



**Institute for Creation Research**

**SCHOOL OF BIBLICAL APOLOGETICS**

**Undergraduate 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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# Table of Contents

|  |           |
|--|-----------|
| <b>Notices of Student Non-discrimination Policy &amp; of Qualified Terms of Catalog Use.....</b> | <b>2</b>  |
| <b>The Institute for Creation Research.....</b>  | <b>5</b>  |
| ICR Mission and Purpose .....  | 5         |
| ICR Board of Trustees .....  | 5         |
| <b>The School of Biblical Apologetics .....</b>  | <b>6</b>  |
| Administration & Welcoming Words from the Chief Academic Officer.....                            | 6         |
| Special Purpose and Goals.....   | 7         |
| Institutional Academic Freedom versus Accreditation.....   | 8         |
| Quick Summary of Accreditation Politics (Applicable to Texas).....                               | 8         |
| Our Commitment to Transmitting Biblical Truth.....   | 10        |
| Our Commitment to Biblical Education .....   | 11        |
| Our Commitment to Equipping Teachers of Truth .....  | 11        |
| <b>The Academic Program .....</b>  | <b>12</b> |
| Scope and Sequence.....  | 12        |
| Program Objectives .....   | 14        |
| <b>Bachelor of Christian Education Program.....</b>  | <b>14</b> |
| Optional Major or Minor in Genesis Studies .....   | 16        |
| Optional Major or Minor in Creation Research.....  | 17        |
| Optional Major or Minor in Creation History.....   | 18        |
| Optional Major or Minor in Creation Stewardship .....  | 19        |
| Optional Major or Minor in Creation Theology .....   | 20        |
| Optional Minor in Communication Ministries.....  | 21        |
| Other Optional Majors and Minors in Development.....   | 21        |
| <b>Bachelor of Christian Education Completion Program.....</b>                                   | <b>22</b> |
| <b>Bachelor of Ministries Customized Program.....</b>  | <b>22</b> |
| <b>Associates of Christian Education Program .....</b>   | <b>23</b> |
| Program Objectives .....   | 23        |
| Core Courses for the Associate of Christian Education.....                                       | 25        |
| Optional Track Focusing on Genesis Studies .....   | 25        |
| Optional Track Focusing on Creation Research .....   | 25        |
| Optional Track Focusing on Creation History.....   | 26        |
| Optional Track Focusing on Creation Stewardship .....  | 27        |
| Optional Track Focusing on Creation Theory .....   | 28        |
| Optional Track Focusing on Communication Ministries.....   | 28        |
| Other Optional Special Interest Tracks in Development.....                                       | 29        |
| <b>ICR Faculty.....</b>  | <b>29</b> |
| <b>Admissions .....</b>  | <b>31</b> |
| Requirements for Admission.....  | 31        |

|  |           |
|--|-----------|
| Additional Admissibility Factors to be Considered.....                 | 31        |
| Policy Regarding Candor and Disclosure in the Application Process..... | 32        |
| Admissions Procedures.....   | 32        |
| Transfer Applicants.....   | 33        |
| <b>Academic Progress.....</b>  | <b>34</b> |
| Academic Advising.....   | 34        |
| Designating an Optional Major and/or Minor.....                        | 34        |
| Transfer Credit.....   | 34        |
| Registration, Tuition Payments.....                                    | 34        |
| Refunds.....   | 35        |
| Grading Scale.....   | 35        |
| Withdrawal and Readmission.....  | 35        |
| Ethical Use Policy & Plagiarism Policy.....                            | 36        |
| Privacy Policy.....  | 36        |
| <b>Graduation Requirements.....</b>                                    | <b>37</b> |
| Generalization regarding Normal Progress and Time Limit.....           | 38        |
| General Requirements for Graduation.....                               | 38        |
| <b>Tuition and Costs.....</b>  | <b>39</b> |
| Tuition.....   | 39        |
| Fees (Non-Refundable).....   | 39        |
| <b>ICR's Foundational Principles.....</b>                              | <b>41</b> |
| <b>Course Descriptions</b>   |           |
| Apologetics.....   | 44        |
| Bible.....   | 58        |
| Communication Ministries.....  | 65        |
| Creation Stewardship.....  | 70        |
| Providential History and Geography.....                                | 77        |
| Theology.....  | 83        |

# 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 undergraduate degree options. 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 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 being "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 B.C.Ed. program is possible in less than 48 months; progress within the B.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 B.C.Ed. program beyond 6.5 years.

Likewise, completion of the A.C.Ed. program is possible in less than 24 months; progress within the A.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 A.C.Ed. program beyond 3.5 years.

## **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.

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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).

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).

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

### Undergraduate (*B.C.Ed.* and *A.C.Ed.*) Degree Programs

#### *Scope and Sequence*

The overall scope of ICR’s undergraduate degree programs includes 8 educational priorities:

1. 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;
2. 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;
3. Applying 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;
4. Recognizing and reviewing representative examples of the “many infallible proofs” of God’s truth, especially as such are relevant to topics included within Genesis chapters 1-11;
5. 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;
6. 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, 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;
  - 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.
7. Developing a proficiency of biblical apologetics with a view toward Christian education applications (in the form of a core major, ***Creation Apologetics***, or concentration in ***Biblical Apologetics***), as well as developing a specialized knowledge base and enhanced proficiency in optional academic majors and/or minors ancillary to biblical apologetics and educational ministry.
  8. Demonstrating specialized mastery of Biblical creationist apologetics knowledge and skills (integrating natural and special revelation), through the combined experiences of educational project applications and/or adversarial advocacy practicum exercises.

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

## **BACHELOR OF CHRISTIAN EDUCATION PROGRAM**

### Program Objectives (core major in **Creation Apologetics**)

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

- Demonstrate ability to identify and analyze God’s role in providing foundational truths in the form of general and special revelation;
- 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;
- 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;
- 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;
- 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;
- 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
- Develop a proficiency of biblical creationist 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 (as outlined in this catalog).

### **Major in Creation Apologetics**

The B.C.Ed. “zero entry” (i.e., assuming zero transfer credits from other colleges) program is designed to approximate a four-year course of studies, consisting of 128 semester hours of undergraduate coursework, averaging 32 semester hours of credit per academic year. Optional majors (or minors), are:

Genesis Studies (offered as optional second major or as optional minor)

Creation Research (offered as optional second major or as optional minor)

Creation History (offered as optional second major or as optional minor)

Creation Stewardship (offered as optional second major or as optional minor)

Creation Theology (offered as optional second major)

Communication Ministries (offered as optional minor)

Also, SOBA anticipates offering other optional majors and minors; the following optional major and minor tracks are in development and/or are offered as customized track programs:

Christian Leadership, Specialized Ministries, Sacred Geography

At least 27 courses are required “core” courses for completing the B.C.Ed. program’s core major in Creation 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 scheduling permits. Each of the below six course category requirements must be fulfilled in the B.C.Ed. zero entry program.

Required courses (Core Courses) for the Bachelor of Christian Education

(These courses automatically satisfy the program’s core major in Creation Apologetics.)

Bible Foundations (5 courses)

BIBL 240 The Original & Revised Dominion Mandate

BIBL 280 Directed Study in Genesis

BIBL 305 Matthew: Messiah, the Perfect King

BIBL 310 Hebrews: Christology Foundations

BIBL 350 Romans: Gospel Foundations

Theology Principles (6 courses)

THEO 201 Biblical Epistemology I: Divine Revelation

THEO 202 Biblical Epistemology II: Bible Study

THEO 203 Biblical Epistemology III: Biblical Authority

THEO 210 Analyzing Humanistic Faith & Practice

THEO 412 Creation, the Fall & Redemption

THEO 426 Theological Importance of Adam

Apologetics Applications (10 courses)

APOL 201 The Bible, Truth Claims & Worldview Conflicts

APOL 202 Introductory Studies in Biblical Beginnings

- APOL 203    Introductory Apologetics of Heaven & Earth
- APOL 204    Introductory Apologetics of Living Creatures
- APOL 205    Introductory Apologetics of Social Dynamics
- APOL 270    Creationist Appreciation for Human Life
- APOL 271    Creationist Appreciation for Animal Life
- APOL 302    Survey of Foundational Biblical Apologetics
- APOL 401    Logic & Evidence Applied to Biblical Apologetics
- APOL 470    Historical Studies in Religious Freedom & Persecution

Providential History (2 courses)

- PROV 320    Historic Impact of the Global Flood
- PROV 268    Directed Studies in Providential Family History

Creation Stewardship (1 course)

- CRST 168    Directed Studies in Creation Stewardship

Communication Ministries (1 course)

- CMIN 108    Directed Studies in Christian Communications

Applied Learning Service Projects    (any courses totaling at least 5 semester hours)

(any 2 or more applied learning service project/practicum courses)

**Electives** (additional courses, as needed, to add up to at least 128 semester hours)

**Optional Major or Minor in Genesis Studies**

In addition to the core major in Creation Apologetics, which is fulfilled by completion of the required courses (outlined above), students may choose to complete an additional (optional) major in Genesis Studies, by completion of 36 semester hours (i.e., completing twelve 3-semester-hours courses, or completing any other combination of Genesis Studies courses that adds up to 36 semester hours) as shown below.

Also, a minor in Genesis Studies is earned by completion of 18 semester hours (i.e., completing six 3-semester-hours courses, or completing any other combination of Genesis Studies courses that adds up to 18 semester hours).

|          |  |
|----------|--|
| APOL 202 | Introductory Studies in Biblical Beginnings          |
| BIBL 240 | The Original & Revised Dominion Mandate              |
| BIBL 280 | Directed Studies in Genesis                          |
| BIBL 314 | Biographies in Genesis: Illustrating Faith & Failure |
| BIBL 381 | Genesis Studies Service Project                      |
| BIBL 403 | Geographic Perspectives from Genesis                 |
| BIBL 480 | Hebrew Philology Studies in Genesis                  |
| CMIN 410 | Comparing Themes in Genesis to World Literature      |
| PROV 320 | Historic Impact of the Global Flood                  |
| THEO 201 | Biblical Epistemology I: Divine Revelation           |
| THEO 412 | Creation, the Fall & Redemption                      |
| THEO 426 | Theological Importance of Adam                       |
| THEO 440 | Cross-Examining the Critics of Genesis               |

(or any other course later designated as a “Genesis Studies” course)

### **Optional Major or Minor in Creation Research**

In addition to the core major in Creation Apologetics, which is fulfilled by completion of the required courses (outlined above), students may choose to complete an additional (optional) major in Creation Research, by completion of 36 semester hours (i.e., completing twelve 3-semester-hours courses, or completing any other combination of Creation Research courses that adds up to 36 semester hours) as shown below.

