



SOUTHERN BIBLE

INSTITUTE & COLLEGE

ACADEMIC CATALOG

UNDERGRADUATE PROGRAMS
CERTIFICATES-DIPLOMAS-DEGREES

2018-2019



SOUTHERN BIBLE

INSTITUTE & COLLEGE

2018-2019 Catalog

Volume 92

The information in this Catalog describes Southern Bible Institute & College (SBIC), its academic programs and support services, and personnel effective at the beginning of the August 2018 academic year. The information contained herein is not a contract or a legal document, but for planning purposes and functionality in the SBIC educational community, and is subject to change without notice; consequently, when making changes during the academic year in progress, SBIC will make every effort to inform students, faculty, and staff in a timely matter through published addendum. Information regarding revisions and updates in this Catalog is available from the Institutional Effectiveness Office. The *SBIC Catalog* is reviewed as part of SBIC's annual planning cycle. All suggestions for amending must be submitted in writing and reviewed by the Administrator for Institutional Effectiveness and approved by the Chief Academic Officer.

Southern Bible Institute & College admits qualified students who evidence personal committed faith in Jesus Christ and are agreeable with its biblical higher education mission, instruction emphases, and commitments. SBIC does not discriminate on the basis of gender, age, race, color, nationality, or ethnic origin. All applicants desiring to study at Southern Bible Institute & College must complete the admissions process as described in this Catalog before receiving full acceptance as a new, continuing, readmitted, transfer, or transient student.

TABLE OF CONTENT

GREETINGS FROM THE PRESIDENT.....	1
ABOUT SOUTHERN BIBLE	
ACADEMIC CALENDAR 2018-2019	4
VISION.....	6
MISSION.....	6
GOVERNANCE	6
ACADEMIC ACCREDITATION RECOGNITION.....	6
ENVIRONMENTAL SCAN.....	6
THE SBIC EXPERIENCE	7
LOCATION AND FACILITIES.....	7
DIRECTIONS TO THE SCHOOL.....	8
CAMPUS MAP	9
CORE VALUES.....	10
EDUCATIONAL OUTCOMES.....	12
ASSESSMENT OF STUDENT LEARNING	12
STUDENT DEVELOPMENT OVERVIEW	13
STRATEGIC INSTITUTIONAL INITIATIVES/PLANNING.....	13
INSTITUTIONAL STRATEGIC INITIATIVES	13
BIBLICAL AND THEOLOGICAL DISTINCTIVES.....	14
HISTORY OF SOUTHERN BIBLE	17
INSTITUTIONAL ADVANCEMENT.....	19
RELATIONSHIP TO CHURCHES.....	20
FINANCIAL SUPPORT.....	20
ONLINE INFORMATION SYSTEM - MYSOUTHERNBIBLE	21
PUBLIC DISCLOSURE.....	21
ENROLLMENT INFORMATION	
ENROLLMENT MANAGEMENT PHILOSOPHY.....	24
APPLICATION FOR ADMISSION	25
APPLICATION DOCUMENTATION (PACKET MATERIALS).....	25
ENROLLMENT SUITABILITY.....	26
APPLICATION DECISION MAKING PROCESS	28
ACCEPTANCES STATUSES	28
ORIENTATION	29
ENTRANCE ASSESSMENTS.....	29
STUDENT SUCCESS SEMINAR	30
SPECIAL APPLICANTS.....	30
INTERNATIONAL APPLICANTS.....	32
HOME-SCHOOLED APPLICANTS	32
CONTINUOUS SERVANT LEADERSHIP APPLICANTS	33
VETERANS APPLICANTS.....	33
READMISSION	34
TAKING COURSES AT OTHER SCHOOLS WHILE ENROLLED AT SBI.....	34
OCCASIONAL OFF CAMPUS COURSES	35
SBIC AND MOODY BIBLE INSTITUTE (MBI) PARTNERSHIP	35
VISITORS AND CHILDREN ON CAMPUS	36
FINANCIAL INFORMATION	
BUSINESS OFFICE	38
TUITION AND FEES SCHEDULE	38
FINANCIAL AID ELIGIBILITY AND RESOURCES.....	39

STUDENT DEVELOPMENT INFORMATION

STUDENT DEVELOPMENT PHILOSOPHY	42
STUDENT ACTION LEADERSHIP TEAM (SALT)	42
SPIRITUAL FORMATION	43
SUPPORT SERVICES	45
SCHOOL EVENTS.....	47
COMMUNITY EXPECTATIONS	48
CAMPUS SAFETY AND EMERGENCY PROCEDURES.....	52
FACILITIES USE	53
STUDENT DISCIPLINARY PROCESS.....	55

ACADEMIC INFORMATION

CURRICULUM PHILOSOPHY	58
COURSE FOCI.....	60
CURRICULUM TRACKING EXPLANATION	63
MATRICULATION	65
ACADEMIC PROGRAM COMPLETION	66
ACADEMIC ADVISING.....	66
ACADEMIC RECORDS	66
PROGRAM AUDIT REVIEW FORMS.....	68
ACADEMIC ARTICULATION AGREEMENTS	68
ACADEMIC INTEGRITY.....	68
GRADING SYSTEM.....	70
ACADEMIC CREDIT ALTERNATIVES.....	73
CLASS ATTENDANCE AND CANCELLATION	75
EXAMINATION WORK	76
LEARNING RESOURCES	76
LIFE-LONG LEARNING.....	77
MINISTRY FORMATION	78
GRADUATION.....	78
INSTITUTIONAL EFFECTIVENESS AND RESEARCH	80
REGISTRATION PROCESS FOR COURSES.....	81
SYLLABI	82
RESEARCH AND WRITING EXPECTATIONS.....	82
STATEMENT ON WOMEN IN MINISTRY	83
STATEMENT ON HUMAN SEXUALITY	83

ACADEMIC PROGRAMS INFORMATION

PROGRAM DESCRIPTIONS & CURRICULUM.....	85
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DIRECTORY INFORMATION

BOARD OF DIRECTORS	112
PRESIDENT'S ADVISORY COUNSEL	112
ADMINISTRATION	112
FULL-TIME FACULTY	113
ADJUNCT FACULTY BIBLICAL & THEOLOGICAL STUDIES	113
ADJUNCT FACULTY – GENERAL EDUCATION	114
ADJUNCT FACULTY – CONTINUING EDUCATION	115
STAFF	116

GREETINGS FROM THE PRESIDENT



Welcome to Southern Bible Institute & College! As we greet one another and prepare our hearts for continued study in the Word of God, we realize without hesitancy that it is by His grace that we will accomplish all we set our minds to do. We look forward to welcoming our new students and continuing to support our returning students, faculty, and staff.

This past year marked the 91st anniversary of Southern Bible. While we are continuing to address the initiatives in our strategic plan, we pressing forward with our transitional “*next90*” capital campaign. This campaign touches our current and future efforts that will set the foundation for our biblical higher education mission for the next 9 decades. Our planning and assessment documents are to meticulously look at our future and strengthen every aspect of our institution’s desire to develop servant leaders

with a Bible-centered worldview, designed to serve our present culture in a transformational manner.

Our new name change to Southern Bible Institute & College (SBIC) reflects our deep desire to be a premier affordable college in the area, while continuing our commitment to provide sound biblical training for those who seek a deeper knowledge of the Word of God. Both our Institute and College is driven by the same motto of *Equipping Servant Leaders*. Although our name and initials reflect a trajectory, we’re proud that our school will continue to be simply known as Southern Bible.

Our strategic plan initiatives, are annually reviewed, refined and adjusted to continue to more intentionally focus on personal application in the lives of the students and their surrounding communities. Some key questions these communities are asking are: 1) “How does this identify with the spiritual culture of today; 2) How will this assist in changing the culture; 3) Does this meet the challenges that many of our churches and communities face on a daily basis?”

Although all SBIC courses will continue to find their center in the school’s mission statement which involves equipping students to be competent servant leaders, our courses on servant leadership will begin to integrate greater emphasis relative to analyzing our communities and building innovative programs of lasting benefit to those whom we serve. Collecting and disaggregating data regarding the local community is becoming a model for community and church change our student and those they serve.

Our degree and certificate programs are measured not only on what’s learned in the classroom, but also on how students apply this information in performance of their job functions. Church, missionary, community, even corporate workers are challenged to re-channel their thinking and their skills to bring community and cultural change.

Southern Bible Institute & College is excited about moving forward towards accreditation through the Association for Biblical Higher Education (ABHE). Completion of the self-study is the next step and is expected to be submitted before the end of 2018. It is our goal to make our school successful in all areas as we actively participate in the accreditation process.

Philippians 1:6 has always been one of my favorite verses. The Lord has begun a "good work" at Southern Bible Institute & College and we desire to see Him move us toward the completion of those goals at our school.

We are committed to continuing to offer the tools necessary to help students, pastors, church workers, missionaries, and Christian leaders of any industry and bring change through spiritual, economical, and social growth which facilitates a Bible-centered worldview in our communities through servant leadership.

I encourage you to visit and consider Southern Bible Institute & College as an integral part of your future. Whether through chapel, the classroom, or fellowship with other students. Southern Bible Institute & College can help you to know, understand and apply the wonderful blessing that God has for you through His word.

Thanks again for your interest in us as we develop servant leaders who bring relevancy to our cultural changes.

Yours in Christ,

A handwritten signature in black ink, appearing to read "Dr. Martin E. Hawkins". The signature is stylized with large, flowing loops and a long horizontal line extending to the right.

Dr. Martin E. Hawkins
President

ABOUT SOUTHERN BIBLE

ACADEMIC CALENDAR 2018-2019

	FALL 2018/2019
<i>Priority Enrollment Seating for Fall (Continuing Students)</i>	<i>July 9 (M) – Jul 30 (M)</i>
<i>Open Enrollment Seating</i>	<i>July 31 (Tu) – Aug 16 (Th)</i>
<i>Fall Course Schedule Available</i>	<i>July 31 (M)</i>
<i>Pre-Orientation</i>	<i>Aug 4 (Sa)</i>
<i>New Student Application Deadline</i>	<i>Aug 9 (Th)</i>
<i>Faculty Workshop</i>	<i>Aug 11 (Sa)</i>
Classes Begin – Online/Gen Ed — <i>1st 8 Weeks</i>	<i>Aug 15 (W)</i>
<i>New Students Orientation</i>	<i>Aug 18 (Sa)</i>
<i>Withdrawal w/Refund Deadline</i>	<i>Aug 26 (Su)</i>
Classes Begin – On Campus	Aug 27 (M)
Labor Day (No On Campus Classes)	Sep 3 (M)
<i>Last Day to Add a Course</i>	<i>Sep 4 (Tu)</i>
<i>North Texas Giving Day</i>	<i>Sep 20 (Th)</i>
<i>Health & Wellness Emphasis Week</i>	<i>Oct 1-4 (M-Th)</i>
<i>Founders' Day</i>	<i>Oct 18 (Th)</i>
Classes End – Online/Gen Ed – <i>1st 8 Weeks</i>	<i>Oct 10 (W)</i>
Classes Begin – Online/Gen Ed – <i>2nd 8 Weeks</i>	<i>Oct 10 (W)</i>
<i>Priority Enrollment Seating for Fall (Continuing Students)</i>	<i>Oct 31 (W) – Nov 29 (Th)</i>
<i>Last Day to Withdraw w/no Refund</i>	<i>Nov 8 (Th)</i>
<i>Connecting Christ & Culture Fall Conference</i>	<i>Nov 5-8 (M-Th)</i>
<i>Institutional Assessment Week</i>	<i>Nov 12-15 (M-Th)</i>
<i>Thanksgiving Communion</i>	<i>Nov 15 (Th)</i>
Fall Reading Week (No On Campus Classes)	Nov 20-22 (Tu-Th)
Thanksgiving Break (Offices Closed)	Nov 22 (Th)
<i>Course Evaluations</i>	<i>Dec 3 – Dec 6 (M-Th)</i>
<i>Open Enrollment Seating</i>	<i>Nov 30 (F) – Jan 6 (Su)</i>
Final Exam Week	Dec 10-13 (M-Th)
Classes End – Online/Gen Ed – <i>2nd 8 Weeks</i>	<i>Dec 5</i>
Semester End	Dec 13 (Th)
<i>All Grades Due Fall</i>	<i>Dec 20 (Th)</i>
Holiday Office Closure (Offices Closed)	Dec 20 – Jan 2 (Th–W)
	Winter 2018/2019
Class Begin – Winter Direct Study	Dec 17 (M)
Class Begin – Winter Direct Study	Jan 11 (Th)

* SBIC offices are closed on Fridays.

