

A Message from the Academic Dean

Thank you for requesting our catalog.



Choosing the right college for your education is vital. Our desire at Whitefield is to offer you a sound, explicitly Christian, undergraduate education, at home. For many, this is a new concept, even for those who have enjoyed their high school years as home school students. "Surely," some might say to you: "Everyone goes 'off to college.' Why should you consider a home school college?"

The answers are as varied as the students we presently have enrolled. The most important reason is to guarantee a Christian Education from a total Biblical worldview.

Quality Christian education has been on the decline in America and elsewhere since the latter part of the nineteenth century, and many of the colleges and universities established to provide a solid Christian education have been subsequently compromised. These institutions, while remaining evangelical, have abandoned the distinctives of the Reformation. Students attending such colleges can find themselves on the defensive against tenured professors and politically correct policies that ridicule their faith, and penalize their adherence to the historical fundamental doctrines of Christianity. Whitefield students have no such concerns. They enjoy a historically grounded education rooted in the Scriptures.

For many students the ability to study at their own pace, in their own homes and surroundings, while continuing in the nurture and fellowship of their family and church, proves to be the final factor in the decision to study with Whitefield. Over the past twenty eight years, we have developed a proven system of education by utilizing audio lectures, reading, and writing, that offers a student excellent scholastic progression, and genuine growth in spiritual understanding.

Whitefield College students are individuals committed to achieving an excellent education in preparation for the vocation God has laid upon their hearts. Some of our students are preparing themselves for seminary and eventual service as pastors, missionaries, or counsellors, while others are focusing on teaching roles either in the classroom or at home. All Whitefield students desire to work at a pace, in a style, and on courses that prepare them for their calling.

Whether working with the College administration, or interacting with other students via the Internet or telephone, you are not alone. There is an increasing community of Whitefield students--students just like you, who are experiencing the blessings and enjoyment of achieving their academic goals by studying at home while making friends across the nation.

My prayer is that we may be able to "Bring College Education Home to You." I look forward to welcoming you to the Whitefield "family" of students.

A handwritten signature in black ink, appearing to read "D. Randall Talbot".

Rev. Dr. Randall Talbot
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2009-2010 Edition

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Introduction

History
 Vision
 Biblical and Theological Foundation
 Statement of Faith

History

Whitefield College functions under the auspices of Whitefield Theological Seminary, Lakeland, Florida, as its undergraduate degree program.

The college and seminary derive their name from the great eighteenth-century English revivalist, Rev. George Whitefield, a man of true compassion, who quite literally expended his life preaching the gospel of Jesus Christ whom he loved passionately. Reformed in his theology, he was one of the major influences of his time, as he traveled throughout Great Britain, Ireland, and America.

In an era when crossing the Atlantic Ocean was undertaken cautiously, and at great risk, Whitefield traversed the ocean thirteen times. On his seven trips to colonial America during the "Great Awakening," he was greatly used by God to counter many of the extremes of that movement, as well as to bring thousands to a saving faith in Christ. While in America, he labored diligently, often preaching three or more times a day. It is estimated that during his fifty-six years of life, George Whitefield probably preached over thirty thousand times! He had a special ministry for children, and saved his income to bring Christian school teachers to the southern colonies, where he also started an orphanage.

Whitefield College was established in 1980 in the state of Florida as an off-campus study program. The college provides an educational opportunity for students who desire a distance learning degree program. For a number of years, Whitefield has worked with Christian Liberty Academy School System (CLASS) of Arlington Heights, Illinois, to

offer higher education to their graduates. The governing board of CLASS provides logistical and administrative support, and serves in an advisory capacity to the college.

Vision

We are experiencing a crisis in higher education today. The crisis is theological and ethical. Secular institutions (and this includes a large number with a Christian heritage) have rejected, consciously or unconsciously, the absolute truth of the Bible and the sovereign Lordship of Christ Jesus. Secular academe so often delights in turning students received from Christian homes against the faith, and often views Western, Christian culture as an embarrassment and the antithesis of goodness, modernity, and progress.

Tragically, in the "religious" sphere, the situation is not much better despite the valiant efforts of a handful of faithful institutions that carry the banner for their own groups or denominations. Many so-called "Christian colleges" pay homage to the Bible but operate contrary to its direction by maintaining a strict separation between biblical teaching and so-called "secular" disciplines. They may talk of a Christian worldview but fail to define such a view in terms of the only reliable standard—the Word of God—or they promote dogmas which are opposed to the development of a unified biblical perspective.

Furthermore, there is a scarcity of educational institutions strongly committed to the biblical faith of the Reformation and all of its implications. The doctrines of God's sovereign grace, and its social consequences have long been neglected as the foundational and fundamental components of true knowledge and wisdom.

Whitefield College is an antidote to what one man called "this poisonous environment." Our goal is to provide a consistently Reformed alternative to the modern chaotic, ethically devoid educational establishment, full of secularism, liberalism, synthesis, Christian surrender, and ignorance. We trust you will embrace our vision and join us in recognizing that quality higher education can be "nontraditional." Scripture teaches that the Lord Jesus Christ and His Word are the beginning of wisdom; it is our commitment to this truth that makes Whitefield College a school to seriously consider.

We seek to equip our graduates with the skills necessary for them to take their places in the home, church, or nation, and to bring all things under the crown rights of Jesus Christ.

Biblical and Theological Foundation

Whitefield College stands in the tradition of the great American Christian colleges and universities. We affirm the perspective of the first American college (Harvard), which established this standard:

Let every student be plainly instructed and earnestly pressed to consider well, the main end of his life and studies is, to know God and Jesus Christ, which is eternal life, and therefore to lay Christ in the bottom, as the only foundation of all sound knowledge and learning. And seeing the Lord only giveth wisdom, let every one seriously set himself to prayer in secret to seek it of Him.

The founders of Harvard, and other faithful educators through the ages, understood that man does not discover truth; it is revealed to him (Matthew 16:17). Today's secular world teaches the opposite—truth is “discovered,” especially within oneself. Christians understand, however, that unless God the Father reveals Christ to us, we search for truth in vain, for He is the Truth, and His Word is the Word of Truth. The Holy Scripture is the only infallible guide for faith and practice, and through it God speaks to all areas of life, both the so-called “secular” and sacred, the civil, the ecclesiastical, the individual, the community, the family and the nation.

Whitefield College was established out of a desire to train students in a Christian or biblical world and life view. As noted, Christians are people of the Book. God's Word is Truth and, therefore, it is the foundation of true education. Christians are not to imbibe the relativistic standards of the day, but are to be transformed by the renewing of their minds as they study, understand, and meditate upon the Holy Scriptures (Romans 12:2). Thus, the center of the curriculum is the Bible. It is the standard for every discipline and the touchstone of truth for every subject. In short, the Bible is the foundational textbook of Whitefield College, against which, all other teaching must be measured.

The combination and utilization of audio lectures by scholarly Christian professors, text books that explain and explore the subject matter under discussion from a technical and biblical perspective, and writing assignments that require the student to express what they are learning, enables Whitefield College to offer quality Christian education to students seeking individual and flexible study schedules, rather than a regulated campus program. Such flexibility makes Whitefield the ideal college choice for graduates of home schools and Christian schools.

Statement of Faith

Because of its commitment to the Bible as the standard of education, Whitefield College desires to interpret it in line with the faith of the Reformation. Reformers such as Beza, Bucer, Calvin, Knox, and Zwingli sought to reform the church and society according to the Word of God and stressed the principles of sola scriptura (from the Scriptures alone), soli Deo gloria (to God's glory alone), sola gratia (by God's grace alone), solo Christo (through Christ alone), and sola fide (by faith alone).

In more recent history, men such as Jonathan Edwards, George Whitefield, Charles Spurgeon and others have believed and taught these same doctrines of grace. These principles distinguish counterfeits from consistent biblical Christianity, the central concept of which, is the sovereignty of the Triune God in creation, in the Fall, and in redemption.

Whitefield College maintains that the Holy Scriptures are the inerrant and authoritative Word of God. Additionally, Whitefield holds to the Westminster Standards (Westminster Confession of Faith [1647] and the Larger and Shorter Catechisms) as subordinate to the Scriptures, yet as an accurate expression of biblical teachings concerning the Christian life, faith, and practice. The interpretation of the Bible by the Reformers, and the historic creeds and confessions of the Reformation, continue to help us interpret the Bible today. We recognize also the Three Forms of Unity (Belgic Confession, Canons of Dordt and Heidelberg Catechism), the Second Helvetic Confession and other Reformed confessional standards.

Whitefield College accepts students from various denominations and independent churches. A student need not be in complete agreement with the college's doctrinal standards to be admitted as a student; however, he must agree to study the assigned material, and to complete the writing assignments in a non-contentious spirit of Christian humility and a desire to learn.

Among the theological beliefs to which we are committed are the inerrancy of the sixty-six books of the Holy Scriptures, the Trinity of God, the sovereignty of God, creation in six days of twenty-four hours, man created in the image of God, providence, God's covenant with man, the imputation of Adam's sin, total depravity, the abiding validity of the law, the substitutionary satisfaction of Christ on the cross for His people, regeneration, justification by faith, progressive sanctification, the church as the body of Christ, the preservation of the saints, the final victory of the kingdom of Christ, and the final bodily return of Christ.