Also, a minor in Creation Research is earned by completion of 18 semester hours (i.e., completing six 3-semester-hours courses, or completing any other combination of Creation Research courses that adds up to 18 semester hours).

|          |   |
|----------|---|
| APOL 203 | Introductory Apologetics of Heaven & Earth        |
| APOL 204 | Introductory Apologetics of Living Creatures      |
| APOL 205 | Introductory Apologetics of Social Dynamics       |
| APOL 222 | Creationist Appreciation for Providential Ecology |
| APOL 271 | Creationist Appreciation for Animal Life          |
| APOL 272 | Creationist Appreciation for Animal Life          |

- APOL 276 Global Flood Evidences & Biblical Apologetics
  - APOL 331 Creationist Appreciation for Living Cells
  - APOL 333 Creationist Appreciation for Birds
  - APOL 334 Creationist Appreciation for Mammals
  - APOL 335 Creationist Appreciation for Insects & Arachnids
  - APOL 336 Creationist Appreciation for Dinosaurs
  - APOL 337 Creationist Appreciation for Sea Creatures
  - APOL 355 Creationist Appreciation for Forests
  - APOL 356 Creationist Appreciation for Mountains & Canyons
  - APOL 357 Creationist Appreciation for Grasslands
  - APOL 358 Creationist Appreciation for Deserts
  - APOL 359 Creationist Appreciation for Seasons & Phenology
  - APOL 381 Creation Research Service Project
  - APOL 431 Creation Apologetics & Wet Habitats
  - APOL 433 Creationist Appreciation for Biomes & Biodiversity
  - APOL 486 Creationist Analysis of the Age of the Earth
  - PROV 232 Joshua: Conquest, Archaeology & Apologetics
  - PROV 320 Historic Impact of the Global Flood
  - THEO 412 Creation, the Fall, & Redemption
  - THEO 460 Theological Critique of Creation Science History
- (or any other course later designated as a “Creation Research” course)

### **Optional Major or Minor in Creation History**

In addition to the core major in Creation Apologetics, which is fulfilled by completion of the required courses (outlined above), students may choose to complete an additional (optional) major in Creation History, by completion of 36 semester hours (i.e., completing twelve 3-semester-hours courses, or completing any other combination of Creation History courses that adds up to 36 semester hours) as shown below.

Also, a minor in Creation History is earned by completion of 18 semester hours (i.e., completing six 3-semester-hours courses, or completing any other combination of Creation History courses that adds up to 18 semester hours).

- APOL 202 Introductory Studies in Biblical Beginnings
- APOL 230 Apologetics Research in World History
- APOL 470 Historical Studies in Religious Freedom & Persecution

|          |  |
|----------|--|
| APOL 486 | Creationist Analysis of the Age of the Earth       |
| BIBL 240 | The Original & Revised Dominion Mandate            |
| BIBL 351 | Apologetic Review of Isaiah’s Prophecies           |
| BIBL 354 | Daniel: Biblical Authority, History, & Apologetics |
| BIBL 360 | Conflicts of Faith in Ezra & Nehemiah              |
| PROV 232 | Joshua: Conquest, Archaeology, & Apologetics       |
| PROV 268 | Directed Studies in Providential Family History    |
| PROV 320 | Historic Impact of the Global Flood                |
| PROV 360 | Holy Land Archaeology I (Israel)                   |
| PROV 361 | Holy Land Archaeology II (Turkey, Greece & Rome)   |
| PROV 381 | Directed Study in Creation History                 |
| PROV 433 | Family History, Geography, & Providence            |
| PROV 478 | Providential Technology & the Great Commission     |
| PROV 480 | Biblical History, Geography, & Archaeology         |
| THEO 412 | Creation, the Fall, & Redemption                   |
| THEO 426 | Theological Importance of Adam                     |
| THEO 460 | Theological Critique of Creation Science History   |

(or any other course later designated as a “Creation History” course)

### **Optional Major or Minor in Creation Stewardship**

In addition to the core major in Creation Apologetics, which is fulfilled by completion of the required courses (outlined above), students may choose to complete an additional (optional) major in Creation Stewardship, by completion of 36 semester hours (i.e., completing twelve 3-semester-hours courses, or completing any other combination of Creation Stewardship courses that adds up to 36 semester hours) as shown below.

Also, a minor in Creation Stewardship is earned by completion of 18 semester hours (i.e., completing six 3-semester-hours courses, or completing any other combination of Creation Stewardship courses that adds up to 18 semester hours).

|          |  |
|----------|--|
| BIBL 240 | The Original & Revised Dominion Mandate                  |
| CRST 101 | Introduction to Creation Stewardship Principles & Ethics |
| CRST 102 | Stewardship Principles for Managing God’s Creation       |
| CRST 168 | Directed Studies in Creation Stewardship                 |
| CRST 201 | Creation Research, Providential Discovery & Analysis     |
| CRST 202 | Creation Domestication, Conservation Morality & Wise Use |

- CRST 203    Creation Science, Scholarship & Christian Education
  - CRST 204    Creation Productivity, Providential Technology & Commerce
  - CRST 207    Recreation Ministry Opportunities
  - CRST 301    Families, Populations & the Genesis Mandate
  - CRST 302    Pioneers, Migrations & the Genesis Mandate
  - CRST 306    Government, Nations & the Genesis Mandate
  - CRST 480    Creation Stewardship Service Project
  - PROV 320    Historic Impact of the Global Flood
  - THEO 412    Creation, the Fall & Redemption
- (or any other course later designated as a “Creation Stewardship” course)

### **Optional Major in Creation Theology**

In addition to the core major in Creation Apologetics, which is fulfilled by completion of the required courses (outlined above), students may choose to complete an additional (optional) major in Creation Theology, by completion of 36 semester hours (i.e., completing twelve 3-semester-hours courses, or completing any other combination of Creation Theology courses that adds up to 36 semester hours) as shown below.

Currently there is no academic minor in Creation Theology offered by ICR-SOBA.

- APOL 201    The Bible, Truth Claims & Worldview Conflicts
- APOL 333    Creationist Appreciation for Birds
- BIBL 240    The Original & Revised Dominion Mandate
- BIBL 310    Hebrews: Christology Foundations
- BIBL 432    Doxological Ecology in Psalms, Proverbs & Job
- THEO 201    Biblical Epistemology I: Divine Revelation
- THEO 202    Biblical Epistemology II: Bible Study
- THEO 203    Biblical Epistemology III: Biblical Authority
- THEO 210    Analyzing Humanistic Faith & Practice
- THEO 360    Applying Apologetics to the Social Sciences
- THEO 411    Directed Studies in Creation Theology
- THEO 412    Creation, the Fall & Redemption
- THEO 420    Controversies in Creation Theology
- THEO 426    Theological Importance of Adam
- THEO 437    Apologetics Research in Messianic Prophecies
- THEO 440    Cross-Examining the Critics of Genesis

THEO 460 Theological Critique of Creation Science History  
(or any other course later designated as a “Creation Theology” course)

### **Optional Minor in Communication Ministries**

A minor in Communication Ministries is earned by completion of 18 semester hours (i.e., completing six 3-semester-hours courses, or completing any other combination of Communication Ministries courses that adds up to 18 semester hours.

Currently there is no academic major in Communication Ministries offered by ICR-SOBA.

- APOL 333 Creationist Appreciation for Birds
- APOL 473 Comparing Defensive & Proactive Apologetics
- CMIN 101 Basic Principles of Christian Communication
- CMIN 108 Directed Studies in Christian Communications
- CMIN 110 Parables & Pictures for Christian Communicators
- CMIN 120 Creation Perspectives in Old Testament Literature
- CMIN 121 Creation Perspectives in New Testament Literature
- CMIN 201 Literary Variety in Biblical Literature
- CMIN 204 Theological Communications in Psalms & Hymns
- CMIN 206 Christian Communicator Preparedness for Teachable Moments
- CMIN 211 Informal Ministry Applications for Christian Communications
- CMIN 240 Critiquing Theological Literature
- CMIN 310 Message Delivery Applications for Christian Speakers
- CMIN 311 Message Delivery Applications for Christian Writers
- CMIN 313 Blog Ministry Applications for Christian Education
- CMIN 314 Promoting Biblical Creation via Blog Ministries
- CRST 203 Creation Science, Scholarship, & Christian Education

### **Other Optional Majors and Minors in Development**

Currently, ICR’s School of Biblical Apologetics offers 5 optional majors (Genesis Studies, Creation Research, Creation History, Creation Stewardship, Creation Theology) and five optional minors (Genesis Studies, Creation Research, Creation History, Creation Stewardship, Communication Ministries), in its Bachelor of Christian Education degree program.

Additional optional majors and optional minors are being developed, D.v., including a more flexible and specialized Bachelor of Ministries program (which is offered on a case-by-case basis, especially to those students who already have specialized learning, e.g., in Biblical languages. (These additional academic options will be offered as soon as is practicable.)

## **BACHELOR OF CHRISTIAN EDUCATION COMPLETION PROGRAM**

The B.C.Ed. “degree completion” program, to a large degree, is the flexible outcome of blending transfer credits with the core courses of the “zero entry” program. Some core courses are waived if transfer credits substantively approximate the content of (those) core courses, assuming that a minimum 128 semester hours (earned at ICR or accepted as transfer credits) are completed.

## **BACHELOR OF MINISTRIES CUSTOMIZED PROGRAM**

The B.Min. program is a specialized program that is customized to fit students already actively serving the Lord in Christian ministry contexts. This practicums/projects-dominated program is usually limited to exceptional students who are selected (i.e., invited) to apply, due to the need for appropriate faculty to serve the personalized tutorial/supervised aspects of this exceptional program. Graduation requirements for this program can be exceptional, such as publication of Christian ministry content in scholarly journals, presenting scholarly papers to learned societies, producing educational DVDs, supervised teaching in Christian schools or at church seminars, etc. (Write to [jjohnson@icr.edu](mailto:jjohnson@icr.edu) for more information on this program.)

## **ASSOCIATES OF CHRISTIAN EDUCATION PROGRAM**

### ***Program Objectives (core concentration in Biblical Apologetics)***

Similar to the Scope and Sequence of the *B.C.Ed.* program, *A.C.Ed.* graduates should:

1. Demonstrate ability to identify and analyze God’s role in providing foundational truths in the form of general and special revelation;
2. 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;
3. 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;
4. Recognize and review representative examples of the “many infallible proofs” of God’s truth, especially as relevant to topics included within Genesis chapters 1-11;
5. 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;
6. 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
7. Develop a proficiency of biblical creationist 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 (as outlined in this catalog).

The Associate of Christian Education degree program is intended to provide two academic years’ worth of biblical education and apologetics coursework, consisting of 64 semester hours of undergraduate work. Completion of the *A.C.Ed.* program qualifies admission into the *B.C.Ed.* program, which would then require another two academic years’ worth of coursework to complete.

### **Required courses (Core Courses) for the Associate of Christian Education**

(These courses automatically satisfy the program’s concentration in *Biblical Apologetics*.)

Bible Foundations (3 courses)

BIBL 240 The Original & Revised Dominion Mandate

BIBL 305 Matthew: Messiah, the Perfect King

BIBL 350 Romans: Gospel Foundations

Theology Principles (2 courses)

THEO 201 Biblical Epistemology I (Divine Revelation)

THEO 202 Biblical Epistemology II (Bible Study)

Apologetics Applications (7 courses)

APOL 201 The Bible, Truth Claims, & Worldview Conflicts

APOL 202 Introductory Studies in Biblical Beginnings

APOL 203 Introductory Apologetics of Heaven & Earth

APOL 204 Introductory Apologetics of Living Creatures

APOL 205 Introductory Apologetics of Social Dynamics

APOL 270 Creationist Appreciation for Human Life

APOL 271 Creationist Appreciation for Animal Life

Providential History (2 courses)

PROV 320 The Global Flood and its Importance

PROV 268 Directed Studies in Providential Family History (1 or 2 sem. hrs.)