Spring Course Schedule Available
Day of Outreach
Pre-Orientation

Classes Begin – Online/Gen Ed — *1st 8 Weeks*

New Student Application Deadline

New Students Orientation

Facility Workshop

Martin Luther King Day (No On Campus Classes)

Withdrawal w/Refund Deadline

Classes Begin – On Campus

Last Day to Add a Course

Connecting Christ & Culture Spring Revival

ABHE Conference

Classes End – Online/Gen Ed – *1st 8 Weeks*

Classes Begin – Online/Gen Ed – *2nd 8 Weeks*

Spring Reading Week/Spring Break (No On Campus Classes)

Resurrection Communion

Good Friday (Offices Closed)

Last Day to Withdraw w/no Refund

Invitational Conference for Homiletic Students

Senior Preaching Week

Institutional Assessment Week

Deadline for Graduation May 2018 Applications

Stress Reduction Week

Course Evaluations

Graduation Chapel

Final Exam Week

Graduation Candidates Assessments

Classes End – Online/Gen Ed – *2nd 8 Weeks*

Semester End

92nd Anniversary Celebration

Graduation Rehearsal

Alumni/Graduate Luncheon

Graduation Commencement

Grades Due

** SBIC offices are closed on Fridays.*

SPRING 2018/2019

Jan 3 (Th)

Jan 3 (Th)

Jan 5 (Sa)

Jan 9 (W)

Jan 10 (Th)

Jan 12 (Sa)

Jan 19 (Sa)

Jan 14 (M)

Jan 14 (M)

Jan 15 (Tu)

Jan 28 (M)

Feb 4-7 (M-Th)

Feb 20–22 (W–F)

Mar 6 (W)

Mar 6 (W)

Mar 12-14 (Tu-Th)

Apr 18 (Th)

Apr 19 (F)

Apr 1 (Th)

Apr 8-9 (M-Tu)

Apr 9-11 (Tu-Th)

Apr 15-19 (M-Th)

Apr 18 (Th)

Apr 22-25 (M-Th)

Apr 22-25 (M-Th)

Apr 23 (Tu)

Apr 29-May 2 (M-Th)

Apr 29-May 2 (M-Th)

May 1 (W)

May 2 (Th)

May 3 (F)

May 4 (Sa)

May 4 (Sa)

May 5 (Su)

May 16 (Th)

Last Updated: 07/22/2018

VISION

SBIC prepares individuals through rigorous academic instruction, in the truth of Holy Scripture for more effective service in their home, church, community, and in the world. It is our earnest prayer that the school will produce graduates who are servant leaders in the ministry field not necessarily identified by denominational affiliation, but distinctively marked by timeless servant leadership rooted in God's authoritative Word.

MISSION

The **mission** of Southern Bible Institute & College is: **"Equipping men and women to be competent servant leaders with a Bible-centered worldview"**. Accordingly, this mission statement inspires faculty and staff to patiently work together as each one's work contributes to the school's **branding statement: "Equipping Servant Leaders."**

GOVERNANCE

Southern Bible Institute & College is a non-denominationally aligned school, IRS 501 (c) (3) tax exempt, not-for-profit organization, governed by a self-perpetuating Board of Directors.

ACADEMIC ACCREDITATION RECOGNITION

Southern Bible Institute & College is not presently accredited, but is actively pursuing the accreditation process with the Association for Biblical Higher Education (ABHE), a higher education organization holding the Bible central and recognized by CHEA (Council for Higher Education Accreditation) and USDE (U.S. Department of Education). The next step for SBIC is to achieve Candidacy status.

Currently, SBIC is an Applicant status institution with the Association for Biblical Higher Education. As such, SBIC holds applicant status at the undergraduate level with the Commission on Accreditation of the Association for Biblical Higher Education, 5850 TG Lee Blvd. Suite 130, Orlando, Florida, 32822, Ph. (407) 207-0808, www.abhe.org. Applicant status is a pre-membership status granted to those institutions that meet the ABHE *Conditions of Eligibility* and that possess such qualities as may provide a basis for achieving Candidate status within four years. As an Applicant school with ABHE, SBIC is listed on the association's school directory: <http://www.abhe.org/pages/NAV-Directory.html>.

For more information visit our website and read more in the section About Us, About Accreditation, *FAQs About SBIC and Accreditation*.

ENVIRONMENTAL SCAN

DFW presents great opportunities for SBIC's biblical higher education growth. SBIC has proven stability for the long term with 90 years of uninterrupted operation and no factional splits over doctrinal matters or ministry practice. SBIC has never wavered from its biblical and theological stance. Faculty offer a traditional curriculum supportive of biblical higher education for those who hold the inerrant and infallible Word of God as their rule of faith and practice.

As one of the highest areas of ecclesiastical activity in the US among African American

population centers, DFW offers multitudinous venues for servant leadership ministry skills growth and mentoring support. Currently, SBIC's student body represents more than 165 area churches.

Since SBIC's student population is primarily composed of adult learners, the statistical benchmarks for growth have been informative in our research. Among the leading benchmarks these facts stand out: 46% of area high school graduates do not immediately attend a higher education institution; approximately 70% in the metroplex over age 25 do not have at least a bachelor's level degree of education; the median age is 31; Dallas ranks in the top ten for low cost of living index indicators among 25 major metropolitan areas in the US. Accordingly, accreditation will lead to growth and ongoing institutional mission accomplishment given these general factors for looking at SBIC's future.

In light of SBIC's recent assessment of its enrollment plan, a unique paradigm has been developed for managing the broad SBIC community called "Quads" (short for 'quadrants' also referred to as Macro-Quads). Using the intersection of I-20 and I-35E, we place students, alumni, and churches in respective quadrants in order to facilitate ministry connections among our constituents near each other.

THE SBIC EXPERIENCE

What will a student experience at SBIC?—Academic programs infused with biblical content; faculty passionate about teaching, student-to-student relationship building (through the Care Connection fellowship model), and real-time ministry application; staff modeling servant leadership and fostering meaningful relationships with students; challenging chapel messages consistently focused in the Word with spiritually uplifting worship; a campus environment conducive to spiritual and personal growth; and servant leadership ministry experience opportunities guaranteed to spiritually mature students as they pursue God's call. Students also benefit from technology in use on campus and stay connected through the campus-wide online information system: "mySouthernBible".

Southern Bible Institute & College welcomes all applicants for admission regardless of gender, age, race, color, nationality, or ethnic origin.

LOCATION AND FACILITIES

Southern Bible Institute & College is located at 7200 South Hampton Road in Dallas, Texas, and sits on twelve acres of scenic property in the southern sector of the city of Dallas. The campus consists of the main facility which houses all classrooms, Fox Chapel, student connection break room, computer lab, administrative offices, and reference library. This library exists to support the challenging learning outcomes of our rigorous academic program.

Known for its affordable tuition and quality instruction in an emerging ethnically and culturally diverse educational environment, SBIC has prepared thousands of men and women for ministry in a variety of fields locally, nationally, and internationally.

MAILING ADDRESS

Southern Bible Institute
P.O. Box 763609
Dallas, Texas 75376-9919

TELEPHONE & FAX

Main: 972-224-5481
Toll Free: 1-866-EQUIPME
(1-866-378-4763)
Fax: 972-224-9517

STREET ADDRESS

Southern Bible Institute
7200 South Hampton Road
Dallas, Texas 75232

E-MAIL

sbi@southernBible.org

WEB

www.southernBible.org
www.EquipMe2serve.org

FACEBOOK

www.facebook.com/SouthernBibleInstitute

DIRECTIONS TO THE SCHOOL

FROM THE NORTH (FRISCO)

Take Interstate 75 South towards Dallas. Travel to Interstate 30 West. Take Interstate 35E South going towards Waco. Travel South on Interstate 35E (US-67). Proceed south on US-67 (Marvin D. Love Freeway) toward Cleburne. Take the Hampton Road exit. Turn left onto South Hampton Road. Proceed to SBIC.

FROM THE SOUTH (AUSTIN/HOUSTON)

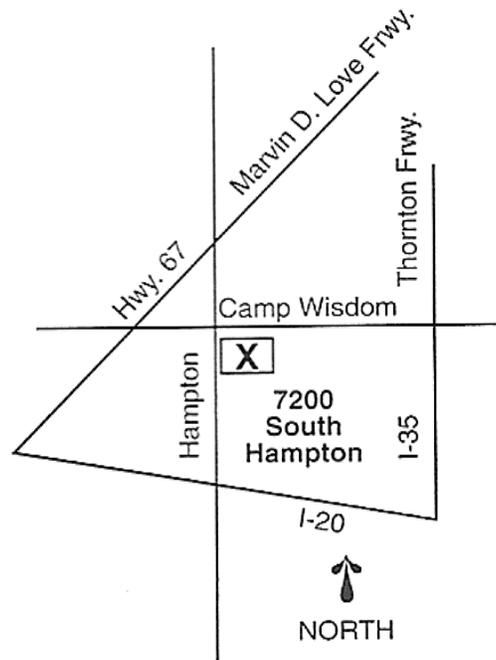
Take I-45 or I-35E North toward Dallas. Exit on Interstate 20, going west toward Fort Worth. Exit at the Hampton/Wheatland Road exit. Turn right onto S. Hampton Road and proceed to SBIC.

FROM THE EAST (TYLER)

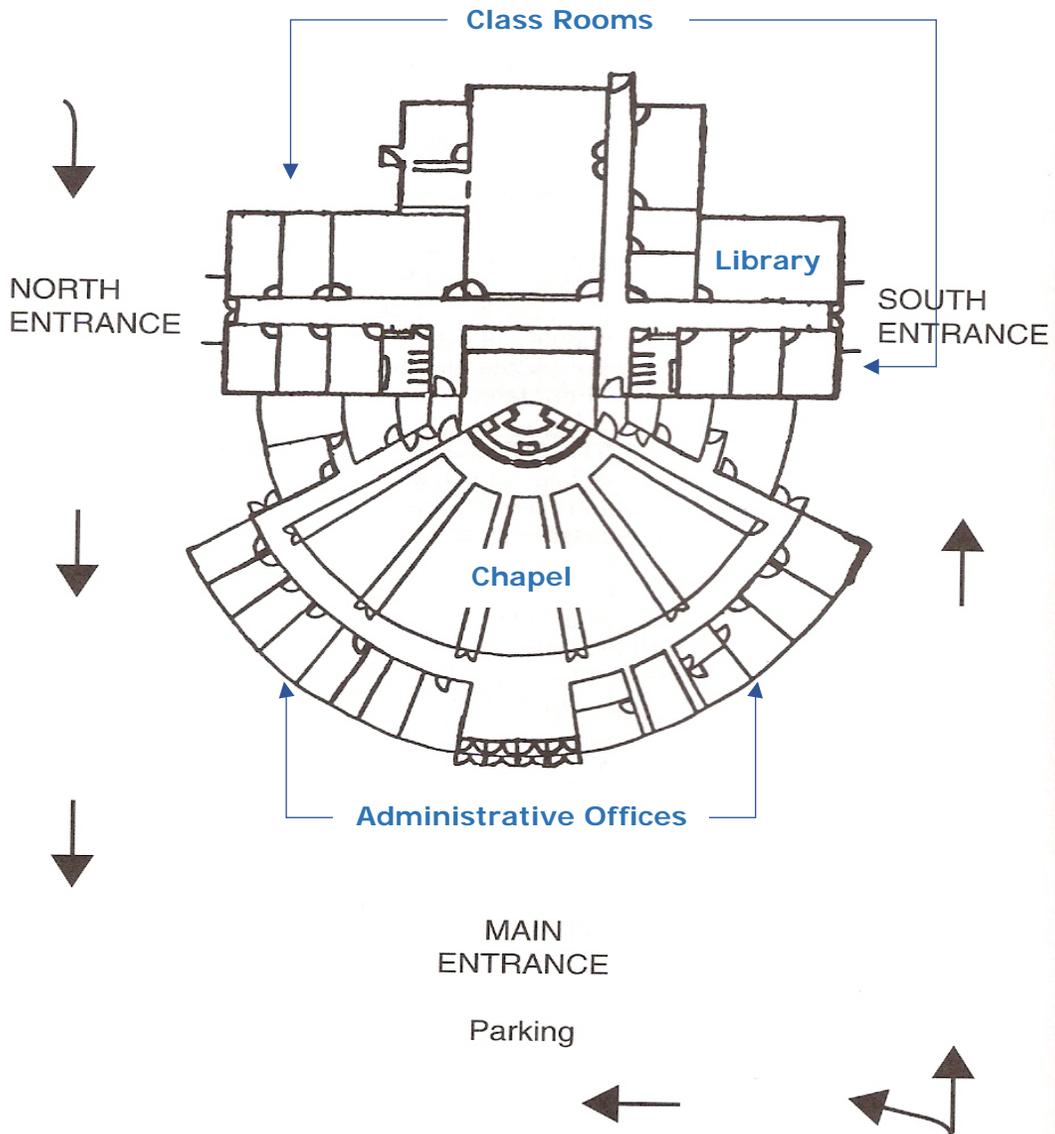
Take Interstate 20 West towards Fort Worth. At Exit 465, exit to Hampton Road and Wheatland Road. Turn right on South Hampton Road and proceed to SBIC.