General Administration

Method of Study
 Recognition and Accreditation
 Transfer of Credits
 Admission
 Administration and Faculty
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Method of Study

Whitefield College's external study courses employ a tried and proven method of study that offers a rigorous yet interesting method of acquiring knowledge. We seek to take increasing advantage of the swift communication and information systems available via email and the Internet. Students utilize combinations of reading, lectures (using CDs or audio tapes), and research in their different courses. As is unique to the home school college approach, students are able to study at their own pace and in whatever location is convenient, be it home, work, or during travel.

Typically, courses require listening to and summarizing a series of lectures, reading and reporting on one or more text books, and writing a research paper covering a topic in that field of study. Some programs require the completion of practicums. A detailed syllabus is sent with each course, giving course-specific instructions. Because the college's knowledge of work completed by the student can only be assessed by what is submitted, a booklet, *How to Complete and Submit Course Work*, is provided that lays out expectations and provides examples of work.

Although the college does not provide tutors, students are encouraged to locate Christian professionals who are skilled in their own areas of study, and to interact with them about their course work. Often, a student's pastor will allow access to his library for reference and research, and will be able to offer valuable advice and insight. If students have questions relating to the course, they may call the college and speak with a member of the academic staff.

Online Campus

We are continually developing our online campus, where students are able to place orders for courses and books, locate Internet resources via the Whitefield Online Library, submit completed course work, and make contact with one another using chat rooms and forums. Students may also check their grades and read their grader's reports on the submissions. Each student is assigned a college email address that may be used while they are active students.

Course Work Submission

In order to enable course work to be graded promptly, thus ensuring that students have swift feedback on their academic progress, students submit completed course work using our Internet based course-submission technology. Files for each element of the course (lecture and book summaries, and research paper) are sent through the Internet over a secure encrypted connection to our offices. Once received, course work is graded and a grade report posted in our secure server where students are able to retrieve them using their assigned username and password.

Computers

Students should equip themselves with an up to date computer that is capable of accessing the Internet, receiving and sending email, and playing lecture CDs. (Either a P.C. or Mac is acceptable). We strongly recommend that students use Microsoft Word to complete their course work, and if possible, have a Bible program such as "Logos/Libronix" or "Quickverse."

Recognition

Whitefield College is a founding member of the American Federation of Colleges and Seminaries (AmFed), and is an Association of Christian Schools International (ACSI) Recognized College.

AmFed has established a quality educational standard in post-secondary education for evangelical colleges and seminaries that do not seek secular accreditation. AmFed is not approved as a United States Department of Education (USDOE)-recognized accrediting agency. The Florida State Board of Independent Colleges and Universities (SBICU) has designated AmFed as an approved educational agency for the purpose of assuring conformity with the statutory requirements that mandate the disclosure of consumer-type information. As such the Federation represents and evaluates religious post-secondary institutions for 'authorization to grant degrees' in the State of Florida.

Whitefield College was authorized to grant degrees by The State Board of Independent Colleges and Universities in the State of Florida and continues as a registered degree granting institution with the Florida Commission for Independent Education. The College has also been approved by the Reformed Presbyterian Church General Assembly as a post-secondary institution for the training of individuals for Christian vocations or service within the Church or family. Whitefield is recommended and supported by the Christian Liberty Academy School System (CLASS), of Arlington Heights, Illinois.

One of the primary reasons an institution seeks accreditation by a government agency, or a private agency approved by the (USDOE), is to receive federal and state funding. AmFed and all of its member institutions accept neither federal nor state funding, believing that to do so would create state entanglement in religious education. Consequently, Whitefield College has never sought, nor will seek, government sponsored accreditation.

Students taking the Education program may qualify for teaching certification with ACSI upon graduation. See page 15 for more details.

Transfer of Credits

While the college has had students transfer to other institutions, the issue of transferring credits is left to the receiving institutions. The United States Department of Education (USDOE) wrote the following in their publication on accreditation:

Accreditation does not provide automatic acceptance by an institution of credit earned in another institution...[A]cceptance of students or graduates is always the prerogative of the receiving institution...[F]or this reason... students should take additional measures to determine, prior to enrollment, whether or not their educational goals will be met through attendance at a particular institution. These measures should include inquiries to institutions to which transfer might be desired.

All degree programs of Whitefield College are intended for religious training in vocations of Christian service, and are taught from a Christian world and life view.

Whitefield students have transferred credits to the following regionally accredited colleges, among others:

Dordt College, Sioux Center, IA
 Liberty University Law School, Lynchburg, VA
 Mid-America Reformed Seminary, Dyer, IN

Philadelphia Biblical University, Langhorne, PA
 St. Thomas College, Minneapolis MN
 Trinity International University, Deerfield, IL.
 Viterbo University, La Crosse, WI
 Wheaton College, Wheaton, IL
 Northwestern College, St. Paul, MN

Admission

Whitefield College is specifically focused on providing quality Christian education. Whitefield admits students without regard to sex, race, color, or nationality, however, Whitefield College reserves the right to deny admission to any student for any reason it deems adequate. The only condition upon students other than the requirements listed below is their interest in the type of education offered. Entrance into the Whitefield College program is a privilege, not a right.

Qualifications For Admission:

Admission is available to those who have:

1. Graduated from high school (home school, Christian, or public), and achieved at least a 2.5 GPA on a four point scale, or passed the GED. Students outside the USA must provide evidence of equivalent academic attainment.

High school curriculum requirements for homeschool applicants are identical to the requirements for all other applicants. They are as follows:

English, 4 units
 Mathematics, 3 or 4 units
 Science, 3 or 4 units
 Social Studies, 3 or 4 units
 Foreign Language, 2 or 3 units of same language (this is preferred but not mandatory)

2. Although ACT or SAT examinations are not required for admission, we encourage students to take these examinations as they provide an objective evaluation of academic ability. Scoring well in either exam should give students confidence that they are suited for college, and can handle the academic load.
3. Fluency in reading, writing and speaking the English language.

4. Provided a favorable recommendation from a minister, pastor, or church elder.
5. Submitted an Application for Admission along with the \$35 Application fee.

Students who do not fully meet the academic requirements for admission may be admitted for a probationary period of one year. Such students should send written details of their education, indicating why they expect success with Whitefield's curriculum.

Procedure For Admission:

1. Complete the Application for Admission, and Student Disclosure forms included with the catalog. Send them along with two recent passport style photographs and a nonrefundable application fee of \$35.00.
2. Have a high school transcript and any prior post-secondary transcripts forwarded to the Admissions Office. If home schooled students do not have a transcript, a parental letter describing educational background and skills will suffice.
3. Have any SAT or ACT scores sent to Admissions Office as soon as possible, or include them on the high school transcript. Course work with Whitefield College may begin prior to the receipt of SAT or ACT scores.
4. If possible, include with your application two sealed letters of recommendation—one from the pastor, youth pastor, or session/consistory of your church, and another from someone other than a family member well acquainted with you. Our aim is to learn as much as we can about your character, morals, manners, habits, and academic achievements.

Upon receipt, your application will be evaluated, and our decision will be mailed to you. Assuming you are accepted, we will also send the first Course Request Form. All students in A.A. or B.A. programs must order the first two courses together.

Transfer Students

Whitefield College has a unique, specially developed, program, and is, therefore, limited in the number of credit hours that may be transferred. Transfer students must provide full transcripts, and complete at least 45 credit hours at Whitefield College to be granted a degree.

Administration and Faculty

College Government

Whitefield College is governed by the Whitefield Theological Seminary Board of Directors. This Board has the final authority on all policy and administrative decisions pertaining to the college.

Faculty

Faculty members are involved in producing audio lectures, planning course work, grading assignments, etc. They are appointed upon the basis of their competence and education. Professors, adjunct professors and instructors at Whitefield College have been, or are presently, involved in various aspects of Christian service, and have demonstrated mastery of their disciplines.

Whitefield College seeks to offer our students lectures by some of the most lucid thinkers in Christian academe today. Although lecturers will hold to and advocate very firm positions, their advocacy should not necessarily be construed as the official position of the college. The use of a professor's lectures or notes implies nothing concerning either our endorsement of every opinion, theological position, or other lecture or publication by them, or their endorsement of Whitefield College.

The list of current Administration, Faculty and Instructors may be found on pages 25 and 26.

Christian Service

It is the firm conviction of the college that enrolled students should endeavor to be active in their local church by attending services regularly and supporting its outreach and ministry. One of the great principles behind home education is that students are spared the sterility of "ivory tower" academe, where contact with non-students is limited. By continuing in their home community, students have the opportunity to use their increasing knowledge and maturity to minister to those around them. Knowledge abstracted from humble service is vanity. (Eccl. 12:1-12)

The development of an attitude of servanthood is to be greatly desired, for as the Apostle James has admonished us, "faith without works is dead" (James 2:20). If we desire to lead this present culture into the Kingdom of God, we must first have a servant's heart, and serve! (Luke 22:26).

Financial Information

Tuition

Per academic credit hour.....	\$80.00
Per three-course non-credit diploma, includes tape rental, books, & certificate of completion.....	\$575.00
Per non-credit certificate course, includes tape rental, books, & certificate of completion	\$205.00

Processing Fees

Application Fee (nonrefundable)	\$40.00
Graduation Fee.....	\$100.00
Course Challenge & Life Experience, per credit...	\$50.00
CLEP, per credit.....	\$15.00
Official Transcript Copy	\$10.00
Returned check (NSF, not sufficient funds)	\$30.00

Refund Policy

Students who withdraw from the BACS or AACIS programs in writing will receive tuition refunds according to the following chart (less \$100 administration fee) if their letter of withdrawal is postmarked within:

3 days of signing first course request form.....	100%
3 days of receiving first courses	80%
14 days of receiving first courses.....	50%
21 days of receiving first courses.....	30%

All lectures, books, and other material must be returned and received before a tuition refund will processed.