Creation Stewardship (1 course, either 2 or 3 semester hours version)

CRST 168 Directed Studies in Creation Stewardship

Communication Ministries (1 course either 2 or 3 semester hours version)

CMIN 108 Directed Studies in Christian Communications

Applied Learning Service Project (a practical project worth 1 or 2 semester hours)

Electives (additional courses, as needed, to add up to at least 64 semester hours)

### **Optional Track Focusing on Genesis Studies**

Beyond the Biblical Apologetics concentration, which is fulfilled by completion of the Associate of Christian Education degree program's required courses (outlined above), students may choose to complete an optional Genesis Studies track, by completing at least 15 semester hours (i.e., completing at least five 3-semester-hours courses), or by completing any other combination of Genesis Studies courses that adds up to at least 15 semester hours,) as shown below.

- APOL 202    Introductory Studies in Biblical Beginnings
- APOL 431    Creation Apologetics & Wet Habitats
- BIBL 240    The Original & Revised Dominion Mandate
- BIBL 280    Directed Studies in Genesis
- BIBL 314    Biographies in Genesis: Illustrating Faith & Failure
- BIBL 381    Genesis Studies Service Project
- BIBL 403    Geographic Perspectives for Genesis Studies
- BIBL 480    Hebrew Philology Studies in Genesis
- CMIN 410    Comparing Themes in Genesis to World Literature
- PROV 320    Historic Impact of the Global Flood
- THEO 201    Biblical Epistemology I (Divine Revelation)
- THEO 412    Creation, the Fall, & Redemption
- THEO 426    Theological Importance of Adam
- THEO 440    Cross-Examining the Critics of Genesis

(or any other course later designated as a "Genesis Studies" course)

### **Optional Track Focusing on Creation Research**

Beyond the Biblical Apologetics concentration, which is fulfilled by completion of the Associate of Christian Education degree program's required courses (outlined above), students may choose to complete an optional Creation Research track, by completing at least 15 semester hours (i.e., completing at least five 3-semester-hours courses), or by completing any other combination of Genesis Studies courses that adds up to at least 15 semester hours,) as shown below.

- APOL 203    Introductory Apologetics of Heaven & Earth
- APOL 204    Introductory Apologetics of Living Creatures
- APOL 205    Introductory Apologetics of Social Dynamics
- APOL 222    Creationist Appreciation for Providential Ecology
- APOL 270    Creationist Appreciation for Human Life
- APOL 271    Creationist Appreciation for Animal Life
- APOL 276    Global Flood Evidences & Biblical Apologetics

- APOL 331 Creationist Appreciation for Living Cells
  - APOL 333 Creationist Appreciation for Birds
  - APOL 334 Creationist Appreciation for Mammals
  - APOL 335 Creationist Appreciation for Insects & Arachnids
  - APOL 336 Creationist Appreciation for Dinosaurs
  - APOL 337 Creationist Appreciation for Sea Creatures
  - APOL 355 Creationist Appreciation for Forests
  - APOL 356 Creationist Appreciation for Mountains & Canyons
  - APOL 357 Creationist Appreciation for Grasslands
  - APOL 358 Creationist Appreciation for Deserts
  - APOL 359 Creationist Appreciation for Seasons & Phenology
  - APOL 381 Creation Research Service Project
  - APOL 431 Creation Apologetics & Wet Habitats
  - APOL 433 Creationist Appreciation for Biomes & Biodiversity
  - APOL 473 Comparing Defensive & Proactive Apologetics
  - APOL 486 Creationist Analysis of the Age of the Earth
  - PROV 232 Joshua: Conquest, Archaeology & Apologetics
  - PROV 320 Historic Impact of the Global Flood
  - THEO 412 Creation, the Fall, & Redemption
  - THEO 460 Theological Critique of Creation Science History
- (or any other course later designated as a “Creation Research” course)

**Optional Track Focusing on Creation History**

Beyond the Biblical Apologetics concentration, which is fulfilled by completion of the Associate of Christian Education degree program’s required courses (outlined above), students may choose to complete an optional Creation History track, by completing at least 15 semester hours (i.e., completing at least five 3-semester-hours courses), or by completing any other combination of Genesis Studies courses that adds up to at least 15 semester hours,) as shown below.

- APOL 202 Introductory Studies in Biblical Beginnings
- APOL 230 Apologetics Research in World History
- APOL 486 Creationist Analysis of the Age of the Earth
- BIBL 240 The Original & Revised Dominion Mandate
- BIBL 354 Daniel: Biblical Authority & Apologetics
- PROV 268 Independent Study in Providential Family History

- PROV 232 Joshua: Conquest, Archaeology & Apologetics
  - PROV 320 Historic Impact of the Global Flood
  - PROV 360 Holy Land Archaeology I (Israel)
  - PROV 361 Holy Land Archaeology II (Turkey, Greece & Rome)
  - PROV 381 Directed Study in Creation History
  - PROV 433 Family History, Geography & Providence
  - PROV 480 Biblical History, Geography & Archaeology
  - THEO 412 Creation, the Fall, & Redemption
  - THEO 426 Theological Importance of Adam
  - THEO 460 Theological Critique of Creation Science History
  - PROV 478 Providential Technology & the Great Commission
- (or any other course later designated as a “Creation History” course)

**Optional Track Focusing on Creation Stewardship**

Beyond the Biblical Apologetics concentration, which is fulfilled by completion of the Associate of Christian Education degree program’s required courses (outlined above), students may choose to complete an optional Creation Stewardship track, by completing at least 15 semester hours (i.e., completing at least five 3-semester-hours courses), or by completing any other combination of Genesis Studies courses that adds up to at least 15 semester hours,) as shown below.

- APOL 473 Comparing Defensive & Proactive Apologetics
- BIBL 240 The Original & Revised Dominion Mandate
- CRST 101 Introduction to Creation Stewardship Principles & Ethics
- CRST 102 Stewardship Principles for Managing God’s Creation
- CRST 168 Directed Studies in Creation Stewardship
- CRST 201 Creation Research, Providential Discovery & Analysis
- CRST 202 Creation Domestication, Conservation Morality & Wise Use
- CRST 203 Creation Science, Scholarship & Christian Education
- CRST 204 Creation Productivity, Providential Technology & Commerce
- CRST 301 Families, Populations & the Genesis Mandate
- CRST 302 Pioneers, Migrations & the Genesis Mandate
- APOL 333 Creationist Appreciation for Birds
- PROV 478 Providential Technology & the Great Commission
- THEO 412 Creation, the Fall & Redemption

(or any other course later designated as a “Creation Stewardship” course)

### **Optional Track Focusing on Creation Theology**

Beyond the Biblical Apologetics concentration, which is fulfilled by completion of the Associate of Christian Education degree program's required courses (outlined above), students may choose to complete an optional Creation Theology track, by completing at least 15 semester hours (i.e., completing at least five 3-semester-hours courses), or by completing any other combination of Genesis Studies courses that adds up to at least 15 semester hours,) as shown below.

- APOL 201 The Bible, Truth Claims & Worldview Conflicts
  - APOL 333 Creationist Appreciation for Birds
  - BIBL 240 The Original & Revised Dominion Mandate
  - BIBL 310 Hebrews: Christology Foundations
  - THEO 201 Biblical Epistemology I (Divine Revelation)
  - THEO 202 Biblical Epistemology II (Bible Study)
  - THEO 210 Analyzing Humanistic Faith & Practice
  - THEO 360 Applying Apologetics to the Social Sciences
  - THEO 412 Creation, the Fall & Redemption
  - THEO 420 Controversies in Creation Theology
  - THEO 426 Theological Importance of Adam
  - THEO 440 Cross-Examining the Critics of Genesis
  - THEO 460 Theological Critique of Creation Science History
- (or any other course later designated as a "Creation Theology" course)

### **Optional Track Focusing on Communication Ministries**

Beyond the Biblical Apologetics concentration, which is fulfilled by completion of the Associate of Christian Education degree program's required courses (outlined above), students may choose to complete an optional Communication Ministries track, by completing at least 15 semester hours (i.e., completing at least five 3-semester-hours courses), or by completing any other combination of Genesis Studies courses that adds up to at least 15 semester hours,) as shown below.

- APOL 473 Comparing Defensive & Proactive Apologetics
- CMIN 101 Basic Principles of Christian Communication
- CMIN 108 Directed Studies in Christian Communications
- CMIN 110 Parables & Picture Power for Christian Communicators
- CMIN 120 Creation Perspectives in Old Testament Literature
- CMIN 121 Creation Perspectives in New Testament Literature
- CMIN 201 Literary Variety in Biblical Literature

- CMIN 204 Theological Communications in Psalms & Hymns
  - CMIN 206 Christian Communicator Preparedness for Teachable Moments
  - CMIN 211 Informal Ministry Applications for Christian Communications
  - CMIN 310 Message Delivery Applications for Christian Speakers
  - CMIN 311 Message Delivery Applications for Christian Writers
  - CRST 203 Creation Science, Scholarship & Christian Education
- (or any other course later designated as a “Communications Ministries” course)

### **Other Optional Special Interest Tracks in Development**

Currently, ICR’s School of Biblical Apologetics offers six optional tracks within the *Associate of Christian Education* degree program (Genesis Studies, Creation Research, Creation History, Creation Stewardship, and Creation Theology and Communication Ministries). Additional special-interest tracks, focusing on other biblical apologetics-oriented subjects, are being or may be developed (*D.v.*). If and when developed, these additional academic options will be publicized to ICR students.

### **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.

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

Donald L. Totusek, J.D., C.E.P.P.

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

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

# Admissions

## Prerequisites for Admission

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

1. Written testimony showing belief in the Lord Jesus Christ as personal Savior;
2. Acceptance into ICR's B.C.Ed. program, which includes (but is not limited to) a recognition that ICR's B.C.Ed. program is offered in accordance with ICR's biblical and creationist tenets;
3. Full payment of the non-refundable application processing fee;
4. Demonstrated mastery of English (e.g., as shown by the application process);
5. Concurrence with ICR's biblical and creationist tenets ([www.icr.org/tenets](http://www.icr.org/tenets));
6. References (academic and ministry/personal); and
7. For the online version of the B.C.Ed. program, adequate technical skills (and computer equipment compatible with Microsoft Word) to facilitate taking and completing this online program.

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

8. Written testimony showing belief in the Lord Jesus Christ as personal Savior;
9. Acceptance into ICR's A.C.Ed. program, which includes (but is not limited to) a recognition that ICR's A.C.Ed. program is offered in accordance with ICR's biblical and creationist tenets;
10. Full payment of the non-refundable application processing fee;
11. Demonstrated mastery of English (e.g., as shown by the application process);
12. Concurrence with ICR's biblical and creationist tenets ([www.icr.org/tenets](http://www.icr.org/tenets));
13. References (academic and ministry/personal); and
14. For the online version of the A.C.Ed. program, adequate technical skills (and computer equipment compatible with Microsoft Word) to facilitate taking and completing this online program.