FROM THE WEST (FORT WORTH)

Take US 287 to Interstate 20. Travel east on Interstate 20 toward downtown Dallas. At Exit 465 (Hampton /Wheatland Road) turn left onto Wheatland Road. Then turn left onto South Hampton Road. Proceed to SBIC.



CAMPUS MAP



VISIT THE CAMPUS

Prospective students are encouraged to visit the campus. Call the main office or e-mail us to speak with one of our admissions personnel or to make an appointment.

- Tour the facility
- Sit in scheduled classes in session during the term
- Attend a scheduled chapel service
- Talk with school administrators/faculty/staff/students
- Visit with the President by appointment (call the main office to schedule a visit)
- Discuss financial costs for school, academic programs, and student development
- Priority register for classes
- "*Kick the tires*" with a demo of Logos and mySouthernBible (the academic software and student portal used in SBIC courses)

We look forward to serving you and praying with you about God's leadership for you in attending Southern Bible Institute & College.

You can call our Admissions Office, submit a Request for Information online at www.EquipMe2Serve.org, or download the application. Go to www.southernBible.org, navigate to **About Us** page, click on **Downloads** and locate the link for **Application for Admission** to retrieve the admissions documents.

We encourage you to get started today!

CORE VALUES

Teaching and learning are central to our mission. We believe faculty and support staff must evidence and possess a primary commitment to:

- Value man, woman, and child as a person whom God created and thus is due respect, admiration and kindness accordingly.
- View every new applicant as significant, and as such, be given every opportunity that can reasonably be offered to enroll him or her in SBIC.
- Hire staff, faculty and appoint Board members that give students every opportunity to mature through God's Word.
- Esteem the authority of God's Word as central to all teaching and learning situations. That when we consider answers to questions, resolution to conflict, counseling, or any other issues, God's Word is central in all our dealings.
- Exercise responsibility for preparing students to learn what is necessary for becoming strong home, church, and community servant leaders.

PHILOSOPHY OF EDUCATION

Southern Bible Institute & College is a biblical higher education institution. We are committed to providing high-quality educational experiences appropriate to a post-secondary institution centered in biblical higher education. Faculty possess appropriate academic qualifications and have experienced ministry complementary to their instruction.

Students are admitted on the basis of their ability to evidence academic preparation

commensurate for successful study at the undergraduate level. All instruction involves these non-negotiable fundamentals to achieve our mission.

- The Bible is the primary textbook for all academic programs and practical ministry experience. Servant leadership is the sine qua non indispensable link and essential action emerging from this duality. Freedom of inquiry is encouraged with the Bible as an absolute.
- Faculty are in wholehearted agreement with the essential doctrines of the faith as articulated in SBIC's Biblical and Theological Distinctives.
- Learning in the classroom must complement the priorities of Scripture in areas such as one's personal relationship with the Lord, family, evangelism, and others. A believer's first priority in ministry is in and through the local church.
- It is the responsibility of faculty in particular and of the whole SBIC community in general to model servant leadership by way of example in word and deed. Accordingly, Christ honoring love is the motivation, manifestation, and ethic of all instruction and practice for the SBIC community of believers.
- All academic instruction must be relevant to the cultural milieu of our fast-changing, technologically driven world. Learning is a life-long pursuit. Curricular, co-curricular, and extra-curricular experiences are intentionally executed to cultivate a desire for life-long learning with a Bible-centered worldview.

ACADEMIC PROGRAMS AND CURRICULUM OVERVIEW

SBIC's commitment to continuing education and post-secondary academic programs, has promoted a clearer distinction between its Institute and College program offerings. The Institute—intended to serve the traditional constituency of students with a passion to learn the Word of God but not necessarily at a post-secondary level of academia—includes the Diploma, Bridge Studies, and Continuing Education programs. The College provides the highest level of ministry preparation at a collegiate level of rigor, through the professional ministry development Certificates and Degree programs (which include: Associate of Science, Bachelor of Arts, and Bachelor of Science).

These academic programs at SBIC are intentionally constructed to fully prepare our students with an increase in Bible knowledge as well as for vocational outcomes flowing from our institutional mission, goals, and educational environment. Life-long learning centered in God's inerrant revelation contained only in the Bible applicably sums the foundation and goals of all our instruction. Academic programs are further organized into these curricular areas: Foundational, General Education, Disciplinary, and Professional studies. As academic programs advance from diploma through degree, so the curricular requirements and rigor differ.

Certain courses are taught as a corequisite through the Institute as a 2 credit hour course, while College students take the course with more academic requirements for 3 credit hours. In addition, prerequisites and accomplishments must be met prior to advancing in course work as noted in the Course Descriptions section of the Catalog. All in all, this intentionality for two and three hours courses keeps the student focused toward fulfilling requirements for their academic plan of study and ultimately using their training as Biblical servant leaders.

EDUCATIONAL OUTCOMES

Through its curriculum and instruction, SBIC purposes to engage its students in biblical higher education that will enable and challenge students to:

1. Increase knowledge and understanding of the Bible and Christian theology.
 - A. Acquire a broad knowledge of the contents in the Bible.
 - B. Acquire skills in personal Bible study.
 - C. Gain applied knowledge in how to interpret the Bible.
 - D. Gain applied technical skills how to interpret Bible using Logos Bible software (College only).
 - E. Acquire a working knowledge of systematic theology.
2. Move toward a maturing Christian life by learning to apply scriptural truths.
3. Grow as passionate servant leaders, equipped with marketable skills for service, ministry, and vocation.
4. Develop skills for the work of evangelism and world missions.
5. Develop the foundation necessary for expressing a Bible-centered worldview.
6. Develop inquiry and research skills to support life-long learning.
7. Progress to further studies in biblical, theological, ministerial, and related fields.

Institute Diploma Graduates: Evidence the ability to integrate Bible knowledge with a Bible-centered worldview in the areas of the home, local church, community, and marketplace.

College Certificate Graduates: Evidence the ability to integrate Bible knowledge and a Bible-centered worldview, along with professional ministry skills, that advances vocational servant leadership.

College Degree Graduates: Evidence the ability to integrate a Bible-centered worldview with broad general education areas of study for ministry effectiveness and further studies.

ASSESSMENT OF STUDENT LEARNING

Southern Bible Institute & College is committed to providing a high-quality educational experience for each of our students. SBIC publishes expected learning outcomes applicable for graduation candidates with each academic program. Goals are also embedded in the institution's strategic planning initiatives which involve improving curriculum, instruction capacities, and support services.

The assessments for all of these areas are administered through the Institutional Effectiveness office where the objective is to help analyze the level at which institutional education and curricular learning outcomes are being met, and then engage members of the educational community in suggesting solutions for improving student learning and support services exercised through educational and administrative support groups.

STUDENT DEVELOPMENT OVERVIEW

We are committed to providing educational experiences which complement our curriculum and faculty instruction. Freedom of inquiry also applies to student development by providing opportunities for a student to affirm God's leadership in their life as well as the stewardship of His gifting and abilities at work in and through them.

Student development activities are intended to contribute to a student's personal growth and support institutional level education outcomes for graduated students. This integral component of SBIC's educational mission through the student development Care Connection structure and support services are explained in SBIC's *Student Development Handbook*.

Spiritual life and ministry formation naturally plays an indispensable role, and is facilitated by the dedicated Coordinator which oversees these areas. Regular campus chapel services challenge students (and all members of the campus community) to prioritize their personal spiritual growth and build qualities of Christian character into their personal lives characterizing servant leadership. Through regular ministry experiences under the Servant Leadership Education Development (SLED) course assignments, students are challenged to develop ministry and vocational skills competencies that complement learning in the classroom. SLED requirements are facilitated within each course and the school's expectations and student responsibilities are outlined in each syllabus.

STRATEGIC INSTITUTIONAL INITIATIVES/PLANNING

Located in the southern sector of Dallas—Southern Bible Institute & College finds itself in an expanding, ethnically-diverse community. Within its community, Southern Bible Institute & College shines as a beacon of hope as an authoritative biblical higher education institution. The predominately African American community in which SBIC resides, desires students who are trained with a Bible-centered philosophy of education who manifest expository preaching and teaching passion and skills. Southern Bible Institute & College is poised to grow and fill this proliferate hunger for biblical preaching, teaching, and servant leadership.

INSTITUTIONAL STRATEGIC INITIATIVES

SBIC's current institutional priorities and goals are anchored in eight (8) strategic initiatives developed through a collaborative process with the board of directors, administrative team, faculty and staff, and other constituents such as alumni. These initiatives flow from the mission statement. Each initiative expresses what SBIC believes is necessary for institutional effectiveness in a comprehensive and strategic sense to work out the mission and guide the institution's present and future work.

This leads Southern Bible to annually prepare planning and assessment documents, while confirming partnerships with individuals, businesses, churches, and professional communities who embrace our mission. SBIC will accomplish this by these eight initiatives:

1. Increasing institutional effectiveness through regular, systematic planning, and assessment to advance the mission of the Institution.
2. Improving and expanding curricular offerings to affirm student learning outcomes at all levels as well as placement after graduation.
3. Growing the student population through active, aggressive, and effective recruitment and retention strategies.

4. Implementing and sustaining the Vision through top-notch servant leadership development; and expanding the faculty to increase excellence in academic engagement and ministry effectiveness. Additionally, cultivating a professional staff who provide administrative and educational support services that complement the Institution's mission and branding statements for servant leadership.
5. Advancing the technological environment in order to enhance student learning, academic program delivery and methods, and day-to-day operations in all areas of the Institution.
6. Exercising optimal stewardship, while providing an excellent learning environment. Initially remodeling current facilities to provide an environmentally sound and safe learning environment in a growing technological age.
7. Increasing the funding base of SBIC through new relationships with dedicated partners who share the Mission and Vision.
8. Providing a stabilized educational and fiscal foundation from which to invite smaller like-minded public institutions as well as local church leadership and Christian Education programs to partner with SBIC serving as an influential resource for implementing a similar model and mission.

BIBLICAL AND THEOLOGICAL DISTINCTIVES

Far from inviting a passive acceptance we encourage students to question and challenge knowledge that is acquired through careful critical evaluation and appropriate application. The grid through which all of this must be filtered is contained in Southern Bible Institute & College's biblical/theological distinctives, which every faculty member subscribes to and believes in order to teach at the school.

We believe:

In the Bible as the inerrant, infallible Word of God, and that, "All Scripture is given by inspiration of God."

Exodus 24:4; Deuteronomy 4:1-2; 17:19; Joshua 8:34; Psalm 19:7-10; 119:11,89,105, 140; Isaiah 34:16; 40:8; Jeremiah 15:16; 36:1-32; Matthew 5:17-18; 22:29; Luke 21:33; 24:44-46; John 5:39; 16:13-15; 17:17; Acts 2:16ff.; 17:11; Romans 15:4; 16:25-26; 2 Timothy 3:15-17; Hebrews 1:1-2; 4:12; 1 Peter 1:25; 2 Peter 1:19-21.

In one God, manifested in three persons, Father, Son, and Holy Spirit, co-equal and co-eternal.

Ps. 33: 6, 9; Isaiah 61:1; Matt. 3:16-17, 28:19; Mk. 1:10,11; Luke 1:35, 3:22; John 1:32; Acts 7:55; Romans 8:11, 14-17, 26-27; 2 Cor. 12:13-14; Hebrews 9:14.

In the perfect humanity and the perfect Deity of the Lord Jesus Christ. His substitutionary death on the cross. His burial, His bodily resurrection, and His intercession and advocacy for His saints.

Genesis 18:1ff.; Psalms 2:7ff.; 110:1ff.; Isaiah 7:14; 53; Matthew 1:18-23; 3:17; 8:29; 11:27; 14:33; 16:16,27; 17:5; 27; 28:1-6,19; Mark 1:1; 3:11; Luke 1:35; 4:41; 22:70; 24:46; John 1:1-18,29; 10:30,38; 11:25-27; 12:44-50; 14:7-11; 16:15-16,28; 17:1-5, 21-22; 20:1-20,28; Acts 1:9; 2:22-24; 7:55-56; 9:4-5,20; Romans 1:3-4; 3:23-26; 5:6-21; 8:1-3,34; 10:4; 1 Corinthians 1:30; 2:2; 8:6; 15:1-8,24-28; 2

Corinthians 5:19-20, 8:9; Galatians 4:4-5; Ephesians 1:20; 3:11; 4:7-10; Philippians 2:5-11; Colossians 1:13-22; 2:9; 1 Thessalonians 4:14-18; 1 Timothy 2:5-6; 3:16; Titus 2:13-14; Hebrews 1:1-3; 4:14-15; 7:14-28; 9:12-15,24-28; 12:2; 13:8; 1 Peter 2:21-25; 3:22; 1 John 1:7-9; 2:1-2, 3:2; 4:14-15; 5:9; 2 John 7-9.