To receive a partial book refund, students must withdraw in writing within 21 days of receiving their course. Books must be returned with the withdrawal letter. A restocking charge of \$5 will be deducted from the original price of each textbook. No refunds will be given on books returned used, soiled, marked, or damaged. Such books will be returned to the student and the cost of postage deducted from the refund. Opened shrink-wrapped books may not be returned.

No refunds will be made for application fee and Lecture tape or CD rental.

Students who withdraw from the diploma or certificate programs in writing will receive refunds according to the above schedule. Percentage refund will include cost of tapes rental, books and certificate of completion. If books or tapes are missing or damaged, the cost will be deducted from the refund due the student. Lecture tapes and CDs must be returned before a tuition refund will processed.

Financial Assistance

Whitefield College students are not eligible for FAFSA, PEL, or other U.S. taxpayer subsidized loans and grants. The tuition fees charged by Whitefield College are commensurate with the provision of a quality curriculum suitable for extension study. Typical tuition for private on-campus programs run around \$330 per credit hour, thus the cost of an average degree, including books, board and meals, can easily amount to \$125,000 or more. Compare this to \$13,000 for tuition, lectures and texts at Whitefield College and the financial advantage of home-college comes into sharp focus!

In the event of genuine, demonstrable hardship, or change of circumstances while a student is enrolled, the college will do its best to make arrangements with the student that will allow him or her to continue with their studies. However, no degree or transcript can be issued until all accounts are settled in full.

Academic Information

- Classification of Students
- Grading System
- Academic Load
- OnTrack* Scheduling
- Degree Programs
- Course Schedules

Classification of Students

- Freshman:** Students have completed less than 30 hours of credit study. No credit is granted for grades less than 'C' average, or 2.0 on a 4.0 grade scale.
- Sophomore:** Students have completed 30-59 credit hours at or above the 'C' or 2.0 grade scale.
- Junior:** Students have completed 60-89 credit hours at or above the 'C' or 2.0 grade scale.
- Senior:** Students have completed 90 credit hours or more at or above the 'C' or 2.0 grade scale.
- Special Student:** Students have entered the college on a one year probation.

Advanced Placement

CLEP: Students may submit College Level Examination program scores for subject examinations taken and passed.

Life Experience: Students who have life experience or education that they feel covers the requirements of a specific course may submit a letter applying for credit, giving details of work completed, books read, seminars or lectures attended or taught, and other verifiable information. No more than 15 credit hours may be awarded for life experience.

Course Challenge: In the event that students have significant familiarity with the contents of a course, yet do not have enough experience to receive Life Credit, they may ask to challenge a course. Details must be submitted giving details of work completed, books read, seminars or lectures attended or taught, and other verifiable information. In addition, a paper will be assigned, and used to evaluate a student's educational attainment. Course challenges are limited to no more than fifteen credit hours.

Grading System

Levels of academic achievement are determined by assessing work submitted. These levels of achievement are expressed and recorded as follows:

A = Excellent: outstanding work. Complete, accurate, well written submission, demonstrating comprehension of material covered by the course.

B = Good: above average work in respect to the aforementioned factors.

C = Satisfactory: acceptable work such as may be expected from students of normal ability.

D = Below Average: a standard of work below that expected from students of normal ability.

I = Incomplete: elements of the required course submissions are lacking. Students will have 30 days from receipt of an 'Incomplete' grade to submit missing course work at no charge. Thereafter a charge of \$30 is assessed. The grade automatically becomes 'F' unless work is submitted within 60 days.

F = Fail: requirements were not satisfactorily fulfilled in a credit course.

W = Withdrawal: official withdrawal from class.

Students receiving a grade less than they consider themselves capable of achieving may, with prior approval from the college, resubmit their reworked course work. This must be submitted within 30 days of the grade being assigned, as sent along with the \$30 resubmission fee. Grades for work for the same course will be averaged, and the final grade entered in the student's record. This may be done only once per course.

Academic Dishonesty

Whitefield College expects students to maintain the highest standards of academic integrity. All forms of cheating and plagiarism are considered to be serious ethical failures, and students will receive a failing grade for any proven instances discovered. We reserve the right to submit papers to organizations that specialize in the verification of academic integrity.

Academic Standing

Courses completed satisfactorily are applied toward graduation requirements on the basis of credit hours completed. They are evaluated in terms of letter grades which are translated into grade point averages.

Grade point averages are calculated as follows:

Graduation Requirements

The Bachelor of Arts in Christian Studies degree is awarded to students who have:

1. Satisfactorily completed a minimum of 121 credit hours of study, at a GPA of least a 2.00.

A or A+	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D	1.0
F	0

2. Received at least a "C" in all courses required in their field of emphasis.

3. Completed at least 12 credit hours of Bible courses from Whitefield College.

4. Settled all financial accounts with the College.

The Associate of Arts in Christian Studies degree is awarded to students who have:

1. Satisfactorily completed 61 credit hours of study, at a GPA of least a 2.00.

2. Received at least a "C" in all courses.

3. Settled all financial accounts with the College.

Academic Honors

Students earning a grade point average of 3.50 or better will be graduated with one of the following honors and will appear on their final official transcript.

Summa Cum Laude	3.90–4.0
Magna Cum Laude	3.75–3.89
Cum Laude	3.50–3.74

Academic Load

Because Whitefield College is a distance learning program, we do not operate on the fixed semester calendar. This allows our students maximum flexibility, and affords them the opportunity to study at their own pace.

An expected full-time undergraduate academic course load is 15 credit hours per semester or 30 credit hours per year. Given that 121 credit hours are necessary for graduation from the B.A. program, and 61 credit hours from the A.A. program, it follows that students who intend to graduate at the earliest date should carry a minimum load of 15 hours per semester (30 per year). This load can be helped by students taking the CLEP test for English, Math, or Science.

How long to graduate	Courses needed per year	Approx. weeks to complete one course	Approx. hours of study per week	Approx. hours of study per day (5 day work week)	Approx. hours of study per day (6 day work week)
4 years (2 yrs. A.A.)	10	3.5	29	6	5
5 years	8	5.5	23	4.5	4
6.5 years	6	6	17	3.5	3

Note: These figures are estimated, and no way imply a guarantee of outcome.

Completing a college education at home presents unique challenges, even for those students who have previously home schooled during their high school years. Studies often have to be arranged to accommodate work, home, or church commitments.

Students intending to complete their bachelor degree in four years (or associate degree in two years) should allow 3.5 weeks (working 27-30 hours per week), per 3-hour course. With diligence, students have the opportunity to graduate from Whitefield College in four years with an excellent education, fitting them to take their places in home, church, and society.

The chart on the previous page should help prospective students calculate their potential course load and length of college career. The figures are estimates, and are not intended to be a guarantee of outcome. The skills and disciplines a student brings to bear upon his or her studies such as reading speed and comprehension, research and essay writing experience, and typing proficiency, will impact the time needed to complete their course of study.

Most students prefer to work on two or more courses simultaneously. This avoids burnout over one course, and provides variety throughout the week. We recommend this plan, especially for those who are in the Associate of Arts, or the Bachelor programs.

OnTrack Scheduling

Whitefield College understands that many students will be unable to commit to a schedule that anticipates graduation in the minimum time possible. Many choose to plan their college career over a longer period. However, to assist those who commit to completing their bachelor degree in four years (or associate degree in two years), we have designed the "OnTrack Schedule".

The concept behind OnTrack is to allow students to work at a rate that is both realistic and independent, while voluntarily accepting some of the constraints placed upon students attending traditional colleges. Those choosing to utilize the OnTrack Schedule work on a specific schedule, and create their own deadlines by which course work must be submitted for credit.

The OnTrack Schedule follows the 4-year plan, detailed on the previous page. It allows twenty-four days (3.5 weeks) to complete one three-hour course. Multiple courses are allocated time on a pro-rated basis. Course material is mailed in time to ensure that there is no "down time"

between courses. Work will be uploaded to the web site or postmarked by the deadline they have created. However, there will be no penalties for course not turned in on time.

1. The OnTrack Schedule is designed for those students committing to take 30 credit hours (10 courses), in two semesters of 15 credits each, within the space of ten calendar months.
2. Tuition fees are the same for all students.
3. Tuition fees are held constant for one year from date of enrollment.
4. Annual tuition fees, plus the cost of books, lecture media, and shipping are totalled. This total annual remittance may be paid either by each course ordered, full year or one semester at a time by check or credit card, or in monthly installments by check or credit card.
5. International students must pay by credit card. We accept Visa, MasterCard and American Express. Additional postage will be charged, and students should be aware that additional time must be allowed to ensure delivery of courses at the time you request them.
6. To compute *monthly installments*, the total annual remittance is divided by ten months, with the first two installments due at the commencement of the semester prior to receipt of material. The third and subsequent monthly installments are due on the first of each month following the date of commencement. Students must send eight postdated checks to cover installments 3-10. To minimize costs, we do not have a monthly billing program.
7. Each course is given a completion date when it is shipped, and work should be submitted by that date. This helps keep the student "OnTrack" and gives them a good schedule for diligence and time management.
8. Completion dates reflect the number of courses being taken concurrently.
9. Course work should be submitted electronically wherever possible.