## Additional Admissibility Factors to be Considered

ICR-SOBA reviews prior academic performance as a probable indicator of prospective academic success, with special attention given to Bible-related coursework (and volunteer service in biblical ministry). Accordingly, an overall 2.75 undergraduate GPA is generally required for admission into the A.C.Ed. and B.C.Ed. "zero entry" programs. Students whose overall GPA falls between 2.5 and 2.75 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 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. Obviously, online aptitudes/skills are needed to succeed in online education programs.

## 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  
FAX: 214-615-8295

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 for 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 a student's acceptance into the program, the Chief Academic Officer (CAO) or deputy CAO will serve as, or else assign someone else as, an academic advisor. 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 (so that elective courses can be chosen to fit that minor track), although a student may voluntarily change (i.e., drop or add) minors later.

## Designating an Optional Major and/or Minor

All *B.C.Ed.* students are encouraged to (but are not required to) complete an optional second major academic and/or optional minor(s). For some students (especially transfer 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 an optional second major and/or optional minor(s). However, circumstances sometimes change, so a student who begins without designating a second major and/or any minor may later designate one (and vice versa). Administratively, it is helpful for SOBA to know who is pursuing optional majors and minors, so that relevant electives can be offered efficiently (based on projected class size, availability of educational courses, etc.).

Also, it should be noted that some optional major and minor tracks include electives that have prerequisites. Each student is responsible for planning out his or her own optional major and/or minor track development, yet practical academic advice is readily available on request. In addition, students not having completed the usual prerequisites (for a particular course) may be specially permitted to take that course (i.e., with approval of the CAO, deputy CAO, or instructor).

## 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 (or deputy CAO) may authorize a partial refund if mitigating circumstances appear to justify it. 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.

## Grading Scale

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

## Withdrawal, Readmission, and Need to Complete Program within time limits

Completion of the B.C.Ed. program is possible in less than 48 months; progress within the B.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 B.C.Ed. program beyond 6.5 years. Likewise, completion of the A.C.Ed. program is possible in less than 24 months; progress within the A.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 A.C.Ed. program beyond 3.5 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” the B.C.Ed. program is self-paced, subject to completing the B.C.Ed. program within 6.5 years (unless ICR extends this completion deadline). Likewise, apart from this inactivity-based “deemed withdrawal” the A.C.Ed. program is self-paced, subject to completing the A.C.Ed. program within 3.5 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. **Consequences for committing plagiarism can include 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.

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 the 2-year *Associate of Christian Education* program within about 24 months. Zero-entry students should be able to complete the 4-year *Bachelor of Christian Education* program in about 48 months.

The undergraduate online programs (A.C.Ed. and B.C.Ed.) are self-paced—**subject to the limitations of 3.5 years for A.C.Ed. and 6.5 years for B.C.Ed. program** (which limits may be extended by permission from ICR’s CAO or deputy CAO), so already-busy working adults may use more than 2 years for a 2-year program (and more than 4 years for the 4-year program).

However, students should recognize that elective courses offered today may not always be available tomorrow, due to foreseeable faculty turnover and other contingencies (James 4:13-15). All course offerings are matched credentialed faculty who are then available for serving ICR-SOBA’s student body. Obviously ICR’s faculty members are mortals—some have already gone to Heaven since ICR-SOBA began in A.D.2009—and ICR’s current faculty will not always be available to teach the courses listed in this catalog.

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)

### **General Requirements for Graduation: Bachelor of Christian Education**

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

- Acceptance into the B.C.Ed. program, which includes (but is not limited to) a written endorsement or accord with ICR's biblical and creationist tenets;
- Completion of all required scope-and-sequence *B.C.Ed.* coursework;
- Completion of required Christian service and/or practicum project(s);
- At least 128 semester hours of graduate coursework;
- Avoidance of disciplinary problems (e.g., plagiarism, disruptiveness, using illegal drugs, fraud, or other illegal behavior) that disqualify the student from satisfying student conduct requirements.

### **General Requirements for Graduation: Bachelor of Ministries**

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

- Acceptance into the B.Min. program, which includes (but is not limited to) a written endorsement or accord with ICR's biblical and creationist tenets;
- Completion of all required scope-and-sequence B.Min. coursework;
- Completion of required Christian service and/or practicum project(s);
- At least 128 semester hours of graduate coursework;
- Avoidance of disciplinary problems (e.g., plagiarism, disruptiveness, using illegal drugs, fraud, or other illegal behavior) that disqualify the student from satisfying student conduct requirements.

### **General Requirements for Graduation: Associate of Christian Education**

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

- Acceptance into the A.C.Ed. program, which includes (but is not limited to) a written endorsement or accord with ICR's biblical and creationist tenets;
- Completion of all required scope-and-sequence *A.C.Ed.* coursework;
- Completion of required Christian service and/or practicum project(s);
- At least 64 semester hours of graduate coursework;
- Avoidance of disciplinary problems (e.g., plagiarism, disruptiveness, using illegal drugs, fraud, or other illegal behavior) that disqualify the student from satisfying student conduct requirements.

# 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 qualitatively and legally different from any government “funding” or “grants”, as a matter of 5<sup>th</sup> Amendment-based and 14<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 & Costs for Bachelor of Christian Education degree program

### Tuition

\$125.00 per semester hour

Total tuition cost for 128 semester hours **\$16,000.00**

(Note: if prior college 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 128 semester hours are taken, the total must be adjusted accordingly.)

### Fees (non-refundable)

Textbooks and supplies (estimate: ~\$100/course x ~ 40 courses) \$ 4,000.00

(**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.

The Henry Morris Study Bible should be used in the B.C.Ed. program; some other textbooks or DVDs should be used more than once.)

Application Processing Fee \$ 50.00

Processing Fee for Documenting Graduation \$ 50.00

Transcript Fee (when applicable) \$ 5.00

**Total estimated cost for the entire four-year B.C.Ed. program \$20,100.00**

## **Tuition & Costs for Associate of Christian Education degree program**

Tuition for the Associate of Christian Education program should be about half that of the B.C.Ed. program, i.e., \$8,000.00—likewise, the total cost of the A.C.Ed. program should be very close to half of that of the B.C.Ed. program, i.e., \$10,100.00.

(Note: if prior college 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 64 semester hours are taken, the total must be adjusted accordingly.)

# 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

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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.

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 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.



## ***Institute for Creation Research School of Biblical Apologetics***

### ***Undergraduate Courses***

#### ***COURSE DESCRIPTIONS***

##### **APOLOGETICS**

###### **APOL 201 The Bible, Truth Claims & 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 (especially Genesis), 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)

###### **APOL 202 Introductory Studies in Biblical Beginnings**

This multidisciplinary apologetics course examines an overview of biblical beginnings, including 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)

###### **APOL 203 Introductory 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)

#### APOL 204 Introductory 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)

#### APOL 205 Introductory Apologetics of Social Dynamics

This multidisciplinary apologetics course considers biblical stewardship obligations that mankind has been charged with, especially as those have been particularized at creation and immediately 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)

#### APOL 222 Creationist Appreciation for 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)

#### APOL 230 Apologetics Research in World History

This course blends studies in world history with apologetics. Specific apologetic applications include using world history to apologetically glorify God, using world history to provide clarifying answers to those who sincerely inquire about God's truth, using world history (sometimes including archaeology) to earnestly contend for the faith, and using world history to strengthen the apologetic understanding of teachable Christians who appear to be confused or under-informed about how world history provides many examples of providential apologetics. (3 semester hours credit)

#### APOL 231 Apologetics Research in Biographic History

This course, like APOL 230, blends studies in world history with apologetics, but does so by focusing on biographic history. Specific apologetic applications include using biographic history to apologetically glorify God, using biographic history (including biographic studies from the Old and New Testaments) to provide clarifying answers to those who sincerely inquire about God's truth, using biographic history (sometimes including family history data) to earnestly contend for the faith, and using biographic history to strengthen the apologetic understanding of teachable Christians who appear to be confused or under-informed about how biographic history provides many examples of providential apologetics. (Prerequisite: APOL 230; 3 semester hours credit)

#### APOL 240 Creation Perspectives in Biblical Communication

This course investigates how the Bible alludes to God's physical creation (besides mankind) as a natural part of communicating truth, in different and picturesque contexts. Students will examine how the Lord Jesus Himself comparatively referred to aspects of His creation (such as ravens, sparrows, lilies of the field, grass, rainclouds, sheep, wolves, etc.), as did the apostles and prophets who wrote various books of the Bible. Picturesque speech and writing (using Proverbs, Isaiah, John, Jude, etc.) are analyzed and practiced in this course, to better equip the Christian communicator to use God's physical creation for effectively conveying God's truth, especially as an enhancement for communicating God's truth in devotional and apologetics contexts. Advanced versions of this course can be taken as APOL 304 (Creation in New Testament Communication) and/or APOL 404 (Creation in Old Testament Communication), with customized focus on specific books of the Bible. (3 semester hours credit).

#### APOL 270 Creationist Appreciation for 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, urinary system, reproductive system (from conception to childbirth), 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)

#### APOL 271 Creationist Appreciation for 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 and purposeful programming displayed within and by the diversity of the different kinds of animals that He created, considering both domesticated and wild animals. 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)

#### APOL 272 Creationist Appreciation for Living Cells

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)

### APOL 275 Creationist Appreciation for Entropy & the Cosmos

This multi-disciplinary course examines the physical universe and the law of entropy (in light of truths taught in Genesis and Romans) as evidence of God's Creatorship and Judgeship, to be appreciated at the personal level, and for apologetic education to benefit both believers and unbelievers. Topics include the two laws of thermodynamics, biochemical instability, and probability analysis. Contributions of physical science pioneers (such as Isaac Newton, Matthew Maury, Robert Boyle, Michael Faraday, Jedidiah Morse, Johannes Kepler, Sir William Herschel, and Lord Kelvin) are related to those pioneers' respective views of God, His Word, and His creation. Insights from Genesis, Job, the Gospels, and/or Acts are considered. Attention is given to user-friendly methods and materials for teaching the apologetic importance of entropy and the physical universe. (3 semester hours credit)

### APOL 276 Global Flood Evidences & Biblical Apologetics

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 (as in APOL 336), 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.