In the personality of the Holy Spirit, and full recognition of His work, in this age of reproof, convicting, sealing, baptizing, instructing, indwelling, and filling.

Genesis 1:2; Judges 14:6; Job 26:13; Psalms 51:11; 139:7ff.; Isaiah 61:1-3; Joel 2:28-32; Matthew 1:18; 3:16; 4:1; 12:28-32; 28:19; Mark 1:10,12; Luke 1:35; 4:1,18-19; 11:13; 12:12; 24:49; John 4:24; 14:16-17,26; 15:26; 16:7-14; Acts 1:8; 2:1-4,38; 4:31; 5:3; 6:3; 7:55; 8:17,39; 10:44; 13:2; 15:28; 16:6; 19:1-6; Romans 8:9-11,14-16,26-27; 1 Corinthians 2:10-14; 3:16; 12:3-11,13; Galatians 4:6; Ephesians 1:13-14; 4:30; 5:18; 1 Thessalonians 5:19; 1 Timothy 3:16; 4:1; 2 Timothy 1:14; 3:16; Hebrews 9:8,14; 2 Peter 1:21; 1 John 4:13; 5:6-7; Revelation 1:10; 22:17.

That the Salvation is by grace through faith; it is a gift of God unmerited on our part. That we are redeemed only through the shed blood of Christ on the cross.

Genesis 3:15; Exodus 3:14-17; 6:2-8; Matthew 1:21; 4:17; 16:21-26; 27:22-28:6; Luke 1:68-69; 2:28-32; John 1:11-14,29; 3:3-21,36; 5:24; 10:9,28-29; 15:1-16; 17:17; Acts 2:21; 4:12; 15:11; 16:30-31; 17:30-31; 20:32; Romans 1:16-18; 2:4; 3:23-25; 4:3ff.; 5:8-10; 6:1-23; 8:1-18,29-39; 10:9-10,13; 1 Corinthians 1:18,30; 6:19-20; 15:10; 2 Corinthians 5:17-20; Galatians 2:20; 3:13; 5:22-25; 6:15; Ephesians 1:7; 2:8-22; 4:11-16; Philippians 2:12-13; Colossians 1:9-22; 3:1ff.; 1 Thessalonians 1:9-10, 5:23-24; 2 Timothy 1:12; Titus 2:11-14; Hebrews 2:1-3; 5:8-9; 9:24-28; 11:1-12:8,14; James 2:14-26; 1 Peter 1:2-23; 1 John 1:6-2:11; Revelation 3:20; 21:1-22:5.

That all those who have accepted Christ as their personal Savior are born again and are members of the Church, which is the body and Bride of Christ regardless of membership in any local organized church or denominations.

Matt. 16:16-18; Acts 2:47-48; Romans 12:5; 1 Cor. 12:12-27; Eph. 1:20-23, 4:3-10; Col. 3:14-15.

In the eternal security of believers. Eternal security is a work of God for those who are chosen of God and saved by grace, and are of necessity preserved unto the realization of God's design.

John 5:24, 10:28, 13:1, 14:16-17, 17:11; Romans 8:29; 1 Cor. 6:19; Philippians 1:6; Heb. 7:25; 1 Peter 1:3-5; 1 John 2:12, 5:13; Jude 24.

That marriage is ordained of God and is defined as a solemn covenant and union between one man and one woman. The husband and wife have equal standing in grace before God with the husband being the head of the home and wife submitting herself to him.

Genesis 1:27-28, 2:21-25; Ruth 4:13; Malachi 2:14-15; Luke 2:4-5; Romans 5:1-2; 1 Corinthians 7:2; Ephesians 5:22-33. 32; Hebrews 13:5; 1 Peter 3:1-7.

In the personality of Satan. He was created perfect, but fell through pride and became the originator of sin, the enemy of God, and is the "god of this world."

Gen. 3:1-15; Isa. 14:12-17; Ezek. 28:12-19; Luke 4:1-13; John 8:44; Eph. 2:2, 6:10-12; Jude 6; 1 John 5:19, Rev. 12:9, 20:1-3, 10.

In the fall of man by believing Satan's deception, and his condemnation as a sinner separated from God, which includes all mankind.

Genesis 1:26-30; 2:5,7,18-22; 3:9:6; Psalms 1; 8:3-6; 32:1-5; 51:5; Isaiah 6:5; Jeremiah 17:5; Matthew 16:26; Acts 17:26-31; Romans 1:19-32; 3:10-18,23; 5:6,12,19; 6:6; 7:14-25; 8:14-18,29; 1 Corinthians 1:21-31; 15:19,21-22; Ephesians 2:1-22; Colossians 1:21-22; 3:9-11.

In the eternal punishment of those who reject so great salvation, and the Lord Jesus Christ, the *monogenes* Son of God.

John 1:14, 18, 3:16; Luke 16:19-26; 2 Thess. 1:7-9; Jude 6-7; Rev. 20:11-15

That though the saved person may have occasion to grow in knowledge of his position and power in Christ; he is as soon as he is saved, absolutely complete in Christ and is in no way required by God to seek a second blessing or second work of grace.

John 5:24, 17:23; Acts 13:39; Romans 5:1; 1 Cor. 3:21-23; Eph. 1:3; Col. 2:10; 1 John 4:17, 5:11-12

That the saved person retains his sin nature which is not removed in this life, but that provision is made by the Spirit for daily victory over sin and may be appropriated and is effective to those who do so.

John 17:17; Romans 6:11-13, 8:2, 4, 12-13; 2 Cor. 3:18, 7:1; Gal. 5:16-23; Eph. 4:22-24, 5:25-27; Col. 2:1-10; 1 Thess. 5:23; Heb. 10:10, 14; 12:10; 1 Peter 1:14-16; 1 John 1:4-7, 3:5-9.

That some gifts of the Holy Spirit such as speaking in tongues and healing were manifestation gifts, given in order to authenticate the message and the messengers. With the completion of the Bible, these gifts are not a sign of spirituality, but must be used in accordance with biblical scripture.

Mark 16:19-20; Acts 19:10-12; 1 Corinthians 12:30, 13:8; 2 Timothy 4:20

In the value and dignity of all persons created in God's image based on

its biblical and theological distinctives. We distinguish, however, between ministry gifts and church offices, and believe that the office of church pastor/elder as preacher/teacher should be restricted to men who meet the requirements. Therefore, women should not serve in this capacity.

1 Timothy 2:12-14, 3:1-7; Titus 1:5-9, 2:3-5; 1 Peter 5:1-4.

In the imminent return of Christ: first, for His Church, followed by a tribulation period, culminating in His visible, personal, glorious second coming to set up a 1,000 year earthly Kingdom in which He reigns as King of Kings and Lord of Lords, and the restoring Israel; ending in a final judgment of the living and the dead and of Satan and his hosts and leading to eternal death, destruction and separation in Hell or eternal blessing and life in Heaven with Him forever in the new Jerusalem and new heavens and earth.

2 Samuel 7:11-13; Psalm 2:9; Isaiah 11:14; Jeremiah 30:7; Ezekiel 34:28; Joel 3; Amos 9:15; Zechariah 12:2-3, 14:1-4,9; Matt. 24:36, 25; Mark 9:47-48; John 6:39; Acts 1:11; Romans 8:19-21; 1 Corinthians 3:9-15, 15:51-54; 2 Corinthians 5:10; 1 Thessalonians 3:13, 4:14-18; Titus 2:13-14; 2 Peter 3:13; 1 John 2:28-3:3; 1 John 2:28, 3:2; Revelation 1:7, 13-16, 5:9-14, 6:17, 7:14, 12:10-11; 13:8, 19:7-9, 14-16, 20, 20:1-15, 21:2-5

HISTORY OF SOUTHERN BIBLE

First 30 Years: 1927 - 1957

The Southern Bible Institute & College had its beginning in 1927 when Rev. L. G. Foster, Sr. who was an elevator operator at the Magnolia Building, Downtown Dallas, stated, "I was walking down Elm Street and I saw some white men who were there at Stone Place. They were preaching and I had never heard the Bible preached so profoundly. I waited and listened as I waited, because I wanted to know where they had gotten so much knowledge about the Bible". Rev. Foster then said, "they told me that they were from Evangelical Theological College and the book they kept referring to was written by a man named C. I. Scofield called, RIGHTLY DIVIDING THE WORD OF TRUTH. I knew that I couldn't attend that school because I was colored, but I asked them if they would teach me. Finally after many days of listening and much persistence, they told me that they were going to introduce me to a man who might be able to help me. And they took me to Mr. Edmond H. Ironside, who was also a student of the Evangelical Theological College and who also owned a bookstore."

Now all this took place just four years after the Dallas Theological Seminary (DTS) was organized. Rev. Foster met Rev. Ironside and they became friends. Rev. Foster was so impressed with what Rev. Ironside taught the he was prompted to contact many others. Many colored preachers criticized them because they had gotten this white man to teach them, but God revealed to them that this white man had knowledge of the Word, and thus DALLAS COLORED BIBLE SCHOOL was born.

After years of sacrificial service by Dr. Ironside, it is during this time that the name was

changed from DALLAS COLORED BIBLE CLASS to SOUTHERN BIBLE TRAINING SCHOOL. In 1940, the school name was changed to SOUTHERN BIBLE INSTITUTE. In August of 1941 Dr. Edmond Ironside was called home by the Lord he loved and served.

In 1945 Dr. Henderson S. Fox was called to serve as the school's President. In the summer of 1948 under the leadership of Dr. Fox land was purchased and a building was erected at 1415 Fleetwood Street. As the School grew, two additional lots were purchased. Classes met there three times a week, but only at night since most of the ministers worked a full-time job and as a pastor.

Although the majority of students were men, there were several women who benefited from the first three decades of Southern Bible's history. One in particular was Ms. Dessie Webster who attended the school along with her husband, and graduated in 1938. She later earned her doctorate and in 1953 opened the Fellowship Bible Institute in San Francisco, California.

Second 30 Years: 1958 - 1987

In June of 1971, Dr. Henderson S. Fox retired and in July of 1971 Dr. Gordon R. Mumford was appointed President. Some of those who taught under Dr. Fox and Dr. Mumford while at the Fleetwood location included , Dr. Martin Massinger, Dr. Aldon Gannett, Dr. Harold Hoener, Dr. Erwin Lutzer, Dr. Stan Orth, Dr. Paul Fink, Dr. Kenneth F. McKinley, Dr. Alfred Martin, and Prof. Ron Anderson.

In May of 1976 Southern Bible moved to a plot of land which tripled in size and building space at 830 South Buckner. It was there that the school began both day and evening classes and grew. This location served us well until such time that it precipitated a need to relocate. A number of Dallas Theological Seminary upper classmen and professors taught here. One in particular was Dr. Anthony (Tony) Evans, who was a student at DTS.

After decades of sending upper classmen from Dallas Seminary, the school started using some of Southern Bible's own graduates to teach and Dr. Charles Reed became the first Black instructor and later became the Academic Dean and then a Board member. Dr. Robert D. Reed was an instructor and later became the first African American Chairman of the Board of Directors.

During this period of history, there was a young lady who attended and graduated from Southern Bible who had a great impact by the name of Ms. Lillie Foreman. She promoted and strongly supported the school until her death at the age of 96.

Third 30 Years: 1988 - 2017

In August of 1993, Southern Bible moved to their current location which consist of 12 acres of land and a building consisting of 27,000 square feet.

A major highlight of this period is the hiring of the school's first African American president, Dr. Martin E. Hawkins in September of 2005. Early in his presidency, Dr. Hawkins began making defining statements of leadership. Among them was affirming Southern Bible's commitment to the authority of God and His Word as the central focus of its educational philosophy and strategic initiatives. Some other major accomplishments during Dr. Hawkins' early tenure included:

- Successfully updating and beautifying the aesthetics of the campus facilities and grounds.
- Transitioning the curriculum from a 1 credit hour system to a 3 credit hour structure.
- Significantly increasing donor support and major fundraising events such as the

Preach-A-Thon and the Annual Gala and Celebration which often included more than 1,000 guests.

- Tremendously increased donor giving and financial support.

Perhaps one of the most significant milestones of the Hawkins presidency to this point, is Southern Bible's determinative pursuit of accreditation through the Association for Biblical Higher Education (ABHE). In tandem with this endeavor, and also under Dr. Hawkins leadership, the school entered into several distinguished academic partnerships. One of these partnerships is through ETA (Evangelical Training Association) whereby Southern Bible is offering to assist like-minded groups with servant leadership development in their ministry context through courses taught using ETA courses as a continuing education model. Another involves our academic degree programs. Southern Bible has a partnership with Moody Bible Institute of Chicago, Illinois bridged by a course articulation agreement. Students completing Southern Bible's Associate of Science degree can transfer all of these earned course credits into MBI's Bachelor of Science in Ministry Leadership and receive a regionally accredited degree at graduation from Moody.