10. If an emergency, vacation, or other event occurs that requires a student to be absent from their studies, or if a student requires a few extra weeks to complete their current assignments, they will adjust their due date and try to make up the time when possible. No grade penalty will be levied for these due date adjustments.

Please email the college if you have any questions concerning this program. (info@whitefieldcollege.org)

Degree Programs

Whitefield College offers Bachelor of Arts and Associate or Arts degree programs, an Associate of Science program, and Diploma and Certificate programs.

Four majors are offered at this time: Bible, Education, Philosophy, and Counseling. We are working to expand the majors to ten in the future.

All degree programs are designed for use in conjunction with Christian-related ministries and service. They should prepare students for Christian home school and day school teaching, pastoral and missionary responsibilities, and numerous employment opportunities in Christian service.

The Bachelor of Arts in Christian Studies is accepted by Whitefield Theological Seminary for those wishing to pursue pastoral ministry or further theological training.

The Associate of Science in Christian Studies program is designed for those wishing a basic Bible College degree without the "Arts" General Education component.

Diploma and Certificate programs are offered for those not wishing to complete a full undergraduate degree, and yet desiring knowledge in the areas of theology, philosophy, or education.

Associate of Arts

A two-year degree program requiring a minimum of 61 credit hours. Students take 37 General Education credits and 24 Bible credits. The Associate degree follows the same curriculum used for the first two years of the Bachelor degree. It is also awarded to B.A. students upon completion of the 61 credit hours required.

Courses	Credit Hours
Bible	24
Economics	3
English	6
History	9
Mathematics	4
Physical Science	3
Philosophy	6
Logic	3
Sociology	3

Note: "Credit hours" is used to indicate the number of credits given for a course. In a campus program, it usually indicates the number of class hours per week for one semester. It is equivalent to the number of credits a student will receive for successfully completing a course.

Bachelor of Arts

A four-year degree requiring a minimum of 121 credit hours (Bible emphasis requirement is 123 credit hours). Students select an emphasis based upon their interests in Bible, Elementary Education, Philosophy, or Counseling. All students are required to take core credits consisting of 49 General Education credits, as well as 27 Bible credits. A minimum of 30 additional credits are required in the declared areas of emphasis.

The Elementary Education program is designed for those who wish to teach either in a Christian school or home school setting. The self-consciously Christian curriculum is intended to equip the future teacher with both the skills to teach covenant children, and the intellectual ammunition to combat the humanistic theories of education so prevalent throughout the education community.

It is our hope that (because arguments are increasingly raised in opposition to home schooling, and we know restrictive legislation will inevitably follow) this degree will provide some protection for those exercising their God-ordained duty of educating their own children in the security of their own home.

Listed below are the required core credits in each subject for all students seeking a B.A.

Courses	Credit Hours
Bible	27
Economics	3
English	12
History	12
Mathematics	4
Music	3
Physical Science	3
Philosophy	6
Political Science	3
Psychology	3
Sociology	3

Associate of Science in Christian Studies

A two-year degree program requiring a minimum of 61 credit hours. Students will take a variety of General Education, Bible, and Philosophy courses, depending on their own interests. Students may choose electives from any of the Bible and Philosophy courses offered in other programs. This program may be extended to a Bachelor of Science by completion of a two year internship.

Association of Christian Schools International (ACSI)

Students graduating from the Whitefield College Education program are eligible for ACSI teacher certification when they also complete 6 Education credit hours and 3 General Education credit hours from a regionally accredited institution.

The three General Education hours may be taken as a CLEP exam. Three of the Education credits must be the ACSI Philosophy of Education course that can be taken through most ACSI accredited elementary schools.

When students complete all of their course work with Whitefield College, they are eligible for ACSI "Interim Certification" and will have two years to complete the required Education and General Education credit hours.

More information is available from the college.

Diploma in Christian Education (Dip.C.E.)

The Diploma in Christian Education is a program of educational, philosophical, and theological studies designed to prepare parents, teachers, and others to apply a biblical

foundation to all areas of their lives; to "take every thought captive to the obedience of Christ" (2 Cor.10:5).

Diploma in Christian Worker's Studies (Dip.C.W.S.)

The Diploma in Christian Worker's Studies is a program of study designed to equip men and women to work effectively within their local churches and communities. The syllabus deals with biblical interpretation, evangelism and counseling.

Both diploma courses are non-credit courses. The tuition fee includes the cost of lecture rental, books, and diploma. There is no time limit for completion. All lectures, books and instructions will be mailed upon receipt of the full tuition fee.

Students satisfactorily completing the course work will be awarded a Diploma in Christian Worker's Studies, or a Diploma in Christian Education, depending on the course work completed.

Course Numbering System

The following pages specify the courses summarized in the above listings by subject and credits. Most students complete the same courses for the first two years regardless of declared emphasis. In the Junior and Senior years, courses are specifically tailored to the declared emphasis.

Course Schedules

BACHELOR OF ARTS IN CHRISTIAN STUDIES: BIBLE EMPHASIS

Freshman and Sophomore courses are prerequisites for all Junior and Senior courses, regardless of emphasis.

* denotes core courses in Junior and Senior years.

Freshman—30 credit hours

BBL	101	Interpretation of the Bible	3 Credits
SYS	103	Christian Doctrine I	3 Credits
OTS	105	Old Testament Survey	3 Credits
ENG	107	English Grammar	3 Credits
APL	109	Ethics: Introduction	3 Credits
NTS	102	New Testament Survey	3 Credits
SYS	104	Christian Doctrine II	3 Credits
SYS	106	Christian Doctrine III	3 Credits
ECO	108	Economics	3 Credits
PHL	110	Foundations of Christian Culture	3 Credits

Sophomore—31 credit hours

HCH	201	History of the Christian Church	3 Credits
HIS	203	Western Civilization I	3 Credits
ENG	205	English Composition	3 Credits
MAT	207	College Algebra	4 Credits
PHL	209	Introduction to Philosophy	3 Credits
SCI	202	Physical Science	3 Credits
HIS	204	Western Civilization II	3 Credits
PHL	206	Logic	3 Credits
SOC	208	Sociology	3 Credits
BBL	210	Biblical Evangelism	3 Credits

Junior—30 credit hours

HIS	301	American History I *	3 Credits
PSY	303	Psychology & Counseling *	3 Credits
BBL	305	Genesis	3 Credits
BBL	307	Deuteronomy	3 Credits
BBL	309	Psalms	3 Credits
HIS	302	American History II *	3 Credits
MUS	304	Fundamentals of Music *	3 Credits
BBL	306	Life of Christ (John)	3 Credits
BBL	308	Missions	3 Credits
BBL	310	Biblical Creationism *	3 Credits

Senior—32 credit hours

ENG	401	Introduction to Literature *	3 Credits
POL	403	Intro. to Political Theory *	3 Credits
GRE	405	Introduction to Greek	4 Credits
BBL	407	Romans	3 Credits
BBL	409	Hebrews	3 Credits
ENG	402	Survey of Western Literature *	3 Credits
PHL	404	World Religions *	3 Credits

HEB	406	Introduction to Hebrew	4 Credits
ENG	408	Communications*	3 Credits
BBL	410	Revelation	3 Credits

BACHELOR OF ARTS IN CHRISTIAN STUDIES: EDUCATION EMPHASIS

See page 15 for details of ACSI teaching certification.

Junior—30 credit hours

HIS	301	American History I *	3 Credits
PSY	303	Psychology and Counseling *	3 Credits
CED	305	Intro. to Christian Education	3 Credits
CED	307	Philosophy of Christian Ed.	3 Credits
CED	309	Teaching Methodology	3 Credits
HIS	302	American History II *	3 Credits
MUS	304	Fundamentals of Music *	3 Credits
CED	306	History & Phil. of Ed.	3 Credits
CED	308	Child Development & Psychology	3 Credits
CED	310	Elementary Education I	3 Credits

Senior—30 credit hours

ENG	401	Intro. to Literary Criticism *	3 Credits
CED	403	Classroom Org. & Management	3 Credits
CED	405	Student Teaching I	3 Credits
CED	407	Elementary Education II	3 Credits
CED	409	Curriculum Development	3 Credits
ENG	402	World Literature *	3 Credits
PHL	404	World Religions *	3 Credits
CED	406	Student Teaching II	3 Credits
ENG	408	Communications*	3 Credits
CED	410	Elementary Education III	3 Credits

BACHELOR OF ARTS IN CHRISTIAN STUDIES: PHILOSOPHY EMPHASIS

Junior—30 credit hours

HIS	301	American History I *	3 Credits
PSY	303	Psychology and Counseling *	3 Credits
PHL	305	History of Western Thought I	3 Credits
PHL	307	Life & Thought of John Calvin I	4 Credits
APL	309	Introduction to Apologetics	3 Credits
HIS	302	American History II *	3 Credits
MUS	304	Fundamentals of Music *	3 Credits
PHL	306	History of Western Thought II	3 Credits
PHL	308	Life & Thought of John Calvin II	4 Credits
BBL	310	Biblical Creationism *	3 Credits

Senior—30 credit hours

ENG	401	Intro. to Literary Criticism *	3 Credits
POL	403	Intro. to Political Theory *	3 Credits
PHL	407	Life & Thought of John Calvin III	4 Credits

PHL	409	History of Western Thought III	3 Credits
ENG	402	World Literature *	3 Credits
PHL	404	World Religions *	3 Credits
PHL	406	Philosophy of Religion	3 Credits
ENG	408	Communications*	3 Credits
APL	410	Advanced Apologetics	3 Credits

BACHELOR OF ARTS IN CHRISTIAN COUNSELING

Because of the unique nature of this program, some of the courses are assigned out of their normal sequence.