### APOL 301 Specialized Studies in Biblical Apologetics

This course is used to recognize transfer credit for transfer students' undergraduate level apologetics-relevant work accomplished at or through another educational institution. Similar coursework may also be recognized via other courses in specialized apologetics research and related apologetics-oriented educational ministry. Supplemental coursework fitting this designation may be recognized for credit as additional apologetics courses using a 300 series designation. (Number of semester hours credit depends upon transfer credit)

### APOL 302 Survey of Foundational Biblical Apologetics

Foundational apologetics are reviewed, in conjunction with special attention to the Gospel of John, plus insights from Peter's epistles and 1st 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 introduces various kinds of biblical apologetics to be reviewed in this program. (3 semester hours credit)

### APOL 311 Analyzing Contra-biblical 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, 1st & 2nd Peter, 1st & 2nd Timothy, 1 & 2nd & 3rd 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 (which wedges apart Biblical revelation from natural revelation, effectively preaching that the Bible is not authoritatively relevant to origins issues), patterns of political persecution, anti-family forces, economic challenges, accommodationist community ethics, and information technology factors. (3 semester hours credit)

### APOL 312 Analyzing Contra-biblical Worldview History

This course builds on APOL 311 (Analyzing Contra-biblical Worldview Trends), with analytical emphasis on the historical roots that facilitated the worldview trends under scrutiny (i.e., various theories of 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 1st & 2nd Samuel, 1st & 2nd Kings, 1st & 2nd 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 decision-making. As in APOL 311, the latter is analyzed by epistemology, axiology, teleology, etiology, ontology, deontology, Christology, and ecclesiology). (Prerequisite: Analyzing Contra-biblical Worldview Trends; 3 semester hours credit)

### APOL 330 Human Life Apologetics in Doxological Perspective

This multidisciplinary course builds upon the foundation of APOL 270 (Creationist Appreciation for Human Life), except that it specifically focuses advanced study, with extra attention to how human life is specially created in God's image, to be appreciated at the personal level and for apologetic education to benefit both believers and unbelievers. Biblical studies in this course will include review of portions of Genesis, Psalms, and Romans, in conjunction with multi-generational appreciation for God's researching, analyzing, documenting, and communicating evidences of God's providence in orchestrating biogenetic family history. For personal and educational applications, practicum opportunities are explored, to equip the learner to honor God by wisely using opportunities for human life-related educational apologetics. (Prerequisite: APOL 330; 3 semester hours credit)

### APOL 333 Creationist Appreciation for Birds

This multidisciplinary course builds upon the foundation of APOL 271 (Creationist Appreciation for Animal Life), except that it specifically focuses advanced study on birds 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 birds, and doxological avian ecology concepts, are examined in his course. Examples will include both domesticated and wild birds. For personal and educational applications, practicum opportunities are explored, to equip the learner to honor God by wisely using opportunities for appreciating birds as God's special creatures. (Prerequisite: APOL 271; 3 semester hours credit)

### APOL 334 Creationist Appreciation for Mammals

This multidisciplinary course builds upon the foundation of APOL 271 (Creationist Appreciation for 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 271; 3 semester hours credit)

### APOL 335 Creationist Appreciation for Insects and Arachnids

This multidisciplinary course builds upon the foundation of APOL 271 (Creationist Appreciation for 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 271; 3 semester hours credit)

### APOL 336 Creationist Appreciation for Dinosaurs

This multidisciplinary course builds upon the foundation of APOL 271 (Creationist Appreciation for Animal Life), except that it specifically focuses advanced study on dinosaurs as evidence of God's creatorship, to be appreciated at the personal level and for apologetic education to benefit both believers and unbelievers. This course includes study of Biblical references to creatures that appear to match what today are called "dinosaurs." Also, this course analyzed the fossil record's apologetic proof (including soft tissue discovered within fossilized dinosaur bones), as well as the evidence of non-fossilized dinosaur bones, both suggesting that dinosaurs lived not that long ago. Specific attention will be given to various historical accounts of what were once called "dragons," as a category of animals that merit comparison with the fossilized creatures that today are called "dinosaurs." For personal and educational applications, practicum opportunities are explored, to

equip the learner to honor God by wisely using opportunities for dinosaur-based educational apologetics. (3 semester hours credit)

#### APOL 337 Creationist Appreciation for Sea Creatures

This multidisciplinary course builds upon the foundation of APOL 271 (Creationist Appreciation for 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. (3 semester hours credit)

#### APOL 355 Creationist Appreciation for Forests

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 forested biome contexts. Students will analyze 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 356 Creationist Appreciation for Mountains & Canyons

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 are 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)

### APOL 357 Creationist Appreciation for Grasslands

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 358 Creationist Appreciation for Deserts

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)

### APOL 359 Creationist Appreciation for Seasons & Phenology

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 apologetics and Christian recreation-related applications. (3 semester hours credit)

### APOL 381 Creation Research Service Project

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 senior-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 under other course designations. (3 semester hours credit; in some cases a large project can simultaneously be used to apply to both this course and to another academic minor's "project course")

### APOL 401 Logic & Evidence Applied to Biblical 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, misreading Scripture, false dichotomies, distractions, unwarranted assumptions, etc., with illustrations applicable to Genesis, Daniel, Isaiah, and the Gospels. Apologetic ministry applications are emphasized. (Prerequisites: Survey of Foundation Biblical Apologetics and Biblical Epistemology I, or instructor approval; 3 semester hours credit)

### APOL 402 Analyzing Logic for Advanced Apologetics

This course advances beyond the introductory logic course (APOL 401), 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. (3 semester hours credit)

### APOL 431 Creation Apologetics & Wet Habitats

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 creation apologetics. (3 semester hours credit) (3 semester hours credit)

#### APOL 432 Advanced Creation Studies in Living Creatures

This multidisciplinary course builds upon the foundation of APOL 204 (Introductory Apologetics of Living Creatures) and APOL 271 (Creationist Appreciation for Animal Life), except that it specifically focuses advanced study on the biodiversity of living creatures as evidence of God's creatorship, to be appreciated at the personal level and for apologetic education to benefit both believers and unbelievers. Living creatures display God's goodness in their design, yet they also display the after-Eden "groaning" that characterizes God's fallen creation. Biodiversity details are analyzed in accordance with ecosystem niche dynamics, with special attention to the teleological design features of the biophysical and behavioral traits of diverse animals, plants, and microorganisms. Examples will include both domesticated and wild plants and animals, as well as helpful and harmful microorganisms. For personal and educational applications, practicum opportunities are explored, to equip the learner to honor God by wisely using the study of living creatures as ministry opportunities for educational apologetics. (3 semester hours credit)

#### APOL 433 Creationist Appreciation for Biomes and Biodiversity

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. (3 semester hours credit)

#### APOL 438 Creationist Appreciation for Plant Life

This multidisciplinary course builds upon the foundation of APOL 222 (Creationist Appreciation for Providential Ecology), except that it specifically focuses advanced study on plants life, such as trees and flowers and food crops. Examples of godly botanists are considered, such as William Carey, John Ray, Konrad Gessner, and George Washington Carver. Biblical references to different examples of plant life, both domesticated and wild, are examined in his course. 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 plant life. (3 semester hours credit)

#### APOL 441 Advanced Analysis of Biblical Epistemology & Origins

Biblical epistemology is analyzed with Genesis-focused apologetics applications in this multidisciplinary course. Special attention is given to why creation origins matter, the trustworthiness and relevance of Genesis history, testing logic accuracy and assumptions, how to analyze creation evidences, and how to distinguish reliable proof from science fiction. This course requires more reading than most undergraduate courses.

#### APOL 442 Advanced Analysis of Creation Origins

This course builds upon APOL 441. Topics covered include the creation apologetics of living creatures (including their origins and present-day dynamics), the Genesis Flood and its impact on Earth history (including fossil evidences), dinosaurs (including how dinosaur bones' soft tissue proves that dinosaurs did not live millions of years ago), the age of the earth, and the age of the cosmos. Like APOL 441, this course requires more reading than most undergraduate courses. The course also concludes with personal applications, such as how God's personal care for each of us is best appreciated within the context of what the Bible teaches about Christ's linked roles as Creator and Redeemer.

#### APOL 444 Creationist Appreciation for River Ecology

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)

#### APOL 470 Historical Studies in Religious Freedom and Persecution

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)

#### APOL 473 Comparing Defensive & Proactive Apologetics

This course examines the various purposes, priorities, and applications of Biblical apologetics. 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.

#### APOL 475 Biblical Education & 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. (3 semester hours credit)

#### APOL 484 Christian Leadership Service Project

This course provides purpose, structure, and assessment for a service project that demonstrates Christian leadership, with special attention to Biblical education and/or Biblical apologetics applied to a local ministry context. 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 I 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 senior-level practicum directly and successfully relates to Christian leadership and ethics. (3 semester hours credit; in some cases a large project can simultaneously be used to apply to both this course and to another academic minor’s “project course”)

#### APOL 486 Creationist Analysis of the Age of the Earth

This multi-disciplinary course examines the age of physical universe (in light of information taught in Genesis and Romans) as evidence of God’s recent creation of the heavens and the earth and all His creatures living therein. The importance of ICR’s RATE Project, as well as prior chronometry

methods used for measuring the age of the earth (or its inhabitants), is featured, to show how and why evolutionary “old-earth” dating methods are unreliable, and to show the apologetics value of the RATE team’s analysis. Topics include the value and limits of carbon-14 dating, as well as uranium-lead, rubidium-strontium, and other radioisotope-based dating methodologies, as well as the impeachment value of sedimentary rock helium carbon-14 in diamonds, dating of hardened lava on Mount St. Helens, and the like. The aim of the course is to provide the learner with understanding and competence handling God’s special revelation (the Bible) and His natural revelation (creation evidences), as both relate to determining the range of possible ages for our young earth. (3 semester hours credit)

#### APOL 487 Earthquakes, Volcanoes & the Genesis Flood

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.

## **BIBLE**

### **BIBL 240 The Original & Revised Dominion Mandate**

The original and revised Dominion Mandate, as recorded in Genesis, is the focus of this course, along with related Scriptures (including Exodus, Leviticus, Deuteronomy, Acts, Romans, 1st Corinthians, Colossians, and 1st Timothy) that amplify and clarify 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, as well as humanistic reactions to the Genesis Mandate, such as the Tower of Babel rebellion, human population growth issues, "just war" ethics, "social gospel" programs, and what the Bible teaches about food. (3 semester hours credit)

### **BIBL 280 Directed Studies in Genesis**

This course provides an opportunity for faculty-supervised studies in Genesis 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 Genesis to study, as well as other related reading assignments. The assessment of student learning is mostly based upon a comprehensive research paper.

