, to illustrate how various life forms interact with their physical environment and with other life forms. Insights

from Genesis, Deuteronomy, Job, Ruth, the Gospels, and/or the Pauline epistles will be considered. Attention is given to user-friendly methods and materials for teaching the apologetic importance of metabolic information systems and providential ecology. (3 semester hours credit)

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### **APOL 633 Biomes & Biodiversity in Doxological Perspective**

This multidisciplinary course builds upon the foundation of APOL 271 (*Creationist Appreciation for Animal Life*) and APOL 222 (*Creationist Appreciation for Providential Ecology*), except that it specifically focuses advanced study on how God’s creatures live in a diversity of habitats, all over the world, and those climate-determined world habitats (also called biomes) provide opportunities for God’s creatures to “be fruitful, multiply, and fill the earth,” depending upon how God has genetically preprogrammed those diverse creatures to be “fitted” for pioneering, surviving in, and thriving in various biomes around the world. Biblical references to different biomes (and their geophysical and biotic community factors), as well as observable examples of various biomes (and the biotic communities they respectively host), are examined in his course. Special attention is given to the diversity of plants and animals mentioned in the Bible, illustrating God’s providential creativity in designing and producing life forms of great diversity, some of which populate biomes characterized by unusual geophysical environmental challenges. For personal and educational applications, practicum opportunities are explored, to equip the learner to honor God by wisely using apologetics-oriented opportunities to glorify God by and with the study of biomes and biodiversity. (Prerequisite: APOL 733 & APOL 422; 3 semester hours credit)

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### **APOL 635 Apologetic Critique of Science Education Methods**

This analysis-oriented course begins by recognizing the scientific method as an epistemological and methodological approach to acquiring and interpreting empirical (observation-based) information, used as a foundation for popular trends in science education. The typical limitations of empirical science practices, as well as those of science education practices, are analyzed, especially the “human factor” (as it is better understood by teachings in John, Romans, and 1 Timothy). Critiques of science education methods (and materials) are compared or otherwise correlated to forensic science analysis (such as critiquing assumptions, logical syllogisms, and evidence reliability factors). (Prerequisites: Logic, Evidence, and Forensic Apologetics, and Critiquing Secular and Religious Humanism; 3 semester hours credit)

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### **APOL 670 Religious Liberty, Persecution, and Legal History\***

This course reviews historical examples of religious liberty and religious persecution, including legal history trends and religious liberty opportunities, both recent and not so recent. The political history relevant to the First Amendment is analyzed, especially as the First Amendment applies to religious liberty in America. Insights from Scripture, relevant to religious freedom vs. persecution issues, are considered from Genesis (e.g., Cain persecuting Abel, persecution of Christians as chronicled in the book of Acts, etc.) to Revelation (e.g., persecution among the Christian churches of Asia Minor), with other biblical “case studies.” The texts and analysis of court rulings are sometimes considered as illustrations, analyzed in conjunction with insights from Nehemiah, Esther, and other relevant biblical texts. (3 semester hours credit)

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## **APOL 675 Christian Education and the Regulatory Environment**

This course generally builds upon the foundation provided by Religious Liberty, Persecution, and Legal History. Topics of study include in-depth analysis of recent (and not so recent) First Amendment case law, the implications of Administrative Law and Family Law to Christian education, trends in applying international law to domestic Christian education contexts, and legal aspects of financing Christian education ministries. Attention is given to analyzing biblical texts involving civil government authority, including texts in Genesis, the Gospels, Acts, Romans, 2 Timothy, and Philemon. This course considers how Paul defined civil magistrates (“powers that be”) as God-appointed “ministers” (or “deacons”), although some of these “deacons” are unaware of their God-ordained service roles. Attention is also given to the moral and jurisdictional challenges faced by a godly magistrate. (Prerequisite: Religious Liberty, Persecution, and Legal History, or instructor approval; 3 semester hours credit)

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## **APOL 680 Apologetic Studies in Biblical Archaeology**

Some aspects of Old Testament archaeology are analyzed, especially historical events recorded in the book of Joshua, and in the book of Genesis. These examples illustrate how skeptics (for many generations) have tried to deny the historical accuracy of the Bible’s presentation of history, as well as how Biblical apologetics is used to respond to such skeptics. Biblical archaeology methods, assumptions, and limitations are evaluated, as well as the forensic evidences that have been found relevant to analyzing Old Testament history events, especially those related to the historical period that Joshua reports, such as the early conquest of Canaan (including Jericho and Ai). Apologetics-oriented word studies in the Hebrew text of Joshua are also examined, as well as some philological studies involving the Genesis and the Moabite Stone.

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## **APOL 701 Biblical Truth and Worldview Conflicts**

This multidisciplinary apologetics course considers how our big-picture “worldview” concepts of ultimate realities, including God, the world, life, death, our own origins and destinies, and concepts of meaning and value (truth vs. falsity, right vs. wrong, good vs. bad, valuable vs. worthless) are tied to our beliefs about which information is foundationally true and reliable. Various worldview elements are examined, theistic vs. atheistic, creationist vs. evolutionary, biblical vs. humanist, and eternal perspectives vs. temporal perspectives. Critical issues regarding cosmic and human origins are specially analyzed, based upon Scripture-provided truth, including the age of the earth, the original and renewed Dominion Mandate, and the laws of life and death. The crucial and unique authority of the Holy Bible is emphasized, with attention to how the Scriptures define and provide rules of engagement for “the war of the worldviews.” (3 semester hours; this course can substitute in the core curriculum for **The Genesis Mandate**)

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## **APOL 702 Basic Studies in Biblical Beginnings**

This multidisciplinary apologetics course examines an overview of biblical beginnings, including the creation week (with special attention to the creation of Adam and Eve), mankind’s temptation and fall in the Garden of Eden, conditions in the world before the Flood, highlights of the worldwide Flood and its aftermath, the early history of Noah’s family and their descendants after the Flood (including the division of languages at Babel), and God’s program of redemptive

grace (or judgment) for fallen humanity. The importance of natural and special revelation, provided by God, is carefully investigated, with attention to the theological importance of human life and death. This course specially emphasizes the biblical model of Earth's creation and its catastrophic past, in contrast to evolutionary and uniformitarian myths used to explain earth's origins. Biblical information regarding the "young" age of the earth is also analyzed. (3 semester hours)

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### **APOL 703 Basic Apologetics of Heaven and Earth**

This multidisciplinary apologetics course considers our physical world and its elements, as well as the majestic heavens beyond. Special attention is given to how observation-based data, analyzed by astronomy, physics, and the geosciences (geology, ocean science, meteorology, climatology, and the like) provide Bible-corroborating natural revelation, declaring the glory of God. The multifaceted evidence of God's providential care for mankind (the so-called anthropic principle) is examined as a proof of God's creatorship and providence, clearly seen in God's continuing care for mankind's physical needs, being facilitated by features of the sun, moon, and physical processes on the earth (such as the water cycle). When analyzing the heavens and the earth (including its past history), special attention is given to the value of logic, the forensic nature of historic origins, the fossil record, evidences of the global Flood, common assumptions used to measure the unobservable past (such as radiometric dating assumptions), and to why the evolutionary Big Bang theory is false. (3 semester hours)

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### **APOL 704 Basic Apologetics of Living Creatures**

This multidisciplinary apologetics course considers the amazing origins and diversity of life on earth, including mankind, animals, plants, and microorganisms. The Bible's distinction between creatures with or without a *nephesh* is clarified, especially as this relates to how there was no death before Adam's sin in the Garden of Eden. The purposeful design and activities of living things (humans, animals, plants, and microorganisms) are analyzed, including the proof of providential programming in DNA, RNA, and other biomolecules used by the informational systems inherent in all living creatures. The scriptural categorization of created "kinds" (defined by genetic potential for breedability) is contrasted with evolutionary taxonomy concepts (such as "missing links" and "species") defined apart from breedability. The indispensable elements and dynamics of biochemical information transfer, as well as kind-limited reproduction, found in all living creatures, are analyzed. Attention is given to how the Scriptures compare the Bible's own textual information and transmission with the informational and reproductive traits of living seeds (including the seeds of humans, animals, and plants). Biblical insights applicable to biomedical ethics are briefly reviewed. (3 semester hours)

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### **APOL 705 Mankind's Social Dynamics After Eden\***

This multidisciplinary apologetics course considers biblical stewardship obligations that mankind has been charged with, especially as those have been particularized after the Flood. Various social relationships, obligations, and dynamics are examined, with special attention to the social aspects of education, investigation of creation (including scientific discovery and research), technology, commerce, political systems, and legal enforcement of social obligations. The social dichotomy between believer and unbeliever is analyzed, including the historic pattern of religious persecution (of believers by unbelievers), beginning with the example of Cain



murdering Abel. The contrast between the rule of law and arbitrary political power is analyzed, with special attention to how the theory of evolution has impacted legal education and legal process. This course also investigates the historic interplay between politics relevant to the Genesis Mandate and politics relevant to the Great Commission. True education is defined as the careful transmission of God-provided truth to learners. Biblical principles and practices of education are examined, using key Scriptures in the Old and New Testaments. (3 semester hours)

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### **APOL 707 Christ’s Creatorship & Doxological Teleology\***

This course focuses on Christ’s critical role as our Creator, emphasizing why that truth is foundational to all of the Holy Bible, creation, life, theology, and our obligation to worship Him while rejecting all forms of idolatry. Analysis of origins controversies are reviewed to gain clarified understanding of Christ’s true role and glory as the Creator, in contrast to idolatrous mythologies—such as Darwin’s animistic bait-and-switch phrase “natural selection” (which error many Christians tolerate and compromise with). This course also considers specific evidences that exhibit how Christ created creatures purposefully, using design engineering (with anatomies, physiologies, and behavioral traits that facilitate continuous environmental tracking and other habitat-filling powers), so that His living creatures are teleologically fitted to be fruitful, to multiply, and to fill various habitats on the earth. (3 semester hours)

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### **APOL 712 Spiritual Conflict & Defending the Faith**

This course examines the various purposes, priorities, and applications of Biblical apologetics, as they pertain to spiritual conflict. Responsive apologetics (which includes defending the faith, as well as responding to questions from sincere seekers) are illustrated, using Biblical and contemporary examples. The balance of doxological and evangelistic motivations, which guide the use of apologetics in discourse, is analyzed. The proactive use of apologetics is also examined, with applications for evangelistic communications, discipling believers who are confused, and verifying the faith for believers who need greater clarification, comfort, and confidence in the Scriptures. [Prerequisite: THEO 510]

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### **APOL 728 Apologetic Analysis of Dinosaurs Mysteries**

This course reviews the relationship between the animals that were historically called “dragons” and the animal remains that today are called “dinosaurs,” with attention to historical accounts and visual depictions (such as sculptures, paintings, and drawings) of these strange creatures. The apologetics relevance of this study to the books of Genesis and Job is analyzed. Soft tissue in dinosaur bones is a special topic, particularly as it relates to dating how long ago dinosaurs lived upon the earth. (3 semester hours)

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### **APOL 731 Living Cells in Biblical Perspective**

This creation apologetics-oriented course examines, from a Bible-informed perspective, the compounded miracles of life at the cellular level, by examining the structures and activities of eukaryotic cells (such as human, animal, and plant cells) and of non-eukaryotic cells (such as bacteria and viruses). This course analyzes and appreciates the teleological structures and functions of various living cell components, including the nucleus (including nuclear envelope,

nuclear pores, chromosomes, and nucleolus), mitochondria, cytoplasm, ribosomes, cell membrane, cell wall (in plant cells), chloroplasts (in plant cells), smooth and rough endoplasmic reticula, Golgi bodies, lysosomes, vacuoles, and peroxisomes. Concordant with Psalm 139, special attention is given to specialized cells (such as blood cells, nerve cells, bone cells, etc.) and to selected cell activities, including cellular activities critical to biochemical energy-fueled metabolism (such as catabolic respiration and anabolic protein synthesis), sexual reproduction (including meiosis), cell division (mitosis), photosynthesis (in plants), immune response phagocytosis, and the like. Some attention is given to the technical uses (and educational value) of scanning electron microscopy, transmission electron microscopy, ultraviolet microscopy, light microscopy, and other forms of research technology, for discovering and studying the details that God has put in living cells, and how those designed details interact with the “outside” world that a living organism must live with. (3 semester hours credit)

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### **APOL 733 Birds in Biblical Perspective**

This is a directed study (i.e., a mostly independent study with tutorial guidance) that combines review of bird-related reading assignments with assigned DVD and/or Christian birdwatching blogsite viewings, in order to appreciate birds from a Biblical creation perspective. Many of the assigned readings are devotionals (or devotional-toned considerations of avian ecology or other ornithological topics) that illustrate, using specific observation-based details, how the study of birds can support (and should enhance) worshipful appreciation for God’s creative genius and bioengineering, as His creative handiwork is displayed in the traits and behaviors of various birds around the world (with special attention to the Genesis Mandate that birds “be fruitful, multiply, and fill the earth”). Birds are referred to in Scriptures, sometimes generally and sometimes with particularity, so some of the assigned readings are of specific Scriptures that allude to birds, including some attention to details provided by studying specific Biblical (O.T. Hebrew and N.T. Greek) words used to describe birds. Some ecological and aspects of bird life are analyzed, as well as some aspects of the agricultural value of specific birds (such as turkey). Also, some assigned readings will focus on the irrationality of evolutionary notions regarding avian origins, such as the unscientific notion that birds “evolved” from reptilian dinosaur ancestors. Consistent with the Genesis Mandate (as renewed in Genesis chapter 9, after the global Flood), avian conservation efforts are reviewed as a matter of stewardship ethics. (3 semester hours)

