



BBC | Life Change U

ACADEMIC CATALOG

ON-CAMPUS PROGRAMS

2022 - 2023

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Disclaimer

Baptist Bible College reserves the right to make necessary changes in the regulations, courses, personnel, and costs listed in this catalog without notice. In such cases, the administration attempts to communicate such changes to all students, faculty, and staff through written means. It is IMPORTANT for students to familiarize themselves with the regulations set forth in this catalog and assume their proper responsibilities concerning them. Students should consult the College Web page to remain current. This 2020-2021 catalog supersedes the 2019-2020 catalog.

Non-Discrimination Statement

Baptist Bible College admits students of any race, color, national origin, and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national origin, or ethnic origin in administration of its educational policies, scholarship and loan programs, athletic, and other school-administered programs.

Smoke-Free Campus

Due to the concern for the safety and health of students, staff, and faculty, Baptist Bible College is a smoke-free campus.

STUDENT LEARNING AND THE PURPOSE OF BAPTIST BIBLE COLLEGE

MISSION STATEMENT

The heart of Baptist Bible College is teaching and student learning. This purpose is reflected in the mission/vision of the College.

As an institution of biblical higher education, the College educates and trains students to serve Jesus Christ in vocational ministry and in market-place professions. In order to fulfil this mission/vision, student learning must take place inside and outside the classroom. **Learning experiences inside the classroom** are formalized around a curriculum. Students progress through a planned sequence of courses while *demonstrating* that they have achieved the mastery of knowledge, skills, competencies, and Christian character expected of one who graduates with a Bible college degree.



Student learning also takes place **outside of the classroom**. As a member institution of the Association for Biblical Higher Education, there is expectation that all undergraduate students complete a ministry formation program. Students complete this through Practical Ministry Experience (PME) participation in local churches, internships, BBC Cares, and chapel attendance. Opportunities for learning outside the classroom are tied to curricular requirements. Additional learning opportunities are added to both

Mission Statement

Baptist Bible College educates, inspires, and equips students to serve as effective Christian leaders.



curricular and extra-curricular settings. Student groups lead worship in college chapel and support elementary students in two Title-I public schools located near the campus as well as participating in various ministry and community service opportunities offered through the local church. Students also participate in cross-cultural experiences.

INSTITUTIONAL LEARNING OUTCOMES

Institutional Learning Outcomes (ILOs) are what the Institution values, the overarching knowledge, skills, abilities, and attitudes that students are expected to develop as a result of their overall experience at Baptist Bible College.

Baptist Bible College graduates are equipped with biblical knowledge and scholarship, faith and commitment, and community and global awareness, thus preparing them to:

- Apply the rigorous learning of biblical truth to real life challenges; (**HEAD**)
- Nurture their relationship with God above all else and to respond unequivocally to God's call on their lives; (**HEART**)
- Engage a diverse global society, evangelizing and ministering both in and through the local church (**HANDS**)

BIBLICAL WORLDVIEW

The mission of the College anticipates that student learning results in the formation of a biblical worldview. That worldview consists of at least the five following components.

- ▶ **Triune God:** The Bible teaches that there is one supreme, powerful and personal God. The doctrine of the trinity speaks to the fact that there is one God (Deuteronomy 6:4) consisting of three distinct persons, the Father, the Son and the Holy Spirit, equal in divine perfection, and executing distinct, harmonious offices.
- ▶ **Creator God:** The Bible teaches that God created the universe out of nothing in six, literal, successive, 24-hour days (Genesis 1:1-2:4; Exodus 20:11). As Creator, God alone is able to define the purpose for life (Acts 17:22-31).
- ▶ **Absolute Truth:** The Bible teaches that God communicated to mankind through the Holy Bible. As absolute truth, the teaching of the Bible transcends all cultures. The message of the gospel is for all people (Romans 1:13-17; Col 1:3-8).
- ▶ **Sinful Nature of Mankind:** Humans are born sinful (Romans 5:12) and therefore need a Savior. Jesus who died a sacrificial death (Romans 3:22-32) and rose again (Romans 1:3-4) is the only Savior (Acts 4:12). By faith, one accepts Jesus as Savior at which time the believer is born from above, all sins are forgiven and is positional in Christ (1 Corinthians 1:3).
- ▶ **Ethical Standards of Behavior:** There is an absolute standard of right and wrong. There is an expectation that as the believer grows in Christ that he/she will learn to trust the Lord and obey Him (Romans 1:5; 15:14-16).

LEADERSHIP DEVELOPMENT

The mission of the College anticipates that student learning enables students to engage and impact their global society. The basis for this is the development of Christ-like leaders. In order for this to occur, learning outside the classroom must be purposeful and mission driven. Students must demonstrate they have achieved the mastery of knowledge, skills, competencies, and character development expected of Christ-like leaders. For this to occur, a bridge must be built that aligns learning inside and outside the classroom.



There is expectation for a high level of student learning to take place inside the classroom. But there is also an expectation that student learning opportunities take place outside the classroom where students serve and impact others for Jesus Christ. That service may take place on campus, through local churches, and community service opportunities in the Springfield area and beyond. **The world is our classroom.** Our desire is that students understand the potential they have to make a difference.

This desire is simple and yet profound. The desire is **to inspire and develop Christ-like leaders.** BBC has adopted **5 pillars** of student leadership to help shape and mold them into Christ-like leaders: **Integrity, Wisdom, Servanthood, Ambition, and Influence.**

HONOR CODE

The mission of the College anticipates that student learning includes spiritual growth and development. The goal is obedience (Romans 16:25-27). This process is known as progressive sanctification (Romans 15:16). Spiritual growth occurs as the Holy Spirit motivates believers and works in their heart and mind through the Word of God (Romans 8:1-10; Ephesians 4:18; Colossians 3:16).

The Bible teaches that spiritual development is not the conformity of external standards of conduct (Colossians 2:16-23). Rather, spiritual development involves the transformation of the heart and mind (Romans 12:1-2). Students must develop the **desire** and **disciplines** for life-long spiritual growth and development. The desire to adopt the values of Jesus Christ motivates the transformation of the heart and mind. The development of disciplines to imitate the behavior of Jesus Christ results in the display of the transformation of one's heart and mind.

Faculty and staff anticipate that students will develop the spiritual disciplines characteristic of those who are committed to spiritual growth and service of Jesus Christ. Those disciplines include: understanding the purpose of life, prayer, Bible study, memorization and application, discipleship, stewardship, accountability, service, fellowship, witnessing, and individual and corporate worship. Such a life glorifies Jesus Christ, enriches the believer through the work of God's Spirit, and results in opportunities to radically impact a lost world (1 Thessalonians 2:1-12).

The Bible describes character qualities that should be present in the lives of believers. These include: love, joy, kindness, patience, humility, compassion, forgiveness, hospitality, integrity, and generosity. These characteristics are fully developed only through the indwelling power of the Holy Spirit (Galatians 5:22-23; Ephesians 5:18-21; Colossians 3:12-16).

The Word of God also identifies character qualities and actions that should not be present in the lives of believers such as abusive anger; malice; jealousy; lust; sexually immoral behavior including premarital sex, adultery, and homosexuality; impure desires; prejudice based on race, sex, or socioeconomic status; greed; idolatry; slander; profanity; lying; drunkenness; thievery; and dishonesty (Ephesians 5:1-7; Colossians 3:5-11; James 2:1-9).

According to Scripture, these qualities are not acceptable for the Christian, and therefore, are unacceptable for students of the College. Because students may be tempted towards sin and disobedience, it is imperative that the transforming power of Christ takes place in these areas.

Christian maturity calls for students to practice restraint in their behavior. They will abstain from the possession or use of alcoholic beverages, tobacco, non-medicinal narcotic or hallucinogenic drugs (including marijuana); co-habitation; reading, possessing, or accessing obscene or pornographic material; gambling; and attendance at casinos, bars, or nightclubs.

Students must practice discretion in other day-to-day areas of our lives. Specifically, students are expected to

use discretion in all forms of entertainment (including the choice of music, television, movie viewing, dancing, etc.) and attire (see the *Student Handbook* for specific College standards). The guiding principle for these choices comes from Philippians 4:8: "...whatsoever things are true, whatsoever things *are* honest, whatsoever things *are* just, whatsoever things *are* pure, whatsoever things *are* lovely, whatsoever things *are* of good report; if *there be* any virtue, and if *there be* any praise, think on these things."

STUDENT SUPPORT SERVICES

In order to foster the required academic and spiritual culture for teaching and student learning, the students, faculty, and staff voluntarily agree to live by the code of conduct. At the same time, the faculty and staff understand that spiritual development requires time and support. Therefore, the College has support systems in place to benefit students.

- ▶ Faculty advisors are the front-line support for students. Faculty not only assist students with academic success, faculty serve as mentors who are able to coach, counsel and disciple students with God's Word. Peer advisors work closely with faculty and students.
- ▶ Resident Assistants (RAs) live in the dorms with single students to provide support. A referral system is in place to provide a broad scope of support.
- ▶ Chapel is scheduled twice a week. Students are challenged in their Christian walk as various speakers open God's Word to explain the text and apply the meaning of the text in a practical manner.
- ▶ The campus counseling is available. The campus counselor has a Doctor of Divinity and is a Fellow of Association of Certified Biblical Counselors (ACBC).
- ▶ The Office of Student Life and Learning works with students and others through a referral system to support student life and learning.

Local churches in which students attend complement efforts on the part of the College. The pastoral staff and leaders are prepared to assist students and provide them with accountability in their spiritual development. Students also are able to serve others through outreach and ministries of the church. This explains in part why finding a good church home and faithfully attending church is important (Hebrews 10:24-25).

Recognizing that there is an obligation to hold each other accountable to biblical standards and to the commitments to follow those standards, appropriate action will be taken to teach, influence, discipline, or even dismiss those who disregard these College expectations. If some find themselves unable to honor their commitments, withdrawal may be in order. The College will strive to have all disciplinary procedures characterized by Christian love and a redemptive spirit.

This Code of Honor is subject to change only by action of the Board of Trustees. The *Student Handbook* and the *Employee Handbook* offer more detailed records of current policy statements and lifestyle guidelines.

ACCREDITATION AND AFFILIATIONS

The reputation of the College is very important. We are accountable to students, parents, churches, and the public. We demonstrate that accountability through accreditation and affiliations.

Authorization to Offer Degrees

Degree programs offered by Baptist Bible College are approved by the Missouri Coordinating Board for Higher Education under the State's statute regulating private postsecondary education institutions. If you are dissatisfied and are unable to reach resolution at Baptist Bible College, you may contact the Board at 573-526-1577.

Accreditation

Baptist Bible College is regionally accredited by the Higher Learning Commission (HLC). The College has

successfully maintained continuous regional accreditation with the Commission since 2005.

Higher Learning Commission
230 South LaSalle Street, Suite 7-500
Chicago, IL 60604
800.621.7440

Baptist Bible College is nationally accredited. Baptist Bible College is accredited by the Commission on Accreditation of the Association for Biblical Higher Education (ABHE), an institutional accrediting body recognized by U.S. Department of Education. The College has successfully maintained continuous national accreditation with the Association since 1978. The Seminary (formally known as the Graduate School) has been included in that accreditation since 2007.

Association for Biblical Higher Education
5850 T G Lee Blvd, Suite 130
Orlando FL 32822
407.207.0808

Missouri State Approval of Education Programs

The Missouri State Board of Education granted approval to Baptist Bible College to offer professional education programs. Missouri's Department of Elementary and Secondary Education (DESE) initiated new certification requirements for all Missouri Education Preparation Programs (EPP's) effective August, 2017. On August 17, 2017, the College received formal re-approval for its education program and all areas offered based upon the new certification requirements. Continuing approval for these programs is contingent upon the Annual Performance Report (APR) for Education Preparation Programs.

<http://dese.mo.gov>

Articulation Agreements

Baptist Bible College has an articulation agreement with Cox College and Missouri State University which are both located on the north side of Springfield, MO. The agreements enable students to be dual enrolled in BBC and the respective institution.

Recognition

- Listed in the official publication of American Association of Collegiate Registrars and Admissions Officers (AACRAO) entitled, *Transfer Credit Practices of Designated Educational Institutions* (TCP) 2009 which presents a voluntary exchange of information regarding practices for acceptance of transfer credit.
- Approved by the office of Veterans' Education of the Missouri State Department of Education for training under the Veterans' program;
- Authorized under federal law to enroll non-immigrant, alien students.

Affiliation

The College is an affiliated member of the following organizations:

- Baptist Bible Fellowship International
- Missouri Association of Colleges for Teacher Education
- Missouri Association of Departments and Schools of Music
- Association of Certified Biblical Counselors

SPRINGFIELD, THE HEART OF THE OZARKS

Springfield, Missouri, called the "Queen City of the Ozarks," is a thriving metropolitan area community of approximately 200,000 residents. Kansas City, St. Louis, and Tulsa are located within a 200-mile radius of Springfield.

Springfield is a great location to live and study. There is a large number of Baptist Bible Fellowship churches in the greater Springfield area. It becomes natural for students to transition from their home church to join and become actively involved in their Springfield church. Students connect with their community through ministries in the church as they share the gospel and impact others for the Lord. The churches provide an opportunity to put into practice what they learn in the classroom. The strength and ministry of the churches serve as a model for prospective Christian leaders enrolled in the College.

Many recreational areas surround the city. The tourist industry is the primary economy for the area including Branson, Table Rock Lake, Lake Taneycomo, Wilson Creek Battlefield, Roaring River State Park, and Silver Dollar City, which are within a fifty-mile radius of Springfield.

The Bass Pro Shops national headquarters is also located in Springfield along with its Wonders of Wildlife Museum and Aquarium. Those who enjoy baseball will enjoy cheering for the Springfield Cardinals, the double-A affiliate of the St. Louis Cardinals. Enjoy the Springfield Symphony and other opportunities the city offers.

Main arteries of travel are accessible to the city. The Springfield/Branson National Airport serves to connect the city with major population centers of the nation.

THE CAMPUS OF BAPTIST BIBLE COLLEGE

The campus of more than thirty acres is located in the northern section of Springfield. The campus extends from Kearney Street on the north to High Street on the south and from Benton Avenue on the west to Pierce Street on the east. As a student of the College you will find a community that supports teaching and learning and spiritual growth.



Library

Baptist Bible College provides access to four kinds of library and information resources to satisfy the academic and other interests of students, faculty, and staff. Online resources go far beyond the free Web to include digital versions of thousands of periodicals, books, reference sources, theses, dissertations, and more. Available around the clock, this body of resources is expanding rapidly. On-campus users are recognized automatically, while off-campus users can gain access through a simple proxy login.

Locally owned collections of books, periodicals and other media are available on the shelves of the G. B. Vick Memorial Library and the Music Library. The library holds more than 65,000 volume-equivalents and 75 current print subscriptions. The library provides access to over 200,000 EBooks and over 29,000 periodical titles. These collections are selected carefully to support the curriculum and mission of the College. In addition to housing collections, the Vick Library provides access to study space, computers, a wireless network signal, and consultation services.

The library is also a part of the Association of Christian Librarian (ACL) Reciprocal Borrowing program which allows a student to borrow books at over 60 additional colleges and universities around the nation. This is especially helpful for seminary students who are distance learners.

Academic Resource Center (ARC)

The Academic Resource Center (ARC), formerly the Learning Center, offers students a wide variety of academic support services designed to help them succeed in the classroom. In general, students will find support in these areas: writing, tutoring related to study skills, and tutoring related to specific course content. The ARC offers FREE academic support to all BBC students, both undergraduate and seminary. The ARC is located inside the G.B. Vick Memorial Library.

Campus Computer Network

The College is committed to providing its faculty, staff, and students with the latest improvements in technology. This includes a robust campus-wide network that connects all academic classrooms as well as student residence halls. Students who own network-ready computers may connect to the network from their campus living quarters. Access to the internet is provided through the Missouri Research and Education Network (MOREnet); all activity on the internet is filtered and monitored to protect students from inappropriate content.

Computer Labs

There are computer labs available for general student use. Computer labs are located in Room ADM 101 next to the Mail Room, in the Library, and in the ARC at the Library.

Classrooms

Classrooms are equipped with computers, cameras, and smart TV's to help optimize student learning. Students have access to our Wireless Network in all classrooms.

Residence Halls

There are residence halls for single students, as well as apartment buildings for married, graduate, and other students. All students within their residences have access to LAN and wireless connectivity. Also provided in certain common areas are plasma HD TV's and digital TV's.

Fieldhouse

The W. E. Dowell Fieldhouse is the site of intercollegiate sports and many other student activities. The annual, national meeting of the BBFI is held there during May graduation week events. The gymnasium seats 4,200 and the lower floor houses the 300-seat **R. O. Woodworth Dining Hall**.

Student Organizations and Activities

Students have many opportunities to gain leadership experiences. Cultural and recreational activities are varied so there is something of interest to each student. Extracurricular activities play a major role in the development of every student.

Some of the student organizations that provide leadership training include the Student Government Association (SGA). SGA allows students to develop leadership skills while providing ministry options to the student body as well as to the local community. Student leaders are elected by the student body to serve the various constituents and represent student perspectives to the Administration. Student Leadership Organizations (SLO) work in harmony with SGA to minister to the needs of students and neighbors. Other special ministry groups include musical, drama, and recreation teams that travel to churches and camps.

Student Center

The Student Center is centrally located on campus providing students with an area to relax and enjoy coffee, a snack, or fellowship between and after classes.



Chapel

Students come together each week to be challenged by speakers from all over the world and participate in engaging worship. The vast network of churches and missionaries connected with BBC provides countless opportunities for students to hear dynamic Christian leaders share from God's Word.

Dining & Food Services

The **R. O. Woodworth Dining Hall** is housed on the lower floor of the Fieldhouse, and the dining area accommodates approximately 300 students. Effort is made to provide a wholesome and balanced diet. The Dining Hall offers many choices for students for lunch. Students will enjoy a variety of choices including made-to-order pizza, an expanded deli bar, a self-serve grill station, and specialty bars. Each day provides new and fresh options at this location. Each entrée includes an all-you-can-eat salad bar.

The **White House** offers a wide variety of coffee and frozen drinks and will personalize a drink just for you! Along with your coffee, the White House also serves hot and fresh panini sandwiches, chips and salsa, cinnamon rolls, jumbo cookies, and more!

The **White House Express** is located in the Student Center and is a new addition to our dining plan. After evaluating our breakfast service, we realized we needed to provide quicker and more efficient options in the morning for our students, faculty, and staff. The White House Express serves a variety of MANNA coffee blends, as well as some great options for breakfast and snacks. The White House Express will also serve our Student Center hours at night.

For more information on food services hours of operation and Flex Plan details, please visit the *Dining Services* page on the College's website.

Student Employment Services

The Office of Student Life and Learning maintains a physical bulletin board updated with local job opportunities. A virtual job board is also available. The Office of Student Life also communicates new opportunities in the Patriot Post, in Resident Hall Notes, and on Populi. The College hires students for

part-time, on-campus jobs (e.g., security, the student center, food service, facilities maintenance, IT and media department, and tutors). The Office of HR publishes the job openings on the College Website and through email.

Sports and Recreational Activities

Baptist Bible College has a well-rounded and balanced commitment to the health and fitness of the student. The College participates in intercollegiate sports through the National Christian College Athletics Association (NCCAA). We currently offer men's and women's basketball, men's and women's golf, men's baseball, and women's volleyball. The College voluntarily participates in the observance of Title IX policies to have an equal number of men's and women's sports.

The gymnasium is open to the College family on regularly scheduled nights. Students may secure schedules and additional information from the Athletic Director.

Facilities Maintenance

The Facilities Department provides care for the maintenance, custodial, and grounds service needs of BBC. Students, faculty, and staff may submit a work request at clickfix@gobbc.edu.

Information & Technology (IT) Services

The Information and Technology Department (IT) provides care for the campus network, internet, phone, and Wi-Fi services. Students, faculty, and staff may submit a work request at support@gobbc.edu.

STUDENTS WITH PHYSICAL MOBILITY DISABILITIES

The College values and supports students who have physical mobility disabilities. They have ramp access to the administration building (to include chapel, Learning Center, and mailroom), campus apartment building D, the Kennedy Fine Arts building (to include classrooms, Boland Recital Hall, and some faculty offices), G.B. Vick Library, White House Coffee Shop, the Patriot Café, and the W.E. Dowell Fieldhouse (to include the Dining Hall). The College has upgraded access with automatic, handicap door openers. Handicapped parking is

strategically located. The Office of the Registrar collaborates with faculty to schedule courses in classrooms where students have access. The College recently converted steps leading to the sidewalk along Summit Street to a ramp access and renovated a campus apartment in building D that is handicapped accessible.

At the same time, prospective students should contact the Office of the Registrar and the Office of Student Life and Learning to discuss details concerning specific student needs before they enroll. The goal is for the College to be transparent so that prospective students understand the level of support that is currently available.

INSTITUTION OF BIBLICAL HIGHER EDUCATION

Baptist Bible College is an institution of biblical higher education (commonly known as a Bible college). The Association for Biblical Higher Education defines such an institution as one in which the Bible is central and the development of Christian life and ministry is essential. The purpose of a Bible college is to prepare men and women to serve the Lord through lay or vocational ministry.

Bible colleges and Christian liberal arts colleges share a number of characteristics. Nevertheless, a Bible college has a unique mission. As institutions of biblical higher education, Bible colleges typically require students to take more Bible and theology courses, tend to center around biblical/theological studies and church-related or vocational ministry professions, and require students to be involved in ministry formation experiences in which they are trained, supervised and evaluated (www.abhe.org/faqs).

At Baptist Bible College, all undergraduate students complete 33 credit hours in Bible and theology. The goal is for graduates to have the necessary knowledge and skills to engage in life-long study of God's Word and minister to others with that Word through the local church. The formation of Christian character and the development of Christ-like leadership is the focus of learning inside and outside the classroom. Though

not all graduates enter vocational ministry, they are substantially prepared to serve as Christian leaders.

Through the years, the College has consciously made decisions to offer programs in the context of church-related ministry. For example, though education students may now teach in public schools, churches with K-12 schools are requiring their teachers to have state certification. The College has positioned itself to support that demographic. Those who choose to teach in public schools step into leadership positions in their church. The College has an articulation agreement with Cox College which is located in Springfield. Students now may graduate with their associate's degree in nursing from Cox College and a bachelor's degree from Baptist Bible College.

HISTORY OF BAPTIST BIBLE COLLEGE

In May 1950, a group of Baptist ministers assembled in the Texas Hotel, Fort Worth, Texas, to consider plans for an aggressive world-wide evangelism program for their churches. Meeting under what they knew to have been providential circumstances, they established a Christian institution, which would be free from all forms of ecclesiastical control. The institution was to be thoroughly Baptist in doctrine, faith, practice, and totally committed to the training of men and women for the Gospel ministry.

During the summer of 1950, property was purchased on the corner of Summit and Kearney in Springfield, Missouri. The five-acre tract had formerly been a city park. The first structure was a dormitory which was ready for the opening on September 5, 1950. During the first few weeks of the 1950 fall semester, the school utilized the Sunday school facilities of High Street Baptist Church. In the early fall, four army-type barracks were bought and refurbished to serve as the necessary facilities for the 107 students.

G. B. Vick, pastor of the Temple Baptist Church of Detroit, Michigan, served as the president of the College until his death in 1975. Under his leadership, the College engaged in twelve building projects and experienced a steady increase in enrollment.

The second president of the College was W. E. Dowell. He was serving as Executive Vice President at the death of G. B. Vick and had an active role in the College from its inception. It was because of the scope of his ministry at High Street Baptist Church in Springfield, Missouri, that the Fellowship leaders located the College in Springfield. The largest enrollment in the College's history was reached during his administration.

The next president was A. V. Henderson who served from 1983 to 1986. During his tenure, the Graduate School was founded in the fall of 1985.

From 1986 until 2002, Leland R. Kennedy served as president. Under his leadership capital debt was eliminated, the distance education program was started, the campus was renovated, a new fine arts building was constructed, the College achieved candidate status for regional accreditation.

From 2002 until 2008, Michael A. Randall served as president. Under his leadership the trustee board was expanded to fifteen members. The College received initial regional accreditation (2005), the undergraduate elementary education and music education programs received state certification (2005), and the Graduate School received initial national accreditation with the Association for Biblical Higher Education (2007). Numerous upgrades and construction projects were undertaken for the aging campus.

From 2008 until 2011, Jim Edge served as the sixth president. During his time at the College he was committed to the historic mission of educating students to serve in ministry and market-place professions. The College received continuing education with regional accreditation and the Association for Biblical Higher Education (2010).

Dr. Mark Milioni was installed as the seventh president May 15, 2012. He has two major goals for his administration. His first goal is to strengthen Baptist Bible College so that students receive an excellent education which ties the classroom, the local Baptist church, and service opportunities. The second goal is to strengthen the relationship between the College

and the leaders, pastors, and churches of the Baptist Bible Fellowship International. Under his administration in May 2013, the Graduate School was renamed to Theological Seminary.

DOCTRINAL STATEMENT

In view of the present apostasy in many religious institutions, we wish to set forth a declaration of those things which are believed among us. Baptist Bible College requires the members of the faculty to subscribe to the following tenets of faith in its entirety.

Of the Scriptures

We believe the Holy Bible was written by men supernaturally inspired; it has truth without any admixture of error for its matter; and therefore is and shall remain to the end of the age, the only complete and final revelation of the will of God to man; the true center of Christian union and the supreme standard by which all human conduct, creeds and opinions should be tried.

1. By "The Holy Bible" we mean the collection of sixty-six books, from Genesis to Revelation, which, as originally written does not only contain and convey the Word of God, but IS the very Word of God.
2. By "inspiration" we mean the books of the Bible were written by holy men of old, as they were moved by the Holy Spirit, in such a definite way their writings were supernaturally and verbally inspired and free from error, as no other writings have ever been or ever will be inspired.

Psalm 19:7-11; 119:89,105,130,160; Proverbs 30:5-6; Isaiah 8:20; Luke 16:31; 24:25-27,44-45; John 5:39,45-47; 12:48; 17:17; Acts 1:16; 28:25; Romans 3:4; 15:4; Ephesians 6:17; 2 Timothy 3:16-17; 1 Peter 1:23; 2 Peter 1:19-21; Revelation 22:19

Of the True God

We believe there is one and only one, living and true God, an infinite, intelligent Spirit, the maker and supreme ruler of heaven and earth; inexpressibly glorious in holiness and worthy of all possible honor, confidence and love; in the unity of the Godhead there are three persons, the Father, the Son and the Holy Ghost, equal in every divine perfection and executing

distinct but harmonious offices in the great work of redemption.

Genesis 17:1; Exodus 20:2-3; 15:11; Psalm 83:18; 90:2; 147:5; Jeremiah 10:10; Matthew 28:19; Mark 12:30; John 4:24; 10:30; 15:26; 17:5; Acts 5:3-4; Romans 11:23; 1 Corinthians 12:10-11; 8:6; 12:4-6; 2 Corinthians 13:14; Ephesians 2:18; 4:6; Philippians 2:5-6; 1 Timothy 1:17; 1 John 5:7; Revelation 4:11

Of the Holy Spirit

We believe the Holy Spirit is a divine person; equal with God the Father and God the Son and of the same nature; He was active in the creation; in His relation to the unbelieving world He restrains the evil one until God's purpose is fulfilled; He convicts of sin, of judgment and of righteousness; He bears witness to the Truth of the Gospel in preaching and testimony; He is the agent in the New Birth; He seals, endues, guides, teaches, witnesses, sanctifies and helps the believer.

Genesis 1:13; Matthew 3:11; 28:19; Mark 1:8; Luke 1:35; 3:16; 24:49; John 1:33; 3:5-6; 14:16-17,26; 15:26-27; 16:8-11,13; Acts 5:30-32; 11:16; Romans 8:14,16,26-27; Ephesians 1:13-14; 2 Thessalonians 2:7,13; Hebrews 9:14; 1 Peter 1:2

Of the Devil, or Satan

We believe Satan was once holy and enjoyed heavenly honors; but through pride and ambition to be as the Almighty, fell and drew after him a host of angels; he is now the malignant prince of the power of the air and the unholy god of this world. We hold him to be man's great tempter, the enemy of God and His Christ, the accuser of the saints, the author of all false religions, the chief power back of the present apostasy; the lord of the antichrist and the author of all the powers of darkness - destined however to final defeat at the hands of God's own Son and to the judgment of an eternal justice in hell, a place prepared for him and his angels.

Isaiah 14:12-15; Ezekiel 28:14-17; Matthew 4:1-3; 13:25; 25:41; 27:39; Mark 13:21-22; Luke 22:3-4; John 14:30; Ephesians 2:2; 2 Corinthians 11:13-15; 1 Thessalonians 3:5; 2 Thessalonians 2:8-11; 1 Peter 5:8; 2 Peter 2:4; 1 John 2:22; 3:8; 4:3; 2 John 7; Jude 6; Revelation 12:7-10; 13:13-14; 19:11,16,20; 20:1-3,10

Of the Creation

We believe in the Genesis account of creation and it is to be accepted literally and not allegorically or figuratively; man was created directly in God's own image and after His own likeness; man's creation was not a matter of evolution or evolutionary change of species, or development through interminable periods of time from lower to higher forms; all animal and vegetable life was made directly and God's established law was they should bring forth only "after their kind."

Since God created the mankind into genders distinctly male and female, we believe that the only legitimate marriage is that between a man and a woman. He has commanded that no intimate sexual activity be engaged in outside of marriage. We believe that any form of homosexuality, lesbianism, bisexuality, bestiality, incest, fornication, adultery and pornography are sinful perversions of God's gift of sex. We believe that God rejects any attempt to alter one's gender by surgery or appearance.

Genesis 1:1,11,24,26-27; 2:21-23, 24; 19:5, 13;26:8-9; Exodus 20:11; Leviticus 18:1-30; Nehemiah 9:6; Jeremiah 10:12; John 1:3; Acts 4:24; 17:23-26; Romans 1:20, 26-29; 7:2; 1 Corinthians 5:1; 6:9; Colossians 1:16-17; Hebrews 11:3; Revelation 10:6;

Of the Fall of Man

We believe man was created in innocence under the law of his Maker, but by voluntary transgression fell from his sinless and happy state, in consequence of which all mankind are now sinners, not by constraint, but of choice; and therefore under just condemnation without defense or excuse.

Genesis 3:1-6, 24; Ezekiel 18:19-20; Romans 1:18, 20, 28, 32; 3:10-19; 5:12, 19; Galatians 3:22; Ephesians 2:1, 3

Of the Virgin Birth

We believe Jesus Christ was begotten of the Holy Ghost in a miraculous manner; born of Mary, a virgin, as no other man was ever born or can ever be born of a woman and He is both the Son of God and God, the Son.

Genesis 3:15; Psalm 2:7; Isaiah 7:14; Matthew 1:18-25; Mark 1:1; Luke 1:35; John 1:14; Galatians 4:4; 1 Corinthians 15:47; 1 John 5:20

Of the Atonement for Sin

We believe the salvation of sinners is wholly of grace; through the mediatorial offices of the Son of God, Who by appointment of the Father, freely took upon Him our nature, yet without sin, honored the divine law by His personal obedience and by His death made a full and vicarious atonement for our sins; His atonement consisted not in setting us an example by His death as a martyr, but was the voluntary substitution of Himself in the sinner's place, the Just dying for the unjust, Christ, the Lord, bearing our sins in His own body on the tree; having risen from the dead, He is now enthroned in heaven and uniting in His wonderful person the tenderest sympathies with divine perfection, He is in every way qualified to be a suitable, a compassionate and an all-sufficient Savior.

Isaiah 53:4-7,11-12; Matthew 18:11; John 3:16; 10:18; Acts 15:11; Romans 3:24-25; Galatians 1:4; Ephesians 2:8; Philippians 2:7-8; Hebrews 2:14; 7:25; 9:12-15; 12:2

Of Grace in the New Creation

We believe in order to be saved, sinners must be born again; the new birth is a new creation in Christ Jesus; it is instantaneous and not a process; in the new birth the one dead in trespasses and in sins is made a partaker of the divine nature and receives eternal life, the free gift of God; the new creation is brought about in a manner above our comprehension, not by culture, not by character, nor by the will of man, but wholly and solely by the power of the Holy Spirit in connection with divine truth, so as to secure our voluntary obedience to the gospel; its proper evidence appears in the holy fruits of repentance and faith and newness of life.

Luke 5:27; John 1:12-13; 3:3, 6-7; Acts 2:41; Romans 6:23; 2 Corinthians 5:17,19; Galatians 5:22; Ephesians 2:1; 5:9; Colossians 2:13; 1 John 5:1

Of the Freeness of Salvation

We believe in God's electing grace; the blessings of salvation are made free to all by the gospel; it is the immediate duty of all to accept them by a cordial, penitent and obedient faith; and nothing prevents the salvation of the greatest sinner on earth but his own inherent depravity and voluntary rejection of the

gospel; which rejection involves him in an aggravated condemnation.