### **BIBL 305 Matthew: Messiah the Perfect King**

This course focuses on Matthew's Gospel (which is dominated by His teaching discourses), with some parallel studies in the other Gospels. Matthew presents Jesus as the Messianic king, documenting His offer to rule, Israel's national rejection of that offer, and Christ's personalized offer of Himself to individuals, with some attention to His future coming and reign as King of kings. Also, 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)

### **BIBL 306 Mark: Messiah the Perfect Servant**

This course focuses on Mark's Gospel (which is dominated by His service as the Son of Man Who came to seek and the save, and to give Himself as a ransom for many), with some parallel studies in the other Gospels and Paul's epistle to the Philippians. How Jesus Himself perfectly modeled servanthood, ultimately serving as the redemptive sin-sacrifice for all humanity, is reviewed in order to identify and analyze His role-modeled teaching about true spiritual service. Attention is given to how Christ's exemplified and verbalized teaching about ministry is demonstrated by

recorded events (that aid the reader in appreciating the messages of Mark's Gospel). (3 semester hours credit)

#### **BIBL 307 Luke: Messiah the Perfect Priest**

This course focuses on Luke's Gospel (which emphasizes Christ's perfect humanity), with some parallel studies in the other Gospels, the Book of Acts, and the Epistle to the Hebrews. How Jesus Himself perfectly modeled humanness is reviewed, with attention to how Christ was the perfect priest and thus best represents mankind to God. Special attention is given to Christ's redemptive role as our sympathetic and intercessory advocate, as is illustrated by His priestly prayers. Also, the importance of Luke's observations of physical detail, as demonstrated in Luke's Gospel, is analyzed for its relevance to Biblical apologetics. (3 semester hours credit)

#### **BIBL 308 John: Messiah the Perfect Prophet**

This course focuses on John's Gospel (which is dominated by His teaching and deeds), with some parallel studies in the other Gospels. How Jesus Himself perfectly displayed His unique identity, as God incarnate Who entered His own creation, shows that He was and is the perfect prophet, representing God to mankind. Special attention is given to analyzing Christ's miraculous proofs of authority and power over nature, including His jurisdiction over life and death, proving that Christ is the Creator of heaven and earth. Educational relevance, apologetic teaching, and evangelistic insights are examined for personal and ministry applications. (3 semester hours credit)

#### **BIBL 310 Hebrews: Christology Foundations**

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 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)

#### **BIBL 314 Biographies in Genesis: Illustrating Faith & Failure**

Genesis is examined to learn about human character, such as the nature of mankind (including what it means to be created in God's image), 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 to be considered. (3 semester hours credit)

### BIBL 331 Exodus & Numbers: Lessons in Redemption & Providence

The history and experience of the pre-monarchial Jews, as recorded in Exodus and Numbers, illustrates how God miraculously and powerfully redeemed the Israelites from Egypt, and providentially sustained them in the wilderness wanderings that preceded the later conquest of Canaan under Joshua. Special attention is given to aspects of these two books which have been attacked by Bible skeptics, showing how to critique such criticisms, by identifying unwarranted assumptions, applying careful observation of the Biblical text and using other forensic skills needed in Biblical apologetics. Messianic types, and the specific insight they provide about the Lord Jesus Christ, are also analyzed in this course. (3 semester hours credit)

### BIBL 332 Joshua & Judges: Spiritual Successes & Failures

The history and experience of the pre-monarchial Jews, as recorded in Joshua and Judges, illustrates how a redeemed people confronts (and is confronted by) the unredeemed world, showing the potential for successful living “in the world, but not of the world,” as well as showing the tragic faults and consequences of spiritual compromise, infidelity, apostasy, judgment, as well as Biblical examples of redemption-based repentance and restoration. Complacency, infiltration, and persecution are also examined in these Old Testament history books, with Biblical apologetics insights for today’s world. (3 semester hours credit)

### BIBL 350 Romans: Gospel Foundations

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)

### BIBL 351 Apologetic Review of Isaiah’s Prophecies

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 53rd chapter is attributed to someone who living during the 1st 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)

### BIBL 352 Jeremiah & Lamentations: Weeping Prophet Apologetics

This course reviews the books of Jeremiah and Lamentations, with special attention to how those books demonstrate God's prophetic revelation to and providential care for fallen humans. These studies investigate, analyze, and appreciate His holiness, His willingness to reveal truth, and His merciful patience with His fallen creatures. Studies in Lamentations illustrate the elements of Hebrew poetry (which is quite different from English poetry principles) and how God has used it to communicate absolute truth about Himself and His creation. Analyzing skeptical attacks on the contents of these two books is combined with apologetic studies that emphasize how and why Jeremiah and Lamentations are important books for biblical education and apologetics. This course includes a multidisciplinary book study that combines biblical exposition, biblical philology insights, insights from history and archaeology, and studies in biblical prophecy fulfillment. (Prerequisite: Bible Study Methods; 3 semester hours credit)

### BIBL 354 Daniel: Biblical Authority & Apologetics

This course reviews the book of Daniel, with special attention to how and why it has been so frequently and variously criticized 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. Special attention is given to the timeframe when Daniel was written, to clarify the book's political history prophecies and their subsequent fulfillments after the prophet Daniel's lifetime. 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)

### BIBL 355 Jonah & Nahum: Nineveh

The ancient Near Eastern civilization of Assyria provides opportunities to examine and analyze historical apologetics directly applicable to Old Testament studies. This course examines the cultural history (including some archaeological texts) of that idolatrous civilization, in conjunction with review of the books of Jonah and Nahum. Biblical revelation is used to interpret the cultural history of the Assyrian civilization, in light of historical, archaeological, and theological issues (e.g., the judgment of nations and cultures) that have special relevance to biblical apologetics. (3 semester hours credit)

### BIBL 356 Ruth & Obadiah: Moab & Edom

The ancient Near Eastern civilizations of Edom and Moab provide opportunities to examine and analyze historical apologetics directly applicable to Old Testament studies. This course examines the cultural history (including some archaeological texts) of those idolatrous civilizations, in conjunction with review of the books of Obadiah, and Ruth. The text of the Moabite Stone will also be compared to information provided in Scripture. Biblical revelation is used to interpret the cultural history of those civilizations, in light of historical, archaeological, and theological issues

(e.g., the judgment of nations and cultures) that have special relevance to biblical apologetics. (3 semester hours credit)

#### **BIBL 360 Conflicts of Faith in Ezra & Nehemiah**

The book of Ezra is examined as an example of spiritual conflicts, with special attention of its relevance to conflict management principles (from the perspective of a leader exercising authority) relevant to practicing real-world apologetics. Due to the unique content of Ezra and Nehemiah (which appears as one book in the Hebrew Bible), including historical documentation of political persecution controversies, the dynamics of persecution are analyzed as part of the potential context of real-world apologetics conflicts. Attention is also given to Biblical Aramaic word studies (pertinent to the parts of Ezra that were originally written in Aramaic).

#### **BIBL 361 Conflicts of Faith in Esther**

The Book of Esther is examined as an example of spiritual conflicts, with special attention of its relevance to conflict participation principles (from the perspective of intercessors in positions of influence) relevant to practicing real-world apologetics. Due to the unique content of Esther, which includes historical documentation of political persecution controversies, the dynamics of persecution are analyzed as part of the potential context of real-world apologetics conflicts. Attention is also given to Biblical archaeology controversies related the book of Esther.

#### **BIBL 381 Genesis Studies Service Project**

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 senior-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)

#### **BIBL 403 Geographic Perspectives from 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 Divine Providence in History & Geography (PROV 340), 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)

#### BIBL 430 Advanced Perspectives 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 403), 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)

#### BIBL 431 Doxological Ecology in Psalms, Proverbs, & Job

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), salt-water 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)

#### BIBL 471 Special Studies in New Testament Philology

This course recognizes serious learning in New Testament Greek studies, to indicate transfer credit applied to coursework of transfer students who have completed New Testament Greek studies at other educational institutions. Advanced studies can be recognized under the designation BIBL 472 or subsequent 470 series. (variable number of semester hours credit)

#### BIBL 480 Hebrew Philology Studies in Genesis

Building on the foundation and framework provided in the Biblical Epistemology series of courses, 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. (3 semester hours credit)

#### BIBL 481 Special Studies in Old Testament Philology

This course currently recognizes serious learning in Old Testament Hebrew and/or Aramaic studies, for transfer credit applied to coursework of transfer students who have completed Old Testament

language studies at other educational institutions. Advanced work can be recognized under a subsequent 480 series designation, although Aramaic philology work is recognized under a 490 designation. (number of semester hours credit depends upon transfer credit)

## **COMMUNICATION MINISTRIES**

### **CMIN 101 Basic Principles of Christian 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 are taken from both Old and New Testaments, including Christ's example as the perfect communicator. Other examples will include historic and modern Christian communicators ministering to audiences after the Apostolic Age. (3 semester hours credit)

### **CMIN 108 Directed Studies in Christian Communications**

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). 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, to convey messages that both honor God and benefit human audiences. (3 semester hours credit)

### **CMIN 110 Parables & Picture Power for Christian Communicators**

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, and to specific word pictures (such as wolves in sheep's clothing), that He used in His earthly teaching ministry. 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 hours credit)

### **CMIN 120 Creation Perspectives 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)

#### CMIN 121 Creation Perspectives 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, the general epistles, and Revelation. (3 semester hours credit)

#### CMIN 140 Introduction to Christian Literature & Journalism Ministries

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 served audiences after the Apostolic Age. (3 semester hours credit)

#### CMIN 201 Literary Variety in Biblical Literature

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)

#### CMIN 204 Theological Communication in Psalms & Hymns

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)

#### CMIN 206 Christian Communicator Preparation for Teachable Moments

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)

#### CMIN 211 Informal Ministry Application for Christian Communicators

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)

#### CMIN 240 Critiquing Theological Literature

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)

#### CMIN 310 Message Delivery Applications for Christian Speakers

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)

#### CMIN 311 Message Delivery Applications for Christian Writers

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)

### CMIN 313 Blog Ministry Applications for 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)

### CMIN 314 Promoting Biblical Creation via Blog Ministries

This course, building upon CMIN 313, 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 313).

### CMIN 410 Comparing Themes in Genesis to World Literature

The most important questions in life are addressed in Genesis, and Genesis is the foundation for every major doctrine of the New Testament, because Genesis so comprehensively covers the basic themes of human life and experience, as well as basic truths about our origins and about God Himself. These same themes, because they are so basic to human life and human experience, preoccupy the hearts and minds of people everywhere, so they recur in world literature of all kinds, including ancient literature of pagan peoples (such as Chaucer's Canterbury Tales, Viking sagas, ancient cosmogonies, etc.), and even modern literature of pagan peoples (such as evolutionary mythologies authored in our own lifetimes). This course uses a comparative literature approach to show how only the Holy Bible answers the big questions, and provides an approach to using the topics of world literature as a thematic bridge for identifying issues that only the Bible provides real and true answers for. (3 semester hours credit)

### CMIN 411 Evangelical Applications for Philological Etymology

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)

#### CMIN 485 Christian School Teaching Service Project

This course provides purpose, structure, and assessment for a service project that demonstrates Christian school teaching, with special attention to Biblical education and/or Biblical apologetics applied to a local ministry context (such as a church-affiliated K-12 school or a Christian home school). (3 semester hours credit)

#### CMIN 486 Specialized Ministries Service Project

This course provides purpose, structure, and assessment for a service project that demonstrates honoring the Lord Jesus Christ in some type of specialized ministry, with special attention to promotion of Biblical education and/or Biblical apologetics related to a local ministry context. (3 semester hours credit)

## **CREATION STEWARDSHIP**

### CRST 101 Introduction to Creation Stewardship Principles & Ethics

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)

### CRST 102 Stewardship Principles for Managing God's Creation

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 101; 3 semester hours credit)

### CRST 168 Directed Studies 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.

### CRST 201 Creation Research, Providential Discovery & Analysis

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 eras 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 101 & BIBL 240; 3 semester hours credit)

#### CRST 202 Creation Domestication, Conservation Morality & Wise Use

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 101 & BIBL 240; 3 semester hours credit)

#### CRST 203 Creation Science, Scholarship & Christian Education

This course examines Biblical data and concepts (including focused studies in Genesis, Ezra, John, Colossians, II Timothy, and 2nd 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 101 & THEO 201; 3 semester hours credit)

### CRST 204 Creation Productivity, Providential Technology & Commerce

The blend of creationist productivity and providential technology is the primary focus of this course. Although this course overlaps some with content covered in PROV 478 (Providential Technology & the Great Commission), 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 101 & APOL 205; 3 semester hours credit)

### CRST 205 Creation Use Politics, Providential Regulation & Justice

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 101 & APOL 205; 3 semester hours credit)

### CRST 207 Recreation Ministry Opportunities

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.