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### **APOL 734 Mammals in Biblical Perspective**

This multidisciplinary course builds upon the foundation of APOL 533 (*Creationist Apologetics & Animal Life*), except that it specifically focuses advanced study on mammals as evidence of God’s creatorship, to be appreciated at the personal level and for apologetic education to benefit both believers and unbelievers. Biblical references to mammals, and doxological mammal ecology concepts, are examined in his course. Examples will include both domesticated and wild mammals. For personal and educational applications, practicum opportunities are explored, to equip the learner to honor God by wisely using opportunities for appreciating mammals as God’s special creatures. (Prerequisite: APOL 533; 3 semester hours credit)

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## **APOL 735 Insects & Arachnids in Biblical Perspective**

This multidisciplinary course builds upon the foundation of APOL 533 (*Creationist Apologetics & Animal Life*), except that it specifically focuses advanced study on insects and arachnids as evidence of God's creatorship, to be appreciated at the personal level and for apologetic education to benefit both believers and unbelievers. Biblical references to bugs (insects and arachnids), and doxological ecology concepts relevant to such bugs, are examined in his course. For personal and educational applications, practicum opportunities are explored, to equip the learner to honor God by appreciating insects and arachnids from a creationist perspective, and for wisely using opportunities for educational apologetics that pertain to insects and/or arachnids. (Prerequisite: APOL 533; 3 semester hours credit)

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## **APOL 737 Sea Creatures in Biblical Perspective**

This multidisciplinary course builds upon the foundation of APOL 533 (*Creationist Apologetics & Animal Life*), except that it specifically focuses advanced study on sea creatures as evidence of God's creatorship, to be appreciated at the personal level and for apologetic education to benefit both believers and unbelievers. Biblical references to sea creatures, and doxological marine ecology concepts, are examined in his course. Special attention is given to aquatic life that can live in both saltwater and freshwater, illustrating God's amazing designs and providential bioengineering work. For personal and educational applications, practicum opportunities are explored, to equip the learner to honor God by wisely using opportunities for sea creature-based educational apologetics. (Prerequisite: APOL 533; 3 semester hours credit)

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## **APOL 741 Applying Biblical Epistemology to Origins Analysis**

This course emphasizes how and why the study of origins matters, as well as how we can know reliable information about origins despite the fact that there are no eye-witnesses on Earth, nowadays, who can testify about those no-longer-observable past events. Apart from God's revelation we cannot know about our origins, because only He was there at creation, plus the Fall has changed our world and our finite ability to use human reason. This course analyzes how the study of past events, such as origins, is actually a Scripture-informed forensic science investigation, as opposed to an investigation that relies primarily upon empirical science methods. The theological foundation for modern science and technology is also reviewed, as well as various proofs of the evolutionary myth's unreliability. (3 semester hours)

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## **APOL 742 Advanced Investigations in Biblical Creation Research**

This course reviews research findings, focused on recognizing God's glory and creative handiwork, in this fallen world of living and dying humans and animals (including their historic origins and present ecologies), the interrelationships of mankind and the rest of creation (including mankind's role as steward over Earth's animals, plants, and other natural resources), the impact of the global Flood (including its effects in rock layers and fossils), dinosaurs, the age of Earth (as well as the age of the cosmos in general), and the laws of nature that we live with every day. How God's Creatorship is personal to individual humans, including God's providential role in providing each of us with our unique family histories, is also considered. (3 semester hours credit)

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### **APOL 753 Apologetic Applications for Studying Birds**

Directed Study. See Dr. Jim Johnson for further details.

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### **APOL 755 Apologetic Applications for Studying Mammals**

Directed Study. See Dr. Jim Johnson for further details.

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### **APOL 767 Forensic Analysis and Bibliology Apologetics**

This faculty-mentored course applies forensic analysis to bibliology issues related to the Holy Bible's authenticity, accuracy, understandability, and authoritativeness. The divine preservation and historic transmission of the original texts of the Old and New Testament Scriptures is a major topic studied in this course. The history of English Bible translations (such as John Wycliffe's double translation, William Tyndale's New Testament, the Great Bible, the Geneva Bible, the King James Version, etc.), as well as their connection to the Received Text of the Greek New Testament, will be compared with that of modern English translations (based upon the "critical" Alexandrian text advocated by Westcott, Hort, and others). The forensic relevance of early translations will be analyzed as such relate to specific passages (such as Matthew 26, Mark 16, John 8, Acts 8, 1 Timothy 3, and 1 John 5). Translation process factors, to be studied, include identification of the authentic texts of the Old and New Testament books, qualifications and practices of Bible translators and copyists and text analysts (such as the Masoretic scribes), and non-trivial connections between text transmission, translation accuracy, and theological doctrines. (*Prerequisites: Epistemology I and II, and Bible Study Methods; number of semester hours credit depends upon research and/or projects accomplished*)

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## **BIBLE**

### **BIBL 505 Jesus the Master Teacher\***

This course focuses on Matthew's Gospel (which is dominated by Jesus' teaching discourses), with some parallel studies in the other Gospels. How Jesus Himself perfectly modeled teaching is reviewed in order to identify and analyze His teaching priorities, methods, messages, and techniques. Attention is given to how the discourses that dominate Matthew's Gospel are buttressed by contextual events (that aid the reader in appreciating the messages of Matthew's discourses). Special attention is given to how Christ used both the Scriptures and logical arguments when teaching, as He didactically fed, led, and protected His flock. (3 semester hours credit; this course can substitute in the core curriculum for **The Uniqueness and Supremacy of Christ**)

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### **BIBL 510 The Uniqueness and Supremacy of Christ (\*)**

The uniqueness of the Lord Jesus Christ is examined, using a general Christology study enhanced by special attention to Christ's role as the Creator. Also, Christ's supremacy is examined in conjunction with studies in Hebrews, supplemented by studies in John's Gospel, Colossians, and John's epistles. Illustrative failures in church history, such as historic failures to accurately recognize and properly emphasize Christ's interrelated roles as divine Creator and divine-human Redeemer, will be analyzed as to their impact on church and society, including the scientific and academic communities. Also, attention is given to how a teacher's or group's treatment of the Lord Jesus Christ can be evaluated as evidence of that teacher's or group's foundational doctrine. This course also considers how Christian education can prepare and provide practical remedies to counter inaccurate Christology teachings. (3 semester hours credit; this course may substitute for **Jesus the Master Teacher**)

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### **BIBL 514 Human Character Studies in Genesis**

Genesis is examined to learn about human character, such as the nature of mankind, human family relationships, and how the promised redemption through the Messiah can restore fallen humans to a blessed human experience, including redemptive relationships with God and with other humans. Specific character studies will include human character lessons from the lives of Adam, Eve, Cain, Abel, Enoch, Noah, Noah's sons, Abraham, Sarah, Lot, Isaac, Rebekah, Esau, Jacob, Leah, Rachel, and/or Jacob's children (e.g., Judah and Joseph). Cross-references to texts in Obadiah, the Gospels, Romans, Galatians, Hebrews, Peter's epistles, 1 John, and/or Jude are also considered. (3 semester hours credit)

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### **BIBL 581 Directed Research in Genesis Apologetics**

This course provides opportunities for faculty-supervised learning activities in Genesis-based apologetics that are customized to special interests of the student. When a specific topic (or combination of topics) is selected the student will be assigned specific portions of the Holy Bible to study (including relevant portions of Genesis), as well as other related reading assignments (and/or video DVD viewings). The assessment of student learning is mostly based upon

analytical reviews (book reviews and/or article reviews) plus a research summary paper (or equivalent project presentation) that demonstrates how Genesis-based apologetics can and should honor God and His Word, as well as provide Scriptural answers to questions and confusions that many have regarding God's historic and ongoing role as Creator. (3 semester hours credit)

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### **BIBL 603 Geographic Studies in Genesis**

This course examines the particular information and importance of geographic places mentioned in Genesis, such as specific sites, cities, rivers, mountains, trade routes, countries, and regions. The providential orchestration of people and events, in specific geographic contexts, is analyzed, with special attention to providential history ramifications. The importance of specific places (mentioned in Genesis) is especially recognized in relation to theologically important events occurring in those places, so etymological and concordance studies will be emphasized (as well as maps). As in Providential History and Geography (PROV 540), the non-randomness of history is analyzed, with special attention to the fact that in God's providence there are "no little places." The demographic migrations after the Tower of Babel are also considered, including attention to historic place-names relevant as they relate to the Genesis Table of Nations. Attention is also given to the geographic dispersion and examples of Babel-rooted religions worldwide. (3 semester hours credit)

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### **BIBL 620 Bible Study Methods\***

Proper methodology principles for reading and understanding Scripture are surveyed, with emphasis on text observation skills and practices, and on analyzing the literary (grammatical) meaning of biblical texts. Attention is also given to Scripture applications (including studies in Genesis, Esther, Psalms, Daniel, Acts, Romans, Jude, and/or Revelation) to illustrate observation and meaning analysis skills. Attention is given to the problem of biblical illiteracy, with practical application insights. Also, attention is given to common errors in reading and in interpreting biblical texts. Biblical philology research skills are introduced, with attention to the unique value and practical methods for studying biblical words and phrases, assisted by standard reference materials (including recommended concordances based on the English language, as well as based on the original biblical languages). Bible study methods will be applied to specific philology studies, including studies in parts of Genesis, Luke, John, Daniel, Jonah, and/or Nahum. (Prerequisite: Epistemology I; 3 semester hours credit)

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### **BIBL 626 Apologetics in Jude, 2<sup>nd</sup> Peter & 3<sup>rd</sup> John**

Building on the foundation and framework provided in its prerequisite courses, this course examines what has been called "the acts of the apostates," including their typical truth-opposing tactics, stereotypical lifestyle habits, and distinctive doctrinal deviations. The contents of Jude's epistle and 2nd Peter are compared to episodes in church history, as also to "emerging" trends of the present. Some attention is given to parallels of Jude and 2nd Peter to parts of 1st and 2nd Timothy, as well as 2nd and 3rd John, along with some cross-references to Proverbs. Jude's urging, that believers "contend" for the faith given once-for-all to the saints, is addressed as a challenge for personalizing and promoting biblical education and apologetics. Jude's allusions to the Genesis Flood are also examined regarding their relevance to apologetic defense of the biblical faith. (Prerequisites: APOL 601 or THEO 510; 3 semester hours credit)

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## **BIBL 630 Advanced Studies in Biblical Geography**

This course examines the particular information and importance of geographic places mentioned in both Scripture (without duplicating geography of Genesis, as taught in BIBL 603), such as specific places especially relevant to the cultural history context of God's providential orchestration of people and events recorded as biblical history. This course reviews the Bible's record of geography-contextualized events and prophecies, in both the Old and New Testaments, with special attention to the fact that in God's program of providence there are "no little places." (3 semester hours credit)

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## **BIBL 632 Psalms, Proverbs, Job, & Providential Ecology**

This course explores the concept of God's providence in creation's ecological systems as "doxological ecology," focusing on how the Scriptures, especially in Psalms, Proverbs, and Job (but also with some attention to other books of the Bible, such as Acts and Jonah), honor God as the Creator of the various components of nature and its providentially designed and sustained ecological systems. Topics include the observable (and Scripture-reported) traits, diversity, behaviors, and other patterns of specific land animals, sea creatures, birds, plants, freshwater bodies (such as the Jordan River, Euphrates River, Nile River, Sea of Galilee, and lesser streams like the Arnon, Zared, and Cherith), saltwater bodies (such as the Mediterranean Sea, Dead Sea, and the Atlantic Ocean), land-forms, weather phenomena, and how the interactive mix of all of these ecological factors provide a host of dynamic habitats for mankind and human activities, as well as for animals, all to the glory of God. (3 semester hours credit)

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## **BIBL 634 Apologetic Lessons in Ezra & Nehemiah**

This course reviews a series of historic faith conflicts and other challenges recorded in Ezra, Nehemiah, with special attention to practical apologetics principles for strengthening and defending the biblical faith. The complicated interplay of instructional and adversarial communications, supported by intercessory prayer, is analyzed, to show how careful transmission of apologetic truth is prioritized and practiced. Comparable types of problems and situations, often encountered in the modern apologetics arena, are included, especially those directly pertinent to the Bible's teaching about creation's origins and the earth's history. (3 semester hours credit)

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## **BIBL 635 Apologetic Lessons in Esther**

This course reviews a series of historic faith conflicts and other challenges recorded in the book of Esther, with special attention to practical apologetics principles for strengthening and defending the biblical faith. Special analysis of God's sovereignty, as He acts in human affairs to defend the biblical faith, is combined with a review of the complicated interplay of instructional and adversarial communications, supported by intercessory prayer, to show how God preserves His truth and His people. Comparable types of problems and situations, often encountered in the modern apologetics arena, are included, especially those directly pertinent to the Bible's teaching about creation's origins and the earth's history. (3 semester hours credit)

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## **BIBL 637 Apologetic Studies in Daniel**

This course reviews the book of Daniel, with special attention to its criticisms by skeptics. Analyzing such skeptical attacks on the contents of Daniel is combined with apologetic studies that emphasize how and why Daniel is such an important book for biblical education and apologetics. This course includes a multidisciplinary book study that combined biblical exposition, biblical philology insights, insights from history and archaeology, and studies in biblical prophecy fulfillment. (Prerequisite: Bible Study Methods; 3 semester hours credit)

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## **BIBL 638 Apologetic Studies in Isaiah**