Isaiah 55:1; Matthew 11:28; John 3:15-18, 36; 5:40; 6:37; Acts 2:38; Romans 8:29-30; 10:13; 1 Corinthians 15:10; Ephesians 2:4-5; Colossians 3:12; 1 Thessalonians 1:4; 1 Timothy 1:15; Titus 1:1; 1 Peter 1:2; Revelation 22:17

Of Justification

We believe the great gospel blessing which Christ secures to such as believe in Him is Justification; Justification includes the pardon of sin and the gift of eternal life on principles of righteousness; it is bestowed not in consideration of any works of righteousness which we have done; but solely through faith in the Redeemer's blood, His righteousness is imputed unto us.

Isaiah 53:11; Habakkuk 2:4; Zechariah 13:1; Acts 13:39; Romans 1:17; 4:1; 5:1-9; 8:1; Galatians 3:11; Titus 3:5-7; Hebrews 10:38

Of Repentance and Faith

We believe Repentance and Faith are solemn obligations and also inseparable graces, wrought in our souls by the quickening Spirit of God; thereby, being deeply convicted of our guilt, danger and helplessness and of the way of salvation by Christ, we turn to God with unfeigned contrition, confession and supplication for mercy; at the same time heartily receiving the Lord Jesus Christ and openly confessing Him as our only and all-sufficient Savior.

Psalms 51:1-4,7; Isaiah 55:6-7; Mark 1:15; Luke 12:8; 18:13; Acts 2:37-38; 20:21; Romans 10:9-11,13

Of the Church

We believe a Baptist Church is a congregation of baptized believers associated by a covenant of faith and fellowship of the gospel, said church being understood to be the citadel and propagator of the Divine and Eternal Grace; observing the ordinances of Christ; governed by His laws; exercising the gifts, rights and privileges invested in them by His Word; its officers of ordination are pastors or elders whose qualifications, claims and duties are clearly defined in the scriptures.

We believe that men and women are spiritually equal in position before God but that God has ordained distinct and separate spiritual functions of men and women in the home and in the church. The husband is to be the leader of the home and men are to hold the leadership positions (pastors and deacons) in the church. Accordingly, only men are eligible of licensure and ordination for pastor by the church.

We believe the true mission of the church is found in the Great Commission: First, to make individual disciples; Second, to build up the church; Third, to teach and instruct as He has commanded.

We do not believe in the reversal of this order; we hold the local church has the absolute right of self-government, free from the interference of any hierarchy of individuals or organizations; and the one and only superintendent is Christ through the Holy Spirit; it is scriptural for true churches to cooperate with each other in contending for the faith and for the furtherance of the

Gospel; every church is the sole and only judge of the measure and method of its cooperation; on all matters of membership, of policy, of government, of discipline, of benevolence, the will of the local church is final.

Leviticus 27:31; Malachi 3:10; Matthew 28:19-20; Acts 2:41-42; 6:5-6; 14:23; 15:22-23; 20:17-28; 1 Corinthians 5:11-13; 6:1-3; 11:2; 12:4,8-11; 16:1-2; Galatians 3:28; Ephesians 1:22-23; 4:11; 5:22-24; Colossians 1:18; 3:18; 1 Thessalonians 4:1-8; 1 Timothy 2:8-15; 3:1-15, 12; Hebrews 13:4

Of Baptism and the Lord's Supper

We believe Christian baptism is the immersion in water of a believer, in the name of the Father, of the Son and of the Holy Ghost, with the authority of the local church, to show forth in a solemn and beautiful emblem our faith in the crucified, buried and risen Savior, with its effect in our death to sin and resurrection to a new life; it is prerequisite to the privileges of a church relation and to the Lord's supper, in which the members of the church, by the sacred use of bread and the fruit of the vine are to commemorate together the dying love of Christ; preceded always by solemn self-examination.

Matthew 3:6; 3:16; 28:19-20; John 3:23; Acts 2:41-42; 8:36-39; Romans 6:3-5; 1 Corinthians 11:23-28; Colossians 2:12

Of the Perseverance of the Saints

We believe such only are real believers as endure unto the end; their persevering attachment to Christ is the grand mark which distinguishes them from superficial professors; a special Providence watches over their welfare; and they are kept by the power of God through faith unto eternal salvation.

Psalm 121:3; Matthew 6:20; 13:19-21; John 8:31-32; 10:28-29; 16:8; Romans 8:28, 35-39; Philippians 1:6; Colossians 1:21-23; Hebrews 1:14; 1 Peter 1:5; 1 John 2:19

Of the Righteous and the Wicked

We believe there is a radical and essential difference between the righteous and the wicked; such only as through faith are justified in the name of the Lord Jesus and sanctified by the Spirit of our God, are truly righteous in His esteem; while all such as continue in impenitence and unbelief are in His sight wicked and under the curse and this distinction holds among men both in and after death, in the everlasting felicity of the saved and the everlasting conscious suffering of the lost.

Genesis 18:23; Proverbs 11:31; 14:32; Malachi 3:18; Matthew 7:13-14; 25:34; Luke 9:26; 16:25; John 8:21; 12:25; Acts 10:34-35; Romans 1:17; 6:16-18,23; 7:6; 1 Corinthians 15:22; Galatians 3:10; 1 Peter 4:18; 1 John 2:7,29; 5:19

Of Civil Government

We believe civil government is of divine appointment, for the interests and good order of human society; magistrates are to be prayed for, conscientiously honored and obeyed; except only in things opposed to the will of our Lord Jesus Christ; who is the only Lord of the conscience and the coming Prince of the kings of the earth.

Exodus 18:21-22; 2 Samuel 23:3; Psalm 72:11; Daniel 3:17-18; Matthew 10:28; 22:21; 23:10; Acts 4:19-20; 23:5; Romans 13:7; Philippians 2:10-11; Titus 3:1; 1 Peter 2:13-14, 17

Of the Resurrection and Return of Christ and Related Events

We believe in and accept the sacred Scriptures upon these subjects at their face and full value. Of the Resurrection, we believe Christ rose bodily “The third day according to the Scriptures”; He ascended “to the right hand of the throne of God”; He alone is our “merciful and faithful high priest in things pertaining to God”; “that this same Jesus which is taken up from you into heaven shall so come in like manner as ye have seen Him go into heaven,” bodily, personally and visibly; the “dead in Christ shall rise first”; the living saints “shall all be changed in a moment, in the twinkling of an eye, at the last trump”; “that the Lord God shall give unto Him the throne of His father David”; and “Christ shall reign a thousand years in righteousness until He hath put all enemies under His feet.”

Psalm 72:8; Isaiah 11:4-5; Matthew 24:27,42; Matthew 28:6-7; Mark 16:6,19; Luke 1:32; Luke 24:2,4-6,39,51; John 14:3; John 20:27; Acts 1:9,11; 1 Corinthians 15:4; Philippians 4:20; 1 Thessalonians 4:16; 1 Timothy 2:5; Hebrews 2:17; 5:9; 8:1; 9:28; 12:2

Of Evangelism

The command to give the gospel to the world is clear and unmistakable and this Commission was given to the churches. Matthew 28:18-20, “And Jesus came and spake unto them, saying All power is given unto me in heaven and in earth. Go ye therefore and teach all nations, baptizing them in the name of the Father and of the Son and of the Holy Ghost: Teaching them to observe all things whatsoever I have commanded you and, lo I am with you always, even unto the end of the world. Amen.” Mark 16:15, “And he said unto them, Go ye into all the world and preach the gospel to every creature.”

John 20:21, “As my Father hath sent me, even so send I you.” Acts 1:8, “But ye shall receive power, after that the Holy Ghost is come upon you; and ye shall be witnesses unto me both in Jerusalem and in all Judea and in Samaria and unto the uttermost part of the earth.”

Romans 10:13-15, “For whosoever shall call upon the name of the Lord shall be saved. How then shall they

call on him in whom they have not believed? And how shall they believe in him of whom they have not heard? And how shall they hear without a preacher? And how shall they preach, except they be sent? As it is written, How beautiful are the feet of them that preach the gospel of peace and bring glad tidings of good things!”

Of the Grace of Giving

Scriptural giving is one of the fundamentals of the Faith. 2 Corinthians 8:7, “Therefore, as ye abound in everything, in faith and utterance and knowledge and in all diligence and in your love to us, see that ye abound in this grace also.”

We are commanded to bring our gifts into the storehouse (common treasury of the church) upon the first day of the week. 1 Corinthians 16:2, “Upon the first day of the week let every one of you lay by him in store, as God hath prospered him, that there be no gatherings when I come.”

Under Grace we give and do not pay, the tithe - “Abraham GAVE the tenth of the spoils,” - Hebrews 7:2,4 - and this was four hundred years before the law and is confirmed in the New Testament; Jesus said concerning the tithe, “these ought ye to have done”, Matthew 23:23.

We are commanded to bring the tithe into the common treasury of the church. Leviticus 27:30, “The tithe ... is the Lord’s.”

Malachi 3:10, “Bring ye all the tithes into the storehouse, that there may be meat in mine house and prove me now herewith, saith the Lord of hosts, if I will not open you the windows of heaven and pour you out a blessing, that there shall not be room enough to receive it.”

In the New Testament, it was the common treasury of the church. Acts 4:34,35,37, “And brought the prices of the things that were sold and laid them down at the apostles’ feet ... Having land, sold it and brought the money and laid it AT THE APOSTLES’ FEET.”

GENERAL FINANCIAL GUIDELINES AND INFORMATION

General Financial Information

A complete list of all tuition, room & board, and student fees is provided on page 102 of this catalog and on the College Web page,

<https://gobbc.edu/admissions/funding-your-education/why-bbc-affordability-value/>

Payment of Accounts

All charges for fees, tuition, and room & board are due in full at the beginning of each semester at the time of registration. Students may pay these fees with Master Card, Visa, Discover, check, cash, or money order. Students unable to pay the full amount at the time of registration must make satisfactory arrangements for payment with the Vice President for Finance.

Apartment rent is due on the first day of each month. If checks are returned by the bank unpaid, there will be a fee charged, regardless of the amount of the check. If as many as three unpaid checks are returned by the bank, the College will no longer accept personal checks from the student or patron; such students will be referred to the Office of Student Life and Learning.

It is expected that all accounts be paid on time. Any student whose account becomes delinquent must make special arrangements with the Vice President for Finance.

Students receiving Veterans Administration benefits may experience a delay in receiving their first benefit check (fall semester only). They must make financial arrangements with the Vice President for Finance regarding payment.

Textbooks and Student Accounts

Only students with available aid remaining after tuition, fees, and room & board are paid in full may apply charges to their student account.

Adding and Dropping Classes

The last day to enroll in a class is the census date as published on the academic calendar. The last day to drop a class without paying for the class is the published census date. Students should be familiar

with the academic calendar found on the College Web page, www.gobbc.edu.

Withdrawal from School Refund Policy

When withdrawing from all courses before the published census date, 100% of tuition will be refunded. There are no refunds for tuition if the student withdraws after the published census date.

There are no refunds for private lessons or special course fees. There are no refunds for room & board charges when a student moves off campus after the published census date. Payments made by check are subject to a 20-day waiting period. Students should be familiar with the academic calendar (page 40) or on the College Web page, www.gobbc.edu.

Financial Aid Programs

The College is an approved institution for administering various forms of financial aid to its students. For forms and further information concerning any of the programs, contact the Director of Financial Aid at 800.228.5754.

PELL Grant Program

Undergraduate students attending Baptist Bible College who are high school graduates or who have a GED may be eligible to participate in the PELL Grant Program. To apply, students must complete the "Free Application for Federal Student Aid" (FAFSA) form. This information is available at www.studentaid.gov.

All undergraduate students who are working toward a degree are eligible to apply. Student eligibility is based primarily on financial need, which is determined by the US Department of Education formula applied consistently to all applicants. Awards are based solely on the eligibility index provided by the federal government and the cost of attendance. The PELL Grant does not require repayment.

Federal Supplemental Educational Opportunity Grant (FSEOG)

A limited amount of grant money is available to students based on financial need. These funds are generally awarded to students who have filed their FAFSA by the prescribed April 1st deadline.

Federal Work Study (FWS)

Federally funded work study program provides jobs for students who demonstrate financial need. Students may work up to 29 hours per week depending on the amount of the work-study award.

Federal Direct Loan Program

The Federal Direct Loan Program is available to undergraduate and graduate students who first apply for the FAFSA. The loan is insured by the Federal Government. The loan must be repaid with payments beginning six months after dropping below half time enrollment, graduation, or withdrawal from the College.

The student may be allowed up to ten years for repayment. The monthly payment amount depends upon the size of the debt.

Veterans Administration Benefits

Contact the VA Assistant's office at 800.228.5754 or at varep@gobbc.edu for further information and VA forms. G. I. Bill® benefits are briefly outlined below:

Chapter 30: Applies to persons entering military services after 30 June 1985 or those eligible under the old G. I. Bill® (Chapter 34 noncontributory).

Chapter 31: Deals with vocational rehabilitation for disabled veterans.

Chapter 32: Deals with the contributory educational assistance program, commonly referred to as "VEAP." This program applies to veterans with qualifying service between 1 January 1977 and 30 June 1985.

Chapter 33: Deals with Post-9/11 Educational Assistance.

Chapter 35: Authorizes educational assistance to dependents and survivors of certain veterans who have serious disabilities as a result of their service or who have died of a service connected cause.

Chapter 1606: Reserve Program: VA educational assistance is approved for selected reserve personnel who enlist, extend, or re-enlist for a total of at least six years after 1 July 1985. It also includes the National Guard.

Chapter 1607: A member of reserve component who serves on active duty on or after September 11, 2001 under title 10 U.S. Code for a contingency operation, and serves at least 90 consecutive days or more, is eligible for chapter 1607.

Veterans Benefits and Transition Act of 2018

Baptist Bible College will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries or other institutional facilities, or the requirement that a Chapter 31 or Chapter 33 recipient borrow additional funds to cover the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement of a payment by the U.S. Department of Veterans Affairs.

Return of Unearned Tuition Assistance Funds

In accordance with the regulations of the Department of Defense, Baptist Bible College does have an institutional policy to return any unearned tuition assistance (TA) funds on a proportional basis through at least the 60 percent portion of the period for which the funds were provided. TA funds are earned proportionally during an enrollment period, with unearned funds returned based upon the last date of attendance for a student.

In the event a Service member stops attending due to military service obligation, Baptist Bible College will work with the affected Service member to work out a solution that will not result in additional debt for the student.

Baptist Bible College will return all unearned tuition assistance funds directly to the Military Service, no the Service member.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government website at <http://www.benefits.va.gov/gibill>.

Satisfactory Academic Progress (SAP)

In accordance with Federal, State, and College aid and scholarship program guidelines, academic progress toward a degree must be made in order for students to receive financial aid funds. The Financial Aid Office defines suspension and probation differently than the college’s academic community. During the academic year following the posting of semester grades, SAP is evaluated in accordance with the guidelines below. If a student changes his/her major or degree programs, The Financial Aid Office may require additional information from the Registrar’s Office to demonstrate progress toward degree completion before aid eligibility can be determined.

SAP Benchmarks

Students seeking financial assistance are expected to make **qualitative and quantitative** satisfactory academic progress and to complete their degree within an established **maximum time frame** in accordance with Table 1 below.

1. **Qualitative progress** is measured by cumulative GPA.
2. **Quantitative progress** (Completion Rate) is measured as a percentage of the successful hours earned out of the total hours attempted. Satisfactory Grades are A, B, C, D, S and P. Grades of F, W, WP, and WF are not successful completions.
3. **Maximum time frame** for all degree programs is 150% of the hours/time required to complete a degree. All periods of enrollment are and includes all transfer work attempted.

TABLE 1 - SAP Qualitative & Quantitative Progress Chart

Degree Program	Qualitative Progress (minimum cum. GPA)	Quantitative Progress (minimum cum. Comp. Rate)	Maximum Credit Hours Aided
Under-graduate (UG)	2.0	67% of all attempted hours	150% of published credits required
Graduate (G)	2.5	67% of all attempted hours	150% of published credits required

SAP Standards

1. If a student does not meet SAP requirements at the end of a semester and it is possible for the student to return to academic standards in one semester, BBC will notify the student with an official **warning** permitting the student one semester of aid (and an Academic Plan, if warranted). At the end of the semester on warning, the student must have met the SAP benchmarks (or, if applicable, achieved academic progress according to the prescribed Academic Plan). If student did not meet SAP benchmarks, the student’s financial aid will be suspended.
2. If suspended for not meeting benchmarks, a student may submit an **appeal**. If the appeal is approved, the student will be placed on a Probation semester with an Academic Plan (for financial aid purposes) and granted one semester of aid. If academic progression is not met at the end of the semester as prescribed in the Academic Plan, student will be suspended and responsible for future charges.
3. A student who has exceeded maximum hours aided will be placed on financial aid suspension with the option to appeal for an **extension of limited eligibility** (subject to federal lifetime aggregate limits).

SAP Appeals Process

1. A student placed on financial aid suspension will receive a notification letter sent through official college email and be given the opportunity to submit an appeal to the Financial Aid SAP Appeals Committee. The Committee will determine whether the suspension stands or aid eligibility is conditionally reestablished.
2. If a student is suspended due to maximum attempted hours, the Appeal Committee will review:
 - a. total hours transferred,
 - b. hours required to complete student’s degree at Baptist Bible College as certified by the school’s registrar, and
 - c. the student’s overall loan debt.
3. Decisions rendered by the Financial Aid SAP Appeals Committee are final and cannot be appealed to the Department of Education.
4. If an appeal is denied, the student will not be eligible for federal aid and cannot regain eligibility except as provided in V below.
5. After completing at least one full semester at his/her own expense and having demonstrated qualitative and quantitative progress that exceeds the minimum benchmarks during the semester without aid, the student may submit an appeal for **reinstatement of financial aid** eligibility. Hours earned from another college while on suspension will not be considered toward required progress.

Following each SAP Review, a student’s status for continued aid eligibility is updated as follows:

Status	Explanation	Eligible for Aid
Good Standing	Making Satisfactory Academic Progress (GPA and Comp. Rate).	Yes
Warning	If GPA &/or Comp. Rate are below the academic standards stated above, and it is possible for student to return to academic standards in one semester, student will be placed on a Warning and, if warranted, an Academic Plan. <i>*NOTE - This status is only available to continuing BBC students</i>	Yes – for one semester
Suspension	If student is unable to progress to academic standards in one term, or if after a Warning academic progression is not demonstrated, student’s financial aid will be suspended with the right to appeal.	No
Probation	If warranted, if an SAP appeal is approved, student will be placed on a Probation with an Academic Plan. Student remains on Probation as long as the student is making progression as defined by the Plan or reaches SAP benchmarks.	Yes – while meeting Plan requirements
Denied	If an appeal is denied, student will remain ineligible for aid.	No

How To Submit a SAP Appeal

Students who have received notification of a Financial Aid Denial and believe they had an extenuating circumstance that prevented them from meeting SAP standards may appeal their Denial status.

Step 1: Once you are notified of the Financial Aid SAP **suspension**, contact the Financial Aid Office to acquire the Financial Aid Appeal form.

Step 2: Complete and submit the Financial Aid SAP Appeal form. Students should carefully read the instructions on the Appeal form and submit the following with the Appeal form to the Financial Aid Office:

- A detailed statement explaining why SAP was not met. You are required to give an explanation of what circumstances have changed that will allow you to meet cumulative standards/requirements for future terms.
- Students with an Excessive Denial or students with 100 or more attempted credits must submit a Degree Evaluation from your advisor.
- Be sure to immediately send copies of the required documents to the Financial Aid Office by scanning and emailing to financialaid@gobbc.edu, submitting in person, or by mail (All documents needing signatures must be signed. Your name must be on each document).

A decision to approve or deny your appeal will be made by the Financial Aid Appeals Committee within two weeks of the receipt of your Financial Aid SAP Appeal form and any required additional documents. The decision will be communicated to you through your BBC email account.

Repeated Courses

For financial aid eligibility, failed courses that are required for program completion may be repeated until the course is passed. However, financial aid may only be used to pay the cost of the class the first time it is repeated.

Dropped Courses During Refund Period

Courses dropped within the refund deadline, (before the class census date), will not be counted in the

credits hours attempted and have no bearing on SAP since financial aid is not processed or if processed, will be returned.

Special Note**

If financial aid funds were received (refunded or credited to the student's account) and based on enrollment that included courses later dropped; the student may owe a repayment of a portion or all of funds received by the student.

Support Systems & Advising for Students At-Risk

Academic Resource Center (ARC)

The ARC, located in the school library, provides resources for all students so that they might be successful, progress through their program, and graduate. There are times, however, that faculty will encourage students to utilize the resources available in the ARC.

Finding Additional Academic Assistance

Please consider using the following additional resources if you are struggling academically:

- Talk to your academic advisors
- Schedule meetings with your professors

ACADEMIC POLICIES

Suggested High School Curriculum

The College encourages students to take the following high school courses.

A high school unit is a year-long course.

- ▶ English: 4 units, 2 of which should emphasize composition or writing (1 unit may be speech or debate)
- ▶ Mathematics: 3 units, including Algebra I
- ▶ Social Studies: 3 units
- ▶ Science: 2 units, 1 unit should be a laboratory course

Admissions Procedures

The following items are required:

- ▶ High school diploma or a GED;
- ▶ Completed application (available in the Enrollment Services Department or the College Web site);
- ▶ Written statement of salvation and desire to be a Christian leader;
- ▶ High school and/or college transcript. Final high school transcripts must contain the full date of graduation (month, day, and year);
- ▶ ACT or SAT scores
- ▶ Recent photograph;
- ▶ Favorable recommendation from a pastor.

The following forms will be sent to the applicant following acceptance. Forms need to be completed and returned to the College:

- ▶ Medical Release form
- ▶ Immunization records
- ▶ Physical Form with TB results
- ▶ Family Education Rights Privacy Act (FERPA) form
- ▶ Safety and Security form
- ▶ College Student Inventory (CSI) Survey

Former students who wish to re-enroll must complete the Application for Re-Entry and return it to Enrollment services.

Testing Program

ACT/SAT

ACT test code — 2283

SAT test code — 0991

High school students considering attending college should ask their high school counselor for a national ACT/SAT test date. Students should request test scores to be forwarded to the College.

Patriot Success Pathway

The mission of Baptist Bible College is to enroll all qualified students who have a sense of God's call on their lives. The College desires that all qualified students undergo life change with reference to their academic, spiritual, and professional lives. The goal for all enrolled students of the College is for them to

persist, graduate, and secure employment and a local-church ministry. To ensure that all students are successful, the College has put a support system into place. The College refers to this as the Patriot Success Pathway. The support system includes foundational courses in mathematics, reading, and writing that are necessary for achieving spiritual, academic, and career goals.

English Pathway: The mission of the College anticipates that Christ-like leaders are critical readers; understand the usage of the English language; research and report findings; and apply the concepts and tools of critical thinking. This provides the foundation so that they might collect, interpret, and analyze information and engage in critical thinking about their faith in relation to contemporary global, technological, and social issues and challenges. To ensure success, the faculty has established the following pathway for English courses.

ACT English \leq 20	GSCE141 English Grammar and Composition
ACT English \geq 21	GSCE142 English Composition and Research

The basis for placement into the pathway is their ACT English score. Students with an ACT English score of 20 or less will take GSCE141 as the prerequisite for GSCE142. All students must complete GSCE142.

Mathematics Pathway: The mission of the College anticipates that Christ-like leaders are able to understand fundamental mathematical concepts and their applications; develop a level of quantitative literacy that would enable them to make decisions and solve problems; develop competencies which may serve as a basis for continued learning. To ensure success, the faculty has established the following pathway for mathematics courses.

ACT Math \leq 18	GSNM110 Math Foundations
ACT Math 19-23	GSNM130 Intermediate Algebra
ACT Math \geq 24	GSNM230 College Algebra

The basis for placement into the pathway is their ACT math score. Students with an ACT mathematics score of 18 or less will take GSNM110 as the prerequisite for GSNM130. Students should consult their program faculty concerning the specific mathematics requirement(s).

Academic Integrity

Baptist Bible College is committed to developing educated Christian leaders. It is therefore expected that students practice integrity and honesty in their academic and personal life.

Not only should students refrain from dishonest behavior such as cheating on quizzes and tests, falsifying records, documents, attendance sheets, and plagiarism, they should also discourage others from doing so. For the complete statement of academic integrity policies and procedures, see the Student Handbook.

Grading System

Baptist Bible College operates on a semester hour basis. Credits are expressed in semester hours. The academic year consists of two semesters each sixteen weeks in length. A unit of credit represents one full period of class work per week for one semester.

Letter Grade	Description
A	Exceptional (90-100)
B	Above average (80-89)
C	Average (70-79)
D	Below average (60-69)
F	Failure (Below 60)
P	Pass
S	Satisfactory
U	Unsatisfactory
AP	Advanced Placement
CL	CLEP
PR	Proficiency
TR	Transfer
WF	Withdraw Failing
WP	Withdraw Passing

If a student receives a grade of WP or WF for dropping a class, these grades are not figured into the GPA.

Repeat Policy

Students may retake classes from which they have withdrawn or received the grade of D or F. Retaking of a course with a grade of D or F changes the GPA when

a course is retaken and a higher grade is received. The grade and attempted hours remain on the transcript, but the attempted hours are not calculated into the GPA from the repeated D or F grade.

Academic Standards

Students are responsible to maintain satisfactory progress toward a certificate or degree in accordance with the prescribed standards of the College. Students should see “The Minimum Academic Standards” of this Catalog (pp. 20-24).

Class Status Requirements

Freshman 0 – 29 hours Junior 60 – 89 hours
 Sophomore 30 – 59 hours Senior 90 – and beyond

Program Restrictions

Students are held responsible for their schedule of courses arranged at the time of registration. Any change to course schedules (to include add and drop) must be made in consultation with the academic advisor before being approved by the Office of the Registrar. Students who make a change in their schedule without securing permission from Enrollment Services will be penalized by loss of credit for the course involved. The College reserves the right to drop any student who fails to do satisfactory work or who does not cooperate with the policies of the College. Students may be asked to withdraw if it is deemed that they do not conform to the regulations or fit into the spirit of the College.

Class Attendance

Students are expected to attend all classes. A careful and consistent record of all absences is maintained. Students should consult their respective course syllabi for details. Each faculty member may set specific expectations for the respective course.

The College routinely monitors attendance of its students. If a student fails to attend classes or complete coursework for fourteen (14) consecutive calendar days, the institution will make determination of withdrawal.

Faculty-Initiated Course Drop

Faculty have full authority to drop a student due to absences as stated in their respective syllabus.

Students dropped from a course by the faculty due to absences will receive a grade of F in that course. Dropped students will be notified by the Registrar via email.

Withdrawing from a Course

Students may withdraw from a course and receive a WP/WF with no GPA penalty until October 31, 5:00 p.m., during the fall semester; March 31, 5:00 p.m. during the spring semester; and the census date, 5:00 p.m., during summer sessions. Prior to the withdrawal deadline date, students may pick up a withdrawal form in the Registrar's office. The form must be completed and submitted to the Registrar's office with the appropriate signatures before the published deadline dates and times. Students who withdraw after the deadline will receive a grade of F on their transcript for each class from which they withdraw.

Credit Hour

The Federal Government and accrediting agencies require institutions of higher education to define the credit hour. The credit hour is the basis by which the Federal Government awards student financial aid. The College defines a credit hour and required student contact hours in accordance with US Federal guidelines for institutions of higher education:

"A credit-hour is now formally defined, for Title IV aid purposes, as an amount of work that reasonably approximates not less than: (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for a semester or trimester hour, or ten to twelve weeks for one quarter hour of credit (or the equivalent amount of work over a different amount of time); or (2) At least an equivalent amount of work as required in #1 for other academic activities such as laboratory work, internships, practica, studio work, or other academic work leading to the award of credit-hours. Note that the classroom/direct faculty instruction time and out of class student work requirement in #1 does not mean you must have a certain number of hours of those specific types of instruction every week; it is an average required over the length of the course and

may be institutionally established equivalencies that reasonably approximate the minimum standard using different measures of student work."

Credit hours related to specific course types and modalities are defined below:

Field Experience

Definition: This is a course that requires pre-professional teacher candidates to complete observations of professional educators as they instruct students of any age in a classroom, one-on-one instruction, or a small group setting.

Credit hour: One (1) credit hour of a designated Field Experience course is equivalent to 30 contact hours by the student.

Practicum experience

Definition: This practicum course may be a stand-alone course or part of a college course as designated by the course description. This is a course that requires pre-professional teacher candidates to instruct students of any age in a classroom, one-on-one instruction, or a small group setting. This direct instruction occurs only under the supervision of professional educators and a designated college supervisor.

Credit hour: One (1) credit hour of a designated Practicum course is equivalent to 45 contact hours by the student.

Student Teaching

Definition: This culminating course requires pre-professional teacher candidates to instruct students of any age in a classroom, one-on-one instruction, or a small group setting. This direct instruction occurs only under the supervision of professional educators and a designated college supervisor. This course is considered the capstone course of any education major.

Credit hour: One (1) credit hour of a designated Student Teaching course is equivalent to 1 week of direct contact by the pre-professional teacher candidate. The Student Teaching should include a minimum of 12 weeks/credits.

Internship

Definition: This is a course that requires:

- (1) pre-business/pre-music college students to perform duties in a works setting;
- (2) pre-ministry college students to perform duties in a local church ministry setting.

This work occurs only under the supervision of professionals or church staff and a designated college supervisor. This course is considered the capstone course of the professional or ministry degree.

Credit hour: One (1) credit hour of a designated Internship course is equivalent to 1 week of direct contact by the pre-professional or ministry student. The Student Internship should include a minimum of 3 weeks/credits to a maximum of 16 weeks/credits.

Applied Lesson

Definition: This course requires the pre-professional musician (college student) to complete vocal or instrumental lessons under the direct instruction of college faculty in a one-on-one setting.

Credit hour: One (1) credit hour of a designated applied lesson is equivalent to 16 - ½ hour direct instruction lessons (25 minutes) by the pre-professional student. Two (2) credit hours of a designated applied lesson is equivalent to 16 - 1 hour of direct instruction lessons (50 minutes) by the pre-professional student.

Choir and Ensembles

Definition: This course requires the pre-professional musician (college student) to complete rehearsals under the direct instruction of college faculty in a group setting.

Credit hour: One (1) credit hour of a designated lesson is equivalent to 4 hours of direct instruction per week by the pre-professional student. Student participation in concerts is required.

Traditional, Semester-Long Course

Definition: This course requires a college student to attend class under the direct instruction of college faculty in traditional, classroom setting across a traditional semester.

Credit hour: One (1) credit hour of a designated class time is equivalent to 1 contact hour (50 minutes) of

direct instruction per week by the pre-professional student. The student is expected to complete two hours of preparation or other outside work for each credit hour.

Hybrid, Semester-Long Course

Definition: This course requires a college student to attend class under the direct instruction of college faculty and participate in interactive and collaborative learning on the course webpage across a traditional semester. The student is expected to complete three hours of preparation per week or other outside work for each credit hour.

Credit hour: One (1) credit hour of a designated class time is equivalent to 7 contact hours (50 minutes) of direct instruction during a scheduled week of in-class and 41 hours of interactive and collaborative learning on the course webpage.

Online, Semester-Long Course

Definition: This course requires a college student to participate in interactive and collaborative learning on the course webpage across a traditional semester. The student is expected to complete three hours of preparation per week or other outside work for each credit hour.

Credit hour: One (1) credit hour is equivalent to 48 hours of interactive and collaborative learning on the course webpage.

Explanation of Course Codes

Each course is identified with a unique number consisting of four letters and three digits. The four letter prefix identifies the department/disciplines from which the course is offered. The three-digit number suffix identifies the course level and sequencing.

Course Sequencing

Academic courses are sequenced for progressive learning development from the introductory to the mastery level. Each course is identified as introductory, developing, or mastery on program curriculum maps, and each course code reflects such progression based upon the number sequence and level assigned. Course number sequencing indicates anticipated learning development by number progression (refer to

Table 3 below for course number sequencing examples).

Table 3 – Course number sequencing examples

Course Code	Course Title
General Studies Example	
GSCE 141	English Grammar and Composition
GSCE 142	English Composition and Research
Biblical Studies Example	
BSST 233	Theology 1
BSST 234	Theology 2
BSST 333	Theology 3
BSST 334	Theology 4
Professional Studies Example	
PSBU 271	Accounting 1
PSBU 272	Accounting 2

Course level sequencing indicates anticipated learning development by level progression. Undergraduate level course codes include levels 100-400, which typically correlate to the anticipated or recommended student year.

Course Level	Recommended Student Year
100	Freshman
200	Sophomore
300	Junior
400	Senior

Graduate level course codes include levels 500-700.