Another significant improvement in Southern Bible's curriculum involves an academic partnership with Logos Bible Software. Logos has been selected as Southern Bible's primary pedagogical platform for enhancing student learning and research skills as well as the primary resource for the school's electronic Bible study library supporting the curriculum and learning outcomes. Southern Bible has also entered into a yet another academic partnership with Lumerit Education's *Learning Solutions* (formerly Knowledge Elements Education Network) for offering its general education curriculum online. A more recent relationship has begun with SBIC hosting an annual "Day of Outreach" in partnership with CRU (formerly known as Campus Crusade for Christ) during their annual regional meetings in the area which involves coordinating over 1,500 college students and staff in evangelism, throughout Oak Cliff and the metroplex at large.

Besides these partnerships, SBIC has implemented a campus-wide online information system (mySouthernBible). mySouthernBible connects all the functions of the School, gives our faculty important new instruction tools that will improve student learning and instructor-student communication, and also allows our students to have access to institutional information and events, their academic records, and course resources.

Southern Bible's students continue to benefit with current technology supported by a fiber optic line and cutting edge software and equipment in the computer lab. This technology has opened the door for Southern Bible to advance its academic degree programs online education. When you drive by our campus an electronic sign displays current information about events. In 2016, Southern Bible purchased a 9,000 volume library collection and in 2017 was bequeathed the personal library of Dr. Charles Ryrie at the time of his death.

2017 was most remarkable as being the year Southern Bible turned 90 years old. In light of its pursuit of accreditation, as well as feedback from several focus groups of stakeholders—the Board of Directors approved the name change from "SOUTHERN BIBLE INSTITUTE (SBI)" to "SOUTHERN BIBLE INSTITUTE & COLLEGE (SBIC)".

INSTITUTIONAL ADVANCEMENT

SBIC's Institutional Advancement Team moves forward with a comprehensive *Advancement Plan* that allows the institution to maximize relationships with existing constituent groups and build new relationships that will help advance the school's mission and vision.

Institutional advancement at SBIC can be summed up in three words inform, inspire, and invite people, churches, and organizations to connect with God's work through this historic institution's legacy of faith, excellence, and servant leadership. The Vice President Administration & Advancement and team stand ready to connect with you.

RELATIONSHIP TO CHURCHES

Southern Bible is honored to be supported by more than 360 local churches. Currently, these churches invest in the school by sending students, financial gifts, intercessory prayer support, and congregational access. SBIC has alumni who are serving in various churches and ministries throughout the Dallas/Ft. Worth area, the country, and the world.

Southern Bible Institute & College is not under the auspices of any particular denomination or religious affiliation. The student body is a composed of many different denominations. SBIC is considered a strong resource for pastors and churches who are seeking biblically based pastoral and lay leadership for their congregations.

FINANCIAL SUPPORT

Southern Bible Institute & College is not endowed by any particular church group, since it is a non-denomination school. The school relies on both the Lord and His people, including individuals, churches, and businesses who believe in this ministry for its basic support. SBIC also receives periodic gifts from foundations for special projects in line with the foundation's interests and the school's strategic initiatives.

Student tuition and fees pay only a fraction of the school's business, personnel, and other operating costs. SBIC encourages gifts, bequests, annuities, and/or other methods of giving from friends of the school. While student tuition meets some of the expenses, generous gifts, bequests, annuities, and property form critical sources for the financial base necessary to achieve our mission statement: "equipping men and women to be competent servant leaders with a Bible-centered worldview."

According to the IRS Code, Southern Bible Institute & College is a 501(c)(3) organization; therefore, all applicable gifts are tax deductible. Every gift is acknowledged by an official receipt and is deductible in accordance with the regulations of Internal Revenue Service for federal tax purposes.

We especially appreciate the prayers and financial gifts of God's people as we move towards the completion of our first century of continuous operation as an educational institution with a biblical servant leadership mission, mandate, and motto. Our faculty and staff realize the importance of validating your giving. Specialized giving such as stocks, vehicles, or other valuables will be properly accepted and accounted for accommodating personal and tax reasons. Legal representatives are available to ensure that all requirements are met.

As we pivot to embrace the next **89** years and vision initiative, SBIC is totally committed to completing the accreditation process with the Association of Biblical Higher Education and growing our campus facilities to include a new building program. We encourage students, alumni, churches, and friends to consider us as a part of their monthly budget.

ONLINE INFORMATION SYSTEM - mySouthernBible

Technological improvements to the school reaches near and far affecting every area of SBIC's mission and strategic planning. SBIC has implementing a secure, web-based information system is known as mySouthernBible—hosted by Oasis Technologies. mySouthernBible is the technology hub for all student, faculty, development, and education activities.

The functionality of mySouthernBible allows students to better plan academic choices and monitor their academic program completion progress, manage their student account and pay tuition/fees online, send/receive e-correspondence to/from faculty/staff, real-time access to available information for completing course requirements and participation in course dialog among peers delivered by synchronous technology.

New applicants preparing to study at SBIC receive documentation updates relative to entrance requirements and fast contact from admissions personnel assisting them with tracking throughout the admissions process.

Alumni (students graduated from an academic program) continue to benefit from mySouthernBible through e-published news and events, correspondence and requests for official transcripts may be accessed through this technology.

Donors desiring to participate in the school's mission focused in servant leadership, once granted access, can make financial gifts and track their online giving throughout a fiscal year, and also receive updated e-published news and events to most importantly encourage their intercessory prayer support for the many lives touched by the schools' Bible-centered mandate in higher education.

Each applicant and matriculating student receives a student portal with a web address login ID and password. Access to the student portal is through the school's main website: www.southernBible.org. The password may be changed by the student. School-wide announcements and reminders are e-published through this student portal network. The Student Services & Development Office manages student portal access; all other system support areas are managed by the school's assigned personnel for educational and technology support. Academic functions are managed by the Registrar and key academic personnel. All areas of mySouthernBible are evaluated through assessments administered by Administrator for Institutional Effectiveness.

PUBLIC DISCLOSURE

VOCATIONAL PLANS AFTER GRADUATION

Plans to be active in ministry after graduation	100%
Plans to be active in vocational ministry within 2 years	50%
Plans to seek advanced education: diploma/degree	100%
Plans to seek Bachelors	16%

COMPLETION RATES PER ACADEMIC PROGRAMS

Certificates	1.0 years
Diploma	4.0 years
Associate of Science	3.2 years
Bachelor of Science	3.8 years

RELATED VOCATIONAL RATE EMPLOYMENT

2015-2016 GRADUATING CLASSES

All Credit Programs - 42.8%

ENROLLMENT INFORMATION

ENROLLMENT MANAGEMENT PHILOSOPHY

In keeping with its mission and historical purposes, SBIC seeks to recruit, admit, and retain students who are qualified to enter SBIC according to the criteria published in the Catalog, on the website, literature, and in application materials. Stated goals and admission records are explored with the applicant and prayerfully followed in order to match the academic program and course load best suited for advising the applicant at the proposed time of entrance. SBIC's admission process may include meeting with admission's personnel or other personnel and any additional documentation along with the aforementioned considerations. Continued matriculation requires that an admitted student complete the full admission process within their first semester after entering SBIC provisionally or another one of SBIC's acceptance statuses described in the Catalog (i.e. probation and conditional).

Applicants may also include people who are not seeking to serve the Lord through vocational ministry, but want to refresh or deepen their knowledge of God's Word, desire to learn from an instructor in a general education course taught with a distinctive Bible-centered worldview emphasis, or sharpen ministry skills through professional studies. Overall, SBIC welcomes applications from changed and willing persons who have received Christ and desire to be educated from the presupposition of a Bible-centered worldview, servant leadership model, and SBIC's biblical and theological distinctives.

SBIC seeks to admit students throughout the year with published dates for completing application materials.

LITERATURE: SBIC makes literature available about its academic programs and support services in various venues for recruitment and available on the school website, www.southernBible.org. (See **Application Decision Making Process**.)

SBIC Close-Up: The Student Services & Development Office designates special days (usually once a month) for the purpose of exposing and encouraging new and prospective students to consider SBIC. Prospective students attend these 1.5 hour sessions where the programs and opportunities of the school are clearly explained with the intention of securing an application from the inquirer at the close of the session. Prospective students are also encouraged to attend seminars, sit in classes, and participate in scheduled social events.

STUDENT RETENTION: SBIC believes that student retention is not solely dependent on quality curriculum and instruction, but is a fundamental school-wide responsibility embedded in the institutional culture supporting its mission, mandate, and motto centered in servant leadership.

The VP of Student Services & Development facilitates this school-wide retention initiatives. Retention strategy begins with SBIC's energetic recruitment contact personnel and tailored admissions process guided by person-to-person management. After entering, students beginning non-professional development academic programs must take the Student Success Seminar in which a strong foundation is laid for continuing and completing their education goals at SBIC. School events involving students in all curricular programs connect learning in the classroom with personal spiritual challenge and action. Faculty contact before and after class and advisory mentoring is vital to the retention effort and for fulfilling SBIC's servant leadership motto of *equipping servant leaders*.

Additionally, faculty interaction is key in bridging the student's field education assignment with course content and their personal ministry experience and wisdom. The Associate of Science and Bachelor of Arts capstone course brings all prior learning and ministry experience into focus that is set to give the student a strong finish. Our published dispute resolution policy informs students about first steps for resolving their concerns. Assessments such as the student satisfaction and graduation survey and course evaluations further inform the assessment/improvement factor in retention. And last, SBIC has implemented a Care Connection model where faculty, staff, fellow students, and alumni maintains intentional and personal points of contact with the student throughout the year to

discern problems and obstacles to their matriculation while offering encouragement, support, and prayer for continued success.

Enrollment planning and retention management are administered through the Office of Student Services & Development.

APPLICATION FOR ADMISSION

The SBIC admission application process includes focused areas for evaluating an applicant by their stated intent for studying at SBIC, historic academic records (e.g. transcripts), statement of faith and ministry, church endorsement, and recommendations. Applicants are also asked about their active church involvement or progress for seeking membership in a local congregation. All applicants are evaluated through these required, published admission standards.

All academic transcripts and recommendations must be official and sealed. All decisions for acceptance or rejection are finalized by the Admissions Office, which includes clearance from the Business Office for financial transactions. All admissions official documents remain the property of SBIC and cannot be used for any other purposes.

Briefly stated, an applicant must begin the process by completing the application form available online along with a non-refundable application fee and continue submitting remaining admissions documents: www.southernBible.org > About Us > Downloads > Application for Admissions.

Application fees are \$25 for Certificate, Diploma, and Degree programs. The applicant must complete all admission materials and requirements requested by the Admissions Office.

Additional information and requirements governing admission decisions are discussed below and throughout the Enrollment Information section of the Catalog.

APPLICATION DOCUMENTATION (PACKET MATERIALS)

STATEMENT OF FAITH AND MINISTRY

All applicants must write (in essay form) their faith conversion experience, expectation of SBIC with regard to their ministry or vocational plans, and how this school will enable them to accomplish their ministry goals. Applicants are expected to write candidly.

Because writing is extremely integrated in the education process the applicant's response will be used not only consider their spiritual journey, but to gauge their level of writing as well. Spiritual setbacks and triumphs can be included along with expectations for how biblical higher education through SBIC can contribute to God's leadership in their life. This essay can be sent by the applicant directly to the Admissions Office.

RECOMMENDATIONS

Only College applicants (i.e. those seeking a degree & professional development certificate) must submit at least two recommendations, attesting to the applicant's good moral character and Christian witness. These forms must be submitted by persons other than the applicant's family, preferably a pastor and a former teacher or employer. Letters with a signature and printed name are sufficient, as long as the response covers the same areas of interest as the official Recommendation form. Confidentiality requires that recommendations be sent directly from the individuals to the SBIC Admissions Office in a sealed envelope.

CHURCH ENDORSEMENT

All applicants are expected to be a part of local church. The church must complete the Church Endorsement form with signatures from the pastor or designated church leader. This form should be returned by the church to the Admissions Office. If a student is transitioning from one local church to another, they may be admitted provisionally and will have to submit this form by the end of the next semester.

TRANSCRIPTS AND OTHER ACADEMIC DOCUMENTS

Applicants with prior college and seeking a degree must provide official transcripts and other documents not only for SBIC records, but also for accurately transcribing the maximum amount of transfer credit, which in turn assists with advising to determine the most manageable academic program plan.

ENROLLMENT SUITABILITY

ADMISSION STANDARDS

SPIRITUAL REQUIREMENTS

Salvation and Spiritual Growth

The prospective applicant must give evidence of knowing the Lord Jesus Christ as their personal Savior and a growing relationship with Him. Space is provided in the application materials for the applicant's Statement of Faith and Ministry to document this admission standard.

Community

Living within a higher education community under the Lordship of Jesus Christ requires a desire from students to work cooperatively with the school and act responsibly in all relationships. Like any community, certain standards are necessary. The *SBIC Student Development Handbook* contains information on the student's relationship to social activities, general conduct, and the SBIC family. A teachable spirit, prayerful heart, healthy attitude, and reasonable responsiveness are expected of every student.