The prophet Isaiah provided many (now-fulfilled) prophecies that continue to disturb skeptics so much that Isaiah's book is one of the most attacked of the Old Testament prophets. For example, some skeptics argue that our book of Isaiah is a composition of two (or even three) different books written by different authors living in different generations (so that the 53<sup>rd</sup> chapter is attributed to someone who living during the 1<sup>st</sup> century A.D.), to avoid the obvious (and prophetic) description of Christ's crucifixion. This course reviews some of Isaiah's Messianic prophecies, as well as some of Isaiah's politically oriented prophecies, showing that God miraculously demonstrated His foreknowledge of human events by providing Isaiah with prophecies that are adequately explainable only by divine inspiration. (3 semester hours credit)

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## **BIBL 640 The Genesis Mandate\***

The original and revised Dominion Mandate, as recorded in Genesis, is the focus of this course, supplemented by related Scriptures (including Exodus, Leviticus, Deuteronomy, Acts, Romans, 1 Corinthians, Colossians, and 1 Timothy) that amplify, clarify, or otherwise relate to that fundamental decree to the human race. The post-Flood version of this divine decree (more accurately called the Genesis Mandate) provides a creationist foundation for human reproduction, for capital punishment, and for mankind's relationship to and stewardship of the natural world, after the Flood. The Genesis mandate is reviewed also as a theological foundation for the natural and social sciences, education, discovery (research) and development (technology), commerce, law, government, politics, and social ethics (including military ethics). Providential history promoting procreation is illustrated, plus humanistic reactions to the Genesis Mandate, including the rebellion at Babel, human population growth issues, "just war" ethics, "social gospel" programs, and what the Bible teaches about food. (3 semester hours credit)

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## **BIBL 650 Romans & Great Commission Theology\***

The book of Romans, with supplemental studies in the book of Acts, provides the theological foundation (grounded on God's creatorship and His revelation of Himself as Creator) and apologetic arguments for the Gospel of grace (and for New Testament Christianity in general). This course also considers how the book of Romans uniquely connects the Lord's "believers-only" Great Commission (in Matthew's Gospel) with the universal Genesis Mandate (i.e., the "Dominion Mandate" in Genesis). Episodes in the history of Christian missions will be examined, with special attention to how world history events illustrate relationships between the fulfillment of the Dominion Mandate and the fulfillment of the Great Commission. Attention is also given to apologetics-oriented issues regarding why the majority of Jews, historically speaking, have not recognized Jesus as their promised Messiah. (3 semester hours credit)



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### **BIBL 671 Advanced Studies in New Testament Philology**

This course recognizes serious learning in New Testament Greek studies, to facilitate transfer credit for coursework by students who complete New Testament Greek studies at other educational institutions. *(Number of semester hours credit depends upon transfer credit)*

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### **BIBL 680 Hebrew Philology Studies in Genesis**

Building on the foundation and framework provided in Bible Study Methods, this course focuses on the nature and value of Hebrew philology, primarily as such studies apply to Genesis. Attention is given to practical skills and exercises using various standard reference materials for Old Testament Hebrew studies. Assigned exercises will emphasize translation challenges and solutions, cross-referencing methods, word studies, topical studies, the importance of Hebrew parallelism, and some Hebrew grammar insights (geared for “English-only” Bible students). Philological principles and insights for Genesis-related philological and apologetic ministry applications will be highlighted. (Prerequisite: Bible Study Methods; 3 semester hours credit)

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### **BIBL 681 Advanced Studies in Old Testament Philology**

This course recognizes learning in Old Testament Hebrew and/or Aramaic studies, to facilitate transfer credit for coursework by students who complete Old Testament language studies at other educational institutions. *(Number of semester hours credit depends upon transfer credit)*

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### **BIBL 771 Apologetics Applied to Greek Texts & Translations**

This faculty-mentored course is used for apologetics-oriented research and/or practicum work, focusing on Greek texts and translations, beyond what is required for BIBL 671. *(Number of semester hours credit depends upon research and/or projects accomplished)*

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### **BIBL 781 Apologetics Applied to Hebrew Texts & Translations**

This faculty-mentored course is used for apologetics-oriented research and/or practicum work, focusing on Hebrew texts and translations, beyond what is required for BIBL 681. *(Number of semester hours credit depends upon research and/or projects accomplished)*

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### **BIBL 867 Biblical Text Preservation, Transmission, & Providence**

This faculty-mentored practicum course is apologetics-oriented and Biblical languages-based, requiring scholarly research on the preservation and transmission of Biblical texts, beyond what is required for APOL 767. Advanced research (regarding Biblical text transmission and/or translation controversies) is typically published as a scholarly publication in a learned journal and/or as a scholarly paper presented to a learned society. *(Number of semester hours credit depends upon research and/or projects accomplished)*

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## **COMMUNICATION MINISTRIES**

### **CMIN 501 Biblical Principles of Communication**

This course provides a basic introduction to communication principles, based upon the Bible's revelation of what communication is, how it originated (as reported in the Book of Genesis), how different languages complicate the process (with insights from Genesis, Acts, Romans, and Revelation), how the Scriptures exhibit different literary genres, and how Christians should use oral and written forms of communication to honor God and to benefit humans. Biblical examples of these basic communication principles will be taken from both the Old and New Testaments, including Christ's example as the perfect communicator. Other examples of Christian communication will include historic and modern Christian communicators who have ministered to audiences after the Apostolic Age. (3 semester hours credit)

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### **CMIN 508 Directed Research in Christian Communication**

This course provides opportunities for faculty-supervised learning activities in Christian communications that are customized to special interests of the student, with a relevance to Genesis-based apologetics. When a specific topic (or combination of topics) is selected, the student will be assigned specific portions of the Holy Bible to study, as well as other related reading assignments (and/or video DVD viewings). The assessment of student learning is mostly based upon analytical reviews (book reviews and/or article reviews) plus a comprehensive research paper that demonstrates how Christian communication can and should be exercised, in order to convey messages that both honor God and benefit human audiences. (3 semester hours credit)

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### **CMIN 510 Biblical Parables & Picturesque Speech**

The power of a static picture (such as literary metaphors), and of a moving picture (such as a literary parable) is investigated in this course. Old Testament typology examples (such as the Passover Lamb) are analyzed to show how picturesque communication enhances both content conveyance, concept association, and memory retention for both immediate and anticipated audiences. Special attention is given to the parables of the Lord Jesus Christ, as well as to specific word pictures (such as wolves in sheep's clothing) that He used in His earthly teaching ministry. The assessment of student learning is mostly based upon analytical reviews (Scripture passage reviews, plus book reviews and/or article reviews) and original writing exercises that showcase the effective use of picturesque writing. (3 semester credits)

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### **CMIN 511 Conveying Biblical Truth via Informal Communications**

This practical ("how-to") course focuses on how to anticipate and recognize informal ministry applications (even in everyday situations as simple as "ordinary" email correspondence) as providential opportunities (that Christian communicators should expect to face), and how to use such opportunities (to promptly conveying God's truth to those who have ears to hear). Biblical examples of informal ministry applications (from both the Old and New Testaments) are

considered, to help analyze how proper preparations can equip the Christian communicator for both recognizing and maximizing future opportunities that God provides for transmitting His truth in teachable moments. This course mostly focuses on informal ministry applications that do not involve face-to-face oral communications. (3 semester hours credit)

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### **CMIN 520 Creation Theology in Old Testament Literature**

This course examines how Old Testament personalities, including Old Testament prophets, exhibited a biblical creationist perspective in their theology, axiology, and attitudes, as they interacted with their contemporaries. Role models, who clearly exhibit this creationist perspective, are reviewed, including examples taken from the books of Moses (especially Genesis and Exodus), Psalms, and post-Exodus historical books, as well as some of the major and minor prophets of Israel and Judah. (3 semester hours credit)

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### **CMIN 521 Creation Theology in New Testament Literature**

This course examines how New Testament personalities, including New Testament apostles and prophets, and especially the Lord Jesus Himself, exhibited a biblical creationist perspective in their theology, axiology, and attitudes, as they interacted with their contemporaries. Role models, who clearly exhibit this creationist perspective, are reviewed, including examples taken from the Gospels Acts, Pauline epistles, as well as some of the general epistles, and Revelation. (3 semester hours credit)

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### **CMIN 540 Christian Literature & Journalism Applications**

Building upon CMIN 101, this course provides a representative survey of Christian literature and journalism principles, based upon the Bible's revelation of what communication is, how it originated (as reported in the book of Genesis), how different languages complicate the process (with insights from Genesis, Acts, Romans, and Revelation), how the Scriptures exhibit different literary genres, and how Christians should use oral and written forms of communication to honor God and to benefit humans. Biblical examples of these basic communication principles will be taken from both the Old and New Testaments, including Christ's example as the perfect communicator. Other examples of Christian communication will include historic and modern Christian communicators who have ministered to audiences after the Apostolic Age. (3 semester hours credit)

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### **CMIN 546 Teaching Opportunities in Christian Communication**

This practical ("how-to") course focuses on how to anticipate and recognize teachable moments as providential opportunities (that Christian communicators should expect to face), and how to use such opportunities (to promptly conveying God's truth to those who have ears to hear). Biblical examples of advance preparation (from both the Old and New Testaments) are considered, to help analyze how proper preparations can equip the Christian communicator for both recognizing and maximizing future opportunities that God provides for transmitting His truth in teachable moments. This course mostly focuses on teachable moments that involve face-to-face oral communications. (3 semester hours credit)

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## **CMIN 601 Biblical Literature Genre Studies**

This course builds upon CMIN 101 (Basic Principles of Christian Communication) and CMIN 110 (Parables & Pictures for Christian Communicators), by representatively surveying the literary genres that appear in books of the Old and New Testaments, with appreciation for how a literary genre suited the purposes and primary messages of those books. Specific attention will be given to Genesis as historical narrative literature, with an apologetics-analyzed refutation of its mistreatment due to it being misidentified as “Hebrew poetry.” Attention is also given to the literary commonalities of Biblical books, as well as the ways in which Biblical books are unique in their respective literary characteristics. Although helpful, a background in Biblical languages is not a required prerequisite for taking this course. (3 semester hours credit)

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## **CMIN 604 Psalms, Hymns & Christian Education**

This course surveys representative Psalms, as well as many English hymns (and some Christian songs that are not technically “hymns”), with attention to how lyrical literature can be (and is) used to communicate theological truth. Studies in the book of Psalms will also include analysis of passages of special relevance to Biblical creation apologetics. (3 semester hours credit)

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## **CMIN 610 Genesis Themes in Historic World Literature**

The “great literature” of the world, including political historical literature, adventure epics, biography, poetry, etc., attempts to portray the human experience, with its grand themes of human existence, such as God’s role in the universe, human origin and identity, human failure and success, human love and hatred, the meaning and purpose of life and death, societal conflict, loyalty and betrayal, selfishness and altruism, adventure and conflict, how the natural world can be a blessing or a curse, etc. Yet these experiences and issues are “nothing new under the sun” because they are all illustrated in Genesis. This course compares a wide-ranging inventory of world literature that repeats (or even alludes to) the great themes of Genesis. Emphasis is given to how non-biblical literature, while painting similar themes as Genesis, contrasts in literary message, moral values, and epistemological perspective. (3 semester hours credit)

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## **CMIN 611 Philological Etymology for Christian Journalists**

The philological study of etymology can be used for evangelistic and apologetics-oriented applications, for communicating Biblical text-related words and for communicating how words are used to convey thoughts and images, for godly communicators using illustrations and connotations to promote God’s truth, as well as by ungodly communicators who use innuendos and distractions to oppose God’s truth. The responsible usage of etymology insights, applied to Biblical philology studies (using a Bible concordance), will also be analyzed and exercised in this course. (3 semester hours credit)

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## **CMIN 640 Critical Review of Christian Journalism**

Theological literature, in some ways, is a literary genre to itself, deserving both review and criticism. Many forms of theological literature are used by skeptics to impeach the Bible's authenticity, inerrancy, sufficiency, moral authoritativeness, and/or authoritative relevance, so this course critiques (using Genesis-based apologetics) the critics who use theological publications (including electronic media) for promoting their assaults on God's Word and God's character. Students will review and recognize typical methods used by such skeptics, and will write accurate and insightful critiques of such criticisms. (3 semester hours credit)

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## **CMIN 710 Delivering Christian Messages in Speech**

The advanced course requires analysis of message delivery by speakers who give Christian messages, based upon a review of biblical principles of speaking (gleaned from examples of Old and New Testament speeches), with analytical insights from reviewing speech-dominated DVDs featuring Christian communicators (especially those who provide biblical apologetics speaking). After providing written analysis regarding how to apply speech delivery principles to a specific situation, with attention to the specific audience targeted, the student will provide speaking messages that are recorded for faculty review and assessment. (3 semester hours credit)

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## **CMIN 711 Delivering Christian Messages in Writing**

The advanced course requires analysis of message delivery by writers who provide Christian messages in written form, based upon a review of biblical principles of speaking (gleaned from examples of Old and New Testament writings, such as the Gospels and Pauline epistles), with analytical insights from reviewing writing-dominated articles by Christian communicators (especially those who write Biblical apologetics-oriented articles). After providing written analysis regarding how to apply written message delivery principles to a specific situation, with attention to the specific readership targeted, the student will provide written messages (such as blog postings) for faculty review and assessment. (3 semester hours credit)

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## **CMIN 713 Blogsite Ministry & Christian Education**

This course investigates the practice of using Internet blogsites to promote Christian education in general, combining verbal and visual ingredient for transmitting Biblical truth to blog visitors. Relevant blogsite development work (promoting Christian education) is completed outside of the classroom, on Internet blogsites, and is monitored and evaluated (while in progress) by the assigned faculty/mentor. Periodic blog-posting is required (and assessed) to verify that the student has accomplished Christian education practicum work via blogsite communications. (3 semester hour credits)

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## **CMIN 714 Blog Opportunities for Teaching Biblical Creation**

This course, **building upon CMIN 713**, considers and analyzes how managing and/or posting communications (such as devotional and commentary blogposts) on an Internet blogsite can provide strategic opportunities for honoring God and His Word, with special attention to how

and what the Bible teaches regarding God's physical creation (including mankind), in different and picturesque blogsite contexts. Attention is given to Biblical communication principles (such as the 4-point outline illustrated by Peter in Acts chapter 2) for drafting and delivering Biblical worldview-based communications, on Internet blogsites, as a practical form of Christian education ministry facilitated by blog technology. Students will analyze the strengths, limitations, opportunities, problems, and doxological value of various blog-posting ministries, in light of relevant Scriptures. (3 semester hours credit; prerequisite: **CMIN 713**).