Course Level	Recommended Student Year
500	Graduate Year 1
600	Graduate Year 2
700	Graduate Year 3

Course Content and Rigor

Courses that carry academic credit toward college-level credentials have content and rigor appropriate to higher education. See the course syllabi for details.

Transferring Credit

Baptist Bible College is committed to access, quality, and efficiency which enable enrolled students to complete their programs. That value is reflected in the College's transfer of credit policy. The basis for this commitment is the recognition of distinctive institutional mission and admission standards. This underscores the importance of a transfer policy that facilitates the completion of the student's education in the shortest time possible.

In order to prevent unnecessary course duplication, the College attempts to transfer in as many credits as possible for each student, including credits earned in various military programs. The College does not transfer grades or GPA from previous institutions. Transfer credits will show on transcripts with a grade of P and list the number of credit hours earned. The College makes no promises concerning transfer of credit until the Office of Registrar conducts an evaluation and communicates the results to the student. Students may schedule a review of their transfer credits by contacting Enrollment Services.

All applicants must meet all of the application requirements which include the receipt of official transcripts from all post-secondary institutions. Baptist Bible College follows the general transfer guidelines as found in the American Association of Collegiate Registrars and Admissions Officers (AACRAO) publication *Transfer Credit Practices of Designated Educational Institutions*.

Basic guidelines of Baptist Bible College for transferring credits are as follows:

- ▶ The post-secondary institution must be regionally or nationally accredited;
- ▶ Transfer courses must be similar in content taught at BBC;
- ▶ Course credit value must be of equal or greater value to the course taught at BBC;
- ▶ Minimum transcript grade of C for course credit;
- ▶ Course must be required in major or minor;
- ▶ International Students must meet the guidelines found in The International Academic Credentials Handbook. Students should see the Registrar for more information.

The student is encouraged to contact the Office of the Registrar if there are questions or concerns. Students may appeal a decision if they follow the guidelines published in the Student Handbook. (See Appeals concerning Actions Taken with Reference To Academics.)

To ensure coherence and quality of programs for students transferring to Baptist Bible College, at least

25% of the credit hours earned for a bachelor's degree (30 of 120 hours) or associate's degree (15 of 60 hours) must be earned at Baptist Bible College, and at least 50% of the credit hours earned for a master's degree (15 of 30 hours) must be earned at Baptist Bible College. See the individual program webpage and details for more information.

High School Dual-Credit Programs

Baptist Bible College does not offer high school dual-credit courses or programs. However, students who have completed dual-credit programs in high school may be eligible for credit. College transcripts reflecting the specific course and grade achieved are required for credit consideration. Grade achieved must be a "C" or better for credit consideration.

College Board Advanced Placement Program

Baptist Bible College does award college credit as recommended by The College Board Advanced Placement Program. To receive credit, the student will need to contact The College Board (<https://apscore.collegeboard.org/scores/score-reporting>) and request the AP Student Score Report for Colleges and University be sent to the college. The report must indicate that the student received a score of at least a "3" on the national exam to receive college credit for the AP class that was taken in high school. The college will not award AP credit without receiving the AP Student Score Report from the College Board.

College Level Examination Program (CLEP)

Students may earn college credit through the College Level Examination Program (CLEP). The College accepts credits for CLEP exams with a scaled score of 50 and above as recommended by the American Council on Education (ACE). Information concerning the CLEP Exams offered, cost of exams, test sites, overview of content of exams, study guides, and practice tests may be found at: <https://clep.collegeboard.org/>

Credit for Life Experience

Baptist Bible College does not award credits for experiential learning without the endorsement of a credible third party institution or organization. The

College does understand the value of practical experience in addition to classroom learning and provides students with opportunities to earn credit toward graduation through college directed programs such as practicums, field experience, internships, and student teaching.

Credit for Military Training

Baptist Bible College does grant credit for Military Service Education and Training according to the recommendations of the American Council on Education (ACE). Credit will be awarded in those disciplines that are substantially similar to courses and programs offered by BBC. The college encourages any student with courses listed on a Joint Services Transcript (JST) or a transcript from the Community College of the Air Force (CCAF) to request an official copy be sent directly to the Baptist Bible College Office of Admissions for evaluation.

Dual-listed Courses

A dual-listed course refers to a 300 or 400 level Ministry Studies course in which undergraduate and seminary students are seated in the same class. While seated in the same class, there are unique course codes, distinct syllabi, and additional course assignments for students seeking seminary credit. If a student completes a dual-listed course for undergraduate credit only, that student may not take the corresponding seminary course for credit at a subsequent time. Instead, the student must complete an alternative seminary course of equivalent credit hours. The Dean of the Seminary will collaborate with the student and faculty to determine the alternative course(s).

Undergraduate students, however, may take the seminary course for graduate credit and use that graduate credit to fulfill requirements in their undergraduate program. They must register for the seminary course, complete all requirements of the seminary course, and earn a grade of "B" or better for the dual-listed credits to be used to fulfill the seminary program requirements. Students will be charged undergraduate tuition for the course.

At least 50% of the courses applied to a graduate program must be courses designed for graduate work, rather than undergraduate courses credited toward a graduate degree. Dual listed courses may not be applied to more than 50% of any master's degree program.

Graduation Requirements

Students who are in college intermittently may graduate under the catalog requirements of the original enrollment period unless there is a lapse of five calendar years. Students returning within five years will have the option of remaining under the original catalog or adopting the requirements of the catalog in effect at the time of return.

If the student begins one major and decides to change to another, he/she is to follow the catalog in effect at the time the change is approved. Any questions regarding the change may be cleared with Enrollment Services to be recommended for a certificate or degree, the student must satisfy the following conditions:

- ▶ Cumulative GPA as determined by the academic degree program;
- ▶ Evidence of a genuine faith and a consistent testimony;
- ▶ Satisfactory completion of program requirements including:
 - Bible and general education credits;
 - Residency requirements in effect at time of initial enrollment;
 - Education candidates must meet all Missouri state teacher certification requirements in effect at the time the certificate is granted;
- ▶ Settlement of all financial obligations;
- ▶ Completion of Outcomes Assessment Examinations;
- ▶ Satisfactory completion of all Practical Ministry Experience (PME) requirements;

Students who desire to obtain degrees from two majors must declare their intent to Enrollment Services by their junior year. The two majors must have at least 30 hours difference in order to be considered.

EGREGIOUS INFRACTIONS IN THE CLASSROOM

There is an expectation that all students are godly and honest with regard to their academic work and classroom behavior. Faculty may immediately drop a student from a course with a grade of "F" for egregious infractions upon verification of that infraction. Disrespect or other poor behavior in the classroom may result in being asked to leave the class. The student may re-enter the class only by the permission of the faculty member. If the behavior continues or becomes a larger problem, the Academic Dean will be asked to review the situation. Severe disrespect may subject the student to disciplinary action with the Review Committee.

Egregious infractions may include but are not limited to the following:

- Violation of copyright law
- Plagiarism of material belonging to another
- Outburst of anger or foul language
- Any action so defined in the faculty's syllabus

Electronic Devices in the Classroom

Electronic devices should not be used in a manner that causes disruption in the classroom, library, or within any college-owned or college-operated facility. Utilizing these devices for the purposes of photographing test questions or other forms of academic misconduct or illegal activity is prohibited.

Falsifying Records

Falsifying roll sheets by signing in other students will be considered a serious infraction. Both parties involved may receive a failing grade for the class.

APPEALS FOR ACTIONS TAKEN WITH REFERENCE TO ACADEMICS

Students who believe that an unjust action has been taken with regard to an egregious action may appeal that decision without concern for retaliation. Baptist Bible College has the right and responsibility to establish written policies to direct expectations for those who attend the institution. In the course of student life, there may be occasions when students may have questions about policy. In such cases, they

are encouraged to ask questions and to work through established procedures when such situations arise (Matt 18:15-17). Though Baptist Bible College is not a church, the principles of Matthew 18 may be extended to questions that arise as part of college life.

The goal of the College is to provide opportunities to explain policy. There are times when it may be necessary to question policy. In such a circumstance, it is necessary to have a procedure for students to question policy and where they may find possible resolution to the questions. It is never acceptable for students to complain or gossip about their situation. Rather, they must take responsibility to resolve the question in a godly manner. There is an expectation that students may appeal decisions without any repercussions.

The student is encouraged to involve his/her faculty advisor in the process. The goal of the faculty advisor is to provide advice and direct the student to the appropriate persons throughout the process. The advisor is not to function as an advocate for the student through the process.

Given that decisions associated with an appeal are time sensitive because of possible consequences, there is an expectation that the student will begin the appeal process immediately. For example, a student has five (5) school days to address matters related to attendance. Students who do not address matters related to absences may be dropped from the course and assigned a grade of "F." Such consequences may impact one's financial aid status. There is an expectation that the appeal process will be completed within five (5) to seven (7) school days after the decision that gave rise to the appeal took place.

NOTE: Students should attend class during the appeal process.

To appeal, the student should follow these steps:

Step 1: The student should make every effort to resolve a question or concern with the faculty member immediately involved. The student should make every effort to discuss the matter privately and in a manner that shows respect and humility. The student should be prepared to explain the basis for the appeal to the faculty member. The basis for an appeal may be one of the following: (1) Due process was not followed; (2)

Policy was incorrectly applied; or (3) Important evidence was missing.

Step 2: If the appeal to the faculty member is not addressed to the satisfaction of the student, the student may appeal the decision of the faculty member by preparing a written appeal and submitting it to the appropriate Division Chair before scheduling an appointment to discuss the situation. In the event the faculty member is the Division Chair, the written appeal should be sent to the Academic Dean. The student should include the following information:

1. Name, date of original action, date of written communication, and contact information (e.g., email);
2. An explanation concerning the details that brought about the faculty's decision;
3. An explanation as to why the student disagrees with the decision (see list of three items above in Step 1);
4. A list of those with whom the student has met concerning the decision (e.g., faculty member).

Step 3: If the question or concern is still not resolved to the satisfaction of the student, the student should refer to the formal grievance process outlined below, in the Student Complaint and Grievance Policy section of the [Student Handbook](#) (pp. 44-51), or the [Student Complaint/Grievance Policy](#) on the College's website.

STUDENT COMPLAINT/GRIEVANCE POLICY

Baptist Bible College is committed to upholding ethical standards and to providing a safe and healthy environment for the campus community. The College values an engaged environment where students are able to contribute to their overall educational experience by discussing concerns in an informal or formal manner.

Students are welcome to directly engage the appropriate College personnel as necessary to informally resolve student complaints. Initially, and if possible, every attempt to resolve a concern should be made directly with the appropriate faculty member, staff member, or student.

Students are also welcome to file a written grievance to formally resolve student complaints. Accordingly, the College has established policies and procedures to provide students the opportunity to file a formal concern within the College as well as with accrediting, state, and governmental agencies.

Students are encouraged to become familiar with the College's policies and procedures that are found in the Student Handbook and in the Academic Catalog. Policies and procedures related to sexual misconduct, harassment, discrimination, discipline, and other complaints are outlined in the Student Handbook. Policies and procedures related to academics, student accounts, and financial aid appeals are outlined in the Student Handbook and Academic Catalog. Students should consult the appropriate handbook and follow the processes outlined as the first step in attempting to resolve a complaint.

Students who wish to report sexual misconduct, discrimination, and/or harassment of any kind should file a complaint with the Title IX Coordinator (Ray Adams, radams@gobbcc.edu, 417-268-6028). Please refer to the Title IX Policy and Procedures in the [Student Handbook](#) (pages 54-66).

INFORMAL COMPLAINT RESOLUTION

In accordance with Matthew 18:15-17, students are first encouraged to directly discuss concerns with the appropriate faculty member, staff member, or student to resolve matters informally. Informal resolutions are initiated by the student with the person(s) involved and/or the direct supervisor of the person(s) involved. Informal resolutions should be directed to the appropriate office/personnel:

Academic Complaints

Appropriate Faculty Member, Division Chair, or Academic Dean listed below:

Academic Dean, Shannon Mulford

smulford@gobbcc.edu

(417) 268-6037

Online Education Division Chair, Scott Phillips

sphillips@gobbcc.edu

(417) 268-6000

Ministry Studies Division Chair, Randy Harp

raharp@gobbcc.edu

(417) 268-6069

Professional Studies Division Chair, Julie Beck

jbeck@gobbcc.edu

(417) 268-6030

General Studies Division Chair, Chris Beck

cbeck@gobbcc.edu

(417) 268-6029

Student Life/Student

Services/Disciplinary/Department Complaints

Dean of Men, Bill Levergood

blevergood@gobbcc.edu

(417) 268-6113

Dean of Women, Tina Ebert

tebert@gobbcc.edu

(417) 268-6006

Financial Aid/Student Account Complaints

Director of Financial Aid, Brian Rains

brains@gobbcc.edu

(417) 268-6045

Student Accounts, Emily Mays

emays@gobbcc.edu

(417) 268-6068

Students who are not satisfied with the informal resolution may submit a formal written grievance.

FORMAL COMPLAINT RESOLUTION (WRITTEN GRIEVANCE)

A formal complaint is referred to as a "grievance," and the person filing a complaint is referred to as the "grievant." The formal grievance process is outlined below:

Step 1 - Recording the Grievance: The grievant should file a formal written grievance, no later than ten (10) days after the incident, with the Office of Student Life (studentlife@gobbcc.edu), using the [Student Grievance Form](#).

Formal grievances must be in writing and include all the appropriate documentation needed for the College to review the grievance. Written student grievances should be submitted to the Office of Student Life using the Student Grievance Form, and the following information is required:

- The date, time, place of the incident, and those involved
- A description of the incident (including reference to any available evidence which may support the grievance)
- What policy has been violated
- What steps have been taken to resolve the grievance
- What resolution are you seeking
- The date on which the grievance was filed
- The name, email, phone #, and student ID # of the grievant

The grievant will be contacted by email within five (5) business days to verify receipt of the written grievance.

Step 2 - Reviewing and Investigating the Grievance:

The Office of Student Life will review, log, and forward the grievance to the administrative department/personnel (Dean or Director) under whose jurisdiction the concern lies. That personnel will conduct an investigation, gathering all relevant information. The personnel may conduct interviews of all parties involved and may confer with other students or other College administrators, faculty, or staff as part of the investigation.

Step 3 - Responding to the Grievance: A final determination regarding the student’s grievance will be addressed within thirty (30) days of the submitted receipt of the formal grievance. The investigating personnel will provide a written notification of the determination to the grievant. All formal grievances are retained on file for five (5) years.

If the grievance is not addressed to the satisfaction of the grievant, there are three additional levels of appeal:

1. **Appeals Committee (President, Director of Student Affairs, Vice President of Finance):** If the grievance is not addressed to the satisfaction of the grievant through the standard formal grievance process, the written grievance must be submitted by the grievant to the Director of Student Affairs (Chaneika Polk, cpolk@gobbc.edu, 417-268-6010), along with the written notification of the determination of the College and why the

grievant finds it unsatisfactory. In the instance the grievance involves one of the members of the Appeals Committee, that individual would be removed from the appeals process. If the grievance involves two or more members of the Appeals Committee, the grievance would be automatically submitted to the Board of Trustees.

2. **Board of Trustees:** If the grievance is still not resolved to the satisfaction of the grievant, the written grievance must be submitted to the Trustee Board Chairman, along with the written notification of the determination of the College, the determination of the Appeals Committee, and why the grievant finds them unsatisfactory.
3. **Accrediting, State, and Governmental Agencies:** If the grievance is still not resolved to the satisfaction of the grievant, the written grievance, along with the various written notifications of determination of the College, may be submitted by the grievant to the appropriate accrediting, state, and/or governmental agencies outlined below.

ACCREDITING, STATE, AND GOVERNMENTAL COMPLAINT RESOLUTION

Higher Learning Commission (HLC) Complaint Resolution

Baptist Bible College is regionally accredited by the Higher Learning Commission (HLC). The Commission has established a clear distinction between individual grievances and complaints that appear to involve broad institutional practices. In cases where a complaint does raise issues regarding the institution’s ongoing ability to meet the Criteria of Accreditation, the Commission forwards the complaint to the institution and requests a formal response. HLC contact information:

Higher Learning Commission (HLC)
 230 South LaSalle Street
 Suite 7-500
 Chicago, Illinois 60604-1411
 (312) 263-0456

**Association for Biblical Higher Education (ABHE)
Complaint Resolution**

Baptist Bible College is nationally accredited by the Commission on Accreditation of the Association for Biblical Higher Education (ABHE). ABHE contact information:

Association for Biblical Higher Education
(ABHE)
5850 T G Lee Blvd, Suite 130
Orlando FL 32822
(407) 207-0808

**Missouri Department of Higher Education (MDHE)
Complaint Resolution**

The Missouri Coordinating Board for Higher Education (CBHE) has appointed the Missouri Department of Higher Education (MDHE) to serve as the clearinghouse for complaints concerning colleges and universities authorized to operate in the State of Missouri. MDHE contact information:

Missouri Department of Higher Education and
Workforce Development
301 W. High Street, Suite 840
P.O. Box 1469
Jefferson City, MO 65102
(573) 751-2361, Option 2 (for SARA)

The [MDHE Complaint Resolution Process](#) is found online for your review.

**U.S. Department of Education (DOE), Title IX Basis
Complaint Resolution**

To file complaints of discrimination with [Office for Civil Rights, you may use the online complaint form](#) or send a letter to the OCR enforcement office for the state of Missouri:

Kansas City Office [Office for Civil Rights](#)
U.S. Department of Education
One Petticoat Lane
1010 Walnut Street, 3rd floor, Suite 320
Kansas City, MO 64106
Telephone: (816) 268-0550
FAX: (816) 268-0599; TDD: (800) 877-8339
Email: OCR.KansasCity@ed.gov

U.S. Department of Education (OCR National
Headquarters)

Office for Civil Rights
Lyndon Baines Johnson Department of
Education Bldg
400 Maryland Avenue, SW
Washington, DC 20202-1100
Telephone: (800) 421-3481
FAX: (202) 453-6012; TDD: (800) 877-8339
Email: OCR@ed.gov

**Office of Civil Rights, Disability Basis Complaint
Resolution**

Any individual who believes that he or she or a specific individual or class of individuals has been subjected to discrimination on the basis of disability, in a health or human service program or activity conducted by a covered entity, may file a complaint with OCR. Complaints must be filed within 180 days from the date of the alleged discrimination. OCR may extend the 180-day deadline if you can show “good cause.” Include the following information in your written complaint, or request a Discrimination Complaint Form from an OCR Regional or Headquarters office (complaints must be signed by the complainant or an authorized representative):

- Your name, address, and telephone number.
- Name and address of the entity you believe discriminated against you.
- How, why, and when you believe you were discriminated against.
- Any other relevant information.

Send your complaint to the Regional Manager at the appropriate OCR Regional Office, or to the address located below.

Kansas City
Office for Civil Rights
U.S. Department of Health and Human
Services
601 East 12th Street – Room 353
Kansas City, MO 64106
Customer Response Center: (800) 368-1019
Fax: (202) 619-3818
TDD: (800) 537-7697
Email: ocrmail@hhs.gov

Upon receipt, OCR will review the information provided. If OCR determines they do not have the authority to investigate your complaint, they will, if

possible, refer it to an appropriate agency. Complaints alleging employment discrimination on the basis of disability against a single individual may be referred to the U. S. Equal Employment Opportunity Commission for processing. Private individuals may also bring lawsuits against a public entity to enforce their rights under Section 504 and the ADA; and may receive injunctive relief, compensatory damages, and reasonable attorney's fees. For further information, contact:

Director
Office for Civil Rights
U.S. Department of Health and Human
Services
200 Independence Avenue, SW – Room 506-F
Washington, D.C. 20201
Hotline: (800) 368-1019 (Voice);
(800) 537-7697 (TDD)

RECOGNITION OF ACADEMIC ACHIEVEMENT

Baptist Bible College recognizes academic achievement every semester and at the time of graduation.

Semester-by-Semester Recognition

Each semester, the College publishes the Academic Honors List and the President's List.

Academic Honors List (fall and spring semesters)

The Academic Honors List is an indicator of high academic achievement earned by full-time undergraduate students who attained a grade point average of 3.50-3.74 during a semester. Students who have a grade of "D" or "F," an incomplete, and/or a grade of "W" during the semester are not eligible for this award. The List is determined at the end of each semester by the Office of the Registrar. Only the semester average is considered in computing grades and achievement level. The Office of Academic Affairs will report the Academic Honors List as a Baptist Bible College news release and post the list on the College's website following the end of each semester.

President's List (fall and spring semesters)

The President's List is an indicator of high academic achievement earned by full-time undergraduate students who attained a grade point average of 3.75-4.00 during a semester. Students who have a grade of "D" or "F," an incomplete, and/or a grade of "W"

during the semester are not eligible for this award. The List is determined at the end of each semester by the Office of the Registrar. Only the semester average is considered in computing grades and achievement level. The Office of Academic Affairs will report the President's List as a Baptist Bible College news release and post the list on the College's website at the end of each semester.

Class Awards

At the end of the spring semester, the College recognizes the achievement of undergraduate and seminary students. Class awards are offered to juniors, seniors, and seminary candidates.

Junior Class Awards

To be eligible for the Junior Class Awards, students must have completed 75 credit hours at the end of the fall semester.

Senior Class Awards

To be eligible for the Senior Class Awards, students must be candidates for graduation.

Seminary Candidate Awards

To be eligible for the Seminary Candidate Awards, students must be candidates for graduation.

Graduation with Honors

As part of annual commencement, the College recognizes graduates who have completed their program with honors. Graduation honors are based on a cumulative GPA and are awarded as follows:

Summa Cum Laude 3.90 – 4.00

Magna Cum Laude 3.75 – 3.89

Cum Laude 3.50 – 3.74

Academic Achievement (undergraduate and seminary)

The College recognizes academic achievement as part of commencement exercises using traditional Latin designations. Students with a cumulative grade point average of 3.90-4.00 will be designated as *summa cum laude*. Graduates wear a gold cord with their regalia. Those esteemed graduates who earned a grade point average of 4.00 wear a gold stole. Students with a cumulative grade point average of 3.75-3.89 will be

designated as *magna cum laude*. Graduates wear a silver cord with their regalia. Students with a cumulative grade point average of 3.50-3.74 will be designated as *cum laude*. Graduates wear a bronze cord with their regalia.

minimum 3.00 cumulative grade point average. Key Award recipients wear a gold stole with their regalia and receive a plaque.

**Delta Epsilon Chi ABHE Honor Society
(undergraduate)**

Institutions accredited by the Association for Biblical Higher Education may offer the Delta Epsilon Chi Honor Society Award. The prestige of the award is based upon the fact that only up to seven percent of the graduating class may receive the award. Students must have a minimum 3.50 cumulative grade point average. Student grades and performance in the Practical Ministry Experience (PME) program is a major component in regards to consideration. Students wear a gold stole and a medallion with their regalia.

Class Speaker Awards (undergraduate)

The College recognizes one male and one female graduate to serve as class speakers. Full-time and part-time faculty as well as full-time staff (excluding student staff) nominate students for this honor. Full-time and part-time faculty vote to select the class speakers. In nominating and selecting the speakers, faculty and staff consider the student's Christian character, speaking ability, contributions to a local church ministry, and cumulative grade point average. Candidates must be graduating with a bachelor's degree and must have a minimum 3.00 cumulative grade point. Class speakers wear a gold stole with their regalia and receive a plaque.

Key Awards (undergraduate)

The College recognizes one male and one female graduate to receive the Key Award. The Key Award goes to those who exemplify spiritual and academic excellence. Full-time and part-time faculty as well as full-time staff (excluding student staff) nominate students for this honor. Full-time and part-time faculty vote to select the award recipients. In nominating and selecting recipients, faculty and staff consider the student's Christian character, contributions to campus life, contributions to a local church ministry, and cumulative grade point average. Candidates must be graduating with a bachelor's degree and must have a

2022-23 ACADEMIC CALENDAR

2022 Fall Semester	
August 4	Dining Services Open
August 4 – 6	Student move-in for on-campus housing
August 8	First Day of Regular Seated Classes
August 12	Last Day to Add a Class; pay in full deadline for 5% discount
August 19	Last Day to Drop a Class or to Withdraw from BBC w/ Financial Consideration
September 5	Labor Day (No Classes / Offices Closed)
September 19 – 21	Alumni Week: National BBFI Meeting
October 11	Federal Financial Aid 60% Enrollment Date
October 31	Last Day to Withdraw from a Class with WP or WF
November 17	Last Day of Seated Classes
November 21 – 22	Finals
November 22	Dining Services Closed After Lunch
November 23 – Jan 8	Winter Break
November 23 - 25	Offices Closed
December 2	Grades Due to Office of Registrar
December 22 – Jan 2	Offices Closed

2023 Spring Semester	
January 9	Dining Services Open
January 9	First Day of Regular Seated Classes
January 13	Last Day to Add a Class; pay in full deadline for 5% discount
January 16	Martin Luther King, Jr. Day (No Classes / Offices Closed)
January 20	Last Day to Drop a Class or to Withdraw from BBC w/ Financial Consideration
March 7 – 8	World Ministry Forum
March 13 – 17	Spring Break (No Classes / Offices Closed Mar 15-17)
March 21	Federal Financial Aid 60% Enrollment Date
March 31	Last Day to Withdraw from a Class with WP or WF
April 7	Good Friday (Offices Closed)
April 25	Awards Chapel
April 27	Last Day of Seated Classes
May 1 – 2	Finals
May 2 – 4	National Fellowship Meeting
May 5	Graduation Day
May 12	Grades Due to Office of Registrar

Division of Ministry Studies

The Ministry Studies Division includes all programs designed to facilitate vocational and bi-vocational ministry within the context of a local church (foreign or domestic).

Students who pursue a program in the Ministry Studies Division will be able to meet specific program learning outcomes (PLO's). Students should consult the specific program learning outcomes identified in the department information pages provided below and in the respective program handbook.



DEPARTMENTS AND DEGREES OFFERED WITHIN THE DIVISION

PASTORAL STUDIES DEPARTMENT:

Bachelor's Degrees

- BA Pastoral Studies
- BS Pastoral Studies

BIBLICAL COUNSELING DEPARTMENT:

Bachelor's Degree

- BS Biblical Counseling

Minor

- Biblical Counseling

CHURCH MINISTRY DEPARTMENT:

Bachelor's Degrees

- BS Church Ministry: Family Ministry
- BS Church Ministry: Worship

INTERCULTURAL STUDIES DEPARTMENT:

Bachelor's Degrees

- BA Intercultural Studies
- BS Intercultural Studies
- BS Intercultural Studies with ASN in Nursing (Cox College Partnership)

Minor

- Intercultural Studies

Pastoral Studies Department

B.A. or B.S. in Pastoral Studies

Mission

The mission of the Pastoral Studies program is to equip its graduates with the skills necessary to shepherd and lead a local church with Christ-like character and to provide a foundation for further education.

Program Description

The Bachelor of Arts or Bachelor of Science in Pastoral Studies is a 126-hour degree that prepares men for pastoral ministry. This degree introduces those seeking a pastoral degree to basic biblical principles along with an introduction to expository preaching, Biblical counseling, and church business.

Program Website

<https://gobbc.edu/academics/undergraduate-programs/bachelor-of-arts-or-bachelor-of-science-pastoral-studies/>

Program Learning Outcomes

Upon completion of the Bachelor of Arts or Bachelor of Science in Pastoral Studies, students will be able to:

1. Articulate a knowledge of biblical texts and a clear explanation of systematic theology consistent with Baptist distinctives. (ILO 1)
2. Identify the stages of spiritual development with application to interpersonal relationships. (ILO 3)
3. Exegete and apply a biblical text to a sermon and/or lesson delivered with oral clarity and contemporary relevance. (ILO 1)
4. Demonstrate an understanding of church administration and local church leadership. (ILO 1)
5. Formulate a philosophy of life and ministry which demonstrates a commitment to Christ-like character. (ILO 2)
6. Demonstrate speaking, listening, reading and writing skills in a biblical language. (ILO 1)*

* B.A. program only.

B.A. or B.S., Pastoral Studies

General Studies 30 hours

English (Communication and Literature) (9 hours)

GSCE 141 English Grammar and Composition	3
GSCE 142 English Composition and Research	3
GSCS 200 Public Speaking	3

Multicultural and Global Perspectives (9 hours)

BSMI 121 Biblical Foundations for Global Outreach	3
GSBP 212 General Psychology	3
GSSH 133 Christian Worldview in Contemporary Culture	3

History (3 hours)

GSSH 223 History of Baptists	3
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Mathematics and Science (3 hours)

GSNS 110 Origins Science	3
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Business (6 hours)

PSBU 136 Personal Finance	3
PSBU 335 Technology in the Church	3

Bible/Theology Core 33 hours

Bible Core (21 hours)

BSEB 103 Old Testament Survey 1	3
BSEB 104 Old Testament Survey 2	3
BSEB 213 New Testament Survey	3
BSEB 111 Life of Christ	3
BSEB 112 Life of Paul	3
BSEB 224 Hermeneutics	3
BSEB 341 Romans	3

Theology Core (12 hours)

BSPT 200 Personal Evangelism and Discipleship	3
BSST 233 Theology 1	3
BSST 234 Theology 2	3
BSST 441 Apologetics	3

Ministry Studies 21 hours

BSST 333 Theology 3	3
BSST 334 Theology 4	3
BSEB 325 Advanced Hermeneutics	3
BSBC 462 Methods of Biblical Counseling	3
BSBC 463 Theology & Secular Counseling	3
PSBU 312 Ministry Publications and Graphics	3
PSMU 324 Local Church Music	3

Pastoral Studies 30 hours

BSEB 372 Pastoral Epistles	3
BSPS 132 The Biblical Pastor	3
BSPS 311 Homiletics	3
BSPS 312 Preaching Workshop	3
BSPS 334 Fundamentals of Church Planting	3
BSPS 432 Pastoral Leadership	3
BSPS 433 Church Growth & Revitalization Strategies	3
BSPS 450 Pastoral Studies Capstone	3
BSMI 438 Local Church and Missions	3
PSBU 334 Local Church Business	3

Electives 12 hours

Students may select one of the following electives options:

- Option 1 – 12 hours of Greek to receive a Bachelor of Arts
- Option 2 – 12 hours of Intercultural Studies courses to receive a minor in Intercultural Studies
- Option 3 – 12 hours of Biblical Counseling courses to receive a minor in Biblical Counseling

Total 126 hours

Comments:

- Faculty advisors work with students to create a degree plan that enables them to complete the program in four or five years.
- Students who desire to graduate with a B.A. must take a minimum of 12 hours of language.**
- Students who desire to complete either a minor or concentration should work with faculty to build it into their degree plan.

Biblical Counseling Department

B.S. in Biblical Counseling

Mission

The mission of the Biblical Counseling program is to prepare students, who are able to counsel individuals, couples, and families in a congregational, counseling center, or intercultural setting.

Program Description

The Bachelor of Science in Biblical Counseling is a 123-hour degree that prepares men and women for counseling ministry. This degree introduces those seeking a biblical counseling degree to basic biblical principles and biblical counseling methods along with an introduction to expository preaching/teaching and advanced counseling issues.

Program Website

<https://gobbc.edu/academics/undergraduate-programs/bachelor-of-science-biblical-counseling/>

Program Learning Outcomes

Upon completion of the Bachelor of Science in Biblical Counseling, students will be able to:

1. Articulate a knowledge of biblical texts and a clear explanation of systematic theology consistent with Baptist distinctives. (ILO 1)
2. Properly interpret a biblical text and accurately communicate the meaning with appropriate implications in a counseling setting. (ILO 1)
3. Engage in personal spiritual growth toward Christlikeness in preparation for counseling others. (ILO 2)
4. Demonstrate a basic knowledge of biblical counseling content. (ILO 1)
5. Develop skills related to biblical counseling as a ministry of/in the local church. (ILO 3)

B.S., Biblical Counseling

General Studies 30 hours

English (Communication and Literature) (9 hours)

GSCE 141 English Grammar and Composition	3
GSCE 142 English Composition and Research	3
GSCS 200 Public Speaking	3

Multicultural and Global Perspectives (9 hours)

BSMI 121 Biblical Foundations for Global Outreach	3
GSPB 212 General Psychology	3
GSSH 133 Christian Worldview in Contemporary Culture	3

History (3 hours)

GSSH 223 History of Baptists	3
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Mathematics and Science (3 hours)

GSNS 110 Origins Science	3
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Business (6 hours)

PSBU 136 Personal Finance	3
PSBU 335 Technology in the Church	3

Bible/Theology Core 33 hours

Bible Core (21 hours)

BSEB 103 Old Testament Survey 1	3
BSEB 104 Old Testament Survey 2	3
BSEB 213 New Testament Survey	3
BSEB 111 Life of Christ	3
BSEB 112 Life of Paul	3
BSEB 224 Hermeneutics	3
BSEB 341 Romans	3

Theology Core (12 hours)

BSPT 200 Personal Evangelism and Discipleship	3
BSST 233 Theology 1	3
BSST 234 Theology 2	3
BSST 441 Apologetics	3

Ministry Studies 21 hours

BSST 333 Theology 3	3
BSST 334 Theology 4	3
BSEB 325 Advanced Hermeneutics	3
BSPS 311 Homiletics (Men and Women)	3
BSPS 312 Preaching Workshop (Men) OR	3
BSCM 312 Teaching Workshop (Women)	3
BSMI 438 Local Church and Missions	3
BS__ __ Elective	3

Biblical Counseling Studies 39 hours

BSBC 342 Basics of Biblical Counseling	3
BSBC 343 Marriage Counseling	3
BSBC 345 Family Counseling	3
BSBC 347 The Biblical Counselor	3
BSBC 403 Counseling Youth	3
BSBC 424 Counseling Women OR	3
BSBC 425 Counseling Men	3
BSBC 431 Counseling Skills Development	3
BSBC 434 Theological Basis of Biblical Counseling	3
BSBC 435 Advanced Issues in Biblical Counseling	3
BSBC 450 Biblical Counseling Capstone	3
BSBC 462 Methods of Biblical Counseling	3
BSBC 463 Theology & Secular Counseling	3
BSBC *** English Bible Counseling	3

Total 123 hours

Comments:

- Faculty advisors work with students to create a degree plan that enables them to complete the program in four or five years.
- **Students who desire to graduate with a B.A. must take a minimum of 12 hours of language.**
- Students who desire to complete either a minor or concentration should work with faculty to build it into their degree plan.