### CRST 208 Advanced Studies in Creation Stewardship 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 209 (Independent Studies in Creation Stewardship). (Prerequisites: CRST 101 & CRST 207; 3 semester hours credit)

### CRST 301 Families, Populations & the Genesis Mandate

This course examines how God originally instituted marriage and the nuclear family, as well as the multi-generational population growth of the human race. The Fall is considered, as to its impact on the family, in conjunction with how God's promised Messianic redemption provides the only real solution to the consequences of the Fall. Family dynamics, and human population growth is then examined as it was drastically impacted by the global Flood survived by Noah and his family. Additional family and human population growth issues are examined, using examples from the Old and New Testament, as well as from church history. Genesis Mandate applications for family life, including a family history project, are personalized via practicum assignments. (Prerequisite: BIBL 240 & APOL 205; 3 semester hours credit)

### CRST 302 Pioneers, Migrations & the Genesis Mandate

This course examines how God providentially uses pioneers and migrations to further His Genesis Mandate priorities. Migrations include those of individuals (like Joseph being taken involuntarily to Egypt, or Leif Eiriksson returning to Greenland as a Christian missionary who later led a pioneering exploration of North America's coastland), families (like Jacob's extended family going migrating immigrating to Egypt, or the emigration of the Glattfelder family form Switzerland during the 18th century AD), and demographically identifiable people-groups (like the Jews of Judah being involuntarily taken to Babylon, or emigrating Huguenots who fled religious persecution in France). Providential biogeography insights, as well as geopolitical persecution of Christians, are used to appreciate specific emigration and immigration events and patterns. Attention is given to the trans-Atlantic introduction of the Western Hemisphere's potato, which predominantly catalyzed agricultural blessings in the Eastern Hemisphere (although some of its agricultural consequences led to tragic events). These historic events and trends are also analyzed as to how such migrations of individuals and groups, over time and place, produce impacts to multi-generational population growth of the human race. (Prerequisite: BIBL 240 & APOL 205; 3 semester hours credit)

### CRST 303 Property, Contract & the Genesis Mandate

This course examines how God instituted private property rights and moral standards for the use of private contracts. Biblical examples, as well as examples from church history, are analyzed as illustrations of Biblical treatment of property rights (including the proper use of private contracts) can and should contribute to compliance with the Genesis Mandate. Some attention is also given to the concept and usage of public contracts, in conjunction with analyzing how public contracts have sometimes been historically used to comply with portions of the Genesis Mandate (Prerequisite: BIBL 240 & APOL 205; 3 semester hours credit)

### CRST 304 Language, Literature & the Genesis Mandate

This course examines how God instituted the division of human languages at Babel, and how He chose to providentially use the dynamics of human languages (including the three languages used for writing the Scriptures, as well as the many languages into which His Scriptures have been translated) to further His Genesis Mandate priorities, in diverse ways among diverse people-groups. How the Genesis Mandate is connected to the Great Commission is a topic of special study in this course. Attention is given to how languages and literature have been used to simultaneously blend compliance with the Genesis Mandate and the Great Commission, using examples such as William Carey, Martin Luther, Francis Schaeffer, John Knox, the Pilgrims, and the Puritans. The logical relationship between literary scholarship and Bible translation is briefly examined. Attention is also given to the colonization demographics and statistical impacts of transplanted European languages, in non-European lands, as such are correlated to both human population growth and the spread of Biblical Christianity. (Prerequisite: BIBL 240 & APOL 205; 3 semester hours credit)

### CRST 305 Geopolitics, Military Action & the Genesis Mandate

This course examines how God providentially uses geopolitics, including military activities, to achieve His plans for specific nuclear and extended families, as well as for the multi-generational population growth of the human race. Special attention is given to how the “just war” ethic correlates to the Genesis Mandate, using illustrations from Scripture, such as the conquest of Canaan under Joshua. The “just war” ethic is also examined regarding military conflicts and intrigues in church history, including analysis of the English reaction to the Spanish Inquisition (illustrated by the military actions of Queen Elizabeth and Sir Francis Drake), the Gunpowder Plot (immediately prior to the King James Bible translation), the English Civil War (during the British Protectorate era of Oliver Cromwell), the Puritan Bostonians’ reaction to the civil war in French Acadia, and America’s War of Independence (which depended in large part upon the Declaration of Independence for its “just war” arguments). Other church history illustrations are considered as examples of how military actions have sometimes been used, providentially, to further priorities of both the Genesis Mandate and the Great Commission. (Prerequisite: BIBL 240, as well as APOL 205 or APOL 470; 3 semester hours credit)

### CRST 306 Government, Nations & the Genesis Mandate

This course examines how God instituted human government (with special attention to Paul’s Epistle to the Romans), starting with the capital punishment component of the Genesis Mandate (after the Flood), and examining how human governments are often defined along (although not exactly along) demographic lines, with the political institution of nationhood being a logical outgrowth of the division of languages (and the ethnicity dynamics logically produced by that division of languages) that God instituted at the Tower of Babel. Political systems that delegate capital punishment activities to family representatives (such as Icelandic Viking vengeance laws and contemporary Islamic honor killings) are briefly considered, to show how governmental control of capital punishment is God’s institutionalized standard for societies today. This course also compares the modern concept of nationhood against Biblical “nations” categories, with special attention to clarifications important to apologetics. (Prerequisites: BIBL 240, as well as APOL 205 or APOL 470; 3 semester hours credit)

#### CRST 364 Creation Stewardship & River Resources

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)

#### CRST 440 Historic Illustrations of Genesis Mandate Applications

This course focuses on guided independent research on specific examples, in Biblical and/or church history, of specific Genesis Mandate applications. Research findings are summarized in written and graphic form, demonstrating design for educational usage in family, church, community group, and/or journalistic communication opportunities. This course aims at a blend of traditional history topics and family history, providing research and communication assignments that convey Genesis mandate-relevant history data to learners who are unlikely to learn these insights and information apart from the student's careful research, analysis, and presentation. (Prerequisites: APOL 205 or APOL 231, as well as PROV 433 or APOL 470; 2, 3, or possibly more semester hours credit)

#### CRST 480 Creation Stewardship Service Project

This course provides purpose, structure, and assessment for a service project that demonstrates creation stewardship (which could include an educational appreciation for some part of God's creation, such as birds, a garden, forested land, etc.), with special attention to Biblical education and/or Biblical apologetics applied to a local ministry context. 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 senior-level practicum directly related to creation stewardship studies and/or creation stewardship ethics. 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, Peter's epistles, or Jude's epistle). This practicum course should demonstrate a Christian ministry application of creation stewardship ethics, incorporating at least some meaningful aspect of Biblical creation apologetics. Apologetics-relevant historic prophecy portions of Daniel chapters 1-12 are also recommended. (3 semester hours credit; in some cases a large project can simultaneously be used to apply to both this course and to another academic minor's "project course")

### CRST 481 Doxological Ecology & Creation Apologetics

The Biblical creation-based concept of doxological ecology is examined in depth, with informed attention to how this God-honoring field of creationist apologetics can be used in practical Christian ministry contexts to correct the confused, to instruct the teachable, and to rebuke evolutionary scoffers. Educators who teach such doxological apologetics, such as Drs. Irwin Moon, Jobe Martin, and David Menton), are identified as role models who have aptly integrated God's Word with God's world (and its inhabitants), in creationist apologetics ministries. Examples of these Christian education ministry applications may include doxological apologetics that teach creationist insights about humans, mammals, birds, insects, arachnids, fish, amphibians, reptiles, shellfish, trees, flowers, algae, the water cycle, microbial life, and other aspects of earth's ecosystem dynamics. (Prerequisites: CRST 101, APOL 222, & THEO 201; 2, 3, or more semester hours credit)

### CRST 482 Doxological Biogeography & Creation Apologetics

This course advances beyond Doxological Ecology & Creation Apologetics Ministries (CSSE 481), researching more comprehensively creationist biogeography topics with providential history ramifications that are directly tied to geographic details. This course, moreso than CSSE 481, considers and undertakes potential educational ministry opportunities for specific geographic regions and locations, where God can be specially honored by teaching docents who serve as Providential history tour guides, creation vacation lecturers and journalists, and/or creation safari hosts. Some of the practical challenges of providing a Biblical creationist witness (in oral or written form), at various geographically focused educator opportunities, is briefly considered in this educational ministry training course. (Prerequisites: CRST 482 and its prerequisites; 2, 3, or more semester hours credit)

## **PROVIDENTIAL HISTORY AND GEOGRAPHY**

### PROV 232 Joshua: Conquest, Archaeology & Apologetics

The book of Joshua is examined to illustrate how skeptics have for many generations 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 the historical period that the book of Joshua reports. Specific attention is given to details provided in the Book of Joshua, such as the early conquest of Canaan (including Jericho and Ai). Apologetics-oriented word studies in the Hebrew text of Joshua are also examined.

### PROV 268 Directed Studies in Providential Family History

This course provides an opportunity for faculty-supervised studies in family history, from a providential history perspective, customized to special interests of the student. When a specific topic (or combination of topics) is selected the student will be assigned specific family history topics to study, as well as other related reading assignments in Providential history. The assessment of student learning is mostly based upon a comprehensive research project that documents family history in a way that demonstrates a Providential history perspective.

### PROV 281 Directed Studies 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.

### PROV 282 Directed Studies 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.

### PROV 314 Providential History of Pilgrims & Puritans

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)

### PROV 320 Historic Impact of the Global 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: Biblical Epistemology I; 3 semester hours credit)

### PROV 324 Historical Studies in Christian Missions

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 ICR, with special attention to how Christian missions have (or have not) integrated a Biblical foundation with their efforts to obey Christ's Great Commission. (number of semester hours credit depends upon transfer credit)

### PROV 340 Divine Providence in 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 Dominion Mandate and/or the Great Commission. (3 semester hours credit)

#### PROV 360 Holy Land Archaeology 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)

#### PROV 361 Holy Land Archaeology II (Turkey, Greece & 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 this 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)

#### PROV 381 Directed Study in Creation History

This course provides an opportunity for faculty-supervised studies in creation history 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 creation history (including relevant parts of the Genesis record) to study, as well as other related reading assignments. The assessment of student learning is mostly based upon a comprehensive research paper.