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## **CREATION STEWARDSHIP**

### **CRST 501 Introduction to Biblical Creation Stewardship**

The Biblical concept of creationist stewardship (starting with the Dominion Mandate in the Garden of Eden, and expanded by the post-Flood renewal of that mandate) is introduced and illustrated, with special attention to creation stewardship ethics that accord with Biblical creation teachings in Scripture. The Biblical theology and analysis of creation ethics is especially examined, with attention to its component parts (epistemology, axiology, teleology, etiology, ontology, deontology, Christology, and social-environmental ethics). How such Biblical creation-grounded insights can be integrated into Christian ministry applications, and why they should be so integrated, is given special attention. (3 semester hours credit)

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### **CRST 507 Recreation Ministries in Creationist Perspective**

This course investigates how recreation ministries can and should be used, to promote Genesis-based creation theology (and teaching), concordant with the Biblical mandate that mankind should appreciate and regard as holy God's work during Creation Week (and His rest on Day 7), while recognizing that the Sabbath (which anticipates God-honoring rest and refreshment) was designed to benefit mankind. Various recreation-oriented ministries (such as Christian family camps, church group outings, and Christian birdwatching activities) are examined as ministry opportunities for revering God as the Creator (with special attention to Genesis-based apologetics), as well as for evangelistically presenting Christ as Savior. This course includes documenting practical exercises that combine recreation activities with doxologically oriented (and/or evangelistic) opportunities to appreciate and share God's truth.

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### **CRST 564 River Resources & Providential History**

This course examines mankind's direct and indirect usages of world river, as freshwater ecosystems that directly impact neighboring ecosystems, mostly by providing freshwater for humans, animals, and plants, ultimately flowing out into ocean-extension water bodies such as estuarial bays (like the Chesapeake Bay) or seas (like the Mediterranean Sea, Baltic Sea, or Gulf of Mexico), or flowing out directly into oceans (such as the Atlantic or Pacific). Rivers are beneficial (to societies and individuals) for water consumption, for transportation, and for many other useful purposes. Special attention is given to geopolitically important rivers systems in America (such as the Potomac, Mississippi, Delaware, Susquehanna, Colorado, Columbia, Connecticut, Rio Grande, etc.), in Europe (such as the Thames, Rhine, Seine, etc.), and in the Holy Land (such as the Jordan, Nile, Arnon, etc.), in conjunction with geographic appreciation for historic events and trends of special relevance to the Genesis Mandate and/or the Great Commission. Extra attention is given to Scripture passages that describe important events that occurred in or near rivers and freshwater streams. (3 semester hours credit)

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### **CRST 601 Managing Creation as God's Stewards**

The Biblical concept of humans managing God's creation (in light of that creation's originally very good, but now fallen condition) is defined, analyzed, and appreciated in this course. Examples of good and bad management practices are illustrated, using Old Testament passages

(such as the Mosaic laws governing firstfruits, prohibiting wasteful deforestation, prohibiting wasteful predation on certain forms of wildlife, and regulating potentially toxic wastes as a preventive measure against the spread of contagious diseases) and New Testament passages (such as doxological appreciation for God’s physical creation, the wise use of fertilizer, agricultural husbandry practices, food-based apologetics, and medicinal use of alcohol). Supplemental examples of creation stewardship practices in church history, both good and bad, are also considered. (Prerequisite: **CRST 501**; 3 semester hours credit)

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### **CRST 602 Providential Discoveries in God’s Creation**

The Biblical concept of creationist research, and its historic beginning in the Garden of Eden, is analyzed to show its logical connection to Providential discovery, exemplified in various ears of history, especially during Biblical times and during the Protestant Reformation-based Age of Re-discovery, which re-energized Biblical thinking about creation (and human responsibility to wisely use God’s creation for His glory), causally spawning the worldwide Age of Discovery and its concomitant Scientific Revolution. Special attention is given to discoveries by God-honoring creationist explorers and scientists, such as Leif Eiriksson, Sir Francis Drake, David Livingstone, Matthew Maury, Isaac Newton, Johannes Kepler, Konrad Gessner, John Ray, George Washington Carver, and others. (Prerequisite: **CRST 501 & BIBL 640**; 3 semester hours credit)

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### **CRST 603 Creation Conservation & Wise Use Morality**

The Biblical concept of creationist stewardship is implemented in mankind’s domestication of God’s creation, in agriculture, aquaculture, and other “applied science” industries that harvest and/or harness the physical world (and its products) for mankind’s physical and social needs. Examples of evolution-based abuse and harm to God’s creation are also examined (such as evolutionist Thomas Huxley’s wasteful response to the North Atlantic codfish depopulation, Europe’s Chernobyl disaster and other pollution disasters produced by communists evolutionists), to contrastingly show how contra-biblical practices produce destructive consequences, harming the world’s natural resources to the disadvantage of both human health and the natural environment. Examples of Biblical creation-based domestication achievements are also considered, such as those of the Agri-Horticultural Society of India, founded by Dr. William Carey in Calcutta, and the introduction of Siberian caribou (reindeer) into Alaska, an effort sponsored by Presbyterian missionary Dr. Sheldon Jackson. The Biblical morality norms that govern conservation ethics are explored and analyzed in this course, in conjunction with creationist perspectives on ecology and biogeography, along with special attention to “wise use” conservation ethics, in contradistinction to preservationist ethics that minimize the legitimate needs of mankind, as well as in contradistinction to (Prerequisite: **CRST 501 & BIBL 640**; 3 semester hours credit)

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### **CRST 604 Stewardship Ethics & Creation Science Scholarship**

This course examines Biblical data and concepts (including focused studies in Genesis, Ezra, John, Colossians, II Timothy, and 2<sup>nd</sup> Peter) underlying real-world creation science. The distinction between observation-based *empirical science* and forensic analysis-based *origins science*) is clarified, to equip learners and teachers with an educational framework for learning and teaching about God’s creation. This course includes some analytical debunking of several



popular evolutionary education concepts, including uniformitarianism, old-earth geologic ages, natural selection, hypothesized-yet-missing transitional forms, supposed entropy exemptions (in astrophysics, geophysics, and biochemistry), and Big Bang cosmogony. Considering 5 elements of true education, this course focuses on the necessity of God’s revelation of truth about His creation (and Himself as its Creator), as well as the human responsibilities to revere Him for being the truth-revealing God, to seek and learn true knowledge that He makes available for our learning, to personalize and logically apply that truth in our own lives, and to carefully transmit that truth to others who are teachable, especially those whose who appear likely to transmit it to others. (Prerequisite: **CRST 501 & THEO 501**; 3 semester hours credit)

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### **CRST 605 Providential Technology & Post-Flood Productivity**

The blend of creationist productivity and providential technology is the primary focus of this course. Although this course overlaps some with content covered elsewhere, this course emphasizes how ancient-through-modern technologies have been providentially used to further the objectives of the Genesis Mandate. Basic principles of productivity are analyzed, using Biblical axiology norms and application illustrations, including Biblical and church history examples of military technology (illustrated by Gideon, Shamgar, Sampson, David, and others), commercial transportation and communications technology, food production technology and economics, “tentmaker” ministry and marketplace dynamics (illustrated by inventors like R. G. LeTourneau and Raymond Damadian), and many other forms of productivity and technology having direct relevance to the Genesis Mandate. (Prerequisite: **CRST 501 & APOL 705**; 3 semester hours credit)

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### **CRST 606 Creation Use Problems & Public Morality**

The Biblical concept of creationist stewardship directly relates to how mankind could and should politically regulate the use and consumption of the world’s natural resources, including relevant political theories and processes for enforcing social and environmental justice standards applicable to matters of the usage and consumption of earth’s natural resources (including conservation issues involving wasteful harvesting, endangered species, and species extinction). The course shows how geocentric and humanistic ethics routinely undergird popular trends in ecology science research and natural resource conservation practices, as well as in environmental law and public policy (both as to conservation and preservation practices). Such popular approaches to environmental issues ultimately rely upon evolutionary mythology assumptions, and those assumptions are contrasted to Biblical creation history and Biblical moral values. Examples of Biblical creation-based environmental justice advocacy efforts are also used to illustrate the practicality of Biblical creation use and consumption ethics. (Prerequisite: **CRST 501 & APOL 705**; 3 semester hours credit)

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### **CRST 607 Genesis Mandate Relevance to Environmental Impacts**

This multidisciplinary course examines many of the environmental impacts of mankind’s activities, both good and bad, from a Biblical perspective grounded in the post-Flood Genesis Mandate and creation ecology. This course highlights mankind’s use (and consumption) of natural resources, including harvesting wildlife, agriculture (including the Dust Bowl disaster), aquaculture, “wise use” conservation (including energy consumption and water management), preservation, human health and safety laws, and various environmental regulation programs

(with special attention to laws and programs related to the “environmental movement”, such as the Clean Migratory Bird Treaty, Clean Water Act, Clean Air Act, toxic wastes and hazardous materials management, national and international endangered species protection laws, environmental impact laws, etc.), as well as an introductory study of various governmental entities involved with environmental regulation (including the EPA, NRC, USF&WS, NRCS, U.S. Army Corps of Engineers, state regulatory agencies, etc.). Various ecosystem recycling and resilience systems (including climate dynamics) are also analyzed, as evidence of God’s Creatorship, to be appreciated at the personal level and for apologetic education to benefit both believers and unbelievers. (3 semester hours credit)

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### **CRST 608 Advanced Studies in Creation Conservation Ethics**

This course provides an opportunity for advanced studies and application projects that extend beyond those covered elsewhere. Further studies can be denominated as CRST 609 (*Independent Studies in Creation Stewardship*). (Prerequisites: CRST 501 & CRST 607; 3 semester hours credit)

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### **CRST 610 Independent Project in Creation Stewardship**

This course provides an opportunity for faculty-supervised studies in creation stewardship, from a Genesis Mandate-based perspective, customized to special interests of the student. When a specific topic (or combination of topics) is selected, the student will be assigned specific creation stewardship topics to study, as well as other related reading assignments relevant to the Genesis Mandate responsibilities God has commissioned mankind to implement. This research on Genesis Mandate stewardship applications will also include correlation to the Great Commission. The assessment of student learning is mostly based upon a comprehensive research project that documents creation stewardship in a way that demonstrates a Genesis Mandate perspective.

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## PROVIDENTIAL HISTORY & GEOGRAPHY

### **PROV 514 Pioneers, Pilgrims, Puritans, and Providence**

Principles of providential history are illustrated in recorded histories of America's early colonies, especially those well-chronicled by pioneers, Pilgrims, and Puritans. Analysis of early records will include relevant comparisons of the primary sources (of such early American histories) with the revisionist caricatures of those histories by modernist historians, educators, and journalists. Examples will include the Christian history of Leif Eiriksson (and other Christian Vikings), the Pilgrims of Plymouth (and their relations with neighboring Indian tribes), the Puritans (and their relations with the civil war in French Acadia), Christopher Columbus (and his view of Isaiah's prophecy as it applied to his voyages to and from the West Indies), and the historic impact of these explorers and immigrants of North America's coastlands. Principles of divine providence will be analyzed according to Old and New Testament Scriptures (including portions of Matthew, Luke, Isaiah, and Revelation), including consideration of those Scriptures which the colonists themselves considered as relevant to their colonial experiences. (3 semester hours credit)

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### **PROV 520 The Genesis Flood**

This multidisciplinary course considers and analyzes the Genesis Flood, including how the biblical study and scientific analysis of that unique and global cataclysm provide important information and insights for understanding both world history and the natural sciences. Insights from modern catastrophic geology, such as Mount St. Helens, will be analyzed as to their relevance to recognizing evidences of Earth's catastrophic past (as well as to their relevance for recognizing evidences of Earth's relatively young age). This course also reviews the historical impact of Flood study on the modern revival of biblical creation science and also on creation theology, including insights from the Gospels and Peter's epistles. Attention is given to user-friendly methods and materials, both scientific and historical, for teaching the apologetic importance of the global Flood. (Prerequisite: Epistemology I; 3 semester hours credit)

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### **PROV 524 Christian Missions in World History**

This course currently serves as a recognition of transfer credit applied to transfer students' coursework in the Christian history of world missions, at the graduate (or graduate-equivalent) level, at or through another institution. It is anticipated that this course will be developed and offered by the Institute for Creation Research. (*Number of semester hours credit depends upon transfer credit*)

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### **PROV 540 Providential World History and Geography**

This multidisciplinary course studies the providential working of God in relation to time and place, as God's gracious care of mankind (and His sovereign rule over events in human history) is shown to be carefully and providentially planned for, contrary to aberrant theology currently taught in professing Christendom. Critical events (including illustrations in Genesis, Ruth, Acts, and 2 Timothy) are shown to involve not only God's prepared people, but also prepared places at

prepared times, again proving that with God’s providence, there are “no little people, no little places, no little decisions.” Although some biblical examples are analyzed (such as the famine and relevant geography in the book of Ruth, the geographic and communications importance of the Roman Empire’s highway system to the Apostolic Era, etc. ), most of the case studies involve church history scenarios. Case studies include the historic importance of geographical/ecological issues affecting Pilgrim and Puritan colonies, as well as geographic aspects of agriculture and food industry relevant to the Genesis Mandate and/or the Great Commission. (3 semester hours credit)

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### **PROV 544 Alaska’s Providential History & Ecology**

This is a directed study (i.e., a mostly independent study with tutorial guidance) that combines Scripture-informed review of reading assignments with assigned DVD viewings, to appreciate the Providential history of Alaska’s “great land” (and coastal waters) from a Biblical creation perspective. Many of the assigned readings are devotionals (or devotional-toned considerations of Alaska’s history and/or ecology) that promote worshipful appreciation for God’s providential care and bioengineering, in light of the Genesis Mandate to “be fruitful, multiply, and fill the earth”). Consistent with the Genesis Mandate (as it was renewed in Genesis chapter 9, after the global Flood), “wise use” economics and creation/habitat conservation efforts are reviewed as a matter of stewardship ethics.