Minor, Biblical Counseling

Biblical Counseling 18 hours

BSBC 342 Basics in Biblical Counseling	3
BSBC 434 Theological Basis of Biblical Counseling	3
BSBC 435 Advanced Counseling Issues	3
BSBC 462 Methods of Biblical Counseling	3
BSBC 463 Theology and Secular Counseling	3
BSBC ___ Counseling Elective	3

Comments:

- Faculty advisors work with students to create a degree plan that enables them to complete the minor and their bachelor's degree.

Church Ministry Department

B.S. in Church Ministry: Family Ministry Concentration

Mission

The mission of the Church Ministry: Family Ministry program is to equip its graduates with the skills necessary for effective leadership in a local church and/or parachurch ministry specializing in children and youth ministries.

Program Description

The Bachelor of Science in Church Ministry: Family Ministry is a 123-hour degree that prepares men and women for church ministry with a concentration in family ministry. This degree introduces those seeking a church ministry degree to basic biblical principles along with an introduction to expository preaching/teaching, biblical counseling, and ministry program organization and development.

Program Website

<https://gobbc.edu/academics/undergraduate-programs/bachelor-of-science-church-ministry-family-ministry-concentration/>

Program Learning Outcomes

Upon completion of the Bachelor of Arts in Pastoral Studies, students will be able to:

1. Articulate a knowledge of biblical texts and a clear explanation of systematic theology consistent with Baptist distinctives. (ILO 1)
2. Organize and develop ministry programs for various age groups, from birth through college. (ILO 3)
3. Exegete and apply a biblical text to a sermon and/or lesson delivered with oral clarity and contemporary relevance. (ILO 1)
4. Formulate a philosophy of life and ministry which demonstrates a commitment to Christ-like character. (ILO 2)

B.S., Church Ministry: Family Ministry

General Studies 30 hours

English (Communication and Literature) (9 hours)

GSCE 141 English Grammar and Composition	3
GSCE 142 English Composition and Research	3
GSCS 200 Public Speaking	3

Multicultural and Global Perspectives (9 hours)

BSMI 121 Biblical Foundations for Global Outreach	3
GSBP 212 General Psychology	3
GSSH 133 Christian Worldview in Contemporary Culture	3

History (3 hours)

GSSH 223 History of Baptists	3
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Mathematics and Science (3 hours)

GSNS 110 Origins Science	3
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Business (6 hours)

PSBU 136 Personal Finance	3
PSBU 335 Technology in the Church	3

Bible/Theology Core 33 hours

Bible Core (21 hours)

BSEB 103 Old Testament Survey 1	3
BSEB 104 Old Testament Survey 2	3
BSEB 213 New Testament Survey	3
BSEB 111 Life of Christ	3
BSEB 112 Life of Paul	3
BSEB 224 Hermeneutics	3
BSEB 341 Romans	3

Theology Core (12 hours)

BSPT 200 Personal Evangelism and Discipleship	3
BSST 233 Theology 1	3
BSST 234 Theology 2	3
BSST 441 Apologetics	3

Ministry Studies 24 hours

BSST 333 Theology 3	3
BSST 334 Theology 4	3
BSEB 325 Advanced Hermeneutics	3
BSPS 311 Homiletics (Men and Women)	3
BSPS 312 Preaching Workshop (Men) OR	3
BSCM 312 Teaching Workshop (Women)	3
BSBC 462 Methods of Biblical Counseling	3
BSBC 463 Theology & Secular Counseling	3
BSMI 438 Local Church and Missions	3

Church Ministry Studies 12 hours

BSCM 111 Introduction to Church Ministry	3
BSCM 214 Program Organization for Church Ministry	3
BSCM 450 Church Ministry Capstone	3
PSBU 312 Ministry Publications and Graphics	3

Family Ministry Concentration18 hours

GSBP 333 Lifespan Development	3
BSBC 403 Counseling Youth	3
BSBC 424 Counseling Women OR	3
BSBC 425 Counseling Men	3
PSMU 360 Music & Movement for Early Childhood OR	3
PSMU 324 Local Church Music	3
PSBU 334 Local Church Business	3
BSCM 341 Youth Programming	3

Elective.....3 hours

_____ Ministry Studies Elective	3
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Total 120 hours

Comments:

- Faculty advisors work with students to create a degree plan that enables them to complete the program in four or five years.
- Faculty advisors work with students to determine appropriate and beneficial electives.
- **Students who desire to graduate with a B.A. must take a minimum of 12 hours of language.**
- Students who desire to complete either a minor or concentration should work with faculty to build it into their degree plan.

Church Ministry Department

B.S. in Church Ministry: Worship Ministry Concentration

Mission

The mission of the Church Ministry: Worship Ministry program is to equip students with the skills to administrate, lead, and execute the worship program of a church with Christ-like character and service.

Program Description

The Bachelor of Science in Church Ministry: Worship Ministry is a 127-hour degree that prepares men and women for church ministry with a concentration in worship ministry. This degree introduces those seeking a church ministry degree to basic biblical principles along with an introduction to expository preaching/teaching, biblical counseling, and numerous music competencies.

Program Website

<https://gobbc.edu/academics/undergraduate-programs/bachelor-of-science-church-ministry-worship-concentration/>

Program Learning Outcomes

Upon completion of the Bachelor of Arts in Pastoral Studies, students will be able to:

1. Articulate a knowledge of biblical texts and a clear explanation of systematic theology consistent with Baptist distinctives. (ILO 1)
2. Understand music's role in the church and the responsibilities of leading the church to its use in worship. (ILO 2)
3. Demonstrate basic musicianship skills. (ILO 1)
4. Demonstrate an understanding of church administration and local church leadership. (ILO 1)
5. Execute and lead a modern worship style coupled with modern worship technology for today's church. (ILO 3)

B.S., Church Ministry: Worship

General Studies 30 hours

English (Communication and Literature) (9 hours)

GSCE 141 English Grammar and Composition	3
GSCE 142 English Composition and Research	3
GSCS 200 Public Speaking	3

Multicultural and Global Perspectives (9 hours)

BSMI 121 Biblical Foundations for Global Outreach	3
GSBP 212 General Psychology	3
GSSH 133 Christian Worldview in Contemporary Culture	3

History (3 hours)

GSSH 223 History of Baptists	3
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Mathematics and Science (3 hours)

GSNS 110 Origins Science	3
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Business (6 hours)

PSBU 136 Personal Finance	3
PSBU 335 Technology in the Church	3

Bible/Theology Core 33 hours

Bible Core (21 hours)

BSEB 103 Old Testament Survey 1	3
BSEB 104 Old Testament Survey 2	3
BSEB 213 New Testament Survey	3
BSEB 111 Life of Christ	3
BSEB 112 Life of Paul	3
BSEB 224 Hermeneutics	3
BSEB 341 Romans	3

Theology Core (12 hours)

BSPT 200 Personal Evangelism and Discipleship	3
BSST 233 Theology 1	3
BSST 234 Theology 2	3
BSST 441 Apologetics	3

Ministry Studies 33 hours

BSST 333 Theology 3	3
BSST 334 Theology 4	3
BSEB 325 Advanced Hermeneutics	3
BSPS 311 Homiletics (Men and Women)	3
BSPS 312 Preaching Workshop (Men) OR	3
BSCM 312 Teaching Workshop (Women)	3
BSBC 462 Methods of Biblical Counseling	3
BSBC 463 Theology & Secular Counseling	3
BSMI 438 Local Church and Missions	3
BSCM 400 Church Ministry Internship	3
BSCM 450 Church Ministry Capstone	3
PSBU 312 Ministry Publications and Graphics	3

Worship Concentration.....31 hours

PSMA 031 Applied Voice	2
PSMA 100 Applied Piano	2
PSMA 140 Applied Guitar	2
PSME 174 Worship Band Workshop (4 semesters)	4
PSMU 103 Worship Musicianship I	3
PSMU 203 Worship Leadership	3
PSMU 204 Worship Musicianship II	3
PSMU 303 Worship History	3
PSMU 304 Modern Arranging and Song Writing	3
PSMU 342 Worship Administration	3
PSMU 411 Worship Production and Technology	3

Total127 hours

Comments:

- Faculty advisors work with students to create a degree plan that enables them to complete the program in four or five years.
- **Students who desire to graduate with a B.A. must take a minimum of 12 hours of language.**
- Students who desire to complete either a minor or concentration should work with faculty to build it into their degree plan.

Intercultural Studies Department

B.A. or B.S. in Intercultural Studies

Mission

The mission of the Intercultural Studies department is to equip students to effectively make disciples of all nations by preparing them to develop relationships and share the gospel with people from different ethnic, religious, and cultural groups in cross-cultural settings.

Program Description

The Bachelor of Arts or Bachelor of Science in Intercultural Studies is a 126-hour degree that prepares men and women for intercultural ministry. This degree offers a broad introduction to those seeking to serve cross-culturally to teaching basic Biblical principles along with a glimpse of life living abroad, interactions with world religions and culture, and teaching from the Bible in other cultures.

Program Website

<https://gobbc.edu/academics/undergraduate-programs/bachelor-of-arts-or-bachelor-of-science-missions-intercultural-studies/>

Program Learning Outcomes

Upon completion of the Bachelor of Arts or Bachelor of Science in Intercultural Studies, students will be able to:

1. Articulate a knowledge of biblical texts and a clear explanation of systematic theology consistent with Baptist distinctives. (ILO 1)
2. Properly interpret a biblical text and accurately communicate the meaning in a cross-cultural setting. (ILO 1)
3. Explain the importance of growing in Christ-like character. (ILO 2)
4. Develop and articulate a plan to build cross-cultural relationships with consideration to cultural and religious paradigms. (ILO 3)
5. Demonstrate intermediate level proficiency in a biblical or modern foreign language. (ILO 1)*

* B.A. program only.

B.A. or B.S., Intercultural Studies

General Studies 30 hours

English (Communication and Literature) (9 hours)

GSCE 141 English Grammar and Composition	3
GSCE 142 English Composition and Research	3
GSCS 200 Public Speaking	3

Multicultural and Global Perspectives (9 hours)

BSMI 121 Biblical Foundations for Global Outreach	3
GSBP 212 General Psychology	3
GSSH 133 Christian Worldview in Contemporary Culture	3

History (3 hours)

GSSH 223 History of Baptists	3
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Mathematics and Science (3 hours)

GSNS 110 Origins Science	3
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Business (6 hours)

PSBU 136 Personal Finance	3
PSBU 335 Technology in the Church	3

Bible/Theology Core 33 hours

Bible Core (21 hours)

BSEB 103 Old Testament Survey 1	3
BSEB 104 Old Testament Survey 2	3
BSEB 213 New Testament Survey	3
BSEB 111 Life of Christ	3
BSEB 112 Life of Paul	3
BSEB 224 Hermeneutics	3
BSEB 341 Romans	3

Theology Core (12 hours)

BSPT 200 Personal Evangelism and Discipleship	3
BSST 233 Theology 1	3
BSST 234 Theology 2	3
BSST 441 Apologetics	3

Ministry Studies 27 hours

BSST 333 Theology 3	3
BSST 334 Theology 4	3
BSEB 325 Advanced Hermeneutics	3
BSBC 462 Methods of Biblical Counseling	3
BSBC 463 Theology & Secular Counseling	3
BSPS 311 Homiletics (Men and Women)	3
BSPS 312 Preaching Workshop (Men) OR	3
BSCM 312 Teaching Workshop (Women)	3
PSBU 334 Local Church Business	3
PSMU 324 Local Church Music	3

Intercultural Studies 24 hours

BSMI 114 Cultural Anthropology	3
BSMI 232 Introduction to World Religions	3
BSMI 310 Cross-Cultural Communications and Relationships	3
BSMI 321 Philosophy of Ministry	3
BSMI 414 Contemporary Issues in Missions	3
BSMI 423 Deputation Workshop	3
BSMI 433 Intercultural Studies Capstone	3
BSPS 334 Fundamentals of Church Planting	3

Electives 12 hours

Students may select one of the following electives options:

- Option 1 – 12 hours of ministry electives of your choice
- Option 2 – 12 hours of languages to receive a Bachelor of Arts
- Option 3 – 12 hours of Biblical Counseling courses to receive a minor in Biblical Counseling

Total 126 hours

Comments:

- Faculty advisors work with students to create a degree plan that enables them to complete the program in four or five years.
- Faculty advisors work with students to determine appropriate and beneficial electives.
- Students who desire to graduate with a B.A. must take a minimum of 12 hours of language.**
- Students who desire to complete either a minor or concentration should work with faculty to build it into their degree plan.

Intercultural Studies Department

B.S. in Intercultural Studies with A.S. in Nursing (Cox College)

Mission

The mission of the Intercultural Studies department is to equip students to effectively make disciples of all nations by preparing them to develop relationships and share the gospel with people from different ethnic, religious, and cultural groups in cross-cultural settings.

Program Description

The Bachelor of Arts in Intercultural Studies with an Associate of Science in Nursing is a 145-hour degree that prepares men and women for intercultural ministry while obtaining an Associate's degree in nursing through our partnership with Cox College. This degree introduces those seeking to serve cross-culturally by teaching Biblical principles and applications of cross-cultural ministry while allowing one to also learn the skills and knowledge to sit for the NCLEX exam and receive a Registered Nurse (RN) certification.

Program Website

<https://gobbc.edu/academics/undergraduate-programs/bachelor-of-arts-or-bachelor-of-science-missions-intercultural-studies/>

Program Learning Outcomes

Upon completion of the Bachelor of Science in Intercultural Studies with an Associate of Science in Nursing (Cox College), students will be able to:

1. Articulate a knowledge of biblical texts and a clear explanation of systematic theology consistent with Baptist distinctives. (ILO 1)
2. Properly interpret a biblical text and accurately communicate the meaning in a cross-cultural setting. (ILO 1)
3. Explain the importance of growing in Christ-like character. (ILO 2)
4. Develop and articulate a plan to build cross-cultural relationships with consideration to cultural and religious paradigms. (ILO 3)
5. Demonstrate the content knowledge, decision-making skills, and ethical values consistent with expectations for nursing professionals in today's health care field. (ILO 1)

B.S., Intercultural Studies with A.S., Nursing (Cox College)

Biblical Studies.....33 hours		Ministry Studies..... 18 hours	
BSEB 103 Old Testament Survey 1	3	BSST 333 Theology 3	3
BSEB 104 Old Testament Survey 2	3	BSST 334 Theology 4	3
BSEB 111 Life of Christ	3	BSEB 325 Advanced Hermeneutics	3
BSEB 112 Life of Paul	3	BSBC 463 Theology and Secular Counseling	3
BSEB 213 New Testament Survey	3	BSPS 311 Homiletics (Men and Women)	3
BSEB 224 Hermeneutics	3	BSPS 312 Preaching Workshop (Men) OR	3
BSEB 341 Romans	3	BSCM 312 Teaching Workshop (Women)	
BSPT 200 Personal Evangelism & Discipleship	3	Intercultural Studies..... 21 hours	
BSST 233 Theology 1	3	BSMI 114 Cultural Anthropology	3
BSST 234 Theology 2	3	BSMI 121 Biblical Foundations for Global Outreach	3
BSST 441 Apologetics	3	BSMI 232 Introduction to World Religions	3
General Studies34 hours		BSMI 310 Cross Cultural Communications and Relationships	3
English (Communication and Literature) (6 hours)		BSMI 321 Philosophy of Ministry	3
GSCE 141 English Grammar and Composition	3	BSMI 414 Contemporary Issues in Missions	3
GSCE 142 English Composition and Research	3	BSMI 433 Intercultural Studies Capstone	3
Science (19 hours)		Nursing (Completed at Cox College).....39 hours	
BIOL 205 Human Anatomy *	4	NURS 105 Clinical Application 1 *	7
BIOL 206 Human Physiology *	4	NURS 106 Clinical Application 2 *	7
BIOL 208 Microbiology *	4	NURS 205 Critical Thinking *	2
BIOL 382 Pathophysiology *	3	NURS 206 Clinical Application 3 *	7
CHEM 203 Fundamentals of Chemistry *	4	NURS 208 Clinical Application 4 *	7
Social Sciences (6 hours)		NURS 215 Pharmacological Basis of Nursing *	3
GSBP 212 General Psychology	3	NURS 220 NCLEX Preparation *	1
SOCI 101 Introduction to Sociology *	3	NURS 303 Professional Nursing Concepts *	3
Mathematics (3 hours)		NURS 309 Fundamentals of Gerontology *	2
GSNM 130 Intermediate Algebra	3	Total 145 hours	

Comments:

- **Students must be aware of the policies which govern their opportunity to complete both their BS from Baptist Bible College and the ASN from Cox College. They must work closely with the Registrar of BBC and their advisor at Cox College.**
- **The faculty advisors at BBC and Cox College work with students to create a degree plan that enables them to complete the program in four or five years.**
- **All NURS courses and courses with an * must be completed through Cox College.**

Minor, Intercultural Studies

Intercultural Studies..... 18 hours

BSMI 121 Biblical Foundations of Global Outreach	3
BSMI 114 Cultural Anthropology	3
BSMI 310 Cross-Cultural Communications and Relationships	3
BSMI 414 Contemporary Issues in Missions	3
BSMI 423 Deputation Workshop	3
BSMI 438 Local Church and Missions	3

Division of Professional Studies

The Professional Studies Division includes all programs designed to facilitate professional service (foreign or domestic).

Students who pursue a program in the Professional Studies Division will be able to meet or exceed specific program standards and learning outcomes (PLO's). Students should consult the specific standards and program learning outcomes identified in the department information pages provided below and in the respective program handbook.



DEPARTMENTS AND DEGREES OFFERED WITHIN THE DIVISION

BUSINESS DEPARTMENT:

Bachelor's Degree

BS Business Management

Associate's Degree

AA Business Management

Minor

Business Management

EDUCATION DEPARTMENT:

Bachelor's Degrees

BS Early Childhood Education

BS Elementary Education

BS Middle School Education – Social Science

BS Secondary Education – Business

BS Secondary Education – Social Science

Business Department

B.S. in Business Management

Mission

The mission of the Business department is to prepare the student to be a Christian leader, putting into practice sound, ethical business practices in local churches, mission organizations, ministries, non-profit organizations, tent-making enterprises, or in secular business.

Program Description

The Bachelor of Science in Business Management is a 120-hour degree that prepares men and women for managing business. This universal degree not only introduces basic biblical understanding but emphasizes business concepts through active communication, practical accounting, diverse management, and unique strategy.

Program Website

<https://gobbc.edu/academics/undergraduate-programs/bachelor-of-science-business-management/>

Program Learning Outcomes

Upon completion of the Bachelor of Science in Business Management, students will be able to:

1. Analyze global or domestic business principles in keeping with professional biblical standards. (ILO 1)
2. Apply information technology to support business processes and make sound, ethical financial decisions. (ILO 1)
3. Create a global business plan that applies professional and biblical principles. (ILO 3)
4. Demonstrate knowledge of fundamental business principles that align with Scripture. (ILO 2)

B.S., Business Management

General Education 60 hours

Biblical Studies (Christian Philosophy) (30 hours)

BSEB 103 Old Testament Survey 1	3
BSEB 104 Old Testament Survey 2	3
BSEB 111 Life of Christ	3
BSEB 112 Life of Paul	3
BSEB 212 Gospel of John	3
BSEB 213 New Testament Survey	3
BSEB 224 Hermeneutics	3
BSEB 341 Romans	3
BSPT 200 Personal Evangelism & Discipleship	3
BSST 200 Introduction to Theology	3

English (Communication) (9 hours)

GSCE 141 English Grammar and Composition	3
GSCE 142 English Composition and Research	3
GSCS 200 Public Speaking	3

Mathematics/Science (Natural Science) (6 hours)

GSNM ___ Math Elective	3
GSNM ___ Science Elective	3

History/Literature/Graphics (Humanities) (9 hours)

GS___ General Studies Elective	3
GS___ General Studies Elective	3
GS___ General Studies Elective	3

Social Sciences (6 hours)

GSBP 212 General Psychology	3
GSSH 133 Christian Worldview in Contemporary Culture	3

Professional Education60 hours

Students must complete the following requirements in Business Management. Introduction to Business and Accounting I must be passed with a "C" or better.

PSBU 136 Personal Finance	3
PSBU 151 Introduction to Business	3
PSBU 201 Business Communications	3
PSBU 242 Spreadsheet Management	3
PSBU 271 Accounting 1	3
PSBU 272 Accounting 2	3
PSBU 302 Human Resource Management**	3
PSBU 321 Microeconomics	3
PSBU 322 Macroeconomics	3
PSBU 351 Financial Management**	3
PSBU 352 Principles of Marketing***	3
PSBU 362 Principles of Management***	3
PSBU 396 Internship	3
PSBU 396 Internship	3
PSBU 432 Business Strategy**	3
PSBU 433 International Business***	3
PSBU 434 Non Profit Management***	3
PSBU 435 Social Entrepreneurship**	3
PSBU 463 Database Management	3
PSBU 471 Business Law and Ethics** OR	3
PSBU 473 Organizational Leadership**	3

** Odd years only

*** Even years only

Total 120 hours

Comments:

- Faculty advisors work with students to create a degree plan that enables them to complete the program in four or five years.

Business Department

A.A. in Business Management

Mission

The mission of the Business department is to prepare the student to be a Christian leader, putting into practice sound, ethical business practices in local churches, mission organizations, ministries, non-profit organizations, tent-making enterprises, or in secular business.

Program Description

The Associate of Arts in Business Management is a 60-hour degree that prepares men and women for business. This universal degree introduces basic biblical understanding and basic business concepts.

Program Website

<https://gobbc.edu/academics/undergraduate-programs/associate-of-arts-business-management/>

Program Learning Outcomes

Upon completion of the Associate of Arts in Business Management, students will be able to:

1. Analyze global or domestic business principles in keeping with professional biblical standards. (ILO 1)
2. Apply information technology to support business processes and make sound, ethical financial decisions. (ILO 1)

A.A., Business Management

Biblical Studies (Christian Philosophy)12 hours

BSEB 103 Old Testament Survey 1	3
BSEB 112 Life of Paul	3
BSEB 212 Gospel of John	3
BSST 200 Introduction to Theology	3

Note: BSEB 213 or BSEB 111 may be substituted for BSEB 112

General Education 15 hours

English (Communication) (6 hours)

GSCE 141 English Grammar and Composition	3
GSCE 142 English Composition and Research	3

Humanities (3 hours)

GS__ __ Humanities Elective	3
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Mathematics or Science (3 hours)

GS__ __ Mathematics or Science Elective	3
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Social Science (3 hours)

GSBP 212 General Psychology	3
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Professional Education33 hours

PSBU 136 Personal Finance	3
PSBU 151 Introduction to Business	3
PSBU 201 Business Communications	3
PSBU 242 Spreadsheet Management	3
PSBU 271 Accounting 1	3
PSBU 272 Accounting 2	3
PSBU 321 Microeconomics	3
PSBU 322 Macroeconomics	3
PSBU 362 Principles of Management***	3
PSBU 463 Database Management	3
PSBU 471 Business Law and Ethics** OR	3
PSBU 473 Organizational Leadership**	

** Odd years only *** Even years only

Total 60 hours

Comments:

- Faculty advisors work with students to create a degree plan that enables them to complete the program in two or three years.
- Students must complete the following requirements in Business Management. Introduction to Business and Accounting I must be passed with a "C" or better.
- BSEB 213 New Testament Survey may be substituted for BSEB 111 Life of Christ or BSEB 112 Life of Paul.

Minor, Business Management

PSBU 136 Personal Finance	3
PSBU 151 Introduction to Business	3
PSBU 242 Spreadsheet Management	3
PSBU 271 Accounting I	3
PSBU 302 Human Resource Management OR	
PSBU 362 Principles of Management	3
PSBU 321 Microeconomics OR	
PSBU 322 Macroeconomics	3

Total 18 hours

Comments:

- Students must complete the following requirements in Business Management. Introduction to Business and Accounting I must be passed with a "C" or better.

Education Department

B.S. in Early Childhood Education

Mission

The mission of the Education department is to equip Christian educators to impact public schools, private schools, cross-cultural schools, and homeschools through biblically-centered education, scholarship, and service. The vision of the School of Education is to equip a generation of influential educators, who are focused on God's calling, devoting their strengths, gifts, and scholarship, to meet the needs of diverse students.

Program Description

The Bachelor of Science in Early Childhood Education is a 141-hour degree that prepares men and women for teaching children from birth through grade 3. This degree introduces basic biblical understanding and addresses academic, social, and cognitive skills that develop in children through educational concepts, active communication, unique strategies, and practical experience. Upon successful completion of the program, students may earn Missouri certification to teach from birth through grade 3.

Program Website

<https://gobbc.edu/academics/undergraduate-programs/bachelor-of-science-early-childhood-education/>

Program Learning Outcomes

Upon completion of the Bachelor of Science in Early Childhood Education, students will be able to:

1. Glorify God by demonstrating pedagogical attributes, teaching active inquiry and collaboration in all subject areas to children with diverse backgrounds/ability levels. (ILO 1)
2. Generate Christian worldview and cultivate logical thinking processes and patterns of evaluation. (ILO 3)
3. Serve their students, school, and the Lord through the balance of knowledge in content, teaching methodology, and biblical studies. (ILO 2)
4. Prepare and organize effective instructional strategies that align with the assessment of students' needs and progress. (ILO 1)
5. Model effective written/oral communication and technology/media techniques. (ILO 1)
6. Integrate Biblical principles into areas of academic life such as self-enhancement, the learning environment, and professional relationships. (ILO 3)

B.S., Early Childhood Education

General Education 61 hours

Biblical Studies (Christian Philosophy) (30 hours)

BSEB 103 Old Testament Survey 1	3
BSEB 104 Old Testament Survey 2	3
BSEB 111 Life of Christ	3
BSEB 112 Life of Paul	3
BSEB 212 Gospel of John	3
BSEB 224 Hermeneutics	3
BSEB 213 New Testament Survey	3
BSST 200 Introduction to Theology	3
BSPT 200 Personal Evangelism & Discipleship	3
GSSH 133 Christian Worldview	3

English (Communication and Literature) (9 hours)

GSCE 141 English Grammar and Composition	3
GSCE 142 English Composition and Research	3
GSCE 200 Public Speaking	3

History (3 hours)

GSSH 102A U.S. History I OR	3
GSSH 201 U.S. History II	3

Mathematics (6 hours)

GSNM 130 Intermediate Algebra	3
GSNM 230 College Algebra	3

Natural Sciences (Choose 4 hours)

GSNS 133 Physical Science w/Lab OR	4
GSNS 222 General Biology w/Lab	4

Social Sciences (Choose 9 hours)

GSBP 333 Lifespan Development (required)	3
GSPH 130 Introduction to Philosophy	3
GSSG 111 World Geography	3
GSSP 330 U.S. Government	3
PSBU 321 Microeconomics	3
PSBU 322 Macroeconomics	3
GSBP 212 General Psychology	3

Professional Education 80 Hours

Students must complete the following requirements in Decision Point sequence.

Courses for Decision Point 1: Unit Acceptance (16 hours)

PSEC 101 Early Childhood Field Experience (B-3 or PK)	1
PSEC 212 Integrated Teaching Strategies for Early Childhood Curriculum	3
PSED 111 Foundations of Education	3
PSED 211 Introduction to Standards Based Education	3
PSED 242 Principles of Teaching and Assessment	3
PSEM 121 Survey of Mathematics I	3

Courses for Decision Point 2: Student Teaching (33 hours)

PSEC 202 Early Childhood Practicum (B-3 or PK)	1
PSEC 252 The Arts for Early Education	1
PSEC 331 Observation, Screening, and Assessment of Learning and Play	3
PSEC 332 Speech, Language and Literacy Development of Young Children	3
PSED 321 Educational Psychology	3
PSED 331 Educational Alternatives for the Exceptional Child	3
PSED 350 Professionalism in Education I	1
PSED 380 Curriculum for Teaching English Language Learners	3
PSED 423 Managing Diverse Classrooms	3
PSEE 301 Children's Literature	3
PSEE 380 Introduction to Teaching of Reading & Writing	3
PSEE 441 Standards Based Methods of Reading & Writing	3
PSEE 482 Health, Nutrition, Safety, and Physical Education for Young Children	1
PSMU 360 Music and Movement for Early Childhood	2

Courses for Decision Point 3: Program Completion (31 hours)

PSEC 422 Working and Learning with Parents	3
PSEC 432 Families, Churches, Schools & Community	3
PSEC 482 Program Organization and Collaboration	3
PSEC 493 Student Teaching (PK-3rd)	12
PSED 430 Professionalism in Education II	1
PSED 472 Historical, Philosophical, and Ethical Aspects of Teaching	3
PSEE 412 Reading Assessment and Remediation	3
PSEM 431 Standards Based Methods of Mathematics	3

Total 141 hours

Comment: Faculty advisors work with students to create a degree plan that enables them to complete the program in four or five years.

Education Department

B.S. in Elementary Education

Mission

The mission of the Education department is to equip Christian educators to impact public schools, private schools, cross-cultural schools, and homeschools through biblically-centered education, scholarship, and service. The vision of the School of Education is to equip a generation of influential educators, who are focused on God's calling, devoting their strengths, gifts, and scholarship, to meet the needs of diverse students.

Program Description

The Bachelor of Science in Elementary Education is a 139-hour degree that prepares men and women for teaching children from grades 1-6. This degree introduces basic biblical understanding and addresses academic, social, and cognitive skills that develop in children through educational concepts, active communication, unique strategies, and practical experience. Upon successful completion of the program, students may earn Missouri certification to teach from grades 1-6.

Program Website

<https://gobbc.edu/academics/undergraduate-programs/bachelor-of-science-elementary-education/>

Program Learning Outcomes

Upon completion of the Bachelor of Science in Elementary Education, students will be able to:

1. Glorify God by demonstrating pedagogical attributes, teaching active inquiry and collaboration in all subject areas to children with diverse backgrounds/ability levels. (ILO 1)
2. Generate Christian worldview and cultivate logical thinking processes and patterns of evaluation. (ILO 3)
3. Serve their students, school, and the Lord through the balance of knowledge in content, teaching methodology, and biblical studies. (ILO 2)
4. Prepare and organize effective instructional strategies that align with the assessment of students' needs and progress. (ILO 1)
5. Model effective written/oral communication and technology/media techniques. (ILO 1)
6. Integrate Biblical principles into areas of academic life such as self-enhancement, the learning environment, and professional relationships. (ILO 3)

B.S., Elementary Education

General Education 61 hours

Biblical Studies (Christian Philosophy) (30 hours)

BSEB 103 Old Testament Survey 1	3
BSEB 104 Old Testament Survey 2	3
BSEB 111 Life of Christ	3
BSEB 112 Life of Paul	3
BSEB 212 Gospel of John	3
BSEB 224 Hermeneutics	3
BSEB 213 New Testament Survey	3
BSST 200 Introduction to Theology	3
BSPT 200 Personal Evangelism & Discipleship	3
GSSH 133 Christian Worldview	3

English (Communication and Literature) (9 hours)

GSCE 141 English Grammar and Composition	3
GSCE 142 English Composition and Research	3
GSCE 200 Public Speaking	3

History (3 hours)

GSSH 102A U.S. History I OR	3
GSSH 201 U.S. History II	3

Mathematics (6 hours)

GSNM 130 Intermediate Algebra	3
GSNM 230 College Algebra	3

Natural Sciences (Choose 4 hours)

GSNS 133 Physical Science w/Lab OR	4
GSNS 222 General Biology w/Lab	4

Social Sciences (Choose 9 hours)

GGBP 333 Lifespan Development (required)	3
GSPH 130 Introduction to Philosophy	3
GSSG 111 World Geography	3
GSSP 330 U.S. Government	3
PSBU 321 Microeconomics	3
PSBU 322 Macroeconomics	3
GGBP 212 General Psychology	3

Professional Education 78 Hours

Students must complete the following requirements in Decision Point sequence.