Physical and Learning Requirements

As part of the admissions process, SBIC evaluates its ability to accommodate applicants with medical emergency alert needs and those with physical or learning disabilities. Applicants needing assistance in these matters are required to present current evidence of a medical alert need or disability with professional documentation from physicians, psychologists, or other licensed professionals knowledgeable about their condition. After administrative review, the Admissions Office will advise the applicant about SBIC's ability to accommodate their situation. In some cases, an applicant may be referred to another institution better able to assist with the applicant's accommodation need, while in other cases advice is given to the applicant about limitations at SBIC with potential outcomes.

Academic Entrance Requirements

Gaining an education involves standards and measured progress to attain a goal, be it knowledge or earning an academic credential. The SBIC Catalog provides the information essential for this success. Again, a teachable spirit, healthy attitude, prayerful heart, and reasonable responsiveness are expected of every student.

Graduation from a public or private high school, home-school program, completion of a GED (General Equivalency Diploma), or 15 hours of course credit taken at the post-secondary level with a "C" or better average is required for full acceptance. In the case of the latter, an official transcript showing courses taken, grades received, and the applicant's graduation date is required for continued matriculation. Applicants who have not maintained acceptable grades during high school or at other post-secondary institutions may be admitted on academic probation. In addition, second degree applicants must provide a transcript from the institution where their degree was earned.

ACT or SAT Scores

Prior to admission, all degree or certificate applicants must take either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) and have their scores submitted to SBIC, if the applicant has been graduated from a secondary school or completion program less than two years. (The SBIC ACT code is 1371 and the SAT code is 1215.) Applicants receiving an ACT score under 19 or an SAT score under 920 (two test scores) may be conditionally admitted or on academic probation. Exemption of the ACT or SAT is normally granted to transfer applicants with an acceptable transfer CGPA or to those who have been out of high school for two or more years. Any exceptions to the stated scores above is handled on a case-by-case basis.

Non-Discrimination Admission

Southern Bible Institute & College is discriminatory in the admission process in that it only admits applicants who are personally committed to a growing faith in Jesus Christ and evidence a desire to study at a post-secondary level within SBIC's mission and philosophy of biblical higher education. SBIC does not discriminate based on gender, age, race, color, national or ethnic origin, or in the administration of its admission and graduation requirements. SBIC does advise applicants about its ability to accommodate medical alert, physical, and learning disabilities.

STATEMENT ON MARRIAGE AND DIVORCED APPLICANTS

SBIC does not knowingly admit students who are involved in any, marital or non-marital cohabitation circumstances involving sexual conduct reserved for biblical marriage—noting that only marriages between a God-made man and a God-made woman, qualifies as Biblically married. As part of the application review process, SBIC may require applicants who are separated, divorced and/or remarried to include a written explanation of the circumstances surrounding their situation. This additional requirement is not meant to demean any person or their life situation, but most importantly for their good and to give both the applicant and school an opportunity to evaluate the applicant's potential for completion and ways to best serve them.

(See SBIC's conviction about marriage in the Biblical and Theological Distinctives, published Statement on Human Sexuality in this Catalog, and Same-Sex Union Policy—*available upon request*)

APPLICATION DECISION MAKING PROCESS

The process for becoming a student at SBIC generally follows this process.

- Learn about SBIC's academic programs and courses in this Catalog (or other valid sources) and pray about which academic program God is leading you to apply toward.
- Inquire about specific information on the programs of interest by going to www.southernBible.org, clicking the link "Request Info". Complete the information on the form. Note: An active email address is required for all inquiries.
- Once the Request for Info has been submitted, an admissions specialist will contact you to advise and assist with completing the appropriate application through our person-to-person application management process. At any point feel free to contact an admissions specialist or Admissions Office if you have any questions about the process (972.224.5481). E-mail questions: admissions@southernBible.org.
- Application fees are \$25 for Certificate, Diploma, and Degree programs. The fee is a non-refundable and payable to SBIC. The Business Office issues receipts.
- The Admissions Office keeps track of admission documents requested from the applicant e.g. official transcripts and from persons recommending the applicant. Recommendations should be returned in a sealed envelope from the person making the recommendation; are kept confidential, and should not be viewed by the applicant or representatives.
- Applications received will be: 1) processed and reviewed by Admissions Coordinator then, 2) reviewed and an acceptance recommendation submitted by a member of the Faculty Student Development Committee, and lastly 3) final admittance determination will be made by the Chief Academic Officer or designate.
- An applicant who has been accepted as a student will be notified by letter and/or email. They then must secure an enrollment seat for the semester applying. To secure a seat, the student must pay for a minimum of one class in the program they have been admitted.
- It is the applicant's responsibility to make sure all financial obligations are paid and required information is accurate. SBIC will not process an applicant's request for admission until, at minimum; the application and statement of faith are received. An admitted student cannot begin classes until they have written clearance from the Business Office.

ACCEPTANCES STATUSES

Students admitted to SBIC will receive an email or letter notification of their acceptance with one of the following acceptance statuses.

Full Acceptance – The applicant has submitted all documentation necessary and meets all admission requirements.

Provisional Acceptance – The applicant has submitted enough documentation necessary to grant registration for courses in the upcoming term, but must complete in a timely manner all other documentation for continued matriculation leading to Full Acceptance status.

Probational Acceptance – The applicant's prior academic work is not acceptable for transfer and consequently must comply with the standards of progress for continued matriculation in the Academic Information section of the Catalog. Academic limitations may also be enforced (such as the number of courses initially attempted at entrance) to

encourage student success.

Conditional Acceptance – The applicant’s demeanor or life situation is in transition and in the process for positive spiritual growth. Academic and Student Life limitations may also be enforced (such as the number of courses initially attempted at entrance or accountability counseling) to encourage student success at every level.

ORIENTATION

The special days prior to and/or immediately following the beginning days of the fall and spring terms are set aside for new student orientation. During orientation new students are introduced to the mySouthernBible student portal, enroll in classes, pay or make payment arrangements for courses, take assessments, get questions answered, and enjoy a special event planned by the student leadership. Orientation is required for all new students. Orientation helps students build new relationships, gain information about the school’s expectations, and ease into the SBIC institutional culture and community life.

ENTRANCE ASSESSMENTS

All entering students must take a Bible content assessment and may be required to take the Computer Literacy assessment and/or English language basic skills placement assessment. Students should be prepared to take these assessments during orientation, but must take them within the first two weeks of classes at SBIC.

BIBLE CONTENT ASSESSMENT

The Bible content assessment measures the student’s entering content knowledge of the Old and New Testaments and is not graded as an examination by which the student passes or fails, but is rather used for benchmark purposes in assessing learning outcomes expected of all graduated students as they enter and exit from an academic program. This assessment tool may also be used in the determination of biblical course credit transferability of readmitted students’ who have previously attended or graduated from Southern Bible or some other Bible college.

COMPUTER LITERACY ASSESSMENT

Southern Bible Institute & College makes every effort to equip students with the tools and skills necessary to succeed as a 21st century learner. Recognizing that many adult learners struggle with computers and technology, this assessment is given in order to gauge the student’s level of computer literacy and in no way to assess their ability to learn. Hence, students may be required to take the computer literacy assessment in order to ascertain whether their computer/technology proficiency is at a level appropriate for the academic program to which they were admitted. If determined that the skill level is below average, the student may be required to enroll in the Introduction to Computers and Technology course and/or lab achieving a grade of “C” or better before proceeding forward in that academic program.

GENERAL EDUCATION ENGLISH LANGUAGE PROFICIENCY ASSESSMENT

All entering students enrolled in the Associate of Science or Bachelor of Arts degree programs may be required to take an English language proficiency assessment because SBIC, as a biblical higher education institution, recognizes that reading and writing are germane for all curricular requirements. A student must score a minimum of 80% on this

English language basic skills placement assessment in order to demonstrate writing proficiency for completing post-secondary level academic course work. Otherwise, the student must take and pass a developmental English language basic skills course for underprepared students before taking credit courses for English Grammar and Composition. The developmental English language basic skills course is a non-credit course. In addition, a grade of “C” or better must be achieved to receive credit for first term English Grammar, Composition, and second term English Composition course. The developmental English language basic skills course (if necessary) and English Grammar and Composition course must be completed in the first twelve credit hours. This reasonable proficiency is required for progressing on to advanced studies in the student’s academic program plan.

STUDENT SUCCESS SEMINAR

SBIC’s faculty is committed to assisting entering students so that they can gain greater benefit from academic programs. The Student Success Seminar course (SEMN 2100) is a one-hour academic credit (or two credit hour for Bridge Studies) seminar designed for this reason. The seminar introduces students to SBIC and its expectations as a school and from its students. SBIC’s educational and academic program learning outcomes are discussed as a foundation for a successful college experience. Other areas include learning styles, academic skills, and initial assessment toward vocational outcomes possibilities.

This is a required seminar for all Associate of Science, and Bachelor of Arts entering students who have completed less than 30 semester hours of post-secondary education at a similar institution, or with a transfer GPA below 2.0.

SPECIAL APPLICANTS

Applicants desiring transfer to SBIC from another post-secondary school, or applying as a transient student to take credit course work, must complete the regular application packet with all materials. SBIC invites secondary students who want to enroll while attending and in good standing at their high school. Those who want to audit-only are also encouraged to apply.

TRANSFER APPLICANTS

Transfer applicants from other post-secondary institutions are welcome and must follow normal application processes prescribed by the Admissions Office. Transfer applicants are individuals who have been enrolled at other post-secondary institutions and are now seeking to complete an academic program at SBIC. Applicants must request sealed official transcripts from each post-secondary institution attended—sent directly to the SBIC Registrar’s Office. If a transfer applicant does not have an incoming cumulative grade point average (CGPA) of at least 2.0, the applicant is normally placed on academic probation and must show improvement based on the standards of progress published in the academic information section of this catalog.

TRANSFER CREDIT DECISIONS

Transfer credit may be given for courses from other institutions with demonstrated quality, comparability, appropriateness, and applicability to those of SBIC. Courses with grades below C (or a grade-point below 2.0) are not transferable. Transfer credits do not affect the student’s CGPA earned at SBIC. Southern Bible makes transfer decisions appropriate with its mission and philosophy of education, and uses the Higher Education Transfer Alliance (HETA) as a resource with its stated criteria (www.chea.org/HETA). Besides this, transfer decisions at SBIC are not always made solely on the source of accreditation, institution, or

academic program.

Applicants coming to SBIC from non-accredited schools may transfer in reviewed course credit toward Bible/Theology or other degree plan course requirements at SBIC depending on program requirements. Transfer decisions will be made on a case-by-case basis and may require a review of submitted course descriptions and/or course syllabi. SBIC will only consider approving credit for courses with letter grades, which must be "C" or higher. "Pass/fail," "satisfactory/unsatisfactory," or other grade types are not transferable to SBIC. Once again, note that the Bible Content Assessment tool may also be used in the determination of biblical course credit transferability.

CORRESPONDENCE TRANSFER CREDIT

SBIC does not offer correspondence courses. Transfer credit from correspondence courses taken at other schools is limited and must meet regular instruction rigor from courses taken in the classroom. All potential correspondence courses for transfer credit must have a syllabus for evaluation and be taught by an instructor with recognized academic teaching credentials earned at a school recognized by USDE or CHEA. No more than 9 hours are transferable via correspondence courses.

NOTE: Check the Academic Programs section of the Catalog for the maximum allowable amount of transfer credit per academic program and types of courses acceptable for course equivalent transfer.

TRANSIENT APPLICANTS

Transient applicants are also welcome. Transient applicants are students not wanting to transfer into one of SBIC academic programs, but desire to take selected courses in SBIC's curriculum for personal reasons or for possible transfer to another educational institution. Transient applicants must request an official sealed transcript from the post-secondary institution the transient is attending—sent directly to the SBIC Registrar's Office.

In some cases, an acknowledgement letter from the student's current school may be required in order to verify that the school understands the student's enrollment decision for taking courses at SBIC. Transient students must have a minimum 2.0 CGPA at the institution attending to be considered for transient study at SBIC and are normally limited to one course per term. Tuition and all applicable fees must be paid in full at the time of registration prior to attending class for the first time. Financial aid is not available for transient students.

DUAL ENROLLED SECONDARY APPLICANTS

SBIC encourages students desiring education beyond high school through dual enrollment. Secondary students seeking dual enrollment at SBIC to take a course for credit must follow the normal application process. The standards for dual enrollment applicants are a 3.0 CGPA and a recommendation letter from a secondary education counselor stating the student is capable of taking and passing post-secondary course work at the time of application to SBIC. Dual enrolled students are normally limited to one course per term. Tuition and all applicable fees must be paid in full at the time of registration prior to attending class for the first time.