Freshman—31 credit hours

BBL	101	Interpretation of the Bible	3 Credits
SYS	103	Christian Doctrine I	3 Credits
OTS	105	Old Testament Survey	3 Credits
ENG	107	English Grammar	3 Credits
APL	109	Ethics	3 Credits
NTS	102	New Testament Survey	3 Credits
SYS	104	Christian Doctrine II	3 Credits
SYS	106	Christian Doctrine III	3 Credits
ECO	108	Economics	3 Credits
CNS	101	Biblical Discipleship I	4 Credits

Sophomore—29 credit hours

CNS	201	Biblical Discipleship II	4 Credits
PHL	110	Foundations of Christian Culture	3 Credits
HCH	201	History of the Christian Church	3 Credits
HIS	203	Western Civilization I	3 Credits
ENG	205	English Composition	3 Credits
MAT	207	College Algebra	4 Credits
PHL	209	Introduction to Philosophy	3 Credits
SCI	202	Physical Science	3 Credits
HIS	204	Western Civilization II	3 Credits

Junior—30 credit hours

SOC	208	Sociology	3 Credits
BBL	210	Biblical Evangelism	3 Credits
HIS	301	American History I *	3 Credits
PSY	303	Psychology & Counseling *	3 Credits
CNS	301	Christian Living I	3 Credits
CNS	302	Christian Living II	3 Credits
HIS	302	American History II *	3 Credits
MUS	304	Fundamentals of Music *	3 Credits
CNS	303	A Biblical View of Psychology	3 Credits
BBL	310	Biblical Creationism *	3 Credits

Senior—31 credit hours

PHL	206	Logic	3 Credits
ENG	401	Introduction to Literature *	3 Credits
POL	403	Intro. to Political Theory *	3 Credits
CNS	401	Marriage and Family	3 Credits

CNS	402	Counseling & Helping Others	3 Credits
ENG	402	Survey of Western Literature *	3 Credits
PHL	404	World Religions *	3 Credits
CNS	403	Conflict Resolution	3 Credits
CNS	404	Applied Ethics in Counseling	4 Credits
ENG	408	Communications*	3 Credits

ASSOCIATE OF SCIENCE IN CHRISTIAN STUDIES

Elective courses may be filled from any of the BBL or PHL courses listed. In addition Greek or Hebrews may be taken as electives for this program.

Freshman—30 credit hours

BBL	101	Interpretation of the Bible	3 Credits
SYS	103	Christian Doctrine I	3 Credits
OTS	105	Old Testament Survey	3 Credits
ENG	107	English Grammar	3 Credits
APL	109	Ethics	3 Credits
NTS	102	New Testament Survey	3 Credits
SYS	104	Christian Doctrine II	3 Credits
SYS	106	Christian Doctrine III	3 Credits
PHL	110	Foundations of Christian Culture	3 Credits
		Elective	3 Credits

Sophomore—31 credit hours

HCH	201	History of the Christian Church	3 Credits
HIS	203	Western Civilization I	3 Credits
PHL	209	Introduction to Philosophy	3 Credits
HIS	204	Western Civilization II	3 Credits
SOC	208	Sociology	3 Credits
BBL	210	Biblical Evangelism	3 Credits
		Elective	3 Credits
		Elective	3 Credits
		Elective	3 Credits
		Elective	3 Credits

DIPLOMA IN CHRISTIAN EDUCATION

DCE	101	Christian Education: Introduction
DCE	103	Christian Educational Philosophy
DCE	105	Christian Worldview Survey

DIPLOMA IN CHRISTIAN WORKER'S STUDIES

DCW	101	Biblical Interpretation
DCW	103	Biblical Evangelism
DCW	105	Biblical Counseling

CERTIFICATE COURSE

Any of our core curriculum courses may be taken as an individual, non-credit certificate course. Please apply to the College for specific information on each course.

Course Descriptions

Bible and Theology	Mathematics
Counseling	Philosophy
Culture and the Arts	Political Theory
Economics	Psychology
Education	Science
History	Sociology
Language and Literature	

Note: course numbers are assigned for administrative purposes and do not necessarily reflect year or order within a semester. Some course numbers have been changed from previous catalogs.

Bible and Theology

CORE COURSES

BBL 101 **Interpretation of the Bible**

A study of the basic principles of hermeneutics (how to interpret the Bible) using the Historical-Grammatical method, the standard method of biblical interpretation used since the Reformation.

NTS 102 **New Testament Survey**

This course will cover the books of the New Testament with an emphasis on the major themes of each book. Because of the number of lectures, this course has been designated a "combination course" and should be taken along with two others.

SYS 103 **Christian Doctrine I**

This course of study introduces and demonstrates the foundational importance of the doctrines of God and man. Primary emphasis will be given to the Scriptures as revealing "what man is to believe concerning God, and what duty God requires of man."

SYS 104 **Christian Doctrine II**

A study dealing with the doctrines of Christ and Salvation. Emphasis is given to the importance of a biblically and historically grounded soteriology.

OTS 105 **Old Testament Survey**

This course of study introduces the basic subject matter and content of the books of the Old Testament. Because of the number of lectures, this course has been designated a "combination course" and should be taken along with two others.

SYS 106 **Christian Doctrine III**

A study of the doctrines of the Church and Last Things (Eschatology).

APL 109 **Ethics: Introduction**

An introduction to theistic ethics. Emphasis is given to the role of God's law in individual lives, the family, the church, and civil government. Other topics include the flaws of non-Christian ethics and the application of Christian ethics to the problems of modern life.

HCH 201 **History of the Christian Church**

A survey of church history from the Apostolic Fathers to the Twentieth-Century church.

BBL 210 **Biblical Evangelism**

This course offers a study of the biblical teaching on professional evangelism and the duties and responsibilities of the layman in presenting the Gospel.

BBL 310 **Biblical Creationism**

An introduction to Biblical Creationism focuses on a refutation of the Framework Hypothesis theory and other literary theories rather than a literal interpretation. Included is a short introduction to the assertions and problems of evolutionary concepts of the origin of the world.

BIBLE EMPHASIS

BBL 305 **Genesis**

A study of the first book of the Bible. Attention will be given to the major events in the book, especially creation, the Fall, the Flood, and the development of the covenant.

BBL 306 The Life of Christ

This course of study will cover the teachings of Jesus Christ from the Gospel of John.

BBL 307 Deuteronomy

A study of the second giving of the Law of God. A review of the application of law into society and its valid application in today's world.

BBL 308 Missions

A study of great missionaries, their lives and work, and the basic principles and methods of the missionary task.

BBL 309 Psalms

A study of the book of Psalms examining literary and hermeneutical issues with discussion of the use of Psalms in worship from the ancient world to the twenty-first century.

BBL 407 Romans

An introduction to the major doctrines taught in the New Testament from the writing of the apostle Paul.

BBL 409 Hebrews

A survey of the New Testament application of Old Testament theology as found in the book of Hebrews, with a special focus on Christ's high priestly office.

BBL 410 Revelation

This course compares the principal views of Revelation looking in particular at the hermeneutical and exegetical implications of each view.

GRE 405 Introduction to Greek (4 Credits)

Introduction to the Greek language, specifically working with New Testament Greek. Learning alphabet, understanding grammar, and building basic vocabulary.

HEB 406 Introduction to Hebrew (4 Credits)

Introduction to the Hebrew language, Particularly working with Old Testament Hebrew. Learning alphabet, understanding grammar, and building basic vocabulary.

PHILOSOPHY EMPHASIS**APL 309 Introduction to Apologetics**

An introduction to the theory and practice of Christian apologetics. The student is taught how to properly confront and overturn common objections to Christianity. The course emphasizes the importance of defending biblical Christianity without compromising its essential claims.

APL 410 Advanced Apologetics

This course offers a more comprehensive consideration of the defense of Christian faith against intellectual unbelief. Further instruction is given in the nature of apologetics, and the formation and implementation of a consistently biblical apologetic methodology. Troubling issues such as the relationship of faith and reason, the nature of biblical inspiration, and the problem of evil, are confronted and resolved.

Counseling**EMPHASIS COURSES****CNS 101 Biblical Discipleship I**

The student learns to approach the circumstances, relationships, and situations of life from a biblical perspective, and so begin to experience victory and contentment in life's trials. This and CNS 201 will also prepare the student to help others face their problems and deal with them biblically.

CNS 201 Biblical Discipleship II

The student continues to learn to approach the circumstances, relationships, and situations of life from a biblical perspective, and so begin to experience victory and contentment in life's trials. This and CNS 101 will also prepare the student to help others face their problems and deal with them biblically.

***CNS 301 Christian Living I**

The basic spiritual habits of the Christian life, Bible Study, Prayer, Worship, Service and Financial Stewardship are emphasized as vital for those who desire to help to others. How to lead a balanced and discerning life, and teaching others to do the same.

***CNS 302 Christian Living II**

An examination of how the Christian can know the will of God and make righteous decisions. Survey and critique of traditional views of guidance and the constructive development of a specifically biblical approach.