Courses for Decision Point 1: Unit Acceptance (15 hours)

PSED 111 Foundations of Education	3
PSED 211 Introduction to Standards Based Education	3
PSED 261 Technology and Media	2
PSEE 200 Field Experience I OR	1
PSEE 210 Field Experience II (Taken with PSED 211)	1
PSEM 121 Survey of Mathematics I	3
PSEM 122 Survey of Mathematics II	3

Courses for Decision Point 2: Student Teaching (50 hours)

PSED 242 Principles of Teaching and Assessment	3
PSEC 332 Speech, Language, and Literacy Development of Young Children	3
PSED 321 Educational Psychology	3
PSED 331 Educational Alternatives for the Exceptional Child	3
PSED 350 Professionalism in Education I	1
PSED 380 Curriculum for Teaching English Language Learners	3
PSED 423 Managing Diverse Classrooms	3
PSED 472 Historical, Philosophical, and Ethical Aspects of Teaching	3
PSEE 301 Children's Literature	3
PSEE 344 Standards Based Science Curriculum	3
PSEE 360 Educational Practicum I OR	1
PSEE 363 Educational Practicum II	1
PSEE 380 Introduction to Teaching of Reading & Writing	3
PSEE 412 Reading Assessment & Remediation	3
PSEM 431 Standards Based Methods of Mathematics	3
PSEE 441 Standards Based Methods of Reading & Writing	3
PSEE 372 Standards Based Social Studies Curriculum	3
PSEE 381 Standards Based Methods of Communication Arts	3
PSEE 252 Art for Teachers	1
PSEE 482 Health, Nutrition, Safety, and Physical Education for Young Children	1
PSMU 382 Music for Teachers (pre-K to 6 th)	1

Courses for Decision Point 3: Program Completion (13 hours)

PSED 430 Professionalism in Education II	1
PSEE 493 Student Teaching (1 st -6 th)	12

Total 139 hours

Comment: Faculty advisors work with students to create a degree plan that enables them to complete the program in four or five years.

Education Department

B.S. in Middle School Education – Social Science

Mission

The mission of the Education department is to equip Christian educators to impact public schools, private schools, cross-cultural schools, and homeschools through biblically-centered education, scholarship, and service. The vision of the School of Education is to equip a generation of influential educators, who are focused on God's calling, devoting their strengths, gifts, and scholarship, to meet the needs of diverse students.

Program Description

The Bachelor of Science in Middle School Education – Social Science is a 133-hour degree that prepares men and women for teaching children from grades 5-9. This degree introduces basic biblical understanding and addresses academic, social, and cognitive skills that develop in children through educational concepts, active communication, unique strategies, and practical experience. Upon successful completion of the program, students may earn Missouri certification to teach from grades 5-9.

Program Website

<https://gobbc.edu/bachelor-of-science-in-middle-school-education-social-science/>

Program Learning Outcomes

Upon completion of the Bachelor of Science in Middle School Education – Social Science, students will be able to:

1. Glorify God by demonstrating pedagogical attributes, teaching active inquiry and collaboration in all subject areas to children with diverse backgrounds/ability levels. (ILO 1)
2. Generate Christian worldview and cultivate logical thinking processes and patterns of evaluation. (ILO 3)
3. Serve their students, school, and the Lord through the balance of knowledge in content, teaching methodology, and biblical studies. (ILO 2)
4. Prepare and organize effective instructional strategies that align with the assessment of students' needs and progress. (ILO 1)
5. Model effective written/oral communication and technology/media techniques. (ILO 1)
6. Integrate Biblical principles into areas of academic life such as self-enhancement, the learning environment, and professional relationships. (ILO 3)

B.S., Middle School Education – Social Science

General Education 76 hours

Biblical Studies (Christian Philosophy) (30 hours)

BSEB 103 Old Testament Survey 1	3
BSEB 104 Old Testament Survey 2	3
BSEB 111 Life of Christ	3
BSEB 112 Life of Paul	3
BSEB 212 Gospel of John	3
BSEB 224 Hermeneutics	3
BSEB 213 New Testament Survey	3
BSST 200 Introduction to Theology	3
BSPT 200 Personal Evangelism & Discipleship	3
GSSH 133 Christian Worldview	3

English (Communication and Literature) (9 hours)

GSCE 141 English Grammar and Composition	3
GSCE 142 English Composition and Research	3
GSCE 200 Public Speaking	3

Mathematics (6 hours)

GSNM 130 Intermediate Algebra	3
GSNM 230 College Algebra	3

Natural Sciences (4 hours)

GSNS 211 Physical Science w/Lab OR	4
GSNS 222 General Biology w/Lab	4

Social Sciences Content (27 hours)

History (9 hours)

GSSH 102A US History 1	3
GSSH 201 US History 2	3
GSSH 200 History of Western Civilization 1	3

Social Sciences (Multicultural & Global Perspectives) (18 hours)

GSBP 333 Lifespan Development	3
GSSG 111 World Geography	3
GSSP 330 US Government	3
PSBU 321 Microeconomics	3
PSBU 322 Macroeconomics	3
GSBP 212 General Psychology	3

Professional Education 57 hours

Students must complete the following requirements in Decision Point sequence.

Courses for Decision Point 1: Unit Acceptance (9 hours)

PSED 111 Foundations of Education	3
PSED 211 Introduction to Standards Based Education	3
PSED 261 Technology and Media	2
PSMS 220 Field Experience Middle School	1

Courses for Decision Point 2: Student Teaching (35 hours)

PSED 242 Principles of Teaching & Assessment	3
PSED 321 Educational Psychology	3
PSED 331 Educational Alternatives for the Exceptional Child	3
PSED 350 Professionalism in Education 1	1
PSED 380 Curriculum for Teaching English Language Learners	3
PSED 423 Managing Diverse Classrooms	3
PSED 472 Historical, Philosophical, and Ethical Aspects of Teaching	3
PSMS 353 Methods for Teaching Middle Grades	3
PSMS 370 Educational Practicum Middle School	1
PSMS 372 Standards Based Social Studies Curriculum	3
PSMS 391 Middle School Philosophy/Curriculum	3
PSSE 453 Assessment & Instructional Interventions for the Struggling Reader	3
PSSE 461 Reading & Writing in the Content Area	3

Courses for Decision Point 3: Program Completion (13 hours)

PSED 430 Professionalism in Education 2	1
PSMS 494 Student Teaching Middle School	12

Total 133 hours

Comment: Faculty advisors work with students to create a degree plan that enables them to complete the program in four or five years.

Education Department

B.S. in Secondary Education – Business

Mission

The mission of the Education department is to equip Christian educators to impact public schools, private schools, cross-cultural schools, and homeschools through biblically-centered education, scholarship, and service. The vision of the School of Education is to equip a generation of influential educators, who are focused on God's calling, devoting their strengths, gifts, and scholarship, to meet the needs of diverse students.

Program Description

The Bachelor of Science in Secondary Education - Business is a 146-hour degree that prepares men and women for teaching children from grades 9-12. This degree introduces basic biblical understanding and addresses academic, social, and cognitive skills that develop in children through educational concepts, active communication, unique strategies, and practical experience. Upon successful completion of the program, students may earn Missouri certification to teach from grades 9-12.

Program Website

<https://gobbc.edu/bachelor-of-science-in-secondary-education-business/>

Program Learning Outcomes

Upon completion of the Bachelor of Science in Secondary Education - Business, students will be able to:

1. Glorify God by demonstrating pedagogical attributes, teaching active inquiry and collaboration in all subject areas to children with diverse backgrounds/ability levels. (ILO 1)
2. Generate Christian worldview and cultivate logical thinking processes and patterns of evaluation. (ILO 3)
3. Serve their students, school, and the Lord through the balance of knowledge in content, teaching methodology, and biblical studies. (ILO 2)
4. Prepare and organize effective instructional strategies that align with the assessment of students' needs and progress. (ILO 1)
5. Model effective written/oral communication and technology/media techniques. (ILO 1)
6. Integrate Biblical principles into areas of academic life such as self-enhancement, the learning environment, and professional relationships. (ILO 3)

B.S., Secondary Education – Business

Core Education	61 hours		
Biblical Studies (Christian Philosophy) (30 hours)			
BSEB 103 Old Testament Survey 1	3	PSBU 272 Accounting 2	3
BSEB 104 Old Testament Survey 2	3	PSBU 471 Business Law and Ethics	3
BSEB 111 Life of Christ	3	PSBU 302 Human Resource Management	3
BSEB 112 Life of Paul	3	PSBE 301 Implementation of Secondary Business Programs	3
BSEB 212 Gospel of John	3	PSSE 380 Coordination of Cooperative Education	3
BSEB 224 Hermeneutics	3	Computer/Technology (Choose 6 hours)	
BSEB 213 New Testament Survey	3	PSBU 242 Spreadsheet Management OR	3
BSST 200 Introduction to Theology	3	PSBU 461 Database Management	3
BSPT 200 Personal Evangelism & Discipleship	3	PSBU 312 Ministry Publication Graphics OR	3
GSSH 133 Christian Worldview	3	PSBU 335 Technology in the Church	3
General Education (31 hours)		Professional Education	49 hours
English (Communication and Literature) (9 hours)		<i>Students must complete the following requirements in Decision Point sequence.</i>	
GSCE 141 English Grammar and Composition	3	Courses for Decision Point 1: Unit Acceptance (7 hours)	
GSCE 142 English Composition and Research	3	PSED 111 Foundations of Education	3
GSCE 200 Public Speaking	3	PSED 211 Introduction to Standards Based Education	3
Mathematics (3 hours)		PSSE 220 Field Experience Secondary	1
GSNM 230 College Algebra	3	Courses for Decision Point 2: Student Teaching (29 hours)	
Natural Sciences (4 hours)		PSED 242 Principles of Teaching & Assessment	3
GSNS 211 Physical Science w/Lab OR	4	PSED 321 Educational Psychology	3
GSNS 222 General Biology w/Lab	4	PSED 331 Educational Alternatives for the Exceptional Child	3
History (Choose 3 hours)		PSED 350 Professionalism in Education 1	1
GSSH 102A US History 1 OR	3	PSED 380 Curriculum for Teaching English Language Learners	3
GSSH 201 US History 2	3	PSED 423 Managing Diverse Classrooms	3
Social Sciences (Multicultural & Global Perspectives) (Choose 6 hours)		PSED 472 Historical, Philosophical, and Ethical Aspects of Teaching	3
GSBP 333 Lifespan Development (required)	3	PSSE 370 Educational Practicum Secondary	1
GSSG 111 World Geography OR	3	PSSE 452 Methods for Teaching Secondary Grades	3
GSSP 330 US Government OR	3	PSSE 453 Assessment & Instructional Interventions for the Struggling Reader	3
GSPH 130 Introduction to Philosophy OR	3	PSSE 461 Reading & Writing in the Content Area	3
GSBP 212 General Psychology	3	Courses for Decision Point 3: Program Completion (13 hours)	
Business (6 hours)		PSED 430 Professionalism in Education 2	1
PSBU 321 Microeconomics	3	PSSE 498 Student Teaching Secondary	12
PSBU 322 Macroeconomics	3	Total	146 hours
Business Content (30 hours)		Comment: Faculty advisors work with students to create a degree plan that enables them to complete the program in four or five years.	
PSBE 401 Methods and Techniques for Business Curriculum	3		
PSBU 151 Introduction to Business	3		
PSBU 352 Principles of Marketing	3		
PSBU 201 Business Communication	3		
PSBU 271 Accounting 1	3		

Education Department

B.S. in Secondary Education – Social Science

Mission

The mission of the Education department is to equip Christian educators to impact public schools, private schools, cross-cultural schools, and homeschools through biblically-centered education, scholarship, and service. The vision of the School of Education is to equip a generation of influential educators, who are focused on God's calling, devoting their strengths, gifts, and scholarship, to meet the needs of diverse students.

Program Description

The Bachelor of Science in Secondary Education – Social Science is a 145-hour degree that prepares men and women for teaching children from grades 9-12. This degree introduces basic biblical understanding and addresses academic, social, and cognitive skills that develop in children through educational concepts, active communication, unique strategies, and practical experience. Upon successful completion of the program, students may earn Missouri certification to teach from grades 9-12.

Program Website

<https://gobbc.edu/bachelor-of-science-in-secondary-education-social-science/>

Program Learning Outcomes

Upon completion of the Bachelor of Science in Secondary Education – Social Science, students will be able to:

1. Glorify God by demonstrating pedagogical attributes, teaching active inquiry and collaboration in all subject areas to children with diverse backgrounds/ability levels. (ILO 1)
2. Generate Christian worldview and cultivate logical thinking processes and patterns of evaluation. (ILO 3)
3. Serve their students, school, and the Lord through the balance of knowledge in content, teaching methodology, and biblical studies. (ILO 2)
4. Prepare and organize effective instructional strategies that align with the assessment of students' needs and progress. (ILO 1)
5. Model effective written/oral communication and technology/media techniques. (ILO 1)
6. Integrate Biblical principles into areas of academic life such as self-enhancement, the learning environment, and professional relationships. (ILO 3)

B.S., Secondary Education – Social Science

Core Education 91 hours

Biblical Studies (Christian Philosophy) (30 hours)

BSEB 103 Old Testament Survey 1	3
BSEB 104 Old Testament Survey 2	3
BSEB 111 Life of Christ	3
BSEB 112 Life of Paul	3
BSEB 212 Gospel of John	3
BSEB 224 Hermeneutics	3
BSEB 213 New Testament Survey	3
BSST 200 Introduction to Theology	3
BSPT 200 Personal Evangelism & Discipleship	3
GSSH 133 Christian Worldview	3

General Education (19 hours)

English (Communication and Literature) (9 hours)

GSCE 141 English Grammar and Composition	3
GSCE 142 English Composition and Research	3
GSCE 200 Public Speaking	3

Mathematics (6 hours)

GSNM 130 Intermediate Algebra	3
GSNM 230 College Algebra	3

Natural Sciences (4 hours)

GSNS 211 Physical Science w/Lab OR	4
GSNS 222 General Biology w/Lab	4

Social Sciences Content (42 hours)

U.S. History (Pick 12 hours)

GSSH 102A US History 1	3
GSSH 201 US History 2	3
GSSH 305 Colonial America	3
GSSH 306 The US Civil War Era	3
GSSH 307 The American Presidency	3

World History (Pick 9 hours)

GSSH 202 History of Western Civilization 1	3
GSSH 302 History of Western Civilization 2	3
GSSH 303 Ancient Civilizations	3
GSSH 304 Twentieth Century Europe	3

Political Sciences (6 hours)

GSSP 330 US Government	3
GSSP 401 State and Local Government	3

Economics (Pick 3 hours)

PSBU 321 Microeconomics OR	3
PSBU 322 Macroeconomics	3

Geography (3 hours)

GSSG 111 World Geography	3
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Behavioral Sciences (Pick 9 hours)

GSBP 333 Lifespan Development (required)	3
GSBP 212 General Psychology	3
GSBP 213 Introduction to Sociology	3
GSBP 214 Introduction to Archaeology	3
GSBP 314 Introduction to Anthropology	3

Professional Education 54 hours

Students must complete the following requirements in Decision Point sequence.

Courses for Decision Point 1: Unit Acceptance (9 hours)

PSED 111 Foundations of Education	3
PSED 211 Introduction to Standards Based Education	3
PSED 261 Technology and Media	2
PSSE 220 Field Experience Secondary	1

Courses for Decision Point 2: Student Teaching (32 hours)

PSED 242 Principles of Teaching & Assessment	3
PSED 321 Educational Psychology	3
PSED 331 Educational Alternatives for the Exceptional Child	3
PSED 350 Professionalism in Education 1	1
PSED 380 Curriculum for Teaching English Language Learners	3
PSED 423 Managing Diverse Classrooms	3
PSED 472 Historical, Philosophical, and Ethical Aspects of Teaching	3
PSSE 370 Educational Practicum Secondary	1
PSSE 372 Standards Based Social Studies Curriculum	3
PSSE 452 Methods for Teaching Secondary Grades	3
PSSE 453 Assessment & Instructional Interventions for the Struggling Reader	3
PSSE 461 Reading & Writing in the Content Area	3

Courses for Decision Point 3: Program Completion (13 hours)

PSED 430 Professionalism in Education 2	1
PSSE 498 Student Teaching Secondary	12

Total 145 hours

Comment: Faculty advisors work with students to create a degree plan that enables them to complete the program in four or five years.

Division of General Studies

Students taking courses within the General Studies Division will be able to meet or exceed specific program standards and program learning outcomes (PLO's). Students should consult the specific standards and learning outcomes identified in the respective program handbook.

PROGRAMS OFFERED WITHIN THE DIVISION

The Division of General Studies is a support division for the degree granting programs (Ministry Studies and Professional Studies divisions). The Division of General Studies does not offer any degree granting programs at this time.

DIVISION OF MINISTRY STUDIES COURSE DESCRIPTIONS

Church Ministries Courses

BSCM 111. Introduction to Church Ministry
This course provides a basic understanding of the scriptural, historical, philosophical, and educational structure of ministry and service within the local church, the community, and globally. The course will emphasize the biblical expectations of a ministry leader as discussed in 1 Timothy. The goal of this class is to create a lifelong passion for ministry and service within the heart of each student. Students will complete 15 hours of practical experience that includes ministry shadowing, observation, and reflection of ministry/service programs within the local church. 3 hours

BSCM 214. Program Organization for Church Ministry
Prerequisite: BSCM 111.
This course provides students a basic organizational model for developing new and/or modifying existing ministry programs within the local church. Students will prepare a Program Organization Plan portfolio that can be applied to a potential ministry program. Included in this process is developing Mission and Vision Statements and completing a spreadsheet to encompass the organizational elements of a Ministry program. Emphasis will also be placed upon the Biblical leadership skills needed to set these plans into action. 3 hours

BSCM 311. Teaching Methods
Prerequisite: BSEB 224.
Dual-Listed
This course will introduce perspective female ministry leaders to the importance of effective, well-organized Bible lessons. Instruction will prepare students to effectively organize and communicate Biblically sound Bible lessons by applying appropriate teaching methods and strategies to their lessons. This class will include an overview of teaching methods appropriate for a variety of audiences and/or learning styles. Students will follow a step by step Build Your Own Lesson format throughout the semester and, as a final project, independently develop a complete lesson outline to be used in Teaching Workshop (BSCM 312). The students will also participate in two methods' based oral presentations. The faculty has identified this course as a **dual-listed course**. For additional information on dual-listed courses, see the "Dual-listed Courses" section in this catalog (page 33). 3 hours

BSCM 312. Teaching Workshop
Prerequisites: BSCM 311 and BSEB 224.
Dual-Listed
This course provides the student the opportunity to apply basic hermeneutical principles to their lesson content as they continue to develop and present effective, relevant, and Biblically-sound Bible lessons. They will practice teaching

these lessons by implementing diverse teaching methods and techniques. Students will also analyze, evaluate, and modify lessons prepared by others to ensure those lessons are Biblical and relevant to a particular audience and/or setting. The faculty has identified this course as a **dual-listed course**. If a student completes the undergraduate course for credit, that student may not take the seminary course for credit at a subsequent time. Rather, the Dean of the Seminary shall specify an alternative, three-credit hour course. Undergraduate students, however, may take the seminary course for graduate credit and use that graduate credit to fulfill requirements in their undergraduate program. They must register for the seminary course. This requires the student to complete all requirements of the seminary course (See the seminary course syllabus). 3 hours

BSCM 400. Ministry Studies Internship
Prerequisites: BSCM 214 and BSEB 224.
The Ministry Studies Internship provides the opportunity for the prospective church ministry leader to observe experienced church ministry leaders and to apply techniques and strategies pertaining to the student's area of concentration in a local church setting. The student must spend 144 clock hours under the supervision of an experienced church ministry leader in observation, program organization, preaching/teaching, and/or leadership responsibilities in tasks that focus on the student's area of concentration. Post internship responsibilities will be directed and approved by the Faculty Coordinator. The student will enroll in this course for the semester in which he/she plans to complete and submit his/her Post Internship Portfolio. 3 hours

BSCM 425. Program Development for Church Ministry
Prerequisites: BSEB 224, BSCM 214, and BSCM 311 (women) or BSPS 311 (men).
This course will prepare the prospective church ministry leader to apply the strategies from Program Organization, Teaching Methods/Homiletics, and Hermeneutics to develop appropriate policies/procedures for a safe and efficient program, develop strategies for a successful volunteer program, create age-appropriate curriculum units, and evaluate a selection of curriculum materials using a student created evaluation form. The students will add appropriate sections from this course to their Program Organization Plan from BSCM 214. 3 hours

BSCM 450. Church Ministry Capstone
To be completed during the student's graduating semester. This course provides the Church Ministry graduate an opportunity to document and assess the impact of their academic pathway, both inside and outside the classroom, in relationship to their future ministry roles. Students will follow a list of requirements that allows them to summarize specific courses, connect these courses to College and

Program Essential Learning Outcomes, and reflect on how their courses and experiences prepared them for ministry leadership. Students will be required to provide work samples from specific courses and prepare a summative video and slide presentation of their learning experiences to be presented to faculty, staff, and colleagues at the conclusion of their graduating semester. 3 hours

English Bible Courses

BSEB 103. Old Testament Survey 1

This is an introductory course all undergraduate students take as part of the Bible/theology Pathway. Students acquire a basic knowledge of the Old Testament. They trace major historical events in the context of the ancient near east, explain the role of the OT prophets as God's representative, and explain the function of the wisdom books. 3 hours

BSEB 104. Old Testament Survey 2

This course will continue Old Testament Survey 1 paying special attention to the authorship, theme/purpose, and genre classification for the following books: 1 Samuel thru Esther, the Major Prophets and the Minor Prophets. 3 hours

BSEB 111. Life of Christ

This course is an introduction to the greatest life ever lived; Jesus Christ. This course will examine the gospel stories about Jesus' birth and early life; His ministry of teaching and servanthood; His life of miraculous acts to verify His claim to Deity; His ultimate sacrifice on the cross to provide our redemption; and His unparalleled miracle at the resurrection. All of these accounts will be reviewed as we seek to establish that the incarnation of God in human form was His greatest expression of love because of what happened when God came to become one of us. The course of study is approached from a historical and cultural reconstruction of the times in which Jesus lived, and how His story changed all of human history. 3 hours

BSEB 112. Life of Paul

A historical study of the life of Paul is made with reference to the geography of his missionary journeys. His methods and accomplishments in establishing churches are a major emphasis. Each epistle is viewed in the context in which it was written. Special emphasis is also given to the occasion, purpose, and characteristics of each epistle. 3 hours

BSEB 212. Gospel of John

This course begins with a brief discussion of introductory matters such as the author, occasion, and purpose of the book. After an overview of the entire book, key passages are studied. 3 hours

BSEB 213. New Testament Survey

This course is an introduction to the New Testament. It will survey the books of the New Testament paying special

attention to their authorship, theme/purpose, and genre classification. 3 hours

BSEB 224. Hermeneutics

This course aids the student toward understanding and achieving proficiency in the science and art of biblical interpretation. The principles of the literal, historical, grammatical and contextual method of interpretation are discussed and established as being correct. Application of these proper hermeneutical principles is practiced throughout the semester as various passages of Scripture are interpreted. 3 hours

BSEB 300. Holy Land Study Tour

This course is an actual Holy Land tour giving the student an on-site examination of a number of places mentioned in the Bible. These sites are examined in light of their biblical, archaeological, and historical significance. 3 hours

BSEB 325. Advanced Hermeneutics

Prerequisite: BSEB 224.

Dual-Listed

This course is designed to help students understand principles of the literal-historical- grammatical-syntactical-theological method of interpretation. This course challenges students to a deeper level of engagement with the Biblical text in both the Old Testament and New Testament as they work from initial study of the text to the teaching of the text. The faculty has identified this course as a **dual-listed course**. For additional information on dual-listed courses, see the "Dual-listed Courses" section in this catalog (page 33). 3 hours

BSEB 341. Romans

This course begins with a brief discussion of introductory matters such as the occasion and purpose of the letter and the origin of the church at Rome. After an overview of the entire book, Romans key passages are studied. 3 hours

BSEB 372. Pastoral Epistles

Paul's writings to Timothy and Titus are examined in light of their personal responsibilities as apostolic representatives. Emphasis is placed on how Paul handled false doctrine and the basic teaching for leadership and church growth. 3 hours

Intercultural Studies Courses

BSMI 114. Cultural Anthropology

This course introduces basic concepts of cultural anthropology for understanding human behavior, relationships and cultures. The focus is on applying this understanding to missionary adaptation and intercultural ministry. 3 hours

BSMI 121. Biblical Foundations for Global Outreach
This course introduces the Scriptural basis of Christian missions and emphasizes the importance of evangelizing the world for individual believers and local churches. 3 hours

BSMI 130. Israel Study Tour
This course is an actual Israel tour giving the student an on-site examination of a number of places mentioned in the Bible. These sites are examined in light of their biblical, archaeological, and historical significance. 3 hours

BSMI 232. Introduction to World Religions
This course introduces the origins, basic beliefs, challenges and opportunities among adherents of various religions. These include Folk Religion, Hinduism, Buddhism, Islam and Multi-religious systems (such as those in China and Japan). These religions are discussed and evaluated in light of Scripture. 3 hours

BSMI 310. Cross-Cultural Communications and Relationships
Prerequisite: BSMI 114.

This course is designed to prepare students to interact and work effectively in intercultural contexts through various dimensions of communication, including verbal and nonverbal systems. Approaches to relationships in intercultural ministry with a focus on a missionary's relationships with God, family, sending and receiving churches and co-workers is also explored. It includes a component on conflict-resolution. 3 hours

BSMI 321. Philosophy of Ministry
This course aids the student in developing a personal philosophy (theology) of ministry. The emphasis is on fundamental principles of ministry that guide in strengthening different areas of the missionary's life and work, including strategy and methodology. The course includes a component on doing missions in the context of the BBF. 3 hours

BSMI 414. Contemporary Issues in Missions
This course examines selected topics that missionaries face in today's world. These range from various streams of Christian theology to contextualization, finances and methodology. The issues are discussed and evaluated from a biblical perspective. 3 hours

BSMI 423. Deputation Workshop
This course is a seminar style course that is designed to equip the student to raise necessary funding for global engagement. The deputation model of fundraising will be closely examined, with emphasis on important networking tools and practices, as well as presentation/communication strategies. 3 hours

BSMI 433. Intercultural Studies Capstone
This course validates a cross-cultural experience in an approved setting of service related to the student's concentration. The experience may be completed on faculty

directed field study trips, in service-learning or as internship. It is documented by preliminary research, a cultural profile, journal and summary paper (or other approved presentation). 3 hours

BSMI 437. Local Church Missions
This course is a study of the local church and its missionary role in the world. The focus is on organizing the church for missions across age and interest groups, developing mission policy, financing missions, relating to mission agencies, organizing short-term trips, selecting new missionaries, developing missionary interns, serving as a sending church and understanding deputation from the pastoral perspective. 3 hours

Pastoral Studies Courses

BSPS 132. The Biblical Pastor
This course is designed to consider the man, ministry, motives, and methods of a biblical pastor. Emphasis will be placed on the pastor's personal life, spiritual qualifications for ministry, and biblical models for a pastor. 3 hours

BSPS 311. Homiletics
Prerequisite: GSCS 200. This course teaches the student the principles and methods involved in preparing and delivering a sermon. Various types of sermons are studied. 3 hours

BSPS 312. Preaching Workshop
Prerequisites: GSCS 200 and BSPS 311.
Dual-Listed
Each student obtains practical experience in the preparation and delivery of sermons. Each delivery is analyzed to enable the student to reach maximum ability. The faculty has identified this course as a **dual-listed course**. For additional information on dual-listed courses, see the "Dual-listed Courses" section in this catalog (page 33). 3 hours

BSPS 334. Fundamentals of Church Planting
This course is a study of the biblical principles and methods of planting a church both at home and on the mission field. Special emphasis is given to indigenous principles as they relate to church planting and leadership training. 3 hours

BSPS 432. Pastoral Leadership
This course provides the student with practical information and experience in regards to leading a local church. Focus will be given to the heart of a minister, organizing the work, supervising a staff, ethical issues, conducting weddings, funerals, baptisms, meetings, and other normal local church functions. Church growth, finances, personal and family life, and many other topics related to a pastor's ministry will be discussed. 3 hours

BSPS 433. Church Growth and Revitalization Strategies
This course provides the student with a broad knowledge of church growth strategies being implemented today and helps

him to evaluate such methodologies in the light of Scripture. The student gains a practical knowledge of sound biblical methods of promoting church growth and learns how to apply these methods in various church settings. 3 hours

BSPS 450. Pastoral Studies Capstone

This capstone course provides the student opportunity to connect classroom instruction with real-life ministry in a local church. The student is evaluated by pastoral studies faculty as well as the pastor and staff of a local church. 3 hours.