AUDIT-NON DEGREE APPLICANTS

Audit and Non-Degree students, although fully recognized and integrated as part of the student body, are awarded no programmatic credentials. Audit/Non-Degree students are offered the opportunity to take courses primarily for personal reasons—such as more in depth study and interaction at a post-secondary level or to increase applicable biblical knowledge.

The Seminar Studies program is the course auditing option of the academic offerings. If a student desires to audit a course or a series of courses—and has not been admitted into any other program—this is the program to which they may be admitted. Applicants looking only for course knowledge, classroom experience, course refresher, or do not meet admission requirements and readiness, should consider this option.

Students in the Seminar program may enroll in any course where auditing is available. Under the current enrollment process, Seminar students may enroll once the course schedule is posted and are not counted within the fixed enrollment seating limit. These students are encouraged to interact during course proceedings and take full advantage of the instructor's knowledgeability and the classroom learning experience. As audit students, course credit is not awarded, however record of course enrollment will be included on unofficial and official transcripts—verified with an "AU" in the grade place. Subsequently, no grade points are accumulated.

Seminar students' attendance will not be monitored, but active attendance is encouraged for maximum course benefits. These students are not permitted to take exams—other test type work—or submit work to the instructor for grading. Course materials (such as instructor notes) will be made available through the student's mySouthernBible portal, however access will only be granted if the Technology Fee has been paid in full.

INTERNATIONAL APPLICANTS

SBIC is not authorized to accept applicants for study with student visas. Therefore, foreign nationals wishing to study at SBIC must reside in the U.S. as permanent residents, or have established some other form of legal status.

Applicants must give evidence of educational background that is at least equivalent to a US high school diploma. It is the responsibility of the applicant to obtain records or transcripts from their respective schools in their home countries. Said records should be translated and notarized as "official" documents.

Applicants who are not native English speakers must demonstrate evidence of sufficient English language skills to do successful post-secondary work. In some cases, collaborative testing such as TOEFL or TOESL may be required to complete the admission process. International transfer of course credit or academic program credentials may also require outside review from Josef Silney and Associates foreign credentials evaluators. For further details, please contact the Admissions Office.

HOME-SCHOOLED APPLICANTS

Southern Bible Institute & College welcomes home-schooled applicants who meet admission requirements. Typically, an interview with admissions personnel and scores from standardized tests such as the ACT or SAT are used to help assess readiness for college-level academic work. Home-schooled applicants entering SBIC for the first time or having completed fewer than 15 hours of post-secondary work, should also provide a transcript or detailed description of curriculum, and must give evidence of subject preparation from a private or public institution equivalent to that of a high school graduate.

CONTINUOUS SERVANT LEADERSHIP APPLICANTS

As mentioned in its recent history, SBIC has extended its servant leadership educational mission to include partnerships with interested churches, organizations, and institutions. The curriculum for the Continuous Servant Leadership program uses ETA (Evangelical Training Association) materials and is transcribed as continuing education unit (CEU) credits. The goal of these partnerships is short term. The purpose of this program is "*to build up leadership whereby these local leaders can then assume a servant leadership role that will lead to training new local servant leaders.*" The partnership packet explains in detail the process for any church or other organization to enter into this partnership relationship with SBIC.

NOTE: See other sections in this Catalog for additional information: CEU Courses in the Academic Section, tuition costs in Financial Information, and the curriculum for Continuous Servant Leadership students in the Academic Programs Information section.

VETERANS APPLICANTS

The Montgomery GI bill (Chapter 30) provides benefits for veterans with at least twenty-four months of service.

SBIC has been approved as an educational institution for veterans training. Veterans eligible for Veterans Administration (VA) benefits must be certified by the SBIC certifying official on-campus to receive educational benefits. The Registrar is responsible for this certification. Eligible veterans must also meet SBIC admission requirements. Course approval and certification are required each semester. Application for VA benefits should be started as soon as possible as approval of benefits can take as long as 90 days.

VETERANS ADMISSION AND MATRICULATION EXPECTATIONS

TRANSFER CREDIT AND ACADEMIC EVALUATION FROM PREVIOUS INSTRUCTION

VA educational benefits do not include guaranteed transfer credit for previous course work. ALL previous education and training must be provided to the Admissions Office for review. This includes all credits from postsecondary institutions and military credits.

PROGRAM LENGTH AND COURSE APPROVAL

All degree programs are approved for a specific number of credit hours. Eligible veterans will not be certified to the VA or paid by the VA for courses past the approved program of study length. The VA will pay only for required courses in an approved program. Veterans are required to pay out-of-pocket for courses not required by their program.

ATTENDANCE STANDARDS

Attendance records are kept on all eligible veterans enrolled in programs. Veteran students are required to meet the attendance standards recorded in the catalogue and course syllabus. Failure to do so will result in the suspension of VA benefits. An eligible person whose benefits are suspended for excessive absences may be reinstated once during a semester with written permission from the Chief Academic Officer and in consultation with course instructors.

SATISFACTORY PROGRESS AND STANDARDS OF PROGRESS

All veteran students receiving benefits under the GI Bill must comply with the academic and conduct standards of SBIC, as well as those of the Department of Veterans Affairs in order to maintain satisfactory progress in the pursuit of the approved program of choice. Students who fail to maintain satisfactory progress are not permitted to continue enrollment in their program and will not be eligible to receive benefits.

FINANCIAL AID ELIGIBILITY

Receipt of veteran educational benefits normally disqualifies a student from receiving other student aid or benefits; however, the student must meet the qualifications of the other programs.

LEARNING RESOURCES

The veteran student who experiences difficulty in a course should contact their instructor as early in the semester as possible. If the instructor believes that tutorial assistance will benefit the student, then recommendations will be made for suitable assistance supporting course learning. The Admissions Office does not have paid tutors, nor is reimbursement offered to Veterans from SBIC for outside tutoring services or refresher materials. Engaging a tutor is the student's responsibility.

READMISSION

Students seeking readmission after an absence of three or more consecutive terms, (excluding winter, summer terms if offered) must submit a new Application form, appropriate application fee per academic program status, a Church Endorsement form, official transcripts of any additional college work attempted, and other material as determined by the Admissions Committee. A letter of full explanation may be required to accompany readmission materials from any readmit student dismissed from any school for any reason and consequently meet any matters pertinent to the student making satisfactory progress and/or completing an academic program of study.

Readmission cannot be considered unless all previous financial obligations have been met. Readmitted former students may be required to re-enter under the requirements of the Catalogue current at the time of readmission and/or show demonstrated financial responsibility by prepaying for courses as determined by the Business Office prior to the close of regular registration.

TAKING COURSES AT OTHER SCHOOLS WHILE ENROLLED AT SBI

SBIC is a commuter campus with the majority of its students working and going to school. In order to facilitate scheduling needs, SBIC permits students to take general education courses and transfers credit earned through area county community college districts.

Students currently enrolled at SBIC who wish to take a general education course at another institution must petition the Registrar for approval to do so **prior to enrolling in the off campus course**. The student must demonstrate to the satisfaction of the Registrar that there is a genuine need to take courses off-campus, and such courses must be equivalent to the courses in the curriculum of SBIC as determined by the Registrar. SBIC evaluates each potential transfer course credit offered at DCCCD against its list for general education

courses offered at SBIC. Transfer credit is granted on a course-by-course basis for courses in SBIC's curriculum involving biblical and theological and professional development courses, and seminars.

OCCASIONAL OFF CAMPUS COURSES

From time to time SBIC offers occasional off campus courses for continuing education unit credit or traditional credit.

The offering of these courses does not constitute an extension center, branch campus, or permanent site managed by SBIC. SBIC's goal is to build up leadership whereby these local leaders can then assume a servant leadership role that will lead to training new local servant leaders.

All students enrolled must go through the admission process and are subject to all applicable academic requirements and procedures whether for continuing education unit credit or traditional credit.

Continuing education credit courses are primarily limited to Evangelical Training Association curriculum. These ETA courses do not lead to the awarding of an earned academic credential. Traditional credit curriculum offered at these off campus sites is limited to introductory survey courses, educational support courses for Bible study or research (such as Bible and Technology), and singular courses from the Certificate course offerings. All course materials must pass the academic standards required of all campus classes and must be taught by an instructor approved by SBIC and supervised by a SBIC academic administrator.

SBIC AND MOODY BIBLE INSTITUTE (MBI) PARTNERSHIP

COURSE ARTICULATION AGREEMENT

Applicants/enrolled students cannot be admitted to both institutions at the same time taking courses from each institution. In order to take advantage of the course articulation agreement between Southern Bible Institute & College and Moody Bible Institute, a SBIC student must fully complete all SBIC graduation requirements for receiving the Associate of Science degree. The Admissions Office has a course planning guide for students to use so that the student can make informed choices. The student is responsible for tracking their progress and for applicable published requirements governing admission and procedures from each institution. MBI will not admit any SBIC students concurrently or apply the course articulation agreement for block transfer of credits into the MBI Bachelor of Science Ministry Leadership without a completed SBIC Associate of Science degree.

All admission decisions are solely determined by each institution in conjunction with their published requirements.

NOTE: Students graduated from SBIC prior to the course articulation agreement between the schools, must contact the Registrar for developing a plan to meet academic entrance requirements into Moody's BSML (Bachelor of Science/Ministry Leadership). Acceptance into the BSML is at the discretion of MBI admissions personnel and policies in place at the time of application.

VISITORS AND CHILDREN ON CAMPUS

Occasional visitors in the classroom are welcome! Visitors must first notify the Student Services & Development Office of their presence and intentions on campus and should be introduced to the course instructor before the class begins. Visitors are not allowed to supplant an instructor's course agenda or educational opportunities in class afforded to credit or audit students enrolled in the course. Visitors to a class are limited to two visits maximum per semester. Any exception to visit limitations must first be cleared through the Student Services & Development Office.

Bringing children to any class session is not permitted. Exceptions to this policy may only occur with the express permission of the Student Development Office and the course instructor. These emergency instances must be very rare since problems of seating and distraction prohibit this practice on a regular basis. Children are not to be on campus unattended during class time. College staff persons on duty are not permitted to accept responsibility for or to attend to children during class time. Children are not to be left unattended on the campus, in cars, or buildings. In the interest of safety, such practices are prohibited.

FINANCIAL INFORMATION

BUSINESS OFFICE

The Business Office is open to students during posted times. Exceptions can be made through pre-arranged appointments only. Please plan ahead to do your business prior to class start times.

Students are required to pay accounts on time. No student will be permitted to take final exams until arrangements have been made to pay all outstanding tuition and fees. Access to class and course material through mySouthernBible portal will be suspended and no transcripts or grades will be issued until all outstanding tuition and fees are paid.

TUITION AND FEES SCHEDULE

SBIC's tuition rates are intended to be very affordable. SBIC does not participate in Title IV funding. Rates are based on academic requirements and limitations published in the information sections of this Catalog for Enrollment and Academic areas.

TUITION

Tuition costs are based on credit hour bases and is currently set at \$125 per credit hour. Examples of the tuitions are as follows:

College Courses (Degree & Certificate Programs)

Each three credit hour course = \$375.00

Institute Courses (Diploma & Bridge Studies Programs)

Each two credit hour course = \$250.00

FEES

The list of fees is below and includes some one time fees and some per semester fees. All fees are non-refundable and non-transferable.

The list of fees is below and includes some one time fees and some per semester fees.

Application Fee – onetime fee	\$ 25.00 ¹
Student Fee – per semester	\$ 37.50
Technology Fee – per semester	\$ 75.00
Payment Plan Fee	\$ 25.00
Official Transcript	\$ 10.00
Replacement Degree	\$ 20.00
Graduation Fee	\$150.00 ²
Late Fee	\$ 35.00
Returned Check Fee	\$ 35.00

1. Student Fee includes use of the computer lab, course schedule, course syllabi, course notes, grade reports, and identification badge with picture and holder.
2. The technology fee for all students taking credit courses provides access to technology resources at SBIC. Included are a fiber optic connection, Wi-Fi

connection, network access, computer lab access with standardized document production software and printer service, information monitors, school website, upgrading of software and hardware, technical support, and technology scholarships.

3. Graduation Fee includes cap, gown, degree / diploma, luncheon or banquet ticket, course and grade audits, class picture, and graduation refreshments.

PAYMENT PLAN

A tuition payment plan is offered with approval through the Business Office. The current plan requires: ½ of balance down and 3 payments of remaining balance (which includes fee). Payment due dates are firmly set at: Sept 1, Oct 1, and Nov 1 (fall) and Feb 1, Mar 1, and Apr 1 (spring). Any violation of this policy or default of any kind can cause immediate dismissal from class. Failure to pay will result in the inability to register, access class info, or obtain transcripts.