***CNS 303 A Biblical View of Psychology**

A critique of secular psychology and a study of the biblical doctrine of psychology. In opposition to the secular views of man which see him as essentially good, or not responsible for moral failure or neurosis, the biblical view sees psychology as a branch of theology dealing with man as a fallen creature marked by a revolt against maturity, and the Word of God.

***CNS 401 Marriage and the Family**

Examination of marriage, its purpose and biblical mandate. Its place in modern culture, so often hostile to the biblical model. Prepares students with ground up understanding of marriage, how to identify problems and offer biblical solutions.

***CNS 402 Counseling and Helping Others**

How to help people change from destructive personal practices so they can overcome addiction and negative habituation, be restored to loved ones and productive living, and grow in their knowledge of Christ and in His grace.

***CNS 403 Conflict Resolution**

This course is designed to help the student learn, apply, and practice biblical peacemaking skills that can be applied in family, church, and work conflicts. It also prepares the student to be able to resolve differences with non-Christians and to use peacemaking as a witness for Christ.

***CNS 404 Applied Ethics in Counseling**

The study of ethical dilemmas and problems and the application of biblical solutions. This course requires students to apply the lessons learned and to prepare for counseling encounters with those who are seeking help for ethics dysfunctions or questions.

****These courses are presently being developed and will be completed by the Fall Semester of 2009.***

Culture and The Arts**CORE COURSES****MUS 304 Fundamentals of Music**

An introduction to music theory and its application to the ministry of the Church. Suitable for those with no formal music theory training

MUS 314 History and Philosophy of Music

This course offers an introductory consideration of the Christian philosophy of music. Special attention is given to the lives of the major composers in the history of western music and the religious and philosophical importance of their work. Those students with some formal music theory training will take this course in place of MUS 304.

Economics**CORE COURSES****ECO 108 Economics**

A study of the principles of economics in a free market society established on biblical principles.

Education**EMPHASIS COURSES****CED 111 Introduction to Homeschooling**

History and development of homeschooling from Bible times to present, emphasizing the importance of the home school in the American experience. Critique of state education and secular humanism.

CED 305 Introduction to Christian Education

This course of study seeks to acquaint the student with fundamentals of educational theory.

CED 306 History and Philosophy of Education

A survey in the historical development of education and the philosophical principles behind different educational methodologies.

CED 307 Philosophy of Christian Education

A study in the application of Christian philosophy to educational theory.

CED 308 Child Development & Psychology

This course deals with the development of the child in terms of learning ability, and covers the major theories of childhood development and learning theory

CED 309 Teaching Methodology

This is a course dealing with the fundamental theories of how to teach in the classroom. Emphasis is given to communication, illustration, and comprehension.

CED 310 Elementary Education I

Basic theory concerning the nature of elementary education and the goals to be accomplished by the school. Consideration is given to the teaching of Reading, English, Math, Science, Literature, Health, and History.

CED 403 Classroom Organization & Management

A course dealing with the essential personal moral and ethical qualities of teachers, discipline in the classroom, and how to practical organize a classroom for maximum effectiveness. Students will prepare a Personal Management Plan after spending time observing in a classroom setting.

CED 405 Student Teaching I

Supervised teaching at the elementary level in a class for one semester. Students may teach in either home school or day school, in grades 1-6. Lesson plans, course objectives, and performance evaluation are necessary.

CED 406 Student Teaching II

Continuation of CED 405.

CED 407 Elementary Education II

Continuation of CED 310 dealing with teacher educational goals, and student performance.

CED409 Curriculum Development

A study in the philosophy of curriculum and its development from a Christian perspective .

CED 410 Elementary Education III

This course deal with the strategies required to teach both gifted and struggling learners.

History

CORE COURSES**HIS 203 Western Civilization I**

An introductory survey of the history of Western Civilization from its Classical and Judeo-Christian origins to the rise of Islam.

HIS 204 Western Civilization II

A continuation of HIS 203 from the Middle Ages to modern times.

HIS 301 American History I

This course of study will cover the time of America's discovery up to the time of the Civil War.

HIS 302 American History II

This is a continuation of HIS 301. It reviews the time from the establishment of the U.S. Constitution to the Civil War, and continues through 1995.

Language and Literature

CORE COURSES**ENG 107 English Grammar**

This is a course of study dealing with the basic principles of English Grammar.

ENG 205 Composition

This course of study is designed to instruct the student in the basic principles of composition, utilizing principles from Scripture.

ENG 401 Introduction to Literature

An introduction to literary criticism from a Christian perspective. Emphasis is given to standards for aesthetic and philosophical evaluation.

ENG 402 Survey of Western Literature

A survey of the great literature of the Western tradition from a Christian perspective.

ENG 408 Communications

A study of communication theory as it relates to public speaking, or writing for publication. Attention will be given to the organization and preparation of speeches and articles.

Mathematics
CORE COURSES**MAT 207 College Algebra (4 Credit Hours)**

Formerly named College Math. This course provides a thorough introduction to college algebra. The course emphasizes graphing along with solving practical problems. Starting with linear equations and expressions, the course progresses into solving linear systems, polynomial, rational, radical, quadratic, exponential, and logarithmic equations and functions, and concludes with conic sections.

Enrolled students receive free access to online and telephone tutorial help, and there is a wide range of study aids available. Students have 24 weeks to complete this course, and a passing grade is required to complete the year. The final examination is independently proctored. Students may commence their Junior year studies while this course is in progress.

Those students who are familiar with these concepts have an option to take the Math Challenge Exam. Students pay a \$90 administration fee. If a grade of 90% or greater is achieved, full credit for the course will be awarded, subject to payment of the Challenge Credit Fee. In the event that a student's score is insufficient for full credit, half of the administration fee will be credited toward the cost of the full math course. Students wishing to take the Math Challenge Exam should contact the Academic Dean after they enroll.

Philosophy**CORE COURSES****PHL 110 Foundations of Christian Culture**

An introduction to the Christian philosophy of culture. Emphasis is given to the dominion mandate of Genesis 1:28, the relationship between culture and religion, the effects of the fall on human culture, the importance of Reformation theology, and the far-reaching possibilities of the Christian's cultural influence.

PHL 206 Logic

A course in the basic laws of reason established by God. Students learn to reason carefully, and to deploy language appropriately.

PHL 209 Introduction to Philosophy

An introductory course in Christian philosophy. Includes a preliminary examination of the Christian approach to the philosophy of being, knowledge, ethics, science, and politics.

PHL 404 World Religions

A comparison of the world's religions with biblical Christianity.

EMPHASIS COURSES**PHL 305 History of Western Thought I**

A survey of Ancient and Medieval philosophers and their ideas, from Thales to William of Occam. The course highlights the destructive nature of ungodly philosophy. Christian and non-Christian philosophers are critiqued from the perspective of a consistently biblical philosophy.

PHL 306 History of Western Thought II

A continuation of PHL 304. The student is guided through a survey of Renaissance and Enlightenment philosophers and their ideas, from Descartes to Kant.

PHL 307 Life and Thought of John Calvin I

A comprehensive survey of the systematic theology of John Calvin as contained in The Institutes of Christian Religion. The purpose of this course is to acquaint the student with the fundamental doctrines of Reformation theology that underpin Christian philosophy. PHL 307 introduces the student to Calvin's doctrine of God, the Trinity, the Scriptures, Creation, Man, and Christ.

PHL 308 Life and Thought of John Calvin II

A continuation of PHL 307. This course introduces the student to Calvin's doctrine of salvation, the Christian life, Election, and the Last Things.

PHL 406 Philosophy of Religion

Introduction to the essential issues and problems in the philosophy of religion. Topics include the validity of theistic proofs, natural theology, religious language, God and time, foreknowledge and free will, fore-ordination and responsibility, and the problem of evil.

PHL 407 Life and Thought of John Calvin III

A continuation of PHL 308. PHL 407 introduces the student to Calvin's doctrine of the Church, the Sacraments, and Civil Government.

PHL 409 History of Western Thought III

A continuation of PHL 306. The student is guided through a survey of modern philosophers and their ideas, from Hegel to Dewey.

Political Theory
CORE COURSES**POL 403 Introduction to Political Theory**

This course deals with American Government and the Bible, how the American system was influenced by Christianity, and the need to restore America to her proper Christian heritage.

Psychology**CORE COURSES****PSY 303 Psychology and Counseling**

A brief history and introduction to psychology. Emphasis is given to developing a biblical counseling methodology.

Science
CORE COURSES**SCI 202 Physical Science**

This is a survey course of study in the basic principles of physical science from a Christian perspective.

Sociology**CORE COURSES****SOC 208 Sociology**

An introduction to sociology from a Christian perspective. Emphasis is given to the importance of the Christian family in society.

Administration, Faculty & Instructors

The following is a list of administration, faculty, adjunct faculty, and those instructors whose taped lectures are utilized throughout the curriculum. We continue to use the lectures of Drs. Greg Bahnsen, Gordon Clark, Francis Scheaffer, R. J. Rushdoony, and Gregg Singer because of the acknowledged excellence of the material they present. Consistent with the continuing development and improvement of our course offerings, lectures may be changed without prior notice to enrolled students.

Whitefield College does not necessarily endorse every theological position espoused by the lecturers or authors used in our various courses, nor does the use of their lectures or books imply an endorsement of Whitefield College by the lecturers or authors. However, we believe that each is an acknowledged scholar in the field in which we make use of their lectures or material. It is our intention to offer our students a wide, yet uniformly orthodox, array of Christian thought and learning in order to equip the student to understand and contend with the many voices, trends, and movements in each academic sphere.