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### **PROV 554 Providential Technology Research & Apologetics**

This course focuses on the providential technology previously used, and currently being used, to fulfill both the Genesis Mandate and the Great Commission. The Genesis Mandate has harnessed the powers of agriculture, aquaculture, transportation logistics, communication technologies, etc. Ancient and modern technologies have been used for writing, copying, translating, and publishing the Scriptures, including modern technologies that use radio waves and other forms of telecommunications. Attention is also given to how technology is used, improperly, to distract the communication processes used to provide God’s Word to believers and unbelievers, as well as (again, improperly) to disrupt endeavors that help to fulfill aspects of the Genesis Mandate. Research, discovery, and development advances in history are considered, especially those accomplished by God-honoring believers. Transportation technologies have been used to further the Genesis Mandate, as well as to distribute the Scriptures, and teaching materials that help explain the Scriptures, including various forms of transportation using ground, air, and water. Special attention is given to how God has providentially used technologies of His enemies to accomplish His own sovereign will and purposes in this world. (3 semester hours credit)

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### **PROV 560 Field Studies in the Holy Land I (Israel)**

This course is specially offered via adjunct professor Dr. Kathy Morris Bruce, an experienced Holy Land tour leader and Bible Backgrounds professor. This 2-week field study course has special pricing, because it involves travel to and from Israel, as well as lodging and other logistical factors. The tour involves studying biblical passages at the archaeological sites where the events took place and results in a much deeper understanding of the Scriptures. If interested in taking this elective, please contact Mary R. Smith, Registrar. More detailed information is available. (3 or more semester hours credit)

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## **PROV 561 Field Studies in the Holy Land II (Turkey, Greece and Rome)**

This course is specially offered via adjunct professor Dr. Kathy Morris Bruce, an experienced Holy Land tour leader and Bible Backgrounds professor. This 2-week field study course has special pricing, because it involves travel to and from the area, as well as lodging and other logistical factors. The tour involves studying biblical passages at the archaeological sites where the events took place and results in a much deeper understanding of the Scriptures. If interested in taking this elective, please contact Mary R. Smith, Registrar. More detailed information is available. (3 or more semester hours credit)

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## **PROV 581 Directed Research in Providential History**

This course provides opportunities for faculty-supervised learning activities in Providential history that are customized to special interests of the student. When a specific history topic (or combination of history-related topics) is selected the student will be assigned specific portions of the Holy Bible to study (including relevant portions of Genesis-based history), as well as other related reading assignments (and/or video DVD viewings). The assessment of student learning is mostly based upon analytical reviews (book reviews and/or article reviews) plus a research summary paper (or equivalent project presentation) that demonstrates how a Bible-based understanding of Providential history can and should honor God and His Word, as well as provide Scriptural answers to questions and confusions that many have regarding God's role as the Sovereign of Providential history.

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## **PROV 582 Directed Research in Providential Geography**

This course provides opportunities for faculty-supervised learning activities in Providential geography that are customized to special interests of the student. When a specific geography topic (or combination of geography-related topics) is selected the student will be assigned specific portions of the Holy Bible to study (including relevant portions of Genesis-based geography), as well as other related reading assignments (and/or video DVD viewings). The assessment of student learning is mostly based upon analytical reviews (book reviews and/or article reviews) plus a research summary paper (or equivalent project presentation) that demonstrates how a Bible-based understanding of Providential geography can and should honor God and His Word, as well as provide Scriptural answers to questions and confusions that many have regarding God's role as the Sovereign of Providential geography.

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## **PROV 631 Geographic Studies in Church History**

This course examines the particular information and importance of geographic places mentioned in church history (including attention to some aspects of the history of Christian missions), such as specific places especially relevant to the cultural history context of God's providential orchestration of people and events after the first century A.D. The non-randomness of world history is analyzed, with special attention to the fact that in God's providence there are "no little people" and "no little places." Although not offered as an "independent study," this course is designed to allow flexibility in course assignments, providing a geography-contextualized study of different eras and aspects of church history. (3 semester hours credit)

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## **PROV 632 Creationist Ecology and Providential Geography**

This course builds upon concepts introduced in Providential World History and Geography (PROV 540), further investigating the providential working of God, as God's gracious care of mankind (and His sovereign rule in human history) is apologetically shown to be carefully and providentially planned for, geographically and ecologically, in ways that directly relate to the Genesis Mandate and the Great Commission. Topics include the geographic aspects of world trade, how ecological factors affected the colonial era, and how both trade routes and colonization facilitated the worldwide spread and growth of Christian missions. This course analyzes the interface of ecology with providential history and geography, creationist ecology and climatology (e.g., ramifications of the Medieval Warm Period and the Little Ice Age), as well as global economics issues. (Prior completion of PROV 540 is recommended but not required; 3 semester hours credit)

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## **PROV 633 Family History and Providential Geography**

Building on Providential World History and Geography (PROV 540) and/or Creationist Ecology and Providential Geography (PROV 632), this course illustrates the importance of providential geography insights, as a special application of multidisciplinary apologetics suited for use in teaching family history (including multi-generational migrations of family lineages, aided by biographical history information), emphasizing biblical creationist biogenetics in conjunction with focused examples of providential history and geography. Review of biblical genealogies (in Genesis, Matthew, Luke, and elsewhere) in the Old and new Testaments are considered as a biblical pattern for studying the importance and nuances of family history. Basic principles for researching and documenting a family history are reviewed, with creationist practicum projects designed for emphasizing different facets of a short-term and/or long-term family history project. (3 semester hours credit)

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## **PROV 671 Biblical Applications to Business Law**

Directed Study. See. Dr. Jim Johnson for further details.

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## **PROV 672 Biblical Applications to Business Ethics**

Directed Study. See. Dr. Jim Johnson for further details.

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## **PROV 673 Biblical Applications to Regulated Businesses**

Directed Study. See. Dr. Jim Johnson for further details.

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## **PROV 677 Providential Apologetics and Food Dynamics**

This multidisciplinary course selectively highlights examples of agriculture and aquaculture, around the world, from a Providential history perspective, with special attention to the post-

Flood Genesis Mandate and “wise use” conservation principles. Domesticated animals (such as sheep, goats, cattle, etc.) are considered as they are described in Scripture, and as to how they are an integral (and providential) part of the global food industry. The role of food in family life is considered, and the role of food production and distribution in domestic and international economies is reviewed, in conjunction with Biblical passages regarding herding (or ranching), farming, fishing, and work ethic values. In light of Acts 14:17, this course analyzes Scriptural passages that pertain to food in general, and to agriculture and aquaculture in particular, in both the Old and New Testaments, including attention to how annual harvests (of barley, wheat, and grapes) were linked to levitical feasts that provide typological pictures of Christ’s activities as the promised Messiah. (3 semester hours credit)

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### **PROV 680 Apologetic Studies in Biblical Archaeology**

This interdisciplinary course introduces an apologetics approach to the study of biblical archaeology, including review of the importance of its connections to biblical history and biblical languages. Because Bible critics have tried to use archaeological studies to contradict information in Genesis, Joshua, Isaiah, Daniel, etc., archaeological data are carefully reviewed to show how such criticisms are refuted. Topics include archaeological evidence of the global Flood, Genesis 1-11 concepts preserved in Chinese pictographs, extra-biblical texts (such as the Moabite Stone) and artifacts (such as ancient artwork) that corroborate historical information provided in the Old and New Testaments, and archaeological data that aid understanding of biblical persons, places, events, or vocabulary. (3 semester hours credit)

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## **THEOLOGY**

### **THEO 501 Epistemology I: Comparing General and Special Revelation\***

General and special revelation are defined, compared, and contrasted, including an introduction to bibliology (especially inspiration and epistemology), in conjunction with studies in Romans, John, 2 Timothy, and 2 Peter. Presuppositional and evidential approaches to epistemology are analyzed, with special attention given to how the natural sciences pertain to biblical apologetics (e.g., comparing the fallibility of natural revelation with the infallibility of Holy Scripture). Topics include creation of matter, creation of life, the age of the earth, the age of the human race, how Adam's fall in Eden triggered the law of entropy, how the curse of sin and death applies to the world of biology, the importance of the Genesis Flood to the understanding of the physical world and also to the understanding of world history, etc. (3 semester hours credit)

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### **THEO 502 Epistemology II: Bibliology Applied to Teaching\***

This course advances the student's knowledge of the authenticity, accuracy, and authority of the Holy Bible, as well as its historic preservation despite persecution by those who oppose popular access to Scripture. How the English Bible was translated and transmitted is covered, as well as how that providential history can be taught to others, as an example of "teaching the teachers how to teach the teachable." Building on the first epistemology course, the Bible's doxological and soteriological themes and purposes are also examined, including studies in Philippians and 1 Peter, as well as the concept of "living epistles" in 2 Corinthians. The process of teaching, using Ezra's example (Ezra's formula for educational ministry), is further analyzed, with practical ministry applications. (Prerequisite: Epistemology I; 3 semester hours credit)

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### **THEO 510 Critiquing Secular and Religious Humanism\***

Because humanism appears both as secular humanism and as religious humanism, both are critiqued in contrast to teachings of the Holy Bible, including studies in Nehemiah, Galatians, Colossians, and 2 Timothy. The nature and impact of humanism, in both its secular and religious forms, is identified and analyzed. Biblical teachings are specially contrasted with humanistic teachings about God, the Bible's importance, ultimate origins and destinies, mankind's basic nature, sin, judgment, redemption, social dynamics, nature, knowledge, education, religious liberty and religious organizations, the flow of human history, the problem of suffering, and other topics. Special attention will be given to the importance of the historic role of humanistic vs. biblical thinking in the Pre-Reformation, Enlightenment, Protestant Reformation, and Counter-Reformation, as well as in contemporary trends of secular and religious thinking and teaching. (Prerequisite: Epistemology I; 3 semester hours credit)

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### **THEO 511 Directed Research in Creation Theology**

This course provides opportunities for faculty-supervised learning activities in Genesis-based creation theology that are customized to special interests of the student. When a specific topic (or combination of topics) is selected the student will be assigned specific portions of the Holy Bible to study (including relevant portions of Genesis), as well as other related reading assignments



(and/or video DVD viewings). The assessment of student learning is mostly based upon analytical reviews (book reviews and/or article reviews) plus a research summary paper (or equivalent project presentation) that demonstrates how creation theology (as an integral part of systematic theology) can and should honor God and His Word, as well as provide Scriptural answers to questions and confusions that many have regarding God's historic and ongoing role as Creator.

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### **THEO 570 Biblical Prayers for Apologetics Ministry**

Biblical apologetics ministry work should not be attempted apart from prayer, so an introductory overview of 7 Biblical prayer principles are analyzed in this course, with special attention to how specific New Testament prayers directly pertain to 4 aspects of a Genesis-based apologetics ministry.