#### PROV 410 Providential History of Agriculture & Aquaculture

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)

#### PROV 431 Geographic Perspectives for Studying 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 1st 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)

#### PROV 432 Providential Ecology & Geography Perspectives

This course builds upon concepts introduced in Divine Providential in History & Geography (PROV 340), further investigating the providential working of God, as God's gracious care of mankind (and His sovereign rule in human history, as well as in biogeography) 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 providential history and geography, in conjunction with creationist ecology (blending studies in biogeography and climatology, such as the agricultural and fishing ramifications of the Medieval Warm Period and the Little Ice Age), along with some attention to geopolitical economics issues. (Prerequisite: PROV 340; 3 semester hours credit)

#### PROV 433 Family History, Geography & Providence

Building on Divine Providence in History & Geography (PROV 340) and/or Providential Ecology & Geography Perspectives (PROV 432), 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. (Prerequisite: PROV 340 & PROV 432; 3 semester hours credit)

### PROV 477 The Providential Apologetics of Food

This course focuses on the providential apologetics taught by the apostle Paul, in his speech to the Lycaonians, specifically how food proves that God did not leave Himself without evidence of His providential Creatorship, in that God consistently provides natural benefits to mankind, such as rain from heaven, fruitful seasons, and the blessings of food and gladness. This is an interdisciplinary study of food dynamics, focusing on food as a demonstration of God's creative providence. The providential production and biological usage of food illustrates God's technical role as Creator of foods, the human digestive system (and other aspects of human metabolism), as well as His artistic role in providing foods capable of artistic preparation, visual presentation, olfactory/taste appreciation, eating experience, and cultural heritage. How the dynamics of food (including the geopolitical and agribusiness aspects of the world's food industry) have played an important role in complying with the Dominion Mandate (a/k/a Dominion Mandate), and in complying with the Great Commission, will also be analyzed from a perspective of providential history, geography (including biogeography and cultural geography), and ecology. (Prerequisites: APOL 204 & THEO 201; 3 semester hours credit)

### PROV 478 Providential Technology & the Great Commission

This course focuses on the providential technology previously used, and currently being used, to fulfill the Great Commission. 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 to distract the communication processes used to provide God's Word to believers and unbelievers. Research, discovery, and development advances in history are considered, especially those accomplished by God-honoring believers. Transportation technologies have been used 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. This course specifically focuses on different components of the Great Commission, in relation to the technologies that God has used to further those aspects His Great Commission. (3 semester hours credit)

### PROV 480 Biblical History, Geography & Archaeology

This interdisciplinary course (or series of 480 courses) introduces and investigates an apologetics approach to the study of biblical history, archaeology, and geography, including review of the importance of its connections to biblical history and biblical languages. Because Bible critics have tried to use historical, archaeological, and geographical studies to contradict information in Genesis, Joshua, Isaiah, Daniel, etc., such 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. Supplemental studies can be customized, using the PROV 480 series, to focus on specific aspects of biblical history and archaeology, such as specific aspects of Old Testament history and geography, as well as historic and geographic aspects of the earthly ministry of Christ,

the missionary journeys of Paul, the seven churches of Asia Minor, and the like. Likewise, this customized approach can be used in the interdisciplinary (especially historical and geographic) study of God's providence in church history, including Christian missions around the world, using the PROV 490 series, with the basic course for that being Providential History, Geography, & Archaeology. (Prerequisite: PROV 340 or instructor approval; 3 semester hours credit)

#### PROV 487 Sacred Humanities Service Project

This course provides purpose, structure, and assessment for a service project that demonstrates sacred humanities (such as logic, debate, biblical languages study, Providential history, etc.), with special attention to biblical education and/or biblical apologetics applied to a local ministry context (such as a church, church-affiliated K-12 school, or a Christian home school).

#### PROV 488 Sacred History Service Project

This course provides purpose, structure, and assessment for a service project that demonstrates sacred history (such as Biblical history, providential world history, or a creationist approach to family history), with special attention to biblical education and/or biblical apologetics applied to a local ministry context (such as a church, church-affiliated K-12 school, Christian home school, or extended family members).

#### PROV 489 Sacred Geography Service Project

This course provides purpose, structure, and assessment for a service project that demonstrates sacred geography (such as Biblical geography, providential world geography, world missions, or a creationist approach to the geography of multi-generational family migrations), with special attention to biblical education and/or biblical apologetics applied to a local ministry context (such as a church, church-affiliated K-12 school, Christian home school, or Christian missionaries).

## **THEOLOGY**

### THEO 201 Biblical Epistemology I: Divine 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)

### THEO 202 Biblical Epistemology II: Bible Study

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: Biblical Epistemology I; 3 semester hours credit)

### THEO 203 Biblical Epistemology III: Biblical Authority

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 1st Peter, as well as the concept of "living epistles" in 2nd Corinthians. The process of teaching, using Ezra's example (Ezra's formula for educational ministry), is further analyzed, with practical ministry applications. (Prerequisite: Biblical Epistemology I & II; 3 semester hours credit)

### THEO 210 Analyzing Humanistic Faith & Practice

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: Biblical Epistemology I; 3 semester hours credit)

#### THEO 270 Prayer Principles for Biblical Apologetics

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.

#### THEO 325 Church History Lessons for Biblical Creationists

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)

#### THEO 331 Survey of Old Testament Prayers

Building upon the practical principles covered in THEO 270, this course reviews 7 categories of Old Testament prayers (with analysis of representative examples of each of those categories), with special attention to those directly pertinent to biblical education and apologetics ministry. Special attention is given to creationist prayer perspectives illustrated in the writings of Moses, David, and Daniel. (3 semester hours credit)

#### THEO 332 Survey of New Testament Prayers

Building upon the practical principles covered in THEO 270, this course reviews 7 categories of New Testament prayers (with analysis of representative examples of each of those categories), with special attention to those directly pertinent to biblical education and apologetics ministry. Special attention is given to creationist prayer perspectives illustrated in the writings of the Lord Jesus Christ, Matthew, Luke, and Paul. (3 semester hours credit)

#### THEO 360 Applying Apologetics to the Social Sciences

General concepts common to the social sciences are examined, with special attention to epistemological assumptions and methodologies practiced within the secular and religious counterparts of social science. Students will analyze major social science topics, such as family dynamics, community, language, nationhood, culture, class consciousness, motivations for human behaviors (including the false dichotomy of nature vs. nurture), social roles and

hierarchies, quantifying and predicting human behavior, social conflicts, social authority dynamics, social economics, etc. Social science topics are analyzed according to biblical principles, and with insights from Genesis, Exodus, Ruth, Nehemiah, Esther, the epistles of Paul and John, and other relevant Scriptures. Also, historic and contemporary impacts of social science practitioners are considered, as to how those impacts relate to the epistemological assumptions about real-world social contexts. Advanced studies in this field may be designated as subsequent course in the 360 series. (Prerequisites: Biblical Epistemology I and Biblical Epistemology II; 3 semester hours credit)

#### THEO 370 Theological Analysis of Ethical Decision-Making

This course examines 8 major aspects of ethical decision-making, with analytical examination of human decision-making. Specifically, such decision-making patterns are examined as Scripture-explained interplays of God's providence and human decision-making; the latter is analyzed as a composite mix of epistemology (what is true and knowable), axiology (what is valuable and important), teleology (what is purposed), etiology (what is caused), ontology (what is real), deontology (what is obligated), and providential Christology (how is Christ is involved, especially as to His roles as Creator, Redeemer, and Lord), as well as some practical aspects of ecclesiology (how groups of believers are impacted). (3 semester hours credit)

#### THEO 376 Theological Review of Biblical Text Transmission

The Biblical creation revival is grounded upon the infallible text of the Holy Bible, so the historic preservation and transmission of the biblical text (in both the Old and New Testaments) is of paramount importance to Genesis-based apologetics. This course reviews the historic dynamics of biblical text transmission controversies, with special attention to the respective theological positions and agendas of both Bible advocates and Bible detractors, as well as how biblical text transmission controversies have influenced the teaching of biblical creation and creation apologetics. (3 semester hours credit)

#### THEO 411 Directed Studies 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.

#### THEO 412 Creation, the Fall & Redemption

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)

#### THEO 420 Controversies in Creation Theology

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)

#### THEO 426 Theological Importance of Adam

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. (3 semester hours credit)

#### THEO 437 Apologetics Research in Messianic Prophecies

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).

#### THEO 440 Cross-examining the Critics 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, misreading 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. Advanced studies that build upon this course may be designated as coursework in the 440 series. (Prerequisites: 3 semester hours credit)

#### THEO 460 Theological Critique of Creation Science History

This course surveys historical milestones and trends in the ongoing history of the creation science movement, including the historical conflict with Enlightenment deists and Darwinists, plus the historical dynamics of other epistemological movements which positively or negatively impacted what ultimately became the modern revival of Genesis-based creation science. Special attention is given to the creation science apologetics spearheaded by Dr. Henry Morris and the Institute for Creation Research, as well as other influential leaders in the worldwide Biblical creation science movement. (3 semester hours credit)

#### THEO 466 Jude & 2nd Peter: Apologetics & Apostasy

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 401 Logic & Evidence Applied to Biblical Apologetics, or THEO 210 Analyzing Humanistic Faith & Practice; 3 semester hours credit)

#### THEO 471 Biblical Principles of Discipleship

The strategic role of Genesis-based apologetics, as part of the Great Commission, is examined in this course, by demonstrating the need for Biblical apologetics as a dynamic element in the global mandate to train disciples to learn and to obey Biblical teachings. Biblical discipleship principles are applied to apologetics contexts, such as clarifying misunderstandings, defending the Biblical faith, doxological priorities in Genesis-based apologetics, and confirming confidence in the accuracy of God's Word, so that faithful disciples are better equipped to teach others. (3 semester hours credit)

### THEO 472 Biblical Discipleship & Spiritual Reformation

Building upon the analysis provided in THEO 471 (Biblical Principles of Discipleship), this course applies Biblical discipleship principles to both spiritual reformation (as a matter of personal application) and the relational influence on lives impacted by Christian leaders, illustrated by case studies in Scripture and in church history. Special attention is given to how Biblical discipleship practices contrast with practices those who oppose Genesis-based truth and apologetics. (3 semester hours credit)

### THEO 478 Contrasting Doxological & Humanistic Axiologies

Because apologetics ministries routinely engage in controversies involving competing axiologies, this course investigates and contrasts representative examples of both doxological and humanistic axiologies. Special attention is given to axiological principles and insights from Psalms, the New Testament Gospels, Romans, and Peter's epistles. Some attention is also given to correlating axiology patterns with the competing cosmogony positions of old-earth versus young-earth advocates. (3 semester hours credit)

### THEO 481 Genesis Studies Service Project

This course provides purpose, structure, and assessment for a service project that demonstrates serious study in the book of Genesis (especially its first 11 chapters), with special attention to biblical education and/or biblical apologetics applied to a local ministry context. (variable semester hours credit)

### THEO 482 Creation Theology Service Project

This course provides purpose, structure, and assessment for a service project that demonstrates creation theology (especially as taught in Genesis, Romans, and 1st Corinthians), with special attention to Biblical education and/or Biblical apologetics applied to a local ministry context. (variable 3 semester hours credit)

### THEO 483 Creation Research Service Project

This course provides purpose, structure, and assessment for a service project that demonstrates creation research (such as doxological and/or apologetics-oriented research of human life, non-human creatures, the post-Eden groaning of creation, how God has pre-programmed creatures to be fruitful and multiply and fill Earth's habitats, the Genesis Flood, etc.), with special attention to biblical education and/or biblical apologetics applied to a local ministry context. (variable 3 semester hours credit)

In addition to a firm commitment to creationism and to full biblical inerrancy and authority, the ICR School of Biblical Apologetics is committed to high standards of academic excellence. SOBA's highly qualified and experienced faculty is in itself assurance of a rigorous, relevant, 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.