Dr. Brian Abshire

Visiting Professor of Comparative Religion;
Biblical Studies
BA, Bethel College
MA, Covenant Theological Seminary
ThM, International Seminary
PhD, Greenwich University (London)

Dr. Jay E. Adams

Psychology, Counseling
BA, Johns Hopkins University
BD, Reformed Episcopal Theological Seminary
STM, Temple University
PhD, University of Missouri

Dr. Greg L. Bahnsen (deceased)

Ethics; Philosophy; Life & Thought of John Calvin; Apologetics
BA, Westmont College
MDiv, ThM, Reformed Theological Seminary
PhD, University of Southern California

Mr. Jerram Barrs

Literary Criticism, World Literature
MDiv, Covenant Theological Seminary

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Educational Philosophy

Christian Educational Philosophy
 Christian Educational Objectives
 Christian Worldview Curriculum

Christian Educational Philosophy

Whitefield College is committed to the philosophy which is not of the traditions of men, or the foundational principles of this world, but after Christ (Colossians 2:8). The college believes Scriptures when it says that the fear of the Lord is the beginning of wisdom and knowledge, and in Christ are hidden all the treasures of wisdom and knowledge. The college teaches all subjects from a biblical perspective in order that we might offer an exclusively Christian approach to education. Compromise has effectively destroyed many older Christian colleges and universities, and we will always need to guard against it. Our fervent prayer is that God will use our commitment to a solid biblical philosophy to keep Whitefield College continually faithful to its foundational principles.

The whole concept of Christian education is based on the confession that there is but one truth: the self-revelation of God as set forth in the Holy Bible. Education which is truly and distinctively Christian must be founded upon the principle of an authoritative, sovereign God, who speaks to us about all areas of life. There is nothing in this universe about which human beings can have full and true information unless they begin with the Bible.

The very use of the term "Christian" as applied to education, assumes that it is impossible to understand the process of education apart from the revelation of God in His Word. We believe that the pursuit of knowledge must be built upon this very foundation, if our educational theory and methodology are to be consistently Christian. The sacred Scriptures give certainty to our efforts to educate students correctly concerning life and academic disciplines. Unity in education is bound

by the principle that God, in creation, gives purpose and meaning to every fact of life, which can only be understood through His authority in Scripture.

A Christian educational philosophy is also devoted to the development of the student's spiritual, academic, and physical welfare. It seeks to enable the student to understand his place, meaning, purpose, and responsibility in the plan of God. We seek to help prepare our students to fulfill God's calling for their lives, that they might labor to advance the Kingdom of God on earth for His honor and glory.

Christian Educational Objectives

The goal of Christian education is to prepare each student to glorify God, to enjoy Him, and to serve Him in a chosen calling. For this reason, true Christian education must be God-centered. Our talents, our opportunities, and the many blessings received in life, are gifts from the One who made us. We, by ourselves, originate nothing. We only use those things that were given to us by God. Therefore, as Christians who have been bought with a price by the precious blood of Christ, our primary motive in life should be: "Whether then you eat or drink or whatever you do, do all to the glory of God" (I Cor. 10:31).

God is a giver and gives generously. When He created man, He made him for the joy of communion with Himself. Therefore, man's true joy and fulfillment in life are not to be found in himself or the world in which he lives, but in loving communion with his Creator. There is no greater gift God can give than Himself.

Using the Bible as our guide, all the wonders of the universe reveal to us the wisdom and power of the Creator. As we grow in our knowledge and appreciation of each new discovery, we learn even more about the One who made it. Each new discovery draws us ever closer to the God and Father who made us.

The educational program of Whitefield College helps provide students with skills and knowledge by which they can serve God effectively. As the student better understands God's Word and how to apply it to God's world, he will be equipped to take dominion. This will happen as he develops an increasing dedication to Jesus Christ, with humility and faith, in accordance with a biblical standard of ethics.

Whitefield College believes that knowledge for the sake of knowledge leads to intellectual pride and has no eternal significance. True knowledge is gained from the Scriptures as they reveal God and His will for man, and such precious

knowledge must be used to advance the Kingdom of God in this world. The goal of Christian education, therefore, is not knowledge in and of itself, but knowledge that is used to glorify God and minister to others. We desire that our students seek this knowledge, learning to obey God more fully, more effectively, and more efficiently, so that, as they take their place in society, God's Kingdom will be built in every home, church, township, and city throughout the earth.

The Antithesis Between Christian and Non-Christian Thought

In accepting the Bible as the basis for Christian education, we are led to many inescapable conclusions. Among them is the recognition that the Christian life is a life of warfare (Eph. 6). We are commanded to earnestly contend for the faith (Jude 3), with those who deny the Christian worldview (Prov. 28:4). A well prepared Christian soldier will go forth into battle with an aggressive, yet humble spirit. Whitefield College is interested in training Christian warriors—leaders who may go forth in the power of the Holy Spirit to win decisive victories for the honor and glory of King Jesus.

This spiritual warfare includes intellectual warfare. Regeneration creates a distinction between two types of people: Christian and non-Christian. Christians hold to the Word of God as the only standard, while non-Christians look to man as the standard of all things. The Bible calls us to bring every thought captive to the obedience of Christ, yet because the mind is corrupted by sin, it needs to be renewed by the Word of God. Given that the non-Christian reasons according to his sinful and fallen mind and calls such thinking “enlightened,” the Christian finds himself at odds with all areas of pagan thought. What the non-Christian calls “enlightened” the Bible calls “darkness,” thus, the battle lines are drawn.

One implication of this is the impossibility of neutrality in education and scholarship. All education is inescapably religious. It is impossible to learn in an ideological vacuum, i.e., one that is morally, ethically, or religiously neutral. Attempting to do so makes the student a practical, if not a professing, atheist. To claim genuine neutrality is to suppose that education has no philosophical base, and thus no inescapable and religious presuppositions. Neutrality is impossible because it requires that we deny the supremacy of God in every area of life; therefore the necessary framework of education, indeed, of every aspect of life, must either be Christian, or it will be non-Christian. It will either tend to produce Christians, or it will produce the opposite. As Christ clearly taught, “He that is not with me is against me; and he that gathereth not with me, scattereth

abroad” (Matt. 12:30).

Man, since the fall into sin, is by nature inclined to all evil. Thus, education does not start in a neutral, moral vacuum, working on a blank slate as presupposed by secular theories of education. Rather, education must be positive in its presentation of divine truth, and remedial, corrective, and disciplinary in its work on fallen human nature. Although it cannot bear any fruit in unregenerate human nature apart from the grace of God, this is to be its uncompromising character.

There is unity to all forms of non-Christian thought. The Scriptures hold no valid distinction in principle between agnosticism, atheism, naturalism, humanism, and overt anti-Christianity. All such thought forms, whether professedly neutral or openly hostile, are considered anti-Christian by virtue of the fact that they deny the existence and moral government of God and the claims of Jesus Christ. This requires a militant engagement in intellectual and spiritual warfare.

Christian Worldview Curriculum

A Christian curriculum must derive the fundamental principles of each subject from God's Holy Word. Because the Bible is our final authority, all of man's wisdom must be brought into subjection to it. The fear of the Lord is the beginning of wisdom, not only in our educational philosophy, but also in each discipline of study. We realize, as many Christian colleges apparently do not, that education is not made Christian by merely adding a course in Bible, a chapel services, or an introductory prayer in class. If the course content or educational approach to the subjects is humanistic, Christian additions will do little to change the direction of the overall program.

In every area of study—literature, science, government, history, etc., we want students to understand God's perspective. When they are taught to interpret all they learn through the eyes of Scripture, they acquire true knowledge and wisdom. We want them to acquire a truly Christian worldview in the areas of their interest and calling. In order to achieve this goal, it is necessary to have a plan of action— it is the Christian curriculum that provides Christian students with the principles, content, and analytical skills which teaches and enables them to be consistently biblical.

Our goal is to use the Bible in each course both directly and indirectly. We do so directly by considering how various passages relate to the subject, and indirectly as we demonstrate

how the theological principles or doctrines of the Bible provide the proper framework for our understanding. In the following sections we provide examples of how such a curriculum will be taught.

Biblical and Theological Studies

Foundational to our curriculum is the necessity of studying the Bible extensively and intensively. We need to be mastered by the Word of God before we can properly evaluate the writings of men. Bible study focuses our attention on the text of the Bible and seeks to help us understand and interpret it correctly. We do not believe in the mere study of religion, or even in a disconnected series of Bible and doctrinal studies, but we seek to arrive at a unified understanding of the biblical system of truth. It is this system of truth that provides us with the fundamental principles of a Christian philosophy, out of which we can develop a Christian worldview that touches every area of life and thought.

A Biblical View of Mathematics

God is one being in three Persons. He is the reason why there is both unity and diversity in creation, and this becomes the basis for the unity in mathematics, as well as the possibility of differentiation. The Bible teaches us that our Creator is also eternal and infinite. As we study the created universe we can see a reflection of these qualities; all of creation is governed by absolutes which reflect the character of the One who made it. We can see the marvelous precision in nature and the vastness of space, demonstrating the magnificence of God's creative power.