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### **THEO 611 Advanced Research in Creation Theology**

#### **THEO 612 Creation, the Fall, and the Messianic Gospel\***

The historical record of God's creation of the cosmos, and of mankind, is reviewed and analyzed, along with Adam's fall in the Garden of Eden, and with the first Messianic promise of redemption (in Genesis, as amplified in light of Matthew, John, Romans, 1 Corinthians, and other Scripture passages). Theological ramifications of those three historic events (creation, fall, and redemption) are reviewed and analyzed. The apologetic importance of fulfilled Messianic prophecy is emphasized with special attention being given to the biblical doctrine of redemption (and to how Messianic prophecies provide progressive special revelation about the Messiah's redemptive person and ministry). Also, attention is also given to biblical examples of Messianic typology. Studies in Philippians and Colossians will accent how the Lord Jesus Christ, as the Suffering Messiah who has come, and as the Judging Messiah who will come again, perfectly fulfills the various roles of the "kinsman-redeemer." (3 semester hours credit)

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#### **THEO 620 Creation Theology Controversies**

This course introduces and analyzes several of the historic and current theological controversies that have hindered and/or clarified aspects of the Bible's teachings about creation, including attention to the Day-Age Theory, the Gap Theory, BioLogos, and the revival of ecumenical deism (the Intelligent Design "Wedge" Movement). Specific issues covered include contrasting the original and fallen creation, comparing the narrated content of Genesis chapter 1 and chapter 2, the age of the cosmos (and how to explain distant starlight), the age of humanity (using both Biblical and scientific data), the literary structure and genre of Genesis, Hebrew translation controversies, how the information in Genesis is treated in other books of the Bible, how many (now, and in the past) have tried to reconcile the teachings of Genesis with popular teachings of secular humanists, as well as how many (now, and in the past) have tried to reconcile the teachings of Genesis with popular teachings of religious humanists. This course also examines the proper relationship, according to Scripture, between the doctrines of creation and redemption. Advanced studies that build upon this course may be designated as coursework in the 420 series. (3 semester hours credit)

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## **THEO 625 Protestant Reformation Lessons and Biblical Creationism**

This course compares theological and ecclesiastical controversies during the Protestant Reformation with analogous controversies applicable to the modern revival of biblical creationism. Topics include historical controversies over the principles of *Sola Scriptura* and *Soli Deo Gloria*, as applied to the Protestant Reformation era and as applied to modern controversies about creation (such as the origin and age of the earth or humanity) and the Genesis Flood. The course analyzes the respective epistemological (and moral accountability) roles of general revelation, special revelation, and human authorities. Insights from Ezra, Nehemiah, Daniel, John, and/or Galatians will also be considered. Some attention is also given to historical examples of compromising biblical truth for pragmatic purposes. (3 semester hours credit)

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## **THEO 626 Critiquing Criticisms of Genesis**

Building on the foundation and framework provided in prerequisite courses, this course critically examines (and apologetically responds to) the challenges of Genesis critics. This course uses scriptural content and logical analysis (as well as corroborative general revelation-based apologetics) to identify syllogism fallacies, misreadings of Scripture, false dichotomies, distractions, and unwarranted assumptions. Insights from other books of the Bible, such as Romans and Galatians, are also used to refute criticisms of Genesis. This course involves critiquing the motives and methods of both modern and not-so-modern skeptics who have criticized Genesis' inspired text. (Prerequisites: Bible Study Methods, and Logic, Evidence, and Forensic Apologetics; 3 semester hours credit)

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## **THEO 637 Directed Research in Messianic Prophecy & Typology**

This course is designed primarily for students pursuing a Creation Theology minor. The work is completed outside of the classroom, being monitored and evaluated (while in progress) by the assigned faculty/mentor. Periodic status reports and a final summary report are required to verify that the student has accomplished a senior-level practicum directly related to creation research. This course requires individual research of many Messianic prophecies, as well as many examples of Messianic typology (i.e., symbolic foreshadowings of Christ's role as the promised Messiah, as is illustrated in John 1:29 & 3:14-16, Hebrews chapter 10, etc.), including analytic study of relevant parts of the 5 books of Moses (Genesis, Exodus, Leviticus, Numbers, Deuteronomy), the Psalms, and the Old Testament prophets (including Isaiah, Jeremiah, Daniel, Micah, Zechariah, Malachi, etc.), as well as analytic study regarding how the New Testament frequently verifies fulfillment of Messianic prophecies. (3 semester hours credit).

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## **THEO 647 Creationist Bioethics and Public Policy**

Bioethical issues, as taught in Genesis (especially the Genesis Mandate), Acts, and Romans, are investigated, especially as to the basic factual and ethical issues involved in the "bookend" events of human life, life's conception and death, as well as other bioethical issues tied to the sanctity of human life as uniquely created in God's image. The relationships between bioethics, public policy, law, and governmental regulation (especially of "bookend" events) is explored in this course. The course specifically considers biomedical policy and practices regarding human

sexuality, procreation, third-party assisted reproduction, contraception, legalized infanticide (abortion), euthanasia, patient and family autonomy (competency, legal accountability, free and informed consent issues, etc.), biomedical research controversies, social ethics and legal ramifications regarding promiscuity, and the law of privacy. (3 semester hours credit)

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### **THEO 726 Theology of Adam's Historicity**

With special attention to Pauline theology (especially in Romans and 1st Corinthians, correlated to the history of Adam as reported in Genesis), the theological importance of Adam is examined and is used to evaluate various historical and modern deviations from the Genesis record of humanity's origin. Theological topics examined include the origin of mankind, marriage, family, language, sin (including idolatry), mortality, mistreatment of God's Word, and the promise of redemption through Christ, and Earth's early chronology (as provided in Genesis).

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## **PRACTICUM AND CAPSTONE COURSES**

### **MCED 562 Administrative Services for Christian Education Ministry**

This course is designed primarily for students pursuing a minor in Specialized Ministries or in Christian Leadership & Communications. Relevant administrative services are completed outside of the classroom, being monitored and evaluated (while in progress) by the assigned faculty/mentor. Periodic status reports and a final summary report (or final project outcome) are required to verify that the student has accomplished a senior-level practicum directly related to specialized ministries that promote Christian education. (usually 3 semester hours credit, although the amount of work accomplished may justify more or less credit).

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### **MCED 564 Technical Applications for Christian Education Ministry**

This course is designed primarily for students pursuing a minor in Specialized Ministries or in Christian Leadership & Communications. Relevant technical applications (such as Christian education-oriented website or blogsite development) are completed outside of the classroom, being monitored and evaluated (while in progress) by the assigned faculty/mentor. Periodic status reports and a final summary report (or final project outcome) are required to verify that the student has accomplished a senior-level practicum directly related to specialized ministries that promote Christian education. (usually 3 semester hours credit, although the amount of work accomplished may justify more or less credit).

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### **MCED 567 Editorial Ministry & Christian Education Challenges**

This course is designed primarily for students pursuing a minor in Specialized Ministries or in Communication Ministries. Relevant editorial ministry work (promoting Christian education) is completed outside of the classroom, being monitored and evaluated (while in progress) by the assigned faculty/mentor. Periodic status reports and a final summary report (or final project outcome) are required to verify that the student has accomplished a senior-level practicum directly related to specialized ministries that promote Christian education. (usually 3 semester hours credit, although the amount of work accomplished may justify more or less credit).

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### **MCED 588 Apologetics Applications for Journalism Practicum**

This course investigates the value and practice of journalism as a vehicle for teaching (and otherwise promoting) Biblical apologetics. Relevant journalistic exercises and publications are completed outside of the classroom, and are assessed by the assigned faculty/mentor. Periodic writing assignments are required (and assessed) to verify that the student can use journalism opportunities to promote Biblical apologetics (3 semester hours credit).

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## **MCED 680 Creationist Stewardship Practicum**

This course is designed primarily for students pursuing a Creation Stewardship minor. The work is completed outside of the classroom, being monitored and evaluated (while in progress) by the assigned faculty/mentor. Periodic status reports and a final summary report are required to verify that the student has accomplished a graduate-level practicum directly related to creation stewardship. This practicum must directly involve an educational and/or apologetic ministry project that promotes the Genesis Mandate (and how that mandate applies to creation stewardship, with some attention to Bible-based stewardship ethics). Similar creation stewardship practicum coursework, especially those which are more technically oriented, may be customized and denominated using other course codes. (3 semester hours credit)

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## **MCED 681 Genesis Studies Practicum**

This course is designed primarily for students pursuing a Genesis Studies minor. The work is completed outside of the classroom, being monitored and evaluated (while in progress) by the assigned faculty/mentor. Periodic status reports and a final summary report are required to verify that the student has accomplished a graduate-level practicum directly related to Genesis studies. This practicum must directly involve an educational and/or apologetic ministry project that promotes the message of some part of Genesis, preferably some apologetically important aspect of Genesis chapters 1-11. (3 semester hours credit)

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## **MCED 682 Creation Theology Practicum**

This course is designed primarily for students pursuing a Creation Theology minor. The work is completed outside of the classroom, being monitored and evaluated (while in progress) by the assigned faculty/mentor. Periodic status reports and a final summary report are required to verify that the student has accomplished a graduate-level practicum directly related to creation research. This practicum must directly involve an creation theology-oriented ministry project that promotes the message of some part of Genesis, Job, one of the Gospels, Acts, or some other part of the Bible that describes a particular aspect of creation and what the Bible teaches, theologically, about that aspect of creation. For example, this practicum could involve a creation tour, creation safari, audiovisual presentation, or other project teaching creationist theology via attention to a specific topic like human life, animal life, plant life, ecology, how the Genesis Flood affected Earth, etc. (3 semester hours credit)

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## **MCED 683 Creation Research Practicum**

This course is designed primarily for students pursuing a Creation Research minor. The work is completed outside of the classroom, being monitored and evaluated (while in progress) by the assigned faculty/mentor. Periodic status reports and a final summary report are required to verify that the student has accomplished a graduate-level practicum directly related to creation research. This practicum must directly involve an educational and/or apologetic ministry project that promotes the message of some part of Genesis, Job, one of the Gospels, Acts, or some other part of the Bible that describes a particular aspect of the world of nature. For example, this practicum could involve a creation tour, creation safari, audiovisual presentation, or other project blending studies in creationist ecology with providential history and geography. Similar creation research

practicum coursework, especially those which are more technically oriented, may be customized and denominated as MCED 530 or 630 series courses. (3 semester hours credit)

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### **MCED 684 Christian Leadership Practicum**

This course is designed primarily for students pursuing a Christian Leadership and Communication minor. The documented leadership service is completed outside of ICR, and is monitored and evaluated (while in progress) by the assigned faculty/mentor, with attention given to Christian teaching principles revealed in relevant Scriptures (such as Matthew, Romans, Titus, and/or 1 Peter). Documentation of formal or semi-formal leadership activities, within a Christian ministry context, should demonstrate both practical leadership responsibility and outcomes-assessable achievement. Periodic status reports and a final summary report are required to verify that the graduate-level practicum directly and successfully relates to Christian leadership and communication. Similar Christian leadership and communication practicum coursework may be customized and denominated as MCED 540 or 640 series courses. (3 semester hours credit)

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### **MCED 685 Christian School Teaching Practicum**

This course is designed primarily for students pursuing a Christian School Teaching minor. The documented teaching is completed outside of the Institute for Creation Research, and is monitored and evaluated (while in progress) by the assigned faculty/mentor, with attention given to Christian teaching principles revealed in relevant Scriptures (such as Ezra, Nehemiah, the Gospels, Acts, and/or 2 Timothy). Documentation of formal or semi-formal teaching program activities, within a Christian school context, should demonstrate both audience-appropriate practicality and outcomes-assessable achievement. Periodic status reports and a final summary report are required to verify that the graduate-level practicum directly and successfully relates to Christian school teaching. Similar Christian school teaching practicum coursework may be customized and denominated as MCED 550 or 650 series courses. (3 semester hours credit)

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### **MCED 686 Specialized Ministries Practicum**

This course is designed primarily for students pursuing a Specialized Ministries minor. The documented ministry service is completed apart from listed catalog courses, and is monitored and evaluated (while in progress) by the assigned faculty/mentor, with attention given to Christian ministry principles revealed in relevant Scriptures of the New Testament. Documentation of specialized ministry-related service activities, within some kind of Christian education-promoting context, should demonstrate both practical service and outcomes-assessable achievement, demonstrating proficiency in some kind of specialized services needed in an apologetics-related Christian education ministry. Periodic status reports and a final summary report are required to verify the quality and quantity of specialized ministry work accomplished in this graduate-level practicum. Similar specialized ministry practicum coursework, especially those which are more technically oriented, may be customized and denominated as MCED 560 or 660 series courses. (3 semester hours credit or more, depending upon specialized services documented)

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## **MCED 687 Sacred Humanities Practicum**

This course is designed primarily for students pursuing a Sacred Humanities minor. The work is completed outside of the classroom, being monitored and evaluated (while in progress) by the assigned faculty/mentor. Periodic status reports and a final summary report are required to verify that the student has accomplished a graduate-level practicum directly related to sacred humanities (e.g., a biblically guided interaction with providential history, literature, language(s), antiquities, philosophy, argument, law, cultural geography, cultural arts, etc.). Recommended books of the Bible, to be integrated into this practicum course, include the Bible's "wisdom books" (such as Proverbs or James); the Psalms; the Bible's historical narrative books (such as Genesis, Judges, or Ruth), the Gospels, Acts; the New Testament's epistles (such as the Pauline epistles or the seven letters of Christ recorded in Revelation chapters 2-3). Apologetics-relevant theodicy portions of Romans chapters 1-11 are also recommended. Similar sacred humanities practicum coursework, especially those which are more journalistically oriented, may be customized and denominated as MCED 570 or 670 series courses. (3 semester hours credit)

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## **MCED 688 Sacred History Practicum**

This course is designed primarily for students pursuing a Sacred History minor. The work is completed outside of the classroom, being monitored and evaluated (while in progress) by the assigned faculty/mentor. Periodic status reports and a final summary report are required to verify that the student has accomplished a graduate-level practicum directly related to sacred humanities (e.g., a biblically guided interaction with providential history, historiography, the problem of revisionism, the contribution and limitations of archaeology, antiquities, etc.). Recommended books of the Bible, to be integrated into this practicum course, include the Bible's historical narrative books (such as Genesis, Judges, or Ruth), the Gospels, Acts; the New Testament's epistles (such as the Pauline epistles or the seven letters of Christ recorded in Revelation chapters 2-3). The practicum should demonstrate mastery of an area of biblical history (e.g., the earthly ministry of Christ, the travels of Paul, the ministry of Moses and Israel from the Exodus to the Trans-Jordan, Joshua and the conquest of Canaan, etc.) and an area of church history (e.g., part of the history of Christian missions, history of the Protestant Reformation and Counter-Reformation, history of the Pilgrims and Puritans, etc.). Apologetics-relevant historic prophecy portions of Daniel chapters 1-12 are also recommended. (3 semester hours credit)

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## **MCED 689 Sacred Geography Practicum**

This course is designed primarily for students pursuing a Sacred Geography minor. The work is completed outside of the classroom, being monitored and evaluated (while in progress) by the assigned faculty/mentor. Periodic status reports and a final summary report are required to verify that the student has accomplished a graduate-level practicum directly related to sacred humanities (e.g., a biblically guided interaction with providential geography, especially as God's providence applies to both physical and cultural geography, ecology, ethnology, geopolitical history, etc.). Recommended books of the Bible, to study in this course, include the Bible's historical narrative books (such as Genesis, Judges, or Ruth), the Gospels, Acts; the New Testament's epistles (such as the Pauline epistles or the 7 letters of Christ recorded in Revelation chapters 2-3), especially as they relate to biblical geography. The practicum should demonstrate mastery of an area of biblical geography (e.g., the earthly ministry of Christ, the travels of Paul, the travels of Moses and Israel from the Exodus to the Trans-Jordan, Joshua and the conquest of