Biblical Counseling Courses

BSBC 342. Basics in Biblical Counseling

This course is designed to fulfill a major component of the training requirements for Biblical counseling certification by the Association of Certified Biblical Counselors (ACBC) certification requires four phases: Training, Exams and Application, and Supervised Counseling). This course provides basic counseling foundations as well as an overview of many specific counseling topics. Topics include the following: What Biblical Counseling Really Is; Why Biblical Counseling is Needed; How People Progressively Grow and Change; Using God's Word; Key Elements of Biblical Counseling, gathering data, discerning the problem, establishing involvement, giving hope, giving instruction and homework; Comparisons with Other Counseling Philosophies; Idols of the Heart; Guilt and Repentance; Marriage, roles, communication, sex; Parenting, goals, child instruction and discipline; How to Deal with Life Issues, trials, guilt, repentance, worry, anger, fear; Medical Issues from a Biblical Perspective, depression, physical illnesses, psychological medications; Case Study Discussions. 3 hours

BSBC 343. Marriage Counseling

Dual-Listed

The development of a biblical definition of marriage with emphasis upon the various roles of the couple. A premarital program will be suggested in helping a couple to prepare for their responsibilities in marriage. This course is designed to acquaint the student with the most common counseling issues faced in marriage counseling, giving the student biblical information to help in how to minister God's word effectively and efficiently to those marriage problems. This will be accomplished by helping the student to learn how to apply these principles to his/her personal life. The faculty has identified this course as a **dual-listed course**. For additional information on dual-listed courses, see the "Dual-listed Courses" section in this catalog (page 33). 3 hours

BSBC 345. Family Counseling

This course is designed to present a biblical model of family dynamics to enable the student to counsel family-related issues as well as for the purpose of personal enrichment. This course deals with the basic family structure as revealed in the Scriptures including parent/child relationships, biblical

communication and problem solving, the authority structure of the family, and a biblical view of sexuality. 3 hours

BSBC 347. The Biblical Counselor

Dual-Listed

This course will help the student to identify and assess the Christ-like character and qualities of the discipler/counselor from a distinctively New Testament perspective. The course will also provide the environment for the student's self-examination for present and future growth, both in his/her personal walk with Jesus Christ and as a skilled biblical counselor. The goal of this course is to help each student to be a good steward of the life God has given to him/her. The class content is designed to serve as a catalyst for understanding and applying biblical leadership in the student's ministry. The faculty has identified this course as a **dual-listed course**. For additional information on dual-listed courses, see the "Dual-listed Courses" section in this catalog (page 33). 3 hours

BSBC 403. Counseling Youth

A study of how to counsel youth using Scripture will be pursued. This course is intended to give a survey of basic counseling topics related to teenagers. It will help lay a foundation to help the future youth worker and/or counselor to better understand the issues he/she might face and how to wisely apply God's Word to bring help to those who struggle with these issues. This will not be accomplished without a careful self-examination; thus, the student will be encouraged to do self-counsel, learning how to take the Scriptures and bringing change to specific areas of need in one's life. 3 hours

BSBC 420. Counseling James

Dual-Listed

A study of the book of James, emphasizing the use of this book in the counseling ministry. Each paragraph of the book will be considered in light of its grammar, meaning and application to the individual Christian. This will not be accomplished without a careful self-examination of the principles taught in this book in relation to the student's individual life. The faculty has identified this course as a **dual-listed course**. For additional information on dual-listed courses, see the "Dual-listed Courses" section in this catalog (page 33). 3 hours

BSBC 422. Counseling Ephesians

Dual-Listed

A study of the book of Ephesians, emphasizing the use of this book in the counseling ministry. Each paragraph of the book will be considered in light of its grammar, meaning and application to the individual Christian. This will not be accomplished without a careful self-examination of the principles taught in this book in relation to the student's individual life. The faculty has identified this course as a **dual-listed course**. For additional information on dual-listed

courses, see the “Dual-listed Courses” section in this catalog (page 33). 3 hours

BSBC 425. Counseling Men

This course involves a study of how to deal counsel men using Scripture covering basic issues that involve men counseling men. It will help build on the foundation of other classes in the Biblical counseling program to address these issues. This course emphasizes the importance of personal growth as part of the Biblical counselor's life-long commitment in the counselor's personal life and will seek to challenge students toward this goal. 3 hours

BSBC 431. Counseling Skills Development

This course is designed to give the student experience and practice in the conceptual and procedural methods and techniques of counseling. The course will include student participation in counseling as a counselor, counselee, and an observer in a laboratory setting using lectures, case studies, counseling videos and guided discussions and interactions. The goal of this course is to help the student begin to develop practical counseling skills. 3 hours

BSBC 424. Counseling Women

This course will give an overview of counseling as an integral part women's ministry in the local church. It will also address counseling specific issues pertaining to women such as marriage and family relationships, singleness, sex, food, depression and anxiety among others. 3 hours

BSBC 425. Counseling Men

This course involves a study of how to deal counsel men using Scripture covering basic issues that involve men counseling men. It will help build on the foundation of other classes in the Biblical counseling program to address these issues. This course emphasizes the importance of personal growth as part of the Biblical counselor's life-long commitment in the counselor's personal life and will seek to challenge students toward this goal. 3 hours

BSBC 431. Counseling Skills Development

This course is designed to give the student experience and practice in the conceptual and procedural methods and techniques of counseling. The course will include student participation in counseling as a counselor, counselee, and an observer in a laboratory setting using lectures, case studies, counseling videos and guided discussions and interactions. The goal of this course is to help the student begin to develop practical counseling skills. 3 hours

BSBC 434. Theological Basis of Biblical Counseling

This course is a consideration of the theological realities that form the basis of a proper approach to counseling. Special emphasis is given to: (1) the nature of God and man (fallen and unfallen); (2) a biblical definition of the image of God; (3) the nature of sin; (4) the realities of regeneration and progressive sanctification; (5) the concept of “the flesh” (old

man/new man); (6) understanding the terms “heart” and “mind” as used in Scripture; (7) the place of the local church in counseling. This course content is arranged in such a manner as to be used as a basis for constructing most of the ACBC Theological Exam (partial fulfillment of ACBC requirements for certification). (3 hours)

BSBC 435. Advanced Counseling Issues

This course is designed to apply biblical principles to typical counseling problems encountered in the church. Students will work together in teams to develop and present detailed biblical counseling outlines and solutions for teacher-assigned/approved counseling problems. (3 hours)

BSBC 450. Biblical Counseling Capstone

This course is designed to enable the Biblical Counseling program student to demonstrate the knowledge, self-evaluative skills, and practical knowledge obtained throughout the entire program. The Biblical Counseling program graduate is expected to be able to demonstrate not only knowledge and skills pertaining directly to Biblical Counseling but also a proficiency in other vitally related areas such as grammar, effective communication, critical thinking, research, hermeneutics and Bible knowledge. Students will be required to complete three summative projects over the course of the semester. 3 hours

BSBC 462. Methods of Biblical Counseling

Prerequisite: GSBP 212. This course is a study of how to make counseling a vital and natural part of the local church, emphasizing the development of preventive programs. This course is intended to give a survey of counseling principles and needs. It implemented today and helps him to evaluate such methodologies in the light of Scripture. The student gains a practical knowledge of sound biblical methods of promoting church growth and learns how to apply these methods in various church settings. 3 hours

BSBC 463. Theology and Secular Counseling

Dual-Listed

This course examines how biblical counseling relates to psychology, psychotherapies and psychologized people by interacting with representative psychologists, both non-Christian and Christian and through the lens of our theological and biblical perspectives. The faculty has identified this course as a **dual-listed course**. For additional information on dual-listed courses, see the “Dual-listed Courses” section in this catalog (page 33). 3 hours

BSBC*** English Bible Counseling

A study of a book of the Bible, emphasizing the use of this book in counseling ministry. Each paragraph of the book will be considered in light of its grammar, meaning, and application to the individual Christian. This will not be accomplished without a careful self-examination of the principles taught in this book in relation to the student's individual life. 3 hours

Theology Courses

BSPT 200. Personal Evangelism and Discipleship

This course introduces students to personal evangelism and the biblical discipleship model. It includes a biblical and historical study of the theology and practice of evangelism and discipleship designed to equip students to understand and clearly articulate the gospel, to understand the cultural context in which they live and minister, to share the gospel consistently and effectively in that context, to respond appropriately to the issues raised as they share the gospel, and to train and disciple others in a variety of skills related to the Great Commission mandate. 3 hours

BSST 200. Introduction to Theology

This course is an introductory theology course designed for the non-ministry majors. Students use critical thinking skills to choose between theological claims. The context for their work is the formation of a biblical worldview. Students learn to substantiate conclusions based upon sound argument. 3 hours

BSST 233. Theology 1 (Bibliology and Theology Proper)

This course is a systematic study of the doctrines of the Scriptures, covering such areas as revelation, inspiration, inerrancy, and preservation; and God, covering such areas as His existence, essence attributes and works. 3 hours

BSST 234. Theology 2 (Christology/Pneumatology/Ecclesiology)

This course is a systematic study of the doctrines Christ, covering such areas as eternal existence, deity, uniqueness as the God-man, death, resurrection, and ascension; Holy Spirit, covering such areas as person and deity, work of the Spirit in regard to Jesus Christ, non-believers, and believers; and the Church, covering such areas as local church with an emphasis on origin, organization, ordinances, and the role of pastor. 3 hours

BSST 333. Theology 3 (Anthropology/Hamartiology/Soteriology)

This course is a systematic study of the doctrines of man, covering such areas as creation, nature, and fall; sin, covering such areas as origin, transmission and ultimate consequences; and salvation, covering such areas as unlimited atonement, election, regeneration, sanctification, eternal security and glorification. 3 hours

BSST 334. Theology 4 (Eschatology and Dispensationalism)

This course is a systematic study of the doctrine of last things. It covers such things as covenants, prophecies, the church, tribulation, millennium, and final judgment. Special attention is given to the distinction between the church and the kingdom. This course is taught from a premillennial, pretribulationist viewpoint. 3 hours

BSST 432. Issues in Theology

The study of contemporary theological positions, including a survey of the philosophical and theological thought leading up to the present scene. 3 hours

BSST 441. Apologetics

Prerequisites: BSEB 224 and GSCE 200.

Dual-Listed

This course introduces students to the major models of knowledge (narrow, broad and post foundationalism) in relationship to the gospel. They evaluate models in relationship to truth in a world of religious pluralism. The faculty has identified this course as a **dual-listed course**. For additional information on dual-listed courses, see the "Dual-listed Courses" section in this catalog (page 33). 3 hours

Biblical Language Courses

BSBL 311. Beginning Greek 1

Dual-Listed

This is the first of two beginning Greek courses. Students will begin to learn vocabulary that frequently occurs in the NT, grammatical structure of simple, non-complex sentences, and learn to translate into English. The faculty has identified this course as a **dual-listed course**. For additional information on dual-listed courses, see the "Dual-listed Courses" section in this catalog (page 33). 3 hours

BSBL 312. Beginning Greek 2

Prerequisite: BSBL 311 with a grade of C or better.

Dual-Listed

This is the second of two beginning Greek courses. Students will continue to learn vocabulary that occurs in the NT, grammatical structure of complex sentences, and learn to translate into English. The faculty has identified this course as a **dual-listed course**. For additional information on dual-listed courses, see the "Dual-listed Courses" section in this catalog (page 33). 3 hours

BSBL411. Intermediate Greek 1

Prerequisite: BSBL 312 with a grade of C or better.

Dual-Listed

In this course, students learn additional vocabulary. The focus is on the process to interpret grammatical and semantic structures as the basis exegesis and the basis to write sentence diagrams. Students use computer programs as a tool for exegesis. The faculty has identified this course as a **dual-listed course**. For additional information on dual-listed courses, see the "Dual-listed Courses" section in this catalog (page 33). 3 hours

BSBL412. Intermediate Greek 2

Prerequisite: BSBL 411 with a grade of C or better.

Dual-Listed

Students continue to learn vocabulary. They conduct research and write an exegetical paper as the basis to prepare expository materials for an English speaking

audience. The faculty has identified this course as a ***dual-listed course***. For additional information on dual-listed courses, see the “Dual-listed Courses” section in this catalog (page 33). 3 hours

DIVISION OF PROFESSIONAL STUDIES COURSE DESCRIPTIONS

Business Courses

The Business Department's objective is to prepare students to be spiritual, competent workers with a biblically integrated academic background to prepare students for a variety of job opportunities in the local church. Principles, techniques, theory, and practical applications are all part of the business program.

All business majors and minors must achieve a grade of at least a C in all 100 level courses to advance to 200 level courses. All business majors must achieve a grade of at least a C in Accounting 1 to advance to Accounting 2.

PSBU 100. Computer Resources & Systems

This course is designed to introduce students to the computer, its components, and capabilities. Students will learn practical applications in Microsoft Office, file management, internet searching, and other applications. Students will apply these skills in a lab environment by reading and submitting assignments through E-class. Students enrolled in PSBU100 will have the opportunity to proficiency out of the class with an earned minimum score of 75%. This proficiency test will be available through the Business Department the first week of class. Students who do not pass the proficiency test will attend a hybrid class one week later, followed by seven weeks of online instruction and a final examination. 1 hour

PSBU 136. Personal Finance

This course integrates principles of personal finance with Biblical Principles. Emphasis will be placed on stewardship, tithing, spending, saving debt reduction, insurance, borrowing, and investing. 3 hours

PSBU 151. Introduction to Business

This is a survey course that focuses on the nature of the domestic free enterprise system and its business organizations, examines the role played by business in domestic society, as well as its purpose and responsibilities; and introduces the practical operations that must exist if businesses are to create goods and services. Major problems faced by managers in planning, organizing, directing and controlling these areas are examined. The course provides a broad overview of the functions, institutions, principles and practices of business. Further, a basic foundation and understanding of career choices in business as well as the role business plays in non-business careers will be explored. Students must receive a grade of "C" or above. 3 hours

PSBU 201. Business Communications

Prerequisite: GSCE 142.

This course is a proficiency course teaching the mechanics and principles of effective business correspondence. This course requires the composition of all types of business correspondence. 3 hours

PSBU 242. Spreadsheet Management

An introductory course in using spreadsheets for applications in accounting, budgeting, expense tracking and what-if analysis. Students set up worksheets, enter labels, values, and formulas. 3 hours

PSBU 271. Accounting I

This course includes a study of the basic structure of double-entry accounting through an entire accounting cycle. Also studied are the theories of matching revenues and costs, income measurements and asset acquisition evaluation. The scope of this class includes special journals, ledgers and subsidiary ledgers, notes, payroll systems, and additional areas. 3 hours

PSBU 272. Accounting II

Prerequisite: PSBU 271 with a grade of C or better.

This course teaches students the importance of using accounting information for managerial decision making and provides an introduction to cost accounting. Topics include costing systems, standard costing and variance analysis, budgetary control, ABC costing, variable costing, production and capital decision analysis. 3 hours

PSBU 302. Human Resource Management

This course explores the central, strategic role that HR plays in making organizations more competitive. It examines personnel management concepts and practices including: recruitment and selection of employees; equal opportunity; training and development; performance appraisals; compensation and benefits; and labor relations. This course has a special focus on the increase of globalization and workforce diversity. (Odd years) 3 hours

PSBU 312. Ministry Publications and Graphics

This course is an introduction to the development of communication tools for church ministries including terms and concepts, desktop publishing, simple publications and web site management. This class is open to all majors. 3 hours

PSBU 321. Microeconomics

Economics is the study of how the world manages and distributes its scarce resources. Microeconomics looks at the behavior and interaction of consumers/households and firms within the market and how government intervention (or non-intervention) might impact outcomes. Topics include supply, demand, elasticity, market efficiency, production

costs, market systems, externalities, public goods and social choice. You will also be able to better understand and critique microeconomic policies and current events. (MoSPE Standard 1). 3 hours

PSBU 322. Macroeconomics

A study of the basic principles of macroeconomics designed to give a broad understanding of the economy. Emphasis upon aggregate problems and issues considered important to the nation. (MoSPE Standard 1). 3 hours

PSBU 334. Local Church Business

This course enables the student to design strategies and apply best practices to the broad scope of the business aspects of the local church. 3 hours

PSBU 335. Technology in the Church

This course will teach students how to develop/use new media content in the church. 3 hours

PSBU 337. Managerial Accounting

Prerequisite: PSBU 271 with a grade of C or better.
Accounting methods and techniques utilized by corporations, cost systems, budgeting, and the utilization of accounting data for cost accounting, decision making, and planning and control. 3 hours

PSBU 338. Payroll Accounting

Prerequisite: PSBU 271 with a grade of C or better.
This course examines various payroll laws, accounting systems, and the procedures for computing wages and salaries. 3 hours

PSBU 351. Financial Management

Prerequisite: PSBU 271 with a grade of C or better.
An introductory survey of the principle issues, decision areas and the analytical procedures relevant to the financial management of private business firms and ministries with emphasis on the time value of money and its relation to securities and asset valuation, risk and return, capita budgeting, capital structure, working capital management and financial analysis. (Even years) 3 hours

PSBU 352. Principles of Marketing

This course will present interactive marketing activities of analysis, planning, implementation and control. The course focuses on competitive and customer analysis, marketing strategy development and implementation for decision-making in domestic and global businesses and ministries. The course incorporates current developments in marketing to acquaint students with the present-day challenges of marketing activities, including the social, legal, ethical and technological environments of marketing. Students apply these skills and understanding to a real marketing situation and make recommendations for future marketing strategy and tactics. (Odd years) 3 hours

PSBU 362. Principles of Management

This course is an introduction to some of the principles important to managing and functioning in an organization. It will cover various functions of management such as planning, organizing, staffing, leading and motivating employees. This course will be general in nature. The goal of the course is to introduce students to the basics of the management field both as a manager and as a participant. At the successful completion of the course, the student should gain an understanding of the general functions of an organization and how to handle themselves in a variety of management situations. (Odd years) 3 hours

PSBU 396. Internship

This course grants academic credit for work experience within the business /church environment. The intention is to expose students to aspects of management that they would not encounter in the course of their college experience. This is a course which offers an individualized educational experience through the study of a structured employment situation. 3 hours

PSBU 432. Business Strategy

This course analyzes business and its environment today. Emphasis is placed on the development and execution of strategy. Decision-making skills are developed through the use of case methods. (Even years) 3 hours

PSBU 433. International Business

This course provides an introduction to the increasingly global nature of the world economy. Components of the course include: the influence of national culture on businesses; national trade and investment policies and laws; theories of international trade and investment; international monetary activity and systems; international business research; modes of entry into foreign markets; multinational corporations and strategic planning of these organizations; international marketing and services; operations and control of multinational organizations; and international human resource management. (Odd years) 3 hours

PSBU 434. Non Profit Management

This course presents an introduction of operations management of a nonprofit organization and the leadership and management skills required to achieve social impact. 3 hours

PSBU 435. Social Entrepreneurship

This course is an introduction to the relationship between business and society. It is the study and application of ethical decision making, leadership, and social entrepreneurship, grounded in personal and company core values.

PSBU 463. Database Management

This course provides comprehensive introduction to Microsoft Access 2013. Topics include building and using queries, forms, and reports; modifying database structure

and improving queries; analyzing data with reports; importing/exporting data; creating macros and other advanced functions. Students will be reading and interpreting written and oral instructions of a technical nature. 3 hours

PSBU 471. Business Law and Ethics

This course introduces the external constraints that society places on business activity and behavior, including those constraints imposed by law in its various forms: case law from courts, statutory law from legislatures and regulations from government agencies. In addition to these formal systems there are the informal, but extremely powerful constraints imposed by generally accepted moral beliefs and norms of ethical behavior. In this course, students explore the relationships between legal and ethical standards to critically analyze and evaluate the behavior of business owners, managers and employees. (Odd years) 3 hours

PSBU 473. Organizational Leadership

This course is designed to develop professional Christian leaders in a global society. The content will cover leadership styles, qualities, ethical decision-making, effective communication, issues of conflict resolution, and principles of leadership. Case studies will be used to apply, analyze, synthesize, and evaluate leadership research presented in the course content. (Odd years) 3 hours

Education Courses

It is the mission of the Education Department to provide a holistic education to pre-service teachers in preparation to meet the diverse learning needs of students in the 21st Century. Professional preparation includes gaining a broad knowledge and understanding of the world from a theistic point of view and acquiring the pedagogical skills to communicate and instill this knowledge and perspective in students.

Education Unit Entrance Standards –

Students entering this course of study must have a cumulative GPA of 2.5 or higher in order to enter the second year of study in this program.

Before admittance to the 300 level education courses, students must have been formally admitted into the Education Unit. This admission includes meeting the following requirements:

1. The student must have acceptable scores on the Missouri General Education Assessment Exam (MoGEA).
2. The student must meet all Education Unit standards as stated in the Education Unit Handbook.
3. The student must have the recommendation of the Education Unit faculty.

PSED 111. Foundations of Education

This course introduces social, philosophical, and historical perspectives in education. An examination of the teaching field, foundations of education, and teaching as a profession are the goals. This class addresses Mo-SPE Teacher Education Standards 1 to 9. This course will emphasize preparation for the MoGEA and the requirements of the professional education program, and includes a 15 hour observation requirement. This course is a prerequisite for all Professional Education classes. 3 hours

PSED 211. Introduction to Standards Based Education

Prerequisite: PSED 111. Corequisites: PSEC 101, PSEE 200, PSEE 210.

This course introduces the emerging teacher candidate to current trends and best practices of curricular planning and development. Candidates form an understanding of curriculum, instructional alignment, and state and national standards. Emerging teacher candidates are introduced to the principles of lesson planning, curricular alignment, course design, instructional methods, teaching strategies, and assessments that promote critical thinking and problem-solving. The emerging teacher candidate will follow the step-by-step process of lesson planning and assessment used in the course to improve their understanding of curricular design. (MoSPE Standard 1). 3 hours

PSED 242. Principles of Teaching and Assessment

Prerequisite: PSED 111 and PSED 211.

The purpose of this course is to provide the emerging teacher candidate with a variety of instructional strategies and resources to facilitate student engagement, learning, problem-solving, and critical thinking in today's classroom. The emerging teacher candidate will further develop their understanding of learning outcomes as they design lessons, assessments, and/or rubrics for implementation in a standards-based classroom. The emerging teacher candidate will independently create lessons that demonstrate their understanding of the role of both formative and summative assessment strategies which guide instruction and long-term curricular planning. (MoSPE Standard 1). 3 hours

PSED 261. Technology and Media

Prerequisite: Basic computer literacy and PSED 111.

This course trains teachers to utilize technology, media, and Internet resources in the classroom. Emphasis is placed on utilizing educational software in the classroom for instruction as well as recording grades and keeping records. This course requires a lab fee. (MoSPE Standard 1). 2 hours

PSED 321. Educational Psychology

Program Prerequisite: Decision Point 1 - Unit Acceptance. Course Prerequisites: PSED 111, PSED 211, PSED 242, and GSBP 333.

This course facilitates the student's understanding of the processes and theories of learning and teaching. Contrasting

views of educational thought are examined and practical applications are made. (MoSPE Standard 1). 3 hours

PSED 331. Educational Alternatives for the Exceptional Child
Program Prerequisite: Decision Point 1 - Unit Acceptance.
Course Prerequisites: PSED 111, PSED 211, PSED 242, and GSBP 333.

During this course, aspiring teacher candidates are introduced to a variety of exceptionalities found in the diverse classroom of today's schools. Aspiring teacher candidates learn new terminology associated with teaching today as well as a review of family dynamics, interventions, modifications, and accommodations. This course includes a thorough review of state and federal legislation, programs, supports, and school services available for children, families, and professionals in the United States. Aspiring teacher candidates also review the historical, ethical, and legal basis for the education of children with exceptionalities. (MoSPE Standard 1). 3 hours

PSED 350. Professionalism in Education I
Program Prerequisite: Decision Point 1 - Unit Acceptance.
Course Prerequisites: PSED 111, PSED 211, and PSED 242.
Course Corequisites: PSEC 202, PSEE 360, PSEE 363, PSMS 370, PSSE 370, or PSMU 370.

This course is the first part of a two-part series of professional development for the pre-service teacher. This course will emphasize the formal requirements of the Missouri Content Assessment program (MOCA). The student will receive instruction and feedback on his/her individual teaching documentation and professional growth. This course should be taken concurrently with PSEE, PSEC, PSMS, or PSSE practicum courses. (MoSPE Standard 1). 1 hour

PSED 380. Curriculum for Teaching English Language Learners
Program Prerequisite: Decision Point 1 - Unit Acceptance.
Curriculum for Teaching English Language Learners (ELLs) is a course that will help students discover how to develop and/or adapt curriculum and instructional materials to help ELLs acquire and use English for both social and academic purposes. Students will be exposed to varying types of ESL/EFL curriculum models and aligning curriculum with standards (according to their major/minor focus area). There will be a specific focus in the second half of the course that will focus on the best principles and practices for teaching both academic content and language to English language learners according to the SIOP Model. (MoSPE Standard 1). 3 hours

PSED 423. Managing Diverse Classrooms
Program Prerequisite: Decision Point 1 - Unit Acceptance.
Course Prerequisites: PSED 111, PSED 211, and PSED 242.
A survey course reviewing the cultural, socioeconomic, language, and intellectual diversity found in today's society. Students will engage in an in-depth study of the influences of culture, poverty, language, and individual learning styles of both teachers and students. Students will review and finally

establish classroom policies, procedures and routines that respect the diverse nature of society and maintain cooperative relationships with parents to hone the craft of effective instruction. (MoSPE Standard 1). 3 hours

PSED 430. Professionalism in Education II
Program Prerequisite: Decision Point 2 - Student Teaching Acceptance.
Course Prerequisites: PSED 350 and PSED 423.
Course Corequisites: PSEC 493 or PSEE 493.

This course is the second part of a two-part series of professional development for the pre-service teacher. It provides continued instruction of professionalism, portfolio development, and professional growth. The teacher certification requirements are reviewed. This course should be taken concurrently with PSEE, PSEC, PSMS, or PSSE student teaching courses. (MoSPE Standards 1). 1 hour

PSED 472. Historical, Philosophical, and Ethical Aspects of Teaching
Program Prerequisite: Decision Point 1: Unit Acceptance.
Course Prerequisites: PSED 111, PSED 211, and PSED 242.
Aspiring teacher candidates will explore the historical, philosophical, and ethical aspects of teaching in today's society. Aspiring teacher candidates review educational philosophies, organizations, legislation, and Landmark Legal cases which have influenced the American concept of education. Aspiring teacher candidates also develop a personal philosophy of education based on their knowledge of teaching, learning, and Biblical principles. (MoSPE Standard 1). 3 hours

Early Childhood Education Courses

Education Unit Entrance Standards –
Students entering this course of study must have a cumulative GPA of 2.75 or higher in order to enter the second year of study in this program.

Before admittance to the 300 level education courses, students must have been formally admitted into the Education Unit. This admission includes meeting the following requirements:

1. The student must have acceptable scores on the Missouri General Education Assessment Exam (MoGEA).
2. The student must meet all other Education Unit standards as stated in the Education Unit Handbook.
3. The student must have the recommendation of the Education Unit faculty.

PSEC 101. Early Childhood Field Experience
Prerequisite: PSED 111. Corequisite: PSED 211 or PSED 242.
This course consists of observation and participation in an early childhood preschool program. The emerging teacher candidate spends a minimum of 30 hours in a pre-K

classroom under the direct supervision of a certified teacher. A current background check must be on file with the Education Unit prior to entering a clinical experience classroom. This course should be completed during the sophomore year. (MoSPE-SC Standards 1A2 and 1A5). 1 hour

PSEC 202. Early Childhood Practicum

Program Prerequisite: Decision Point 1 - Unit Acceptance.

Course Prerequisites: PSED 111, PSED 211, PSEC 101, and PSEC 212. Course Corequisite: PSED 350.

This course provides opportunities for aspiring early childhood teachers to participate in the preparation and implementation of developmentally appropriate teaching materials and strategies in an early childhood classroom. Students are assigned to a preschool program for a minimum of 45 contact hours of planning and instruction under the direct supervision of a certified teacher. A current background check must be on file with the Education Unit prior to entering a clinical experience classroom. This course should be completed during the junior year. (MoSPE-SC Standards 1A2, 1A5, 2A1, 2A2, 2A3, 2A4, 2A5, and 2A6). 1 hour

PSEC 210. Child Care Field Experience

Prerequisite: PSED 111.

This course consists of observation and passive participation in ongoing teaching/learning situations in an early childhood program. Students are assigned to a center/program for a minimum of 30 contact hours of observation and reflection. A current background check must be on file with the Education Unit prior to entering a clinical experience setting. This course should be completed during the freshman year. 1 hour

PSEC 212. Integrated Teaching Strategies for Early Childhood Curriculum

Program Prerequisite: Decision Point 1 - Unit Acceptance.

Prerequisites: PSED 111, PSED 211, PSEC 101 or PSEC 210.

This course focuses on appropriate instructional strategies, assessments, principles, and applications for integrated early childhood curriculum. Emphasis is placed on the areas of math, science, social studies, language arts, health, nutrition, safety, movement, art, and drama. Emerging teacher candidates will make practical application of current research-based practice for each major curriculum area organized around standards and self-directed centers of the inquiry based model. Emerging teacher candidates observe in a childcare center/program for a minimum of 15 contact hours. (MoSPE-SC Standards 1A1, 1A4, 1A5, 2A1, 2A3, 2A4, 2A6, and 3A1). 3 hours

PSEC 221. Practical Experience in Early Childhood 1

Prerequisites: PSED 111 and PSEC 212.

This course extends the observation and reflection of PSEC by providing opportunities for emerging early childhood caregivers to prepare and implement developmentally

appropriate teaching materials and strategies in lessons and centers in an early childhood setting. Students are assigned to a center/program for a minimum of 120 contact hours of planning and instruction. A current background check must be on file with the Education Unit prior to entering a clinical experience setting. This course should be completed during the sophomore year. 4 hours

PSEC 223. Practical Experience in Early Childhood 2

Prerequisites: PSED 111 and PSEC 212.

This course provides opportunities for emerging early childhood caregivers to prepare and implement developmentally appropriate teaching materials and strategies in lessons and centers in an early childhood setting. Students are assigned to a center/program for a minimum of 120 contact hours of planning and instruction. A current background check must be on file with the Education Unit prior to entering a clinical experience setting. This course should be completed during the sophomore year. 4 hours

PSEC 252. The Arts for Early Education

Prerequisites: PSED 111 and PSED 211.

This course is designed for emerging early childhood teacher candidates. The fundamentals of art are explored. Emphasis is placed on developmentally appropriate projects in a variety of styles, genre, and mediums. Emerging teacher candidates will apply these techniques with a variety of media in the development of projects that demonstrate cross-curricular competencies. (MoSPE-SC Standards 1A1, 1A2, 2A1, and 2A5). 1 hour

PSEC 331. Observation, Screening, and Assessment of Young Children

Program Prerequisite: Decision Point 1 - Unit Acceptance.

Course Prerequisites: PSED 111, PSED 211, and PSED 242.

This course prepares the prospective early childhood educator with practical experience in the assessment of young children. The student will have guidance in developmentally appropriate best practices related to the observation, screening, assessment and family interactions of children ages birth to 5 years of age. Students will learn to draw on multiple sources of input to develop an assessment picture for a child at any age and stage of development as a person with unique strengths and needs. (MoSPE-SC Standards 2A1, 2A5, 2A6, 6A2, and 6A3). 3 hours

PSEC 332. Speech, Language, and Literacy Development of Young Children

Program Prerequisite: Decision Point 1 - Unit Acceptance.

Course Prerequisites: PSED 111, PSED 211, and PSED 242.

This course encourages deeper thinking about the nature of literacy from birth through the young's child development. Students will explore developmentally appropriate outcomes in spoken and written language and apply techniques that are informed by varied theoretical perspectives. Students will recognize, evaluate, and act-on developmental milestones of

children to improve their communication abilities; including expressive and receptive language, reading, writing, listening, and speaking of children from birth to 8 years of age. Emphasis is placed on the overall development of literacy including the impact on learning. (MoSPE-SC Standards 2A1, 2A5, 2A6, 6A2, and 6A3). 3 hours

PSEC 422. Working and Learning with Parents

Program Prerequisite: Decision Point 1 - Unit Acceptance.

Course Prerequisites: PSEC 202 and/or PSEE 362. Course Corequisite: PSEC 494 for all students with a major in EC.

This course will view the family from a biblical perspective and enhance the aspiring teacher candidate's understanding of the family unit and development of effective educational partnerships in today's society. Aspiring teacher candidates will develop an understanding of family dynamics and facilitation of parental involvement in a child's total educational experience. Aspiring teacher candidates will gather ideas, research areas for development, evaluate their current practice and plan for their next steps in inviting, encouraging and supporting parental engagement in the classroom. (MoSPE-SC Standards 2C6, 5C3, 7C5, 9C2, and 9C3). 3 hours

PSEC 432. Families, Churches, Schools and Communities

Program Prerequisite: Decision Point 1 - Unit Acceptance.

Course Prerequisites: PSEC 202 and PSEE 360.

This course will review the relationships that children build with adults and peers in various settings. Emphasis is placed on the study of the child, family, community, churches and schools, including parental education & involvement, child abuse, and other current family life issues. The aspiring teacher candidate will develop cooperative partnerships, activities, materials, and lessons that might facilitate the development of the family unit within the community. (MoSPE-SC Standards 2C6, 5C3, 7C5, 9C2, and 9C3). 3 hours

PSEC 482. Program Organization and Collaboration

Program Prerequisite: Decision Point 1 - Unit Acceptance.

Course Prerequisites: PSEC 202 and/or PSEE 362.

This course will review the current trends and issues related to early childhood education. The aspiring teacher candidate will analyze the application of research and theory related to current best practices in early childhood education. Aspiring teacher candidates will also review a variety of programs such as day care centers, public and private school kindergartens and preschools, Head Start Programs, etc. (MoSPE-SC Standards 7C5, 8C1, 8C2, 8C3, 9C1, and 9C3). 3 hours

PSEC 493. Student Teaching K – 3rd

Program Prerequisite: Decision Point 2 - Student Teaching Acceptance. Course Corequisite: PSED 430.

This practicum course allows the prospective early childhood teacher to observe experienced teachers and apply education theory and techniques in an elementary classroom. The aspiring teacher candidate must spend

twelve full-time weeks, or the equivalent thereof, in observation and teaching under the supervision of a cooperating teacher and college supervisor. The student teaching program and its requirements are completely outlined in the Student Teaching Handbook. (MoSPE-SC Standards 2C2, 2C3, 2C4, 2C5, 3C1, 3C2, 3C3, 4C1, 4C2, 4C3, 5C1, 5C2, 5C3, 6C1, 6C3, 6C4, 7C1, 7C2, 7C3, 7C4, 7C5, 7C6, 8C1, 8C2, and 8C3). 12 hours

PSEC 494. Student Teaching Pre-K

Program Prerequisite: Decision Point 2 - Student Teaching Acceptance. Course Prerequisites: PSEC 202 and PSEE 360.

This practicum course allows the aspiring teacher candidate to observe various duties and classrooms under the supervision of the cooperating teacher(s) and college supervisors. Participation in extracurricular activities and other duties as assigned by the cooperating teacher and the college supervisor will be expected. Aspiring teacher candidates will be involved in program administration, development of lessons, materials, and units appropriate in infant, toddler and pre-school settings. (MoSPE-SC Standards 1C1, 1C4, 1C5, 2C1, 2C4, 2C5, 2C6, 4C3, 5C1, 5C2, and 5C3). 3 hours

Elementary Education Courses

Education Unit Entrance Standards –

Students entering this course of study must have a cumulative GPA of 2.5 or higher in order to enter the second year of study in this program

Before admittance to the 300 level education courses, students must have been formally admitted into the Education Unit. This admission includes meeting the following requirements:

1. The student must have acceptable scores on the Missouri General Education Assessment Exam (MoGEA).
2. The student must meet all other Education Unit standards as stated in the Education Unit Handbook.
3. The student must have the recommendation of the Education Unit faculty.

PSEE 200. Field Experience I

Prerequisite: PSED 111. Corequisites: PSED 211 or PSED 242.

This course consists of observation and participation in a K – 3rd grade classroom. The emerging teacher candidate spends a minimum of 30 hours in a K – 3rd grade classroom under the direct supervision of a certified teacher. A current background check must be on file with the Education Unit prior to entering a clinical experience classroom. This course should be completed during the sophomore year. (MoSPE-SC Standards 1A2 and 1A5). 1 hour

PSEE 210. Field Experience II

Prerequisite: PSED 111. Corequisites: PSED 211 or PSED 242.