It would be impossible for us to know or understand creation without God's gift of mathematics, for without it, we would not have the means of measuring and computing His world. Mathematical principles never vary; formulae and equations are always in perfect balance and exhibit flawless consistency. Consequently, it is the tool for studying God's creative handiwork; it helps to reveal the omnipotence of the Lord.

The study of mathematics is the study of God's divine order revealed in His created universe. When we learn mathematics, we are learning about God. Every time we calculate mathematics it should remind us of the sovereign God; therefore, even as He is perfect, so we should strive for perfection. As mathematical principles are exact, so also our daily lives are to be lived by careful adherence to His principles.

Additionally, mathematics is a tool for man's rulership under

God. All callings in life demand planning, calculating, and evaluating in order to carry out our God-given responsibilities. Mathematics plays an important part, whether it be in business, medicine, engineering, art, science, etc. Therefore, as God's people, we are to use this wonderful gift to advance His kingdom on earth for His honor and glory.

A Biblical View of Science

All creation was brought into existence and formed by God's power, wisdom, and understanding. This means that we live in a logical and orderly world. Therefore, we must approach it as such. Science is a study of God's revelation in creation, which can be understood only as it relates to the Word of God. In the study of creation we see God's order reflected in the structure of the universe.

When God created man, He created him in His own image and likeness, and made him to rule over the animals, the plants, and the earth. Under God's direction, man was to develop each of these areas to its fullest potential, thus it was in the Garden of Eden that science was assigned to man as part of his cultural task. It was there that Adam first learned to cultivate the soil, and to plant and tend the trees and vegetation. It was there that he first studied the animals, gave each a special name that described its species, and classified them biologically.

To have dominion over His creation as God has commanded, we must have an organized and systematic knowledge of the areas we are to rule; this is the purpose of science. We are to study God's physical laws in operation over each area of creation, and to learn to apply this knowledge in accordance with His holy will.

In order to do this, we must approach the study of science using the Word of God as our key to correct interpretation, because only as we learn to see creation through the eyes of the Creator can we learn to know it as it really exists. In so doing we are protected from evolutionism and "science falsely so called" (1 Tim. 6:20), and are instructed in His awesome power and the beauty of His handiwork. The Bible teaches that God made all things out of nothing, by the word of His power, in the space of six days. Man was God's greatest work of creation; he did not evolve. Everything that God made was good. True science establishes creation, not evolution.

A Biblical View of History

The Bible clearly reveals that God is Lord of history. He

governs all nations and peoples by means of His providence or guidance. He also acts directly in history through blessings and judgments upon the earth (Deut. 28). The prophecies recorded in Scripture, many of which have been fulfilled, demonstrate that history has been planned by God and continues according to His purpose.

A proper understanding of history is built around its key events: creation, man's fall into sin, the cross of Christ, and the return of Christ. Because God has a plan to sum up all things in Christ (Eph. 1), history has a goal, thus, its meaning and purpose must be seen in terms of the One who guides and directs it toward that goal. Consequently, history is more than just names, dates, places, and events. Unlike science, in which we study God's physical laws in His government over creation, history is the study of God's moral laws in His government over men and nations.

For this reason all history—ancient, medieval, and modern—must be seen as the sovereign rule of God over the affairs of men. All men are accountable to Him, and all events must be viewed as the hand of God directing history toward the final victory of Christ and His Church, when God's truth will triumph, and ungodliness will be destroyed. We learn, therefore, to patiently wait upon the Lord for the fulfillment of His perfect will. The lessons of history are to be used by God's people to diligently work and "occupy," as we advance His kingdom on earth for His honor and glory.

A Biblical View of Sociology

Biblical sociology begins with God who exists in eternal relationship between the Three Persons. Because unity and plurality are equally ultimate, we find that the Bible does not place either the individual or the corporate above the other. Biblical Christianity has the only solution to the fluctuation in humanism between individualism and collectivism.

At creation, God, in His infinite wisdom, instituted the family, as the fundamental social relationship. From this basic institution all other social orders have developed according to His providence. While sin distorts the social orders established by God, He restores them by His grace, and uses them for His purpose. He ordained the family, the visible church, and the state, and each of these social spheres has co-ordinate rights and functions with a mutual independence clearly marked out in His Holy Word.

The Bible contains not only the principles of a sound sociology, but also provides social facts upon which we can build. For example, the social structures of the Old Testament covenant community of Israel, as established

in Genesis, demonstrate God's purpose for each and contrasts them with pagan society. A biblical presentation of the social order is needed to effectively address the current collapse of society. Biblical law provides us with tools for analyzing the various social structures of different nations and peoples. Connected with the revealed social facts of the Bible, we can develop a perspective of the Christian community and how the church can become an alternate society in the midst of chaos.

A Biblical View of Political Science and Government

The Old Testament reveals God's system of law for civil government. At Mount Sinai, through the prophet Moses, God gave Israel an entire system of civil law and government. In the books of Exodus, Leviticus, Numbers, and Deuteronomy, we see a complete system of law with due process, a federal system of government with three branches at each level, and the separation of powers with a system of checks and balances.

The student of history who learns this system has a valuable tool to help him in the necessary task of analyzing human governments both past and present. By using God's perfect Law as the standard of evaluation, past governments can be analyzed as to their structures, laws, and practical weaknesses. This knowledge will create the kind of understanding necessary for intelligent voting, responsible government, and the development of a godly ruling system.

Because civil government enacts laws, it is concerned with deciding what is right and what is wrong. Right and wrong, however, have to do with morality, and morality is religious. This means that civil government, by its very nature, is a religious institution, receiving its only legitimate authority as it acts as a minister of God's justice.

We can see, therefore, that the study of political science must be grounded in the Word of God. In studying civil law and civil government we need God's infallible standards in order to recognize truth from error, and justice from injustice.

A Biblical View of Economics and the Environment

For man to rule over the earth as God has commanded, he must be free to develop its natural resources. To do this, God has given him the right to private property, the right to choose his own occupation, the right to make a profit, and the right to decide how his earnings should be spent. Yet because God owns all things, we are to use these rights as stewards of the gifts of God.

To exercise these God-given rights, man needs an economic system that is designed to glorify God and serve the needs of everyone. Such an economic system must embody competition and the risks of the marketplace. Both competition and the element of risk force sellers to use their skills and economic resources more carefully, which produces a higher quality of goods and services at very reasonable prices to their customers.

Material abundance is possible only through productive harmony in the marketplace, and that is possible only through the grace of God and His Law working in the hearts and minds of men. To the extent that men understand and obey God's Law in the economic realm, they will respect each other's property, not steal from or cheat one another, and abide by contracts. When elected to public office, they will not use the power they have been granted for their own selfish purposes.

Contrary to most modern belief, it is not the duty of civil government to regulate the economy; God's laws over men and creation already do that. The proper role of civil government is to serve as a neutral referee, praising good, and punishing infractions of God's Law in the marketplace. Just weights and measures, sound money, and legal execution of contracts are all legitimate areas of governmental concern.

A Biblical View of Language and Literature

In the beginning God spoke and it came to pass. The three Persons of the Trinity have spoken to each other eternally, and when God created man in His own image, He gave him the gift of language. Language is thought expressed, but thoughts are never neutral—they are either true or false. To discern this, we need to study the Bible, for only from its pages can we come to know truth and error. Therefore, as we learn to read all literature through the "eyes" of Scripture, we will learn to interpret all that we read by the mind of God.

As against the post-modern trend of deconstruction (approaching a text as though the author left us a blank slate on which we are to write our own meaning), Christians must maintain that language has meaning, and therefore is not open to endless reinterpretation. This is of fundamental importance when we come to biblical hermeneutics, the study of sacred Scripture. Unless language has fixed meaning, any text can be made to read almost anything we want it to.

It is, therefore, important to remember that all thoughts and ideas have a religious point of view. Consequently, when reading any kind of literature, we should ask ourselves: Is

the author Christian or non-Christian? If non-Christian, from what religious point of view is he writing? Is there any information available about the author that could tell us something about his education, background, and personal beliefs? Is the author known for a particular cause or type of thinking? Does the message of the author compare or differ with Biblical teaching?

A Biblical View of Culture and the Arts

Art, music, and other arts are gifts given by God to man. When an artist paints a picture or a musician composes a song, each is using his God-given talent. Every gift should be used to reflect the beauty of its Original Creator and imitate His creative work. A humanistic view sees culture and art as existing only for self-expression and human enjoyment. The non-Christian uses culture as a way to revolt against God and glorify himself. He thinks that he can create out of nothing and be totally original, however, when man creates, he is not creating something absolutely new, but is discovering a potentiality which has existed from the beginning of creation. Its use becomes a blessing from God for the benefit of man.

Because art and music express thoughts and emotions, they exert a moral influence on our behavior. This makes art and music forms of religious fellowship. It is religious because thoughts and emotions are always moral, and fellowship because of the sharing between author and audience. For the Christian, this imposes a serious responsibility: it means we are not to enjoy art and music that promote thoughts and emotions contrary to the Word of God, for the Scripture says, "What fellowship has light with darkness?" (2 Cor. 6:14). Instead we are to enjoy art that reflects the glory of God's creation, and music that truly lifts the spirits of its listeners, and expresses emotion biblically. Likewise, we are to use our talents in these art forms in harmony with God's truth and morality.

Furthermore, since art and music are channels of communication, Christians should use them, either directly or indirectly, to promote the Gospel of Jesus Christ and a biblical understanding of God's world. In so doing, we will be working to advance the Kingdom of God on earth for His honor and glory.

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