Canaan, etc.) and an area of church history geography (e.g., geography of the missionary career of William Carey, geography of the Protestant Reformation and Counter-Reformation, Pilgrims and Puritan immigrants), etc. (3 semester hours credit)

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### **MCED 690 Educational Apologetics Ministry Capstone Project**

This educational apologetics ministry project is completed outside of the classroom, being monitored and evaluated (while in progress) by the assigned faculty/mentor, with attention given to Christian teaching principles revealed in relevant Scriptures (e.g., Ezra, Nehemiah, the Gospels, Acts, and/or 2 Timothy). Periodic status reports and a final summary report are required to verify that the student has accomplished a graduate-level “capstone” project demonstrating educational apologetics ministry. Some meaningful aspect of the “capstone” project should promote the communication of biblical truth, in general, and of truths taught in Genesis 1-11, in particular. (Prerequisites: all coursework in Modules 1, 2, 3, and 4 must be completed prior to completing this “capstone” course; 6 semester hours credit)

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### **MCED 695 Biblical Creationist Apologetics Thesis**

This biblical creationist apologetics thesis is completed outside of the classroom, being monitored and evaluated (while in progress) by the assigned faculty/mentor, with attention given to Christian education principles revealed in relevant Scriptures (e.g., Ezra, Nehemiah, the Gospels, Acts, and/or 2 Timothy). Periodic status reports, and a scholarly penultimate (i.e., pre-final) draft, are required, to verify that the student has accomplished a graduate-level thesis demonstrating biblical creationist apologetics comprehension and scholarship. Some meaningful aspect of the thesis should generally promote the accurate and insightful communication of biblical truth, as well as particularly promote specific truths taught within Genesis 1-11. (Prerequisites: all coursework in Modules 1, 2, 3, and 4 must be completed prior to completing this thesis course; 6 semester hours credit)

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### **MCED 731 Advanced Creation Research Practicum I**

This faculty-mentored course is used for guiding and assessing creation research practicum work that advances beyond the standards required for MCED 683.

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### **MCED 732 Advanced Creation Research Practicum II**

This faculty-mentored course is used for guiding and assessing creation research practicum work that advances beyond the standards required for MCED 731.

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### **MCED 733 Advanced Creation Research Practicum III**

This faculty-mentored course is used for guiding and assessing creation research practicum work that advances beyond the standards required for MCED 732.

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## **MCED 734 Advanced Creation Research Practicum IV**

This faculty-mentored course is used for guiding and assessing creation research practicum work that advances beyond the standards required for MCED 733.

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## **MCED 751 Advanced Christian School Teaching Practicum**

This faculty-mentored course is used for guiding and assessing Christian school teaching practicum work that advances beyond the standards required for MCED 685.

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## **MCED 751 Advanced Christian School Teaching Practicum**

This faculty-mentored course is used for guiding and assessing Christian school teaching practicum work that advances beyond the standards required for MCED 685.

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## ICR Faculty

All of ICR-SOBA's faculty endorse ICR's biblical and creationist tenets. All SOBA faculty members are "real world" practitioners in Christian ministries directly related to biblical education and/or apologetics.

SOBA's master faculty team is composed of members with earned doctorates (e.g., Th.D., D.Min., D.C.Ed.) directly related to teaching Biblical apologetics, plus others with apologetics-enhancing doctorates (or post-doctoral certifications) combined with at least 18 graduate-level semester hours credit directly relevant to course topics they teach. Also, SOBA's master faculty have records of published scholarship and/or significant professional service accomplishments in their respective areas of apologetics-relevant expertise. Also, to specifically maintain Biblical-theological apologetics (and academic rigor) standards of SOBA's graduate programs, each graduate-level course is taught or co-taught by a faculty member with an earned Th.D. or its equivalent (e.g., 120 graduate credit hours of pre-dissertation coursework, including at least 24 credit hours of Biblical languages, plus a dissertation or equivalent), a track record of theological/apologetics journal publications, scholarly paper presentations unto academic/learned societies, and relevant service in Biblical education/apologetics ministry. Likewise, SOBA's chief academic officer and deputy chief academic officer both have those same qualifications.

Online courses (e.g., special text lectures, video lectures, livestreamed lectures) are sometimes offered by a co-faculty team, composed of one master faculty member plus an associate faculty (or special visiting lecturer). All associate faculty and special guest lecturers have earned at least a master's degree (or equivalent, e.g., a military rank or government-issued certification comparable to a master's degree) in their fields of respective expertise, with professional service in a Christian ministry role that directly involves biblical education and/or apologetics.

**Chancellor (& ICR President):** Randy J. Guliuzza, P.E., M.D., M.P.H.

**Registrar & Academic Coördinator:** Mary Morris Smith, M.C.Ed.

### **Master Faculty (Teaching Professors and/or Lecture Authors)**

William R. Cooper, Ph.D., M.A., Th.D.\*

Gene L. Jeffries, M.Div., Th.D.

James J. S. Johnson, J.D., Th.D., C.I.H.E., C.P.E.E., chief academic officer

Jobe R. Martin, Th.M., D.M.D., D.Min.

Jeffrey P. Tomkins, M.S., Ph.D., M.C.Ed., deputy chief academic officer

Stanley D. Toussaint, Th.M., Th.D.\*

[\*indicates deceased faculty author of core course(s)]

### **Adjunct Faculty & Special Guest Lecturers**

Donald Barber, Jr., E.P.A.P.P.

Timothy Clarey, M.S., Ph.D.

Lee Dusing, M.S., M.C.Ed.

Jake Hebert, M.S., Ph.D.

Mirren Martin, M.S., Ph.D.

Taryn Martin, M.S., Ph.D.

Frank Sherwin, M.A., D.Sc. (Hon)

Seth Trotman, M.C.Ed., assistant registrar & webmaster

Audris Zidermanis, M.S., Ph.D.

# Admissions

## Prerequisites for Admission

### General Requirements for Admission into the M.C.Ed. Program

1. Written testimony showing belief in the Lord Jesus Christ as personal Savior;
2. An earned bachelor's degree with either 1) a minor (or minor equivalent) in Bible, theology, Christian education, Christian ministry, or similar emphasis; or 2) passing a Bible/apologetics entrance exam to assess the applicant's potential for success in the M.C.Ed. program;
3. Full payment of the non-refundable application processing fee;
4. Demonstrated mastery of English (e.g., as shown by the application process);
5. Endorsement of ICR's biblical and creationist tenets ([www.icr.org/tenets](http://www.icr.org/tenets));
6. References (academic and ministry); and
7. For the online version of the M.C.Ed., adequate technical skills (and computer equipment) to facilitate taking and completing this online program.

### Additional Admissibility Factors to be Considered

In addition to the above requirements for a minor (or minor equivalent) in Bible, biblical theology, Christian education, Christian ministry, or the like, SOBA reviews prior academic performance as a probable indicator of prospective academic success.

Accordingly, an overall 2.75 undergraduate GPA (3.0 in Bible, biblical theology, Christian ministry, and similar coursework) is generally required for admission into the M.C.Ed. program. Students whose overall GPA falls between 2.5 and 3.0 may be admitted on probation ("provisional admission"), which means they will not be officially admitted into the program until they have completed 9 semester hours (i.e., 3 regular courses) with a GPA of 3.0 or higher. Students whose overall GPA is lower than 2.5 may be considered on a "special circumstances" basis, perhaps in conjunction with an examination or other measuring devices, prior to being selected for "provisional admission" status.

### Policy Regarding Candor and Disclosure in the Application Process

ICR's School of Biblical Apologetics, as a matter of institutional academic viewpoint, endorses the official creationist tenets of the Institute for Creation Research, which are described at the end of this catalog under the heading "Foundational Principles." Each applicant acknowledges that he/she has carefully read all of ICR's creationist tenets ([www.icr.org/tenets](http://www.icr.org/tenets)), and that he/she understands that all SOBA courses will be taught from the viewpoint of these tenets. Students who provide less than truthful statements during the application/registration process will be subject to removal from the program.

## Admissions Procedures

Admissions procedures are provided at: [www.icr.edu/soba](http://www.icr.edu/soba).

Telephone: 214-615-8322 or 214-615-8314  
Registrar: Mary Smith, at [msmith@icr.edu](mailto:msmith@icr.edu)  
Assistant Registrar: Seth Trotman, at [strotman@icr.edu](mailto:strotman@icr.edu)  
CAO / FAQs: James J. S. Johnson, at [jjohnson@icr.edu](mailto:jjohnson@icr.edu)  
Postal mail: Institute for Creation Research  
attn: School of Biblical Apologetics  
1806 Royal Lane, Dallas, Texas 75229

Once you access the application materials on [www.icr.edu/soba](http://www.icr.edu/soba) (or you may apply directly online):

1. Complete the application and send it to the admissions office at the address above, along with the required application fee. The application may be completed online, faxed, or sent by U.S. mail (or private sector equivalent).
2. Submit your essay by email to both [jjohnson@icr.edu](mailto:jjohnson@icr.edu) & [msmith@icr.edu](mailto:msmith@icr.edu) .
3. Request official transcripts (copies are acceptable on a temporary basis, but *official* transcripts are eventually required) to be sent to Admissions, at the address above.
4. Request 2 character references, following directions on the Character Reference Forms.

**Note:** The Family Education Rights and Privacy Act of 1974 (“FERPA”) is not directly applicable to ICR’s School of Biblical Apologetics (because ICR does *not* accept government grants/funding), yet ICR nevertheless observes an educational privacy policy similar to FERPA on most issues. Please notice that letters of recommendation have traditionally not been shown to students. Because of the importance of preserving the confidentiality of letters of recommendation, educational institutions are permitted to suggest that applicants may waive their rights of access to letters of recommendation. Thus, applicants may waive their rights to see these recommendations, but such waiver is not required. (In other words, signing such a waiver statement is not required as a condition of admission.)

## Transfer Applicants

The above information applies to both entry-level graduate applicants and to those applicants who are requesting transfer credit for graduate coursework completed at another educational institution.

# Academic Progress

## Academic Advising

Upon acceptance into the program, the Chief Academic Officer (CAO) will serve as or else assign someone else as an academic advisor to each student. That advisor assumes immediate responsibility for the programs and counseling of students in their respective minors. Academic counseling is typically available via telephone calls or email. A minor is optional, but in most cases a minor should be selected as soon as possible, though a student may voluntarily change (i.e., drop or add) minors later.

## Transfer Credit

Transfer credit is reviewed on a case-by-case basis. A student may request an individual interview to discuss transfer credit questions, but all transfer credit decisions will ultimately be decided as a matter of discretion by the administration. Important transfer credit factors include the theological viewpoint of the other institution *and* the similarity of academic subject matter between the course taken (elsewhere) and an “equivalent” ICR course.

## Registration and Tuition Payments

Registration for courses requires full payment for each online course, and courses are usually taken one at a time. Tuition may be paid by telephoning your credit card information to the Registrar (214.615.8322), by fax, or by personal check mailed to SOBA. Checks should be payable to “Institute for Creation Research.” Most courses are 3 semester hours each, so such courses now cost \$375.00 (tuition), representing 3 X \$125.00 per semester hour.

Course enrollments (and thus course tuition charges) are done one course at a time (i.e., no “semesters”); each course’s enrollment becomes effective as soon as that course is prepaid for.

## Refunds

A student may be entitled to a partial refund of tuition (20% per “week”), providing reasonable notice and proper withdrawal procedures are completed with the Registrar’s office. Failure to electronically “attend” a particular “week” of online coursework will not automatically entitle a student to a refund unless the proper withdrawal procedures are followed, including payment of all outstanding financial obligations to the institute. A student who has not made total payment for a class (e.g., if a tuition check “bounces) and drops without filing an official withdrawal will be responsible for the remaining balance. In the event a student is dismissed, no refund is warranted; however, the Chancellor or CAO may authorize a partial refund if mitigating circumstances appear to justify it.

## Grading Scale

Grade	Grade point
A	4.00
B	3.00
C	2.00
D	1.00
F	0

Courses with a D or F are not accepted for transfer credit, so such courses do not transfer (thus and need to be retaken). Likewise, courses taken from ICR-SOBA that result in course grades of D or F require re-taking of such courses; the new grade will replace the old grade.

## **Designating an Academic Minor**

All M.C.Ed. students are encouraged to (but are not required to) complete an academic minor. For some students, scheduling may not permit completion of enough minor courses (to complete a particular minor), so it is to be expected that some students may undertake this program without declaring a minor. However, circumstances sometimes change, so a student who begins without designating a minor may later designate one (and vice versa). Administratively, it is helpful for SOBA to know who is pursuing what minor(s), so that electives can be offered efficiently (based on projected class size, availability of educational courses, etc.).

Also, it should be noted that some minor tracks include electives that have prerequisites. Each student is responsible for planning out his or her own minor track development, yet academic advice is available on request. In addition, students not having prerequisites for a particular course may be permitted to take that course with instructor approval.

## **Withdrawal, Readmission, and Need to Complete Program within 5 years**

Students who do not intend to complete their degree program may provide a formal notice of withdrawal. Students who are contemplating withdrawal are advised to contact the CAO. Also, substantial inactivity for more than 1 year (i.e., 12 months) is deemed a *de facto* withdrawal. Apart from this inactivity-based “deemed withdrawal” this program is self-paced, subject to completing the M.C.Ed. program *within 5 years* (unless ICR extends this completion deadline).