This course consists of observation and participation in a 4th – 6th grade classroom. The emerging teacher candidate spends a minimum of 30 hours in a 4th – 6th grade classroom under the direct supervision of a certified teacher. A current background check must be on file with the Education Unit prior to entering a clinical experience classroom. This course should be completed during the sophomore year. (MoSPE-SC Standards 1A2 and 1A5). 1 hour

PSEE 252. Art for Teachers

Prerequisites: PSED 111 and PSED 211.

This course is designed for emerging elementary teacher candidates. The fundamentals of art are explored. Emphasis is placed on developmentally appropriate projects in a variety of styles, genre, and mediums. Emerging teacher candidates will apply these techniques with a variety of media in the development of projects that demonstrate cross-curricular competencies. (MoSPE-SC Standards 1A1, 1A2, 2A1, and 2A5). 1 hour

PSEE 301. Children's Literature

Program Prerequisite: Decision Point 1 - Unit Acceptance.

Course Prerequisites: PSED 111 and PSED 211.

A study of children's literature, ways to motivate children's interest in literature and techniques of teaching literature in the classroom are included in this course. The student will write and publish a Children's Story Book and read a variety faculty selected children's literature. 3 hours

PSEE 344. Standards Based Science Curriculum

Program Prerequisite: Decision Point 1 - Unit Acceptance.

Course Prerequisites: PSED 111, PSED 211, and PSED 242.

Aspiring teacher candidates are introduced to standards-based science curriculum for elementary grades. Aspiring teacher candidates will be engaged in activities that are both "hands-on" and "minds-on," and subsequently learn to engage and guide their future classes through challenging science experiences. Aspiring teacher candidates will use age-appropriate instructional strategies and learning activities which lead children to problem-solve and think critically. The aspiring teacher candidate will model the skills of observation, exploration, and experimentation through cooperative learning strategies and technological instructional resources. (MoSPE-SC Standards 1A1, 1A2, 3A1, 4A1, 4A2, and 4A3). 3 hours

PSEE 360. Educational Practicum I

Program Prerequisite: Decision Point 1 - Unit Acceptance.

Course Prerequisites: PSED 111, PSED 211, and PSED 242.

Course Corequisite: PSED 350.

This course provides opportunities for aspiring teacher candidates to participate in the preparation and implementation of age-appropriate teaching materials and instructional strategies in a 1st – 3rd grade classroom. Aspiring teacher candidates are assigned to a classroom for a

minimum of 45 contact hours of planning and instruction. (MoSPE-SC Standards 1A2, 1A5, 2A1, 2A2, 2A3, 2A4, 2A5, and 2A6). 1 hour

PSEE 363. Educational Practicum II

Program Prerequisite: Decision Point 1 - Unit Acceptance.

Course Prerequisites: PSED 111, PSED 211, and PSED 242.

Course Corequisite: PSED 350.

This course provides opportunities for aspiring teacher candidates to participate in the preparation and implementation of age-appropriate teaching materials and instructional strategies in a 4th – 6th grade classroom. Aspiring teacher candidates are assigned to a classroom for a minimum of 45 contact hours of planning and instruction. (MoSPE-SC Standards 1A2, 1A5, 2A1, 2A2, 2A3, 2A4, 2A5, and 2A6). 1 hour

PSEE 372. Standards Based Social Studies Curriculum

Program Prerequisite: Decision Point 1 - Unit Acceptance.

Course Prerequisites: PSED 111, PSED 211, and PSED 242.

Aspiring teacher candidates are introduced to standards-based social studies curriculum for elementary grades. The purpose of this course is to provide the aspiring teacher candidate with an understanding of a comprehensive social studies curriculum aligned to state and national standards. The aspiring teacher candidate will develop lessons, unit plans, rubrics, and formative and summative assessments that demonstrate appropriate use of instructional strategies, learning activities, and resources that meet the needs of diverse students leading them to problem-solve and think critically. Subjects to be covered include history, geography, economics, cultures, communities, and governments. (MoSPE-SC Standards 1A1, 1A2, 3A1, 4A1, 4A2, and 4A3). 3 hours

PSEE 380. Introduction to Teaching of Reading & Writing

Program Prerequisite: Decision Point 1 – Unit Acceptance.

Course Prerequisites: PSED 111, PSED 211, and PSED 242.

This course is a survey course designed to familiarize the teacher candidate with a broad understanding of literacy programs for children. The aspiring teacher candidate will review speech, language, and literacy development, the characteristics of the developing reader and writer, the principles of effective literacy instruction, and the strategies for age appropriate assessment and instruction for today's classrooms. The aspiring teacher candidate will practice designing developmentally appropriate lesson plans, strategies, and activities multiple times throughout the course. (MoSPE-SC Standard 1A1, 1A2, 3A1). 3 hours

PSEE 381. Standards Based Methods of Communication Arts

Program Prerequisite: Decision Point 1 – Unit Acceptance.

Course Prerequisites: PSED 111, PSED 211, PSED 242, PSEE 380 and PSEE 441.

Teacher candidates study a comprehensive language arts curriculum for children in elementary grades by reviewing the inter-relationship of reading and writing; listening and

speaking; as well as the fundamentals of English language arts including semantics, syntax, morphology, and phonology. Developmentally appropriate instructional strategies and learning activities for various writing and speaking experiences are also explored. (MoSPE-SC Standards 1A1, 1A2, 3A1). 3 hours

PSEE 412. Reading Assessment and Remediation
Program Prerequisite: Decision Point 1 - Unit Acceptance.
Course Prerequisites: PSEE 380 and PSEE 441.

In this course, aspiring teacher candidates observe and practice procedures for the administration of formal and informal assessments to evaluate student reading performance in K-6th classrooms. Aspiring teacher candidates evaluate multiple formal and informal student assessments and subsequently develop and implement an instructional plan to improve academic performance. The plan includes developmentally appropriate instructional strategies and learning activities that enhance the individual academic performance of each child. The aspiring teacher candidate will systematically review student trend data and growth in learning to inform instructional decisions, guide learning activities, select differentiated instructional strategies and developmentally appropriate content to meet student needs and enhance learning. (MoSPE-SC Standards 1C1, 1C2, 2C1, 3C2, 3C3, 4C1, 7C1, 7C2, and 7C4). 3 hours

PSEE 441. Standards Based Methods of Reading & Writing
Program Prerequisite: Decision Point 1 - Unit Acceptance.
Course Prerequisite: PSEE 380. Course Corequisite: PSEE 360 or PSEE363 or PSEC 202.

In this course, aspiring teacher candidates are exposed to research based instructional practices aligned to both state and national standards that address specific student needs at each developmental stage of literacy. Aspiring teacher candidates prepare lessons that create meaningful learning experiences as part of a comprehensive instructional program. Aspiring teacher candidates carefully evaluate and select instructional strategies, learning activities, and resources that promote student learning and development in phonological awareness, phonics, fluency, vocabulary, comprehension, writing, listening, and speaking. (MoSPE-SC Standards 1A1, 1A2, 2A1, 2A3, 2A5, 3A1, and 4A3). 3 hours

PSEE 482. Health, Nutrition, Safety & Physical Education for Young Children

Program Prerequisite: Decision Point 1 - Unit Acceptance.
Course Prerequisites: PSED 111, PSED 211, and PSED 242.

This course is a survey designed to familiarize aspiring teacher candidates with a broad understanding of health and physical education curricula. Aspiring teacher candidates will review principles of healthy behaviors and nutrition to maintain a lifetime of good health. Motor development, motor learning, manipulative skills, movement concepts, as well as individual and team activities, including outdoor activities appropriate to children are also reviewed. In addition, safety, basic first aid, and injury prevention

strategies are discussed. Aspiring teacher candidates will observe and practice the development and implementation of lessons in a variety of contexts throughout the course. (MoSPE-SC Standards 1A1, 1A4, 2A1, 2A5, 2A6, 3A1, and 3A2). 1 hour

PSEE 493. Student Teaching 1st – 6th

Program Prerequisite: Decision Point 2 - Student Teaching Acceptance. Course Corequisite: PSED 430.

This practicum course inserts the aspiring teacher candidate into an elementary classroom to observe experienced teachers and apply education theory and techniques. The aspiring teacher candidate must complete fourteen full-time weeks, or the equivalent thereof, in observation and teaching under the supervision of a certified cooperating teacher and college supervisor. The aspiring teacher candidate demonstrates reflective practice techniques and continued professional growth through participation in various learning opportunities. The student teaching program and its requirements are outlined in the Student Teaching Handbook. (MoSPE-SC Standards 2C2, 2C3, 2C4, 2C5, 3C1, 3C2, 3C3, 4C1, 4C2, 4C3, 5C1, 5C2, 5C3, 6C1, 6C3, 6C4, 7C1, 7C2, 7C3, 7C4, 7C5, 7C6, 8C1, 8C2, and 8C3). 12 hours

Elementary Mathematics Courses

PSEM 121. Survey of Mathematics I

This course is designed to introduce emerging teacher candidates to the concepts and principles of elementary mathematics. Major topics of study include problem solving, set concepts, number theory, properties and operations within the real number system, measurement systems, algebraic reasoning, and introductory topics in geometry. (MoSPE-SC Standards 1A1, 1A2, 2A5, and 2A6). 3 hours

PSEM 122. Survey of Mathematics II

This course is a continuation of Survey of Mathematics I for emerging teacher candidates. Major topics of study include a review of problem solving techniques, geometric figures, including transformations, symmetries, congruence, similarity, and selected topics in probability and statistics. (MoSPE-SC Standards 1A1, 1A2, 2A5, and 2A6). 3 hours

PSEM 431. Standards Based Methods of Mathematics
Program Prerequisite: Decision Point 1 - Unit Acceptance.
Acceptance. Course Prerequisites: PSEM 121 and/or PSEM 122.

This course focuses on the methods and materials for teaching mathematics in pre-K – 6th grade classrooms. The aspiring teacher candidates will review and practice appropriate instructional strategies and learning activities to teach children to reason mathematically, think critically, and solve problems which lead children to mathematical literacy. The aspiring teacher candidate will experience the developmental sequence of concept and skill development from the concrete stage to the symbolic stage. Extensive use

of manipulatives by the aspiring teacher candidate promotes direct observation of mathematical patterns, procedures, and relationships. Specific emphasis is given to trends and issues in mathematics education, including state and national standards. In addition, lesson planning and implementation, cooperative learning, assessment, integration of appropriate models, mathematic connections, and the use of technological instructional resources are explored. (MoSPE-SC Standards 1C1, 1C2, 1C4, 2C1, 2C3, 2C4, 2C5, 3C1, 3C2, 4C1, 4C2, 4C3, 6C4, 7C2, and 7C4). 3 hours

Middle School Education Courses

Education Unit Entrance Standards –

Students entering this course of study must have a cumulative GPA of 2.5 or higher in order to enter the second year of study in this program

Before admittance to the 300 level education courses, students must have been formally admitted into the Education Unit. This admission includes meeting the following requirements:

1. The student must have acceptable scores on the Missouri General Education Assessment Exam (MoGEA).
2. The student must meet all other Education Unit standards as stated in the Education Unit Handbook.
3. The student must have the recommendation of the Education Unit faculty.

PSMS 220. Field Experience Middle School

This course consists of observation and participation in a middle school classroom. The emerging teacher candidate spends a minimum of 30 hours in a 5th – 9th grade classroom under the direct supervision of a certified teacher. A current background check must be on file with the Education Unit prior to entering a clinical experience classroom. This course should be completed during the sophomore year. (MoSPE Standard 1 and 2). 1 hour

PSMS 353. Methods for Teaching the Middle Grades

This course is designed to increase the Aspiring Teacher Candidates' confidence in and commitment to teaching in grades 5-9 within his/her content area. Current instructional strategies within the exemplary middle school levels will be introduced and discussed. The Aspiring Teacher Candidate will have the opportunity to engage in learning activities as they relate across the curriculum both as a learner and as a teacher, reflecting on each experience and how each influences the other. The Aspiring Teacher Candidate will complete 15 hours of practical experience in an exemplary middle school classroom. (MoSPE Standard 1). 3 hours

PSMS 370. Educational Practicum Middle School

This course provides opportunities for aspiring teacher candidates to participate in the preparation and implementation of age-appropriate teaching materials and

instructional strategies in a 5th – 9th grade classroom. Aspiring teacher candidates are assigned to a classroom for a minimum of 45 contact hours of planning and instruction. (MoSPE Standards 1 and 2). 1 hour

PSMS 372. Standards Based Social Studies Curriculum
Aspiring teacher candidates are introduced to standards based social studies curriculum for middle school grades. The purpose of this course is to provide the aspiring teacher candidate with an understanding of a comprehensive social studies curriculum aligned to state and national standards. The aspiring teacher candidate will develop lessons, unit plans, rubrics, and formative and summative assessments that demonstrate appropriate use of instructional strategies, learning activities, and resources that meet the needs of diverse students leading them to problem-solve and think critically. Subjects to be covered include history, geography, economics, cultures, communities, and governments. (MoSPE Standard 1). 3 hours

PSMS 391. Middle School Philosophy/Curriculum

In this course, students examine educational philosophy, curriculum, instruction and organization of middle schools. The major components of effective middle schools are reviewed and contrasted to elementary, traditional junior high and high school education. Innovative ways of meeting the distinctive physical, emotional, social, cultural and intellectual needs of the middle school student are examined. (MoSPE Standard 1). 3 hours

PSMS 494. Student Teaching Middle School

This practicum course inserts the aspiring teacher candidate into a middle school classroom to observe experienced teachers and apply education theory and techniques. The aspiring teacher candidate must complete twelve full-time weeks, or the equivalent thereof, in observation and teaching under the supervision of a certified cooperating teacher and college supervisor. The aspiring teacher candidate demonstrates reflective practice techniques and continued professional growth through participation in various learning opportunities. The student teaching program and its requirements are outlined in the Student Teaching Handbook. (MoSPE Standard 1 and 2). 12 hours

Secondary Education Courses

Education Unit Entrance Standards –

Students entering this course of study must have a cumulative GPA of 2.5 or higher in order to enter the second year of study in this program

Before admittance to the 300 level education courses, students must have been formally admitted into the Education Unit. This admission includes meeting the following requirements:

1. The student must have acceptable scores on the Missouri General Education Assessment Exam (MoGEA).
2. The student must meet all other Education Unit standards as stated in the Education Unit Handbook.
3. The student must have the recommendation of the Education Unit faculty.

PSSE 220. Field Experience Secondary

This course consists of observation and participation in a high school classroom. The emerging teacher candidate spends a minimum of 30 hours in a 9th – 12th grade classroom under the direct supervision of a certified teacher. A current background check must be on file with the Education Unit prior to entering a clinical experience classroom. This course should be completed during the sophomore year. (MoSPE Standard 1 and 2). 1 hour

PSSE 370. Educational Practicum Secondary

This course provides opportunities for aspiring teacher candidates to participate in the preparation and implementation of age-appropriate teaching materials and instructional strategies in a 9th – 12th grade classroom. Aspiring teacher candidates are assigned to a classroom for a minimum of 45 contact hours of planning and instruction. (MoSPE Standards 1 and 2). 1 hour

PSSE 372. Standards Based Social Studies Curriculum

Aspiring teacher candidates are introduced to standards based social studies curriculum for secondary grades. The purpose of this course is to provide the aspiring teacher candidate with an understanding of a comprehensive social studies curriculum aligned to state and national standards. The aspiring teacher candidate will develop lessons, unit plans, rubrics, and formative and summative assessments that demonstrate appropriate use of instructional strategies, learning activities, and resources that meet the needs of diverse students leading them to problem-solve and think critically. Subjects to be covered include history, geography, economics, cultures, communities, and governments. (MoSPE Standard 1). 3 hours

PSSE 452. Methods for Teaching Secondary Education

This course is designed to increase the Aspiring Teacher Candidates' confidence in and commitment to teaching in grades 9-12 within his/her content area. Current instructional strategies within the exemplary secondary school levels will be introduced and discussed. The Aspiring Teacher Candidate will have the opportunity to engage in learning activities as they relate across the curriculum both as a learner and as a teacher, reflecting on each experience and how each influences the other. The Aspiring Teacher Candidate will complete 15 hours of practical experience in an exemplary secondary school classroom. (MoSPE Standard 1). 3 hours

PSSE 453. Assessment and Instructional Interventions for Struggling Readers

Aspiring teacher candidates review the elements of reading, the reading process, assessment and diagnosis as well as instructional interventions and remediation techniques for adolescent readers. This course prepares the aspiring secondary teacher candidate for practice in the administration of formal and informal assessments to evaluate adolescent reading performance. Teacher candidates develop and implement an instructional plan utilizing developmentally appropriate instructional techniques to enhance academic performance for adolescents. The teacher candidate engages in reflective practice of their instructional process, student data and growth to modify future instruction to meet student needs and enhance learning. (MoSPE Standard 1). 3 hours

PSSE 461. Reading and Writing in the Content Area

Aspiring teacher candidates are introduced to the theories of reading and writing instruction in the content area. This course prepares the secondary teacher to design and implement meaningful interdisciplinary learning experiences through the purposeful selection and use of developmentally appropriate instructional literacy strategies within the content classroom. Aspiring teacher candidates practice a variety of instructional strategies to enhance academic performance in vocabulary development and comprehension of content area texts. Aspiring teacher candidates also practice a variety of instructional strategies to enhance academic performance in written communication, written work and assignments, grammar development and shape technologically literate citizens within the content area classroom and society. (MoSPE Standard 1). 3 hours

PSSE 498. Student Teaching Secondary

This practicum course inserts the aspiring teacher candidate into a high school classroom to observe experienced teachers and apply education theory and techniques. The aspiring teacher candidate must complete twelve full-time weeks, or the equivalent thereof, in observation and teaching under the supervision of a certified cooperating teacher and college supervisor. The aspiring teacher candidate demonstrates reflective practice techniques and continued professional growth through participation in various learning opportunities. The student teaching program and its requirements are outlined in the Student Teaching Handbook. (MoSPE Standard 1 and 2). 12 hours

Music Courses

The Music courses develop the student's music skills, knowledge, and understanding in light of the objectives of Baptist Bible College. Many courses are open to all majors as a service to develop musical skills for use in the church. The goal of the Music Department is to develop musicians and worship leaders for the local church and to provide a

music foundation for teachers in Christian and public schools.

PSMU 103. Worship Musicianship I

This course is the first of two courses designed to give the worship leader a working knowledge of the fundamentals of music, with an emphasis on the kinds of music currently used in worship gatherings. Attention will be given to note reading, chord structure, chord symbol recognition, aural skills, sight singing, and basic arranging, etc. 3 hours

PSMU 104. Worship Musicianship II

This course is the second of two courses designed to give the worship leader a working knowledge of the fundamentals of music, with an emphasis on the kinds of music currently used in worship gatherings. Attention will be given to note reading, chord structure, chord symbol recognition, aural skills, sight singing, and basic arranging, etc. 3 hours

PSMU 203. Worship Leadership

This course will help students establish a biblical and practical philosophy of worship and provide tools necessary to become an effective worship leader in the local church. Topics covered include worship planning, basic conducting techniques, and musical leadership skills, etc. 3 hours

PSMU 204. Worship Administration

This course is a survey of various aspects of a church music program. Emphasis is given to ministerial training in areas such as worship practices and styles, staff relationships, budget, music library, recruitment, ethics, and group dynamics. 3 hours

PSMU 274. Contemporary Worship & Songwriting

This course provides strategies for the development of vocal and instrumental teams for contemporary worship, techniques for composing and arranging worship music, and instruction in the operation of audio systems as well as projection software and hardware. 2 hours

PSMU 303. Worship History

This course explores the historic and cultural background of modern sacred worship. The course begins with a study of music in the Bible and includes Latin, German, English, and American hymns and gospel song movements. 3 hours

PSMU 304. Modern Arranging and Song Writing

This course is designed to provide the worship student with tools to assist in arranging music for worship services, building modern chord progressions, and learning how to write songs lyrically and melodically. 3 hours

PSMU 324. Local Church Music

This course is open to all non-music majors. It is intended to prepare the prospective pastor, missionary, or other church leader to lead a congregation in a worship service. This course is also designed to help the future church leader

develop a biblical and practical philosophy of worship, understand the elements that are part of a local church music ministry, and become familiar with music technology and legal issues associated with music ministry today. 3 hours

PSMU 360. Music and Movement for Early Childhood Program
Prerequisite: Decision Point 1 – Unit acceptance.
Course Prerequisites: PSED 111, PSED 211, and PSED 242 or instructor's permission.

This course investigates the role music plays in the development of young children. Special emphasis is given to curriculum and activities for musical play. 2 hours

PSMU 373. Music History

This course studies the major works, composers, styles, innovations, and cultural influences on music from the Baroque era to the early 20th century. Students will analyze and connect the literature of diverse cultural sources and people groups to the music of various historical periods. 3 hours

PSMU 382. Music for Teachers (Pre-K – 6th)

Program Prerequisite: Decision Point 1 – Unit acceptance.
This course studies methods and materials for teaching in elementary school. Topics include music fundamentals, Orff and Kodaly methods, classroom instruments, cross-cultural and multi-academic approaches to school music and resources for musical development. (MoSPE-SC Standards 1A1, 1A2, 2A1, 2A3, 2A4, 2A6, 3A1, 3A2, and 4A2). 1 hour

PSMU 403. Worship Production and Technology

This course is a study of equipment, terminology, and software for use in live production and sound reinforcement. Both analog and digital technologies are investigated. 3 hours

PSMU 443. Worship Internship

This course provides the student opportunity to connect classroom instruction with practical experience in a local church music ministry. The student is supervised and evaluated by music faculty as well as the pastor and/or music director of a local church. 3 hours

Music - Applied Studies Courses

PSMA 100. Applied Piano

This course is a private instruction in piano using the standard repertoire. May be repeated for credit. May be taken for 1 or 2 hours credit by instructor's permission.

PSMA 120. Applied Voice

The concepts of breathing, resonance, diction and vocal registration are discussed and applied through vocal exercises appropriate to the individual and study of standard vocal repertoire. This course may be repeated for credit and may be taken for 1 or 2 credit hours. The 2 credit hour course

is only allowed upon reaching level 5 and/or 6, taken concurrently with PSMU 310 (Junior Recital, level 5) or PSMU 410 or PSMU 420 (Senior Recital or Senior Honors Recital, level 6) and by instructor's permission.

PSMA 140. Applied Guitar

This course is a private instruction in guitar using the standard repertoire. May be repeated for credit. May be taken for 1 or 2 hours credit by instructor's permission.

Music – Ensemble Courses

PSME 174. Worship Band Workshop

This course is open to all majors by permission. It is a laboratory for developing contemporary vocal and instrumental skills. Students will create, rehearse and perform sacred music in the manner of a contemporary church setting. This course may be repeated for credit. 1 hour

Nursing Courses (Cox College Articulation Agreement)

It is the mission of the Nursing Department to provide a holistic education to pre-service nurses and healthcare workers in preparation to meet the diverse needs of patients and healthcare service providers in the 21st Century. Professional preparation includes gaining a broad knowledge and understanding of the world from a theistic point of view and acquiring the professional knowledge and practical skills necessary to meet or exceed competency requirements.

Unit Entrance Standards –

To be eligible to apply for nursing courses in the entry-level track of the Cox College BSN program, a student must:

1. Complete the admissions procedure to Cox College. Admission file must be complete by the deadline date noted on the application.
2. Complete the Nursing program application by the listed deadlines.
3. Completion of Intermediate Algebra or higher or prove math proficiency.
4. A minimum of 37 credit hours completed from the required general education courses with a minimum cumulative GPA 3.0 on a 4.0 scale. A total of 41 credit hours are required to start the program. See BSN plan of study for courses to complete.
 - One of the completed courses must be a core science (Anatomy, Physiology, Chemistry, Pathophysiology, or Microbiology) and the minimum core science GPA must be a 2.5 on a 4.0 scale.
 - Core science courses must be taken within 5 years of starting the nursing program.

- Maintain a cumulative GPA of 3.0 or better in the remaining general education courses.

Once a student has been notified of an offer for admission into nursing courses of the Cox College BSN Entry-Level track, a nonrefundable acceptance fee (includes background check and drug screen) must be submitted. When received, the student may register for classes according to the academic calendar. Students will be required to attend the nursing program orientation before the first nursing class. A positive drug screen or compromised background check may result in rescinding the student's acceptance into the program. An offer may be rescinded if in progress classes are not completed with a "C" or better and/or the GPA falls below a 3.0 on required courses completed for the nursing program.

BIOL 205. Human Anatomy

An introduction to the gross and microscopic anatomy of the human body. Mammalian examples of major systems are studied in the laboratory. Lecture and laboratory. 4 hours

BIOL 206. Human Physiology

Pre-requisite(s): BIOL 205 Anatomy, or an approved transfer AP Course.

Through lecture, discussion, and complementary laboratory experiences, this course examines the organization and function of the human body as a whole and the interrelations of its various systems, organs, tissues, and cells. Lecture and laboratory. 4 hours

BIOL 208. Microbiology

The practical relations of microorganisms to human welfare. An introduction to standard laboratory methods of the study of bacteria and bacteriological examinations of materials; effects of environment upon bacteria. Lecture and laboratory. 4 hours

BIOL 382. Pathophysiology

Physiological responses to disease, stress, and the environment are studied. Pathophysiological processes are analyzed in view of current research. 3 hours

CHEM 103. Fundamentals of Chemistry

A terminal course dealing with the fundamentals and basic concepts of chemistry, designed primarily for general college students as well as those in specialized programs. Includes a laboratory to complement the Fundamentals of Chemistry. 3 hours

ENGL 207. Expository Writing

Prerequisite: ENGL 150 or equivalent.

Theory of expository writing; practice in writing nonfiction with clarity and conciseness. 3 hours

MATH 227. Introduction to Statistics

Prerequisite: MATH 150 or equivalent.

A course to acquaint the student with the basic ideas and language of statistics, including such topics as descriptive measures, elementary probability, distributions, estimations, hypothesis testing, regression, and correlation. 3 hours

NRSI 202. Foundation Skills of Nursing

Three hours of theory and four clinical laboratory hours this course provides the student with an introduction and exploration of the basic nursing skills that impact the practice of professional nursing in today's health care setting. The focus of this course is to facilitate the student's understanding of the professional nurses' role in promoting health and providing client care. Communication and cultural competence are presented as components of the profession nursing role. 3 hours

NRSI 205. Critical Thinking

This course aims to develop and strengthen the ability of the student to think critically and to communicate effectively. The student will understand the main requirements and benefits of critical thinking and the application of clinical judgement. 3 hours

NRSI 206. Health Assessment

Two hours of theory and one clinical laboratory hour. This course provides theory and practice in performing health assessments of individual clients. The focus is on the adult client with adaptations across the life span introduced. 3 hours

NRSI 212. Mental Health/Illness Nursing Concepts

Two hours of theory and two clinical laboratory hours. This course focuses on holistic nursing concepts considering individuals, families and community groups at any position on the health continuum. The nursing process will be utilized in applying mental health concepts in a variety of settings. Emphasis is placed on use of therapeutic communication and the social, political and economic context of practice is considered. Intervention modes are observed or practiced in one-to-one, small group, family and environmental settings. 3 hours

NRSI 215. Pharmacological Basis of Nursing Practice

This course is designed to provide students with the basic knowledge to safely administer drugs to clients of all ages. Content includes medication action, use, adverse effects, nursing implications and client education for drugs affecting the body systems and defense processes. 3 hours

NRSI 280. Adult Medical Surgical Nursing & Practicum

2.5 hours of theory each week and 68 hours of laboratory hours. The medical surgical nursing courses focus on the holistic nursing care of adults from multicultural backgrounds along the wellness-illness continuum, with an emphasis on integration of pathophysiology and psychosocial dynamics with complex illnesses and human response patterns in the acute care setting. Use of critical thinking, decision making,

and research will be incorporated into teaching, caring, and collaborative role of the nurse. This course covers basic concepts of nursing including physiological and psychological adaptation, ingestion, digestion, absorption and elimination, integumentary, pre-op, end of life, infection control, complementary and alternative therapies, and basic lab interpretation. Basic medication administration in a clinical setting begins in this course. 4 hours

NRSI 300. Informatics

This course is designed to give the student insight and experience in the application of information science to nursing practice. The electronic environment is explored as a resource for the enhancement of communication, clinical decision making, professional role development and knowledge discovery. Students are required to demonstrate the use of software applications including 232 e-mail, Internet browser applications, literature databases and electronic documentation systems. Student's knowledge of professional writing will be refreshed along with APA knowledge through a variety of writing assignments. 2 hours

NRSI 303. Professional Nursing Concepts

This course provides an overview of relevant issues in professional nursing facilitating socialization into professional practice through exploration of historical, legal, ethical, economic, political, and social trends and issues in nursing & health care. 3 hours

NRSI 304. Care of Childbearing Families

Two hours of theory and two clinical hours. This course will focus on the development of competencies for the delivery of family-centered nursing care. The course will emphasize the nurse's role in the application of nursing process utilizing critical thinking and problem solving while managing care for families with diverse health care needs and working collaboratively with other health professionals to promote health. Consideration of standards of nursing care, scope of practice, and the application of research and evidence-based nursing practice as applied to the childbearing family are examined. 3 hours

NRSI 305. Care of Childbearing Families

Two hours of theory and two clinical laboratory hours. This course will focus on the development of competencies for the nursing management of children experiencing potential and actual alterations in health. An emphasis will be placed on the nurse's role in health assessment and health promotion. Normal functioning and patterns of alteration for children within the context of the family are covered. The course will emphasize the nurse's role in the application of nursing process utilizing critical thinking and problem solving while managing care of children and their families and working collaboratively with other health professionals to promote health. Sociocultural, economic, political, and ethical factors that impact health promotion, disease prevention and risk reduction for the childbearing family are

examined. The applications of research and evidence-based nursing practice as applied to the childrearing family are examined. 3 hours

NRSI 309. Fundamentals of Gerontology

This course examines the physical, psychological, sociocultural, and spiritual aspects of aging. The health of the older adult is studied with emphasis on communication, health promotion, illness prevention, and therapeutic interventions that impact the health and wellness of the older adult. 2 hours

NRSI 325. Adult Medical Surgical Nursing II/Practicum

Four hours of theory each week and 135 laboratory hours

This course begins Spring 2019 The medical surgical nursing courses focus on the holistic nursing care of adults from multicultural backgrounds along the wellness-illness continuum, with an emphasis on integration of pathophysiology and psychosocial dynamics with complex illnesses and human response patterns in the acute care setting. Use of critical thinking, decision making and research will be incorporated into teaching, caring, and collaborative role of the nurse. This course covers basic concepts of reproductive issues, eye and ear problems, intra/post-operative, acid base balance, oxygenation, perfusion, gastrointestinal, renal, musculoskeletal, reproductive disorders, and introduction in blood administration, IV medications. 4/3 hours

NRSI 335. Adult Medical Surgical Nursing III/Practicum

Course description to be provided by Cox College. 4/3 hours

NRSI 345. Adult Medical Surgical Nursing IV Simulation

This is the simulation and skills course of the medical surgical nursing courses. Use of critical thinking, decision making and research will be incorporated into teaching, caring, and collaborative role of the nurse in the simulation and laboratory setting. 4 hours

NRSI 400. Theories and Research in Nursing

This course is an introduction to the importance of scientific inquiry and its relationship to theory development. Content includes a review of the research process, selected theories and conceptual models. Selected nursing literature is utilized for practice in critiquing research and ethical issues surrounding use of intellectual are discussed. 3 hours

NRSI 402. Management and Leadership in Nursing

Three hours of theory and one clinical laboratory hours. This course provides a comprehensive introduction to nursing leadership and management. Principles and theories of leadership and management as they relate to the role of the professional nurse are addressed using a variety of online methodologies. 3 hours

NRSI 404. Community and Public Health Nursing

Four hours of theory and two clinical hours BSN-E or BSN-A. This course focuses on providing population-focused nursing care. Concepts of community health nursing practice are applied using a variety of online methodologies. Health promotion and disease prevention concepts are integrated into community-oriented practice using the community-as-partner model. 3 hours

NRSI 410. Nursing Capstone

Prerequisite: This course is taken by BSN-E and BSN-A students and must be taken during the FINAL semester. One hour of theory and six clinical laboratory hours. This course provides students the opportunity to demonstrate competencies consistent with program outcomes. Students collaborate with faculty and a preceptor in choosing a care setting, planning and organizing a learning experience, and practicing professional nursing in a safe and effective manner. 7 hours

NRSI ____ . Nursing Elective

3 hours

NURS 105. Clinical Application 1

Three hours of theory and six hours of laboratory per week. This course presents an overview of the nursing profession and concepts basic to nursing practice in light of the college's philosophy of nursing and curriculum themes. The nursing process is presented as the decision-making approach used in the delivery of nursing care. Assessment of individual health status is emphasized. Framed by functional health patterns, the course explores normal functioning and simple alterations in the health of the adult population. 7 hours

NURS 106. Clinical Application 2

Four hours of theory and 12 hours of laboratory per week. This course focuses on the principles of human growth and development and emphasizes health promotion and illness prevention activities appropriate from infancy through adulthood. Normal childbearing and common alterations of the child and childbearing women are explored. Framed by functional health patterns, the course explores alterations occurring in adults, including alterations in nutrition, perception, sexuality and reproduction. 7 hours

NURS 205. Critical Thinking

This course aims to develop and strengthen the ability of the student to think critically and to communicate effectively. The student will understand the main requirements and benefits of critical thinking and the application of clinical judgement. 2 hours

NURS 206. Clinical Application 3

Four hours of theory and 12 hours of laboratory per week. Building on content provided in previous courses, emphasis is now placed on health restoration and facilitation of coping in individuals across the life span. Framed by functional

health patterns, the course explores alterations in mental health, immunity, metabolism, elimination, and mobility. 7 hours

NURS 208. Clinical Application 4

Four hours of theory and 12 hours of laboratory per week. This course focuses on complex health alterations occurring across the life span. Emphasis is placed on increased accountability in decision making and collaboration with other members of the health care team. Students study the principles of management and gain valuable experience providing care to multiple and physiologically unstable clients. 7 hours

NURS 215. Pharmacological Basis of Nursing Practice

This course is designed to provide students with the basic knowledge to safely administer drugs to clients of all ages. Content includes medication action, use, adverse effects, nursing implications, and client education for drugs affecting the body systems and defense processes. 3 hours

NURS 220. NCLEX Preparation

This course will examine concepts for the NCLEX licensure examination. The application of NCLEX principles and concepts will be explored. 1 hour

NURS 303. Professional Nursing Concepts

This course provides an overview of relevant issues in professional nursing facilitating socialization into professional practice through exploration of historical, legal, ethical, economic, political, and social trends and issues in nursing & health care. 3 hours

NURS 309. Fundamentals of Gerontology

Course description to be provided by Cox College. 2 hours

SOCI 101. Introduction to Sociology

An analysis of factors that are significant in the development of people as social beings. Consideration is given to the social group and culture as factors in this process. 3 hours

SOCI 304. Global Awareness and Cultural Diversity

Increases familiarity with cultural diversity in the US and globally. Devotes attention to such issues as religious, racial, and socioeconomic diversity. 3 hours

DIVISION OF GENERAL STUDIES COURSE DESCRIPTIONS

The Division of General Studies is a support division for the degree granting programs. Committees involved in designing each degree program offered by the College have thoughtfully selected each of these courses. They are selected in the light of the overall objectives. They are discussed and approved by Department Chairmen and the Vice President of Academic Affairs.