Students who have withdrawn (or who are deemed to have withdrawn) from the School of Biblical Apologetics and desire to return must ordinarily submit a new application along with new references and transcripts from all postsecondary institutions attended since leaving the School of Biblical Apologetics. Applications for readmission will be reviewed by the Admission Committee and/or the CAO.

## **Ethical Use Policy & Plagiarism Policy**

Nothing on our website may be reprinted or reproduced for other websites and media in whole or in part beyond these guidelines without obtaining permission from ICR, except if such copying fits the federal copyright law’s “fair use” exception. ***If you plagiarize content from someone else’s work, you are stealing credit from someone.*** Please be careful to follow these guidelines that will allow you to use well-documented information in your own ministry, while at the same time showing the respect, credit, and courtesy due the original author. ICR takes plagiarism very seriously. Plagiarism can lead to failing grades and dismissal from ICR-SOBA programs.

Suggested ways to avoid plagiarism:

1. Place quotes around anything you “cut-and-paste.” Reference where you found the information you are quoting, using quotation marks. Example: “Creation cannot get a fair hearing in the marketplace of ideas.”[1] Otherwise, use indented block quotation format, clearly identifying (and giving proper author attribution) the content which is quoted.

2. Rephrase or summarize information with a list of where the information came from. Example: The press is biased in their reporting of evolution and creation news. [1]
3. Common knowledge need not be referenced if rephrased or summarized. Information widely known (found in reference books) is considered common knowledge. Example: Empirical science observes activities in the present, not causation events of the past.

Example Footnote:

[1] Jeffrey P. Tomkins, “The Fossils Still Say No: Tumultuous Triassic Tussle”, *Acts & Facts*, 50(7):10-12 (July 2021).

## Privacy Policy

The Institute for Creation Research and its agents will not give or sell personal information about you to another organization. ICR does not need to know your Social Security number, age, birthdate, race, or ethnic group. (Of course, you retain the freedom to disclose your own private information, but that is your choice. For example, if you mention attending a Scottish bagpipes musical event, as part of a homework assignment, you are free to note why the event was importance to your family history, or that of your spouse, etc. – ICR is a creation-affirming institution so ICR encourages its students to learn, appreciate, and thank God for their respective family histories, as is more fully explained in Dr. Jim Johnson’s “People to Be Created”, *Acts & Facts*, 43(11):20 (November 2014), posted at [www.icr.org/article/people-yet-be-created](http://www.icr.org/article/people-yet-be-created) .) Moreover, as a Biblical creationist ministry, ICR-SOBA does take a Genesis-based position on the God-defined institution of marriage – see Dr. Randy Guliuzza’s “Refusing to Live by Lies”, *Acts & Facts*, 50(5):4-9 (May 2021), posted as [www.icr.org/article/refusing-to-live-by-lies](http://www.icr.org/article/refusing-to-live-by-lies) .

No information is collected other than data that is typically collected by websites in general. If you choose to provide additional information, such as signing up for a free subscription, this will allow us to serve you better. However, when registering for a course you should assume that email will be used for most communications between you and ICR, so if that is unacceptable to you, request an alternative accommodation – this is not a promise or guarantee that any such alternative accommodation may be made. Any failure to make such a request to ICR’s CAO ( email: [jjohnson@icr.edu](mailto:jjohnson@icr.edu) ) is deemed a waiver of your right to protest the usage of emails for ICR communications with you. .

If you no longer wish to receive ICR email publications, please [click here](#) to unsubscribe. To request removal from our print mailing list, please send your name and postal address to [subscriptions@icr.org](mailto:subscriptions@icr.org).

This site is informational and educational in nature. It is not offering professional legal, tax, or accounting advice for individuals or entities. All persons who use information from this site for other than educational purposes should be advised by qualified professional counsel.

If you have any questions about our privacy policy, please contact Dr. Jim Johnson at [jjohnson@icr.edu](mailto:jjohnson@icr.edu).



# Graduation Requirements

## Generalization regarding Normal Progress and Time Limit

Students who undertake one minor (as opposed to a double minor) should be able to complete this program within 24 months.

Students are expected to complete all requirements for graduation that are in place at the time of matriculation.

## General Requirements for Graduation (see requirements for specific minors)

Apart from specific requirements needed to fulfill a student's academic minor, the M.C.Ed. program requires the following elements for completion:

- Acceptance into the M.C.Ed. program, which includes (but is not limited to) an earned undergraduate degree in a relevant discipline, as well as a written endorsement of or concurrence with ICR's biblical and creationist tenets;
- Completion of all required scope-and-sequence coursework;
- Completion of required Christian service and/or practicum project(s);
- At least 54 semester hours of pre-thesis/capstone graduate coursework;
- Completion of the 36 semester hours of M.C.Ed. joint major core courses;
- Successful completion of M.C.Ed. capstone "masterpiece" project **or** M.C.Ed. thesis;
- Avoidance of any disciplinary problems (e.g., plagiarism, disruptiveness, usage of illegal drugs or other seriously illegal behavior) that might disqualify the student from satisfying student conduct requirements;
- Completion of all program requirements within 5 years of admission (unless ICR-SOBA, using its discretion, extends this completion deadline).

# Tuition, Costs, & Crisis Contingencies

The ICR School of Biblical Apologetics seeks to provide quality educational programs for all students at a reasonable cost. As a private, religious, not-for-profit institution, the ICR and SOBA receive neither government “grants” nor comparable subsidies from taxes or other public funds, so the tuition and fees charged must be supplemented by significant outside gifts from concerned individuals in order to keep costs at levels that are feasible for students. (Obviously receipt of FMV or partial compensation, to offset governmental “takings”, is different, as a matter of 5<sup>th</sup> Amendment-based constitutional law.)

Typical expenses of students (in SOBA’s online M.C.Ed. program) are shown below.

SOBA reserves the right to non-arbitrarily modify student charges, its services, and/or change its programs of study should drastic economic conditions, political persecution, personnel limitations (e.g., available faculty who are qualified to teach a particular elective course), curriculum revisions, telecommunication outages, and/or national emergencies (e.g., crisis conditions caused by insurrections, plagues, disasters, etc.) make it needful for SOBA to do so.

## Tuition

\$125.00 per semester hour

Total tuition cost for 60 semester hours **\$7,500.00**

(Note: if prior graduate coursework is accepted as transfer credit, the total cost of tuition will be less, based on how much transfer credit is accepted; also, if more than the minimum 60 semester hours are taken, the total must be adjusted accordingly.)

## Fees (non-refundable)

Textbooks and supplies (estimate: ~\$150/course x 18 courses) \$ 2,700.00

(Note: Textbooks and supplies are not included in tuition.

Students are responsible for purchasing these materials; some required books and DVDs can be purchased from ICR’s online store, or can be bought “used” online, e.g., from Amazon.)

Application Processing Fee \$ 50.00

Processing Fee for Documenting Graduation \$ 50.00

Transcript Fee (when applicable) \$ 5.00

**Total estimated cost for the entire two-year program \$10,300.00**

# ICR's Foundational Principles

The Institute for Creation Research School of Biblical Apologetics has a unique statement of faith for its faculty and students, incorporating most of the basic Christian doctrines applicable to a biblical creationist framework, organized in terms of two parallel sets of “tenets,” directly related to the “special revelation” we have in God’s inspired Word (the Holy Bible) and the “general revelation” we have in God’s created world. Reproduced below are the ICR tenets of biblical creationism and scientific creationism.

## Principles of Biblical Creationism

1. The Creator of the universe is a triune God: Father, Son, and Holy Spirit.<sup>3</sup> There is only one eternal and transcendent God, the source of all being and meaning, and He exists in three Persons, each of whom participated in the work of creation.
2. The Bible, consisting of the thirty-nine canonical books of the Old Testament and the twenty-seven canonical books of the New Testament, is the divinely-inspired revelation of the Creator to man. Its unique, plenary, verbal inspiration guarantees that these writings, as originally and miraculously given, are infallible and completely authoritative on all matters with which they deal, free from error of any sort, scientific and historical as well as moral and theological.
3. All things in the universe were created and made by God in the six literal days of the creation week described in Genesis 1:1-2:3, and confirmed in Exodus 20:8-11. The creation record is factual, historical, and perspicuous; thus all theories of origins or development that involve evolution in any form are false. All things that now exist are sustained and ordered by God’s providential care. However, a part of the spiritual creation, Satan and his angels, rebelled against God after the creation and are attempting to thwart His divine purposes in creation.
4. The first human beings, Adam and Eve, were specially created by God, and all other men and women are their descendants. In Adam, mankind was instructed to exercise “dominion” over all other created organisms, and over the earth itself (an implicit commission for true science, technology, commerce, fine art, and education), but the temptation by Satan and the entrance of sin brought God’s curse on that dominion and on mankind, culminating in death and separation from God as the natural and proper consequence.
5. The biblical record of primeval earth history in Genesis 1-11 is fully historical and perspicuous, including the creation and fall of man, the curse on the creation and its subjection to the bondage of decay, the promised Redeemer, the worldwide cataclysmic deluge in the days of Noah, the post-diluvian renewal of man’s commission to subdue the earth (now augmented by the institution of human government), and the origin of nations and languages at the Tower of Babel.
6. The alienation of man from his Creator because of sin can only be remedied by the Creator Himself, who became man in the person of the Lord Jesus Christ, through miraculous conception and virgin birth. In Christ are indissolubly united perfect sinless humanity and full deity, so that His substitutionary death is the only necessary and sufficient price of man’s redemption. That the redemption was completely efficacious is

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<sup>3</sup> The Holy Spirit is one of the three divine Persons of the Holy Trinity, one God in three persons. His ministry is to convict, regenerate, indwell, instruct, and guide all believers in Christ.

assured by His bodily resurrection from the dead and ascension into heaven; the resurrection of Christ is thus the focal point of history, assuring the consummation of God's purposes in creation.

7. The final restoration of creation's perfection is yet future, but individuals can immediately be restored to fellowship with their Creator on the basis of His redemptive work on their behalf, receiving forgiveness and eternal life solely through personal trust in the Lord Jesus Christ, accepting Him not only as estranged Creator, but also as reconciling Redeemer and coming King. Those who reject Him, however, or who neglect to believe on Him, thereby continue in their state of rebellion and must ultimately be consigned to the everlasting fire prepared for the devil and his angels.
8. The eventual accomplishment of God's eternal purposes in creation, with the removal of His curse and the restoration of all things to divine perfection, will take place at the personal bodily return to earth of Jesus Christ to judge and purge sin and to establish His eternal kingdom.
9. Each believer should participate in the "ministry of reconciliation" by seeking both to bring individuals back to God in Christ (the "Great Commission") and to "subdue the earth" for God's glory (the Edenic-Noahic Commission). The three institutions established by the Creator for the implementation of His purposes in this world (home, government, church) should be honored and supported as such.

## **Principles of Scientific Creationism**

1. The universe and life have somehow been impaired since the completion of creation, so that imperfections in structure, disease, aging, extinctions, and other such phenomena are the result of "negative" changes in properties and processes occurring in an originally-perfect created order.
2. Since the universe and its primary components were created perfect for their purposes in the beginning by a competent and volitional Creator, and since the Creator does remain active in this now-decaying creation, there do exist ultimate purposes and meanings in the universe. Teleological considerations, therefore, are appropriate in scientific studies whenever they are consistent with the actual data of observation. Furthermore, it is reasonable to assume that the creation presently awaits the consummation of the Creator's purpose.
3. Although people are finite and scientific data concerning origins are always circumstantial and incomplete, the human mind (if open to possibility of creation) is able to explore the manifestations of that Creator rationally, scientifically, and teleologically.
4. The physical universe of space, time, matter, and energy has not always existed, but was supernaturally created by a transcendent personal Creator who alone has existed from eternity.
5. The phenomenon of biological life did not develop by natural processes from inanimate systems but was specially and supernaturally created by the Creator.
6. Each of the major kinds of plants and animals was created functionally complete from the beginning and did not evolve from some other kind of organism. Changes in basic kinds since their first creation are limited to "horizontal" changes (variations) within the kinds, or "downward" changes (e.g., harmful mutations, extinctions).
7. The first human beings did not evolve from an animal ancestry, but were specially created in fully human form from the start. Furthermore, the "spiritual" nature of man (self-image, moral consciousness, abstract reasoning, language, will, religious nature, etc.) is itself a supernaturally created entity distinct from mere biological life.
8. The record of earth history, as preserved in the earth's crust, especially in the rocks and fossil deposits, is primarily a record of catastrophic intensities of natural processes,

operating largely within uniform natural laws, rather than one of gradualism and relatively uniform process rates. There is much scientific evidence for a relatively recent creation of the earth and the universe, in addition to strong scientific evidence that most of the earth's fossiliferous sedimentary rocks were formed in an even more recent global hydraulic cataclysm.

9. Processes today operate primarily within fixed natural laws and relatively uniform process rates, but since these were themselves originally created and are daily maintained by their Creator, there is always the possibility of miraculous intervention in these laws or processes by their Creator. Evidences for such intervention should be scrutinized critically, however, because there must be clear and adequate reason for any such action on the part of the Creator.

In addition to a firm commitment to creationism and to full biblical inerrancy and authority, the ICR School of Biblical Apologetics is committed to Christ-honoring high standards of academic excellence. SOBA's highly qualified and experienced faculty is in itself assurance of a rigorous and creative educational experience for its students, equipping them both for productive careers in their chosen educational ministry endeavors and for making a God-honoring contribution to the ongoing worldwide revival of biblical creationist apologetics.

**Revised by JJSJ:**

**AD2021-07-07**