The Division of General Studies is subdivided into three departments: Communication, Natural and Social Sciences, and Languages. These subdivisions clearly state the purpose for the course offerings in this area of study and show how these courses directly contribute to the goals and objectives of the College.

Students who come to prepare for Christian ministry need to acquire certain skills such as writing and speaking. They also need to have a broad understanding of the people to whom they will minister. Courses such as Christian Worldview in Contemporary Culture and General Psychology help to develop better understanding. Being able to evaluate our world and the world of the Bible in perspective is important. For this reason, courses in Baptist History and Western Civilization are offered.

Each degree-granting program was carefully evaluated in regard to what was needed to adequately prepare students for their specific ministries.

Some courses in General Studies prepare the student for a healthy well-balanced life. Courses, like Math, provide needed practical skills. In some cases, courses have been offered to meet more narrow needs, such as Origins Science.

Regardless of the degree sought, all students entering the ministry need to have a well-rounded education which teaches them basic skills, historical perspective, and an understanding and appreciation of the world about them. We believe that such knowledge and understanding is in harmony with biblical teaching and better prepares the students for effective ministries.

General education courses are integrated with biblical principles allowing students to view knowledge from a holistic theistic worldview.

Department of Communication

The requirements of the Communication Department may be partially or completely met by the equivalent college transfer hours or by the student's proficiency in

the subject. Please see the admissions section of this catalog for further information.

The communication Department exists to train students in effective verbal and nonverbal communication. Effective communication is a skill necessary for Christian ministry. Though the medium and form of communication may vary, students need to be able to write effectively and speak clearly and convincingly before diverse groups and in various situations. The department serves all college programs by providing students with a strong foundation for learning.

Communication – English Courses

GSCE 141. English Grammar and Composition
ACT English score ≤ 20 (or SAT equivalent).
This course covers the basic principles of English emphasizing the following: parts of speech, mechanics, grammar, syntax and spelling. This course provides practice in writing various types of essays. This course must be passed with a grade of C or higher. 3 hours

GSCE 142. English Composition and Research
Prerequisite: ACT English score ≥ 21 or GSCE141.
This course enables students who have completed GSCE 141 to become skilled in writing highly structured compositions. Students consider rhetorical matters and revise and edit to affect a clear, concise style. A satisfactory grade on form and style of the research paper is required for passing the course. 3 hours

GSCE 242. Grammar and Writing in Linguistically Diverse Classrooms
Perquisite: GSCE 142 with a grade of C or higher.
This course includes an in-depth study of grammatical instruction and the mechanics of the English language from a linguistic perspective. These skills are then applied to instructional and writing assignments. This course is presented with an emphasis on the teaching of English to children and adults. 3 hours

Communication – Speech Courses

GSCS 200. Public Speaking
This course develops confidence and competence in public speaking by showing students how to select speech topics, find substantive content, effectively organize speeches, gain and hold attention, and use verbal and nonverbal techniques to enhance the overall effect of the speech. The student learns by a "hands on" approach in giving and evaluating speeches in class. 3 hours

GSCS 212. Readers' Theatre

Prerequisite: GSCS 200.

Lectures, demonstrations, assignments and laboratory experience teach the student the basic theories and techniques of oral reading. Students adapt quality literature and, using a manuscript, communicate the text to an audience through collaborative oral interpretation. 3 hours

Department of Natural and Social Sciences

The Natural and Social Sciences Department exists to provide students a breadth of education through the core curriculum. The department serves all college programs by providing students with a strong foundation for learning.

Natural Science – Math Courses

GSNM 110. Math Foundations.

ACT mathematics score ≤ 18 (or SAT equivalent)

Topics of this study include addition, subtraction, multiplication and division of whole numbers, fractions, ratios, proportions, decimals, graphs, elementary statistics and measurement. Operations involving integers will also be introduced. This course must be passed with a grade of C or higher. 3 hours

GSNM 130. Intermediate Algebra

Prerequisites: ACT mathematics score 19-23 (or SAT equivalent) or GSNM 110.

Topics of study include linear equations, polynomials, polynomial functions, factoring, rational expressions, roots, radicals, quadratic equations and inequalities. 3 hours

GSNM 230. College Algebra

Prerequisite: ACT mathematics score ≥ 24 (or SAT equivalent)

Sets, structure of number system; absolute values, solution sets of linear and nonlinear equations, of systems of equations and of inequalities; relations and functions, graphical representations, progressions, mathematical induction, determinants. 3 hours

Natural Science – Science Courses

GSNS 110. Origins Science

This introductory science course examines the two primary models of origins; evolution and creation. Topics from various fields of study including physics, chemistry, biology, astronomy and earth science will be presented as comparisons are made between the two models. This course will satisfy the general education requirement for non-laboratory science course. 3 hours

GSNS 133. Physical Science with Lab

This course presents an overview of the basic concepts and principles of physics, chemistry, earth science and astronomy and shows how they are related to common everyday experiences. The methods of science, the standards of science and the fundamental laws that govern the universe are also discussed. Laboratory exercises demonstrate some of these concepts. 4 hours (3 lecture –1 lab)

GSNS 222. General Biology with Lab

This course explores the basic principles of life for students who, as informed individuals, need to be aware of the biological aspects of personal and social choices. Cellular biology, together with molecular genetics and molecular biology, are fundamentals of this course. The morphology of plants and animals, their physiology, development and behavior are addressed. Biology as it relates to the population, community, ecosystem and biosphere is also discussed. Laboratory exercises demonstrate some of these principles. 4 hours (3 lecture – 1 lab)

Social Science Courses

GSBP 212. General Psychology

A survey of human behavior from a psychological perspective by examining its history, types of research, theories, definitions of the elements of human development; and principles of emotion, learning, motivation and perception. The Bible will lay a foundation to help understand what God says about man and his behavior and where psychology's view does not coincide with the Bible, psychology must submit to God's Word. (MoSPE Standard 1). 3 hours

GSBP 213. Introduction to Sociology

This course focuses on how society functions and is organized, and how society impacts and influences individual motivation, understanding, action, and well-being. Basic sociological ideas regarding social relations, social interaction, social structure, and social change are examined. Students are introduced to key issues addressed by contemporary sociologists including class, race, gender, sexuality, religion, globalization, education, health care, crime, the media, and the environment within a Biblical perspective. (MoSPE Standard 1). 3 hours

GSBP 214. Introduction to Archaeology

Archaeology, a sub-discipline of anthropology, is the study of human, biological, and material remains for the purpose of reconstructing past cultures and societies. The course introduces students to the study and practice of archaeology as well as explores its diverse relationships with allied disciplines and fields. We will explore the early history and background of archaeology, as well as discuss advances in methods of excavation, analysis and interpretation through contemporary times. Worldwide

case studies and applications of archaeological methods will be emphasized on both a regional and temporal basis and span the entire period of human existence and will be taught within a Biblical perspective. (MoSPE Standard 1). 3 hours

GSBP 314. Introduction to Anthropology

This course provides an introduction to anthropology, the study of human beings across the globe today and as they existed deep into the far reaches of the past. In this course you will receive a general introduction to the four fields of anthropology, cultural anthropology, archaeology, physical anthropology, and linguistics, that looks at how anthropologists study cultural and physical aspects of humankind. We will explore a range of societies and methods that anthropologists study. This course covers such topics as economic systems, population dynamics, kinship, political systems, religion, art, medicine, as well as globalization, power relations and ethics within a Biblical perspective. (MoSPE Standard 1). 3 hours

GSBP 333. Lifespan Development

This course is a study of human lifespan development, including the physical, emotional, cognitive and social developments and changes from conception through death. This course will familiarize the student with the human developmental process and is valuable in understanding and optimizing life at each age level from conception to death. (MoSPE Standard 1). 3 hours

Social Science - Physical Education Courses

GSPE 300. Varsity Volleyball

This course is for varsity volleyball players. 1 hour

GSPE 320. Varsity Basketball

This course is for varsity basketball players. 1 hour

Social Science – Philosophy Courses

GSPH 130. Introduction to Philosophy

This course is designed to provide students an introduction to the terminology, problems, issues, as well as to some of the most influential individuals within the field of study known as philosophy. The course will also involve critical thinking as it relates to understanding the implications of the various concepts under discussion within the course from a biblical perspective. 3 hours

Social Science – Geography Courses

GSSG 111. World Geography

An examination of the world's geographic regions focusing on the location of Earth's major physical features, human populations and cultures, and their interaction. Topics include natural systems, globalization, ethnic and

geopolitical conflicts, and human impacts upon the environment. This course provides both an introduction to geography as a discipline and a basic geographic foundation for those interested in current international issues, politics, history and public affairs. (MoSPE Standard 1). 3 hours

Social Science – History Courses

GSSH 102A. US History I

This course is a survey of American History, including the discovery of the New World, the settlement of the New World by the Europeans, life in the colonies, the American Revolution, the founding of our nation, the expansion westward, the nation divided by the Civil War and the Reconstruction period. (MoSPE Standard 1). 3 hours

GSSH 133. Christian World View in Contemporary Culture

This course encourages the student to recognize the importance of maintaining a consistent biblical worldview in spite of contrary philosophical and cultural influences in the 21st century. The student is encouraged to develop a deeper understanding of the role of a Christian perspective in evaluating philosophical perspectives in a postmodern age. 3 hours

GSSH 200. History of Western Civilization

Upon completion of this course, the student should be able to better understand the major events throughout European history. The ultimate fall of Rome led to a vacuum in Europe that resulted in the Middle Ages. Our objectives will be to review this period, and the resulting Renaissance and Reformation, politically, economically, theologically, and individually as these elements interact with one another and frame the events of the past. Ultimately, we will attempt to trace the development of modern civilizations, particularly where it deals with our Western culture. Our entire reconstruction will be based upon our Biblical Worldview. 3 hours

GSSH 201. US History II

This class will survey the history of the United States after the Reconstruction period to the present. Periods to be considered will include The Gilded Age through end of the Nineteenth Century, Progressivism through World War II, and the Cold War until the present. (MoSPE Standard 1). 3 hours

GSSH 202. History of Western Civilization I

A survey of the social, political, economic, cultural, religious, and intellectual history of Europe and the Mediterranean world from human origins to the 10th century. Themes that should be addressed in Western Civilization I include the cultural legacies of Mesopotamia, Egypt, Greece, Judea, Rome, Byzantium, Islamic civilizations, and Europe through the Middle Ages. (MoSPE Standard 1). 3 hours

GSSH 223. History of Baptists

This course is designed to introduce the nonconformist history of believers throughout the Church Age, ultimately developing into traditional Baptist history. The course will emphasize the doctrinal distinctives that have identified historical Baptists. There will also be an introduction to the development of the Fundamentalist tradition that resulted in Baptist groups forming such as the Baptist Bible Fellowship International (BBFI). 3 hours

GSSH 302. History of Western Civilization II

A survey of the social, political, economic, cultural, religious, and intellectual history of Europe and the Mediterranean world from the 11th century to the modern era. Themes that should be addressed in Western Civilization II include the Renaissance and Reformation, absolutism and constitutionalism, growth of nation states, the Enlightenment, revolutions, classical liberalism, industrialization, imperialism, global conflict, the Cold War, and globalism. (MoSPE Standard 1). 3 hours

GSSH 303. Ancient Civilizations

This course is a survey of the political, economic, social, and cultural development of World Civilizations from the origins of these complex cultures in the Neolithic era to the emergence of the West in the fifteenth century. We will cover the ancient civilizations and societies that have influenced much of the modern world including Ancient Mesopotamia, Ancient Egypt, Ancient Persia, Ancient Israel and Judaism, Ancient Greece and Athenian Democracy as well as philosophy; Ancient Rome; the rise of Christianity, Ancient India, Africa, China, and the Americas. (MoSPE Standard 1). 3 hours

GSSH 304. Twentieth Century Europe

This course examines the history of Europe in the twentieth century. The course is designed to explore the themes of the Belle Époque, World War One, the development of Fascism, the Russian Revolution and Soviet domestic policies, Nazism, the Holocaust, World War Two, the Marshall Plan, Cold War Europe, decolonization, challenges to the old order, the collapse of Communism, the European Union, social change in late 20th century Europe, and the revolutions of 1989. (MoSPE Standard 1). 3 hours

GSSH 305. Colonial America

This course explores the history of the social, cultural, and political developments in the British North American colonies from the first contact between indigenous and colonizing cultures to the eve of the American Revolution. A thematic exploration into some of the important historical problems during the Colonial Era will be investigated. Many of those problems remain central to the history of American life and culture: the origins of slavery; the origins of capitalism, consumerism, and

religious revivalism; as well as the future of indigenous peoples amid a migrating and colonizing people of European ancestry. To understand how America's current balance among national law, local community practice, and individual freedom of belief evolved, it's helpful to understand some of the common experiences and patterns around religion in colonial culture during the period between 1600 and 1776. Christian religious groups played an influential role in each of the British colonies, and most attempted to enforce strict religious observance through both colony governments and local town rules. (MoSPE Standard 1). 3 hours

GSSH 306. US Civil War Era

This course explores the causes, course, and consequences of the American Civil War, from the 1840s to 1877. The primary goal of the course is to understand the multiple meanings of a transforming event in American history. Those meanings may be defined in many ways: national, sectional, racial, constitutional, individual, social, intellectual, or moral. Four broad themes are closely examined: the crisis of union and disunion in an expanding republic; slavery, race, and emancipation as national problem, personal experience, and social process; the experience of modern, total war for individuals (gender and the role of women in the war) and society with the shifts in American labor; and the political and social challenges of Reconstruction. Religion in the Civil War from a northern and southern perspective will also be discussed. (MoSPE Standard 1). 3 hours

GSSH 307. The American Presidency

This course examines the American Presidency from different perspectives. First, it considers the creation of the presidency, "the executive power" in the Constitution. Second, it surveys the institutional development of the presidency and executive branch from the late 1700s through the present. Individual presidents will be studied to understand not only their own times but also salient issues with which they are associated (Jefferson and Adams with the rise of parties; Andrew Johnson with impeachment; etc.). We will also deal with the issue of the nomination and election of presidents and presidential governance in relation to the public, the mass media, Congress, other executive branches, and the Judiciary. Lastly, we will look at how presidents engage and exert power in making domestic, economic, and foreign policies. (MoSPE Standard 1). 3 hours

Social Science - Political Science Courses

GSSP 330. US Government

This course studies the philosophy, structure, and operation of American government from a national, state, and local perspective. (MoSPE Standard 1). 3 hours

GSSP 401. State and Local Governments
This course examines the primary elements of the governments and politics of the American states and take a look at the basics of local government in the US. We will use examples from Missouri and its surrounding states when and where appropriate. (MoSPE Standard 1). 3 hours

Department of Languages (Foreign Language Institute at MSU Articulation Agreement)

Baptist Bible College has an articulation agreement with Missouri State University (MSU) which provides opportunity for BBC students to enroll and attend the Foreign Language Institute. BBC students complete the Foreign Language Institute Tracking Course Enrollment form (available at the BBC Registrar's office), register for the desired course(s), and are charged BBC tuition and fees which apply as part of the regular enrollment processes. Course availability is subject to demand based upon Missouri State University (MSU).

Arabic (ARB) Courses

ARB 101 Elementary Arabic I

Develop proficiency in the four communication skills: listening, reading, speaking, and writing. These skills are essential for effective communication in the target language. Credit by examination is available. 3 hours

ARB 102 Elementary Arabic II

Prerequisite: ARB 101 with a C or better.

Develop additional proficiency in the four communication skills: listening, reading, speaking, and writing. These skills are essential for effective communication in the target language. Credit by examination is available. 3 hours

Chinese (CHI) Courses

CHI 101 Elementary Chinese I

Essentials of grammar through aural-oral practice, dictation, reading and writing. Course conducted in Mandarin Chinese as far as practicable. 3 hours

CHI 102 Elementary Chinese II

Prerequisite: CHI 101 with a C or better.

Continuation of CHI 101. 3 hours

French (FRN) Courses

FRN 101 Elementary French I

Essentials of French language emphasizing the development of speaking, listening, reading, and writing within a culturally relevant context. Credit by Examination is available. 3 hours

FRN 102 Elementary French II

Prerequisite: FRN 101 with a C or better.

Continuation of FRN 101. Credit by Examination is available.

German (GRM) Courses

GRM 101 Elementary German I

Develop proficiency in the four communication skills: listening, reading, speaking and writing. These skills are essential to effective communication in the target language. Credit by Examination is available. 3 hours

GRM 102 Elementary German II

Prerequisite: GRM 101 with a C or better.

Develop additional proficiency in the four communication skills: listening, reading, speaking, and writing. These skills are essential to effective communication in the target language. Credit by Examination is available. 3 hours

Italian (ITL) Courses

ITL 101 Elementary Italian I

Essentials of Italian Language emphasizing the development of speaking, listening, reading, and writing within a culturally relevant context. 3 hours

ITL 102 Elementary Italian II

Prerequisite: ITL 101 with a C or better.

Continuation of ITL 101. 3 hours

Japanese (JPN) Courses

JPN 101 Elementary Japanese I

Essentials of grammar through aural-oral practice, dictation, reading and writing. Course conducted in Japanese as far as practicable. 3 hours

JPN 102 Elementary Japanese II

Prerequisite: JPN 101 with a C or better.

Continuation of JPN 101. 3 hours

Korean (KOR) Courses

KOR 101 Elementary Korean I

This course is the first part of the introductory sequence in Korean language and culture. Students acquire novice-level communicative proficiency in the interpersonal, interpretive and presentational modes as well as an understanding of perspectives, products, and practices of Korean culture. 3 hours

KOR 102 Elementary Korean II

Prerequisite: KOR 101 with a C or better.

This course is the second part of the introductory sequence in Korean language and culture. Students reinforce novice-level communicative proficiency and begin to develop intermediate-level skills in the interpersonal, interpretive, and presentational modes while deepening their understanding of Korean culture. 3 hours

Portuguese (PTG) Courses

PTG 101 Elementary Portuguese I

Develop proficiency in the four communication skills: listening, reading, speaking, and writing. These skills are essential to effective communication in the target language. 3 hours

PTG 102 Elementary Portuguese II

Prerequisite: PTG 101 with a C or better.

Develop additional proficiency in the four communication skills: listening, reading, speaking, and writing. These skills are essential to effective communication in the target language.

Russian (RUS) Courses

RUS 101 Elementary Russian I

Essentials of grammar through aural-oral practice, dictation, reading, and writing. Course conducted in Russian as far as practicable. 3 hours

RUS 102 Elementary Russian II

Prerequisite: RUS 101 with a C or better.

Continuation of RUS 101. 3 hours

Spanish (SPN) Courses

SPN 101 Elementary Spanish I

Develop proficiency in the four communication skills: listening, reading, speaking and writing. These skills are essential to effective communication in the target language. Credit by Examination is available. 3 hours

SPN 102 Elementary Spanish II

Prerequisite: SPN 101 with a C or better.

Develop additional proficiency in the four communication skills: listening, reading, speaking and writing. These skills are essential to effective communication in the target language. Credit by Examination is available. 3 hours

Board of Trustees*

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**As of September 2021*

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Division Chair of Online Education

Division Chair of Ministry Studies

Division Chair of Professional Studies

Division Chair of General Studies

Director of Library Services

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Shannon Mulford

Jason Todd

Penny Evans

Brian Rains

Chris Williams

Randy Bates

Darin Meinders

Chaneika Polk

Bill Levergood

Tina Ebert

Kelly Anderson

Faculty

RAYMOND ADAMS (1979) BA, Baptist Bible College, 1977; MA, Southwest Missouri State University, 1980; MA, Southwest Missouri State University, 1996.

TERRY ALLCORN (1990) BS, Baptist Bible College, 1977; MA, Southwest Missouri State University, 1980.

CHRISTOPHER BECK (1991) BA, Baptist Bible College, 1984; MA, Southwest Missouri State University, 1992; PhD, Regent University, 2004.

DANA BECK (2019) BS, Southwest Baptist University, 1989; MA, Southwest Missouri State University, 1996.

JULIE BECK (1986) BS, Baptist Bible College, 1983; MEd, Drury College, 1992.

DAVID BOTTS (2015) BA, Baptist Bible College, 2012; MABS, Baptist Bible Theological Seminary, 2015; M.Div., Baptist Bible Theological Seminary, 2016.

LISA BROWN (2016) BS, Missouri State University, 1983; ME, Evangel University, 2001.

DIANA BYRD (2018) BS, Southwest Missouri State University, 1980; MS, Southwest Baptist University, 1999; S Ed, St. Louis University Educational Leadership with an emphasis on Administration, 2005; Ed D, St. Louis University Educational Leadership with an emphasis on Administration, ABD.

KEVIN CARSON (1999) BS, Baptist Bible College, 1994; BA, Baptist Bible College, 1995; MA, Baptist Bible College, 1996; M.Div., Baptist Bible College, 1997; D.Min., Westminster Theological Seminary, 2004.

MICHAEL DOVE (1989) BS, Baptist Bible College, 1989; MME, University of Missouri Kansas City, 1995; PhD, University of Kansas, 2009.

CRAIG DUNNING (2016) BS, Arlington Baptist College, 1983; MA, Jerusalem University College, Israel, 1994; PhD, University of Pretoria, South Africa, 2014.

TOMMY DYE (2010) BA, Baptist Bible College, 1989; ME, Evangel University, 2013.

JOSHUA ERISMAN (2012) BS, Missouri State University, 2008; MACM, Midwestern Baptist Theological Seminary, 2011.

CYNTHIA EVANS (2019) BS, Baptist Bible College, 1983; M.Ed., Drury University, 1994; Ed.D., University of North Texas, 2001.

TAMMY FLOWERS (2021) BS, Missouri Western State University, 2001; M.Ed., William Woods University, 2006.

JANET GAGNON (2019) BA, Oral Roberts University, 1981; M.Ed., Missouri State University, 1995.

KYLE GANGEL (2011) BA, Baptist Bible College, 2008; M.Div., Baptist Bible College, 2012.

PAMELA GANNON (2019) BS, Calvin College, 1982; MABC, Faith Bible Seminary, 2011; Certified Biblical Counselor, ACBC; Registered Nurse, RN)

GINA GREEN (2022) BS, Missouri State University, 1991; M.Ed., Missouri State University, 1998.

CHADD HARKRIDER (2022) BS, Baptist Bible College, 2005; MAOL, Baptist Bible Theological Seminary, 2022.

NATHANIEL HARMON (2010) BA, Baptist Bible College, 1999; MA, Liberty Baptist Theological Seminary, 2016.

RANDY HARP (2011) BA, Baptist Bible College, 1999; MAR, Liberty Baptist Theological Seminary, 2008; M.Div., Liberty Baptist Theological Seminary, 2009; D.Min., Southwestern Baptist Theological Seminary, ABD.

CHARLES HODGES, JR (2012) BA, Indiana University, 1972; MD, Indiana University School of Medicine, 1975; MA, Liberty University, 1989; MRA, Liberty University, 2002.

SCOTT HUDGINS (2018) BA, Baptist Bible College, 1998; MA, Columbia International University, 2004.

KIMBERLY JANSON (2018) BS, Baptist Bible College, 2010; ME, Evangel University, 2015; TESOL Certification, 2015.

JON JONES (2006) BS, Baptist Bible College, 2000; MLIS, Valdosta State University, 2014.

TAL A. KROLL (2019) BS, Southwest Baptist University, 2001; MA Missouri State University, 2010; CPA.

RUTH MADEWELL (2022) BA, Pacific Coast Baptist Bible College, 1992; M.Ed., Maranatha Baptist University, 2020; Graduate Certificate in English, Maranatha Baptist University, in progress.

JOSHUA MATTHEWS (2018) BA, Baptist Bible College, 2001; M.Div., Baptist Bible Theological Seminary, 2007; Certified Biblical Counselor, ACBC.

JACQUILYN MCGUIRE (2014) BS, Baptist Bible College, May 2010; ME, Evangel University, 2015.

DANNY MCNAMARA (2020) BA, Northland Baptist Bible College, 2002; MA, Grace Theological Seminary, 2011; Th.M., Midwestern Baptist Theological Seminary, 2019; PhD, Midwestern Baptist Theological Seminary, 2019.

DARIN MEINDERS (2019) BS, Central Missouri State University, 1991; M.Ed., William Woods University, 2000.

BARBARA MILIONI (2022) BS, Baptist Bible College, 1988; MAOL, Baptist Bible Theological Seminary, 2021.

MARY MIXON (2016) BS, Baptist Bible College, 2007; ME, Drury University, 2009.

STEVEN MOWRIS (2007) BS, Baptist Bible College, 1977; MS, Missouri State University, 1988.

SHANNON MULFORD (2017) BA, Baptist Bible College, 2017; MA, Baptist Bible Theological Seminary, 2019; D.Ed.Min., Midwestern Baptist Theological Seminary, in progress.

BENJAMIN NEWHOUSE (2022) BS, University of Tulsa, 1996; JD, University of Tulsa – College of Law, 2000.

DIANNA PARKER (2021) Certificate in Accounting and Data Processing, Truman State University; BS, Drury University; MBA, Missouri State University; Graduate Certificate in Institutional Research, University of Missouri-St. Louis; PhD, University of St.Louis-Missouri.

BLAKE PETERSEN (2017) BM, Evangel University, 2014; M.Ed., Evangel University, 2019.

WILLIAM PIATT (2005) BS, Baptist Bible College, 2004; Fellow, Association of Certified Biblical Counselors, 2006; M.Div., Baptist Bible College, 2009.

TIM ROGERS (2020) BS, Evangel University, 1997; MBA, University of North Dakota, 2002; Ed.D., Lindenwood University, 2016.

RACHEL SNYDER (2021) BS, Baptist Bible College, 2007; M.Ed., Southwest Baptist University, 2018.

JASON TODD (2021) BS, Baptist Bible College, 1994; MA, Louisiana Baptist University, 2000; MAOL, Baptist Bible Theological Seminary, 2021.

On-Campus Program Tuition & Fees – 2022-23

The academic year runs from July 1st to June 30th of the following year.

Undergraduate Tuition:

- **Part-time (1-11 credit hours):** \$610.00 per credit hour
- **Full-time (12-18 credit hours):** \$7,345.00 per semester block rate
- **Over 18 credit hours:** \$490.00 per credit hour

Undergraduate Student Fees:

- **Part-time Student Fee (1-11 credit hours):** \$400.00 per semester *
- **Full-time Student Fee (12-18 credit hours):** \$500.00 per semester *
- **Graduation Fee:** \$300.00

** The comprehensive undergraduate student fee includes library, technology, student life, security, and vehicle registration fees. However, it **does not** include course/lab fees. The course schedule lists the online fee and specific course/lab fees. Students have access to the course schedule in advance of registration.*

Room and Board:

- **Room and Board:** \$3,990.00 per semester (Double Occupancy)
\$4,690.00 per semester (Single Occupancy)
- For more information on housing go to: gobbc.edu/admissions/student-housing/
- For more information on Dining Services go to: gobbc.edu/students/dining-services/

Miscellaneous Fees (charged when applicable):

- Course Fees: \$10.00 – \$240.00 per course (see the [2022-23 Course Fee List](#) for applicable courses and fees)
- Education Test Fees (MoGEA, MoCA, etc.): \$88.95 – \$275.00 (varies based upon test)
- Library Overdue Fines & Charges: Varies (see the [G.B. Vick Library Policies](#) webpage for additional details)
- Security & Vehicle Fines: \$35.00 – \$100.00 per citation (see the [Security Procedures 2022-23](#) document on the [BBC Security](#) webpage for additional details)
- Vehicle Ticket: \$35.00 – \$60.00
- Boot Lock: \$100.00
- Campus ID/FOB Replacement Fee: \$25.00
- Student Life & Honor Code Violation Fines: Varies (see the [Student Handbook](#) pages 28 and 41 for additional details)

- Checkout Fee (failure to follow proper dormitory checkout policies and procedure): \$75.00 (page 28, Student Handbook)
- Dormitory Cleaning Fee (personal items left in dormitory): \$75.00 (page 28, Student Handbook)
- Dormitory Damage Fee: Varies based upon damage estimate (page 28, Student Handbook)
- Honor Code Violation: \$5.00 – \$100.00 (page 41, Student Handbook)
- Key Replacement Fee (dormitory): \$40.00 (page 28, Student Handbook)
- Key Replacement Fee (mailbox): \$5.00
- Property Damage Fee (campus or apartments): Varies based upon damage estimate

Financial Policies:

- Payment plans are available for the academic year in which the courses occur (typically 12 months).
- All charges (tuition and fees) will be due on August 12, 2022 for the Fall semester and January 13, 2023 for the Spring semester.
- Any student account that has any remaining balance over \$300 that cannot be paid by the dates above, must be placed on a payment plan. Payment plans will be by semester (Fall: Aug – Dec) (Spring: Jan – May). Any other payment plan arrangements must be approved by the Finance Department.
- Any withdrawal or dismissal after August 19, 2022 for the Fall semester and January 20, 2023 for the Spring semester will result in charges (including Room & Board) being assessed to the student account (**no refunds/credits**).
- If a student decides to transition from a traditional (on-campus) program to the online program, the student will be required to have their balance from the previous term paid in full before starting the next term.
- If a student decides to transition from a traditional (on-campus) program to the online program, **scholarships awarded for on-campus degree programs may not be applied to online degree programs.**
- BBC encourages you to make all payments for your payment plan by EFT or Credit Card (through Populi). All payments will be due on the 20th of each month for the duration of the payment plan. There will be a **\$75 payment plan fee** assessed for each term a payment plan is needed. Any payment that is returned for insufficient funds will be assessed a \$30 service fee.
- There will be a **\$30.00 late payment fee** for each late payment. **If at any time a payment is more than 7 days late, there will be a 1.5% monthly interest charge on the remaining balance for the remainder of the payment plan.**
- There will be a **3% convenience fee charged on all debit/credit card payments.**

- A student receiving Veteran's benefits who experiences a delay in his first benefit check (first term only) must make financial arrangements with the Director of Student Finance regarding payment of his account [Title IV Return and Withdraw Policy](#).

For more information on Tuition and Fees, see the [Tuition & Fees 2022-23](#) webpage.