TUITION REFUND POLICY

In light of the fixed enrollment seating and the requirement to secure a seat with full payment of one course prior to the deadline, **NO REFUNDS WILL BE ISSUED FOLLOWING THE FIRST DAY OF CLASS.**

The complete tuition refund schedule is as follows:

- | | |
|--|-----------|
| 1. First Day of class or after | No Refund |
| 2. 30 days prior to the first day of class | 25% |
| 3. 60 - 31 days prior to the first day of class | 50% |
| 4. 61 or more days prior to the first day of class | 100% |

LEARNING RESOURCES SOFTWARE

Logos Bible Software is a state of the art richly equipped research software platform and library management tool uniquely fitting the rapidly expanding needs of the modern Bible College and Seminary student. All College students are required to have this software package. For more information about Logos see Learning Resources/Electronic Libraries in the academic section of this Catalog.

FINANCIAL AID ELIGIBILITY AND RESOURCES

SBIC does not receive Title IV funding. Financial aid through institutional resources is limited due to SBIC's affordable tuition. Due to SBIC's predominate population of adult learners matriculating on a part-time bases, financial aid eligibility and resources applies to part-time as well as full time students. These aide resources includes: church grant agreements with SBIC, scholarships, and college work options. Discounts are no longer available. SBIC does not loan money for student tuition. Financial aid does not apply for winter and summer terms.

PAYMENT OPTIONS

All tuition and fees are due at registration. All accounts not settled by their deadlines will be assessed a late fee. Payment can be made using a cashier's check, personal check, MasterCard, Visa, American Express or money order. Online payments may be made through the student's mySouthernBible portal.

SBIC FINANCIAL AID

CHURCH GRANTS

Sources of continued scholarships may be available through ~~the student's~~ your local churches. Students must contact their church to request that the church develop a scholarship plan with SBIC.

SCHOLARSHIPS

Scholarships are available in the spring and fall terms for students who qualify and show the need for tuition assistance. Students requesting tuition assistance must complete a Financial Aid Application form. Not all requests are granted. Funds are limited and as such funds are distributed when available.

Several scholarships are named after persons to honor their significant contributions made to SBIC. Funds are distributed from SBIC's general scholarship fund. These funds are named after Rev. N. L. Robinson, Rev. Charles and Rev. Robert Reed, and former SBIC president, Dr. Gordon Mumford. Another scholarship fund (named the Presidential Scholarship) is need based and is awarded by SBIC's sitting President's office.

All of these funds have criteria ~~which that~~ must be met and documented before financial aid can be applied to a student's tuition need for the current term for which the student is registering. There no cash disbursements given to student from SBIC's general scholarship fund. All awards apply to current tuition owed, cannot be in excess of tuition owed, and are not transferable to another student.

"WORK-FOR-TUITION"

A limited number of non-federal work in exchange for tuition opportunities may be available within the college. The "Work-For-Tuition" option is for current students and is considered on a person-by-person basis after all forms are completed and a plan is established for approval. As available, a list of positions as well as work schedules which meet the needs of the student's tuition cost for the current semester, will be provided throughout the semester. The student must, interview, and meet any qualification requirements for the position. There will be a rate established of hours worked with regard to cost reduction of tuition. As the student completes work hours, their tuition for that semester will be reduced according to the rate established. All arrangements are final and must be adhered to by the student. Any outstanding money is considered as tuition debt owed and is payable before the student can register for upcoming semesters or graduate. Money earned from this work option is subject to FIT (Federal Income Tax) laws and FIT (Federal Income Contributions Act).

VETERANS BENEFITS

SBIC accepts students who qualify and are determined eligible through the Department of Veterans Affairs. For additional details see Veterans Applicants in the Enrollment section of the Catalog or contact SBIC's Admissions Office.

STUDENT DEVELOPMENT INFORMATION

STUDENT DEVELOPMENT PHILOSOPHY

COMMUNITY

Southern Bible Institute & College is a growing community of Christian men and women committed to servant leadership under the Lordship of Jesus Christ. As SBIC carries out its biblical higher educational mission, the school exercises its authority to cultivate order, promote unity, maintain standards, and invoke discipline from the source of all authority, God (Romans 13:1-7). Accordingly, SBIC thus supports and seeks to strengthen the two institutions God established: the family and the Church, as well equip students to effectively serve with a Bible-centered worldview, the marketplace and secular community. In order to accomplish this, the educational community seeks to encourage one another in learning about their spiritual identity in Christ, exercising spiritual gifts, honing ministry skills, and dependency in Christ. Faculty evidence cares for students, while exercising authority over them to teach, correct, and guide. In this manner, SBIC executes its mission responsibility.

SBIC operates on the premise that each student has been born-again through faith in Jesus Christ. This new life is evidenced by the student growing more mature intellectually, socially, emotionally, and spiritually in their interactions. Many of the items contained in the SBIC Student Development Handbook will already be a part of a student's life style, while others have to be learned. The necessity for rules and regulations diminishes as Christ lives His life through the student. By attending SBIC, students agree that it is wise and in the best interest of all concerned to submit to instruction, guidance, and direction provided through its programs and personnel.

SBIC correspondingly understands that students are individuals needing recognition, acceptance, and time. All students begin their school career somewhere in a spiritual, emotional, and social transition continuum which should end in them becoming maturing, responsible Christian servant leaders (Ephesians 5:18-21; Philippians 2:1-8). This leads Southern Bible Institute & College to initiate student development programs and functions involving spiritual formation and social interaction that in turn complement academic instruction. SBIC thus understands and practices student development that seeks to understand and value its students through respect and responsibility.

NOTE: A complete discussion of SBIC's student development philosophy is published in the *SBIC Student Development Handbook*.

STUDENT ACTION LEADERSHIP TEAM (SALT)

After admission, SBIC students gain a listening ear, friend, role model, and representative to faculty/administration through the roles of the Student Action Leadership Team (SALT). SALT members works closely with Faculty Advisors while learning administrative and spiritual formation leadership skills by planning events on the institutional calendar, working with prospective and new students, assisting in chapel services, and coordinating activities for the student body. Student leaders are also on occasion invited to represent student interests on selected faculty standing committees. The leadership of these students plays a vital role in understanding student perception and needs, making administrative decisions, and maintaining student interest in the SBIC community.

SALT'S main team priority is to help Southern Bible Institute's students grow in their God-given potential for life and ministry during educational preparation time at SBIC. The Student Action Leadership Team ministers to students by:

- Maintaining open relationships with students as servant leaders.
- Performing assigned responsibilities for moving institutional operations and strategic initiatives forward.

- Encouraging students as they work through trials and difficulties in a biblical and responsible way.
- Sharing experiences with students as they seek to balance academics with spiritual goals, family matters, local church, social interaction, ministry assignments, and employment.
- Assisting faculty and staff in motivating students to achieve excellence.
- Ministering to students and their families in the event of serious illness, hospitalization, or death in the immediate family.
- Praying with as they make choices concerning vocational opportunities best suited to their spiritual gifts, skills, and talents.
- Encouraging students who may decide to prematurely withdraw from SBIC.
- Working with administrators and IE for ways to improve academic and student development concerns.

Student Action Leadership Team members are part of the circle of key people in every student's life at Southern Bible Institute & College for encouragement, prayer, advice, and focused mentoring. The SALT team's servant leadership ministry supports academic programs and business functions, thus working together to fulfill the mission statement of SBIC.

SPIRITUAL FORMATION

CHAPEL SERVICES

All students are encouraged to attend scheduled chapel services, but are required to attend if scheduled during an enrolled course for that semester. Chapel is a special time set aside to meet the worship and spiritual needs of all. Chapel is an inspirational and vital part of the total academic, spiritual, and social experience at SBIC. Leaders seek to edify all through passionate proclamation from God's Word and balance worship with traditional hymnody and contemporary music. All members of the SBIC community should come with a worshipful attitude, praying that God will uplift their hearts and the hearts of the people sitting around them.

Tuesday and Thursday Chapels are scheduled from 9:00 am–9:40 am and evening chapels from 7:00 pm–7:40 pm. Students and guests may attend either morning or evening.

Due to the fact that Chapel utilizes a portion of in-class time, students enrolled in classes affected by the Chapel schedule are required to attend as attendance will be taken in Chapel for the class. Absence and tardiness to Chapel will be weighed in the grading calculation for the course.

Neglecting chapel attendance is a serious matter affecting student matriculation and graduation. Arriving late for chapel is likewise important because being late (tardy is arriving 10 minutes late for Chapel) and four (4) tardies are equal to one (1) absence. See the relevant course syllabus for additional details on chapel attendance policy.

CHURCH ATTENDANCE

Regular attendance at a local church is expected for all students. SBIC encourages students to invest in their local church by working their SLED (Student Leadership Education Development) assignments there. Active participation in a local church is further encouraged because Christian growth and edification leads to a balanced life that is both evangelistic and servant-centered. Developing a pattern of absenting oneself from the local

church leads to spiritual apathy and carnality. (Hebrews 3:13; 10:23-25; I Peter 2:1-2).

FIELD EDUCATION

(SERVANT LEADERSHIP EDUCATION DEVELOPMENT)

SLED (Servant Leadership Education Development) is the supervised field education part of each course curriculum that overlaps with spiritual formation through student development. The VP of Student Services & Development oversees this requirement as well as other ministry service projects, opportunities or other missions-related activities.

The SLED assignment is designed to provide a setting in which the student can apply instruction gained in the classroom with actual, practical ministry involvement. If taken seriously, the student will have a richer educational experience, as well as enter full-time ministry, or the work force, with an enhanced sense of readiness and professional confidence.

SLED requirements are facilitated by faculty of the course(s) being taken during that semester. Students are required to have a documented, completed ministry assignment each fall/spring term relevant to content obtained through at least one of the courses taken that semester for a maximum total of eight terms per academic program. SLED assignments are included in the grade weight for all courses. However, instructors will submit a copy of the grades for the SLED Assignment required for that course to the VP of Student Services & Development to verify satisfactory of SLED requirement for that semester.

SPIRITUAL FORMATION EMPHASIS WEEK

This is a special week set aside in the fall for the purpose of spiritual evaluation, challenge, and commitment. Speakers focus on specific areas of the Christian life pertinent to a growing relationship with Christ, the disciplines of being a student, and equipping for effective ministry after graduation.

HEALTH & WELLNESS / STRESS REDUCTION WEEKS

Health, wellness and stress reduction are not only a physiological, emotional, and mental necessity, but also an important key to a vibrant spiritual life. The Student Action Leadership Team will hosts a Health & Wellness week in the fall semester and a Stress Reduction Week in the spring in order to emphasize the importance of proper physical care and intended for relieving stress associated with finishing the term strong and doing well on final exams.

SPIRITUAL LIFE

SBIC expects students to set time aside for reading the Word of God and prayer (Luke 18:1; Psalms 119:105). These two items are the basis for consistent growth toward spiritual maturity in the Christian life. Chapels and other spiritual life emphases contribute to spiritual growth.

SBIC likewise recognizes the indispensable place of ministry from the local church and pastor in the student's life and ministry (Hebrews 10:24-25, 13:17). SBIC likewise expects each member of the community to strive consciously to maintain relationships that support, encourage, and help others (Romans 15:1-2). When difficulties arise students should respond with truth, compassion, kindness, humility, gentleness and patience--bearing with each other and forgiving whatever grievances may occur between them and others (Colossians 3:12; Ephesians 4:32). Furthermore, we are responsible to support those who are experiencing grief, discouragement, illness, tragedy, and other personal trials. Expressions of bearing one another's burdens include comfort, consolation, encouragement,

and intercession (2 Corinthians 1:3-4).

Discipleship groups help students learn these priority habits through fellowship and accountability which in turn promotes and encourages unity within the whole Institute community (Colossians 3:16). Evangelism naturally follows strong spiritual growth. These results are God-expected results emerging from SBIC's spiritual formation emphases for student development, whether through challenge in the classroom or chapel, or field education assignment, or community events.

SUPPORT SERVICES

COMPLAINTS AND GRIEVANCE RESOLUTION SERVICES

From time to time a student may encounter a problem in their relationship with SBIC. When such an event occurs, whether it concerns finances, academic issues, or other matters, the student must follow the grievance resolution procedures written below. All such matters should be referred to the appropriate individual.

The Executive Vice President (E.V.P.) is the designated institutional contact person for giving direction and initially handling student complaints.

The following biblical guidelines should be followed for resolving complaints as part of a God-honoring grievance restoration process (Matt. 5:23-26, 18:15-16; Galatians 6:1).

Each concern **must be expressed verbally as well as in writing** to the staff, faculty or administrative person who is directly responsible for managing the institutional area.

Student Accounts	Rev. Alvin Marshall
Student Development/Field Education/Placement	Dr. Kevin Hawkins
Admissions	Rev. Terrance Ford
Institutional Development/Public Affairs	Dr. Martin Hawkins
Academic Programs	Rev. Terrance Ford
Registration	Ms. Marcia Upshaw
Information Technology Support Services	Ms. Carol Every
Educational Support Services and Website	Ms. Carol Every
Facilities and Security	Mr. Tony Myers
Institutional Effectiveness	Dr. Joel Wilson

- If the student does not believe that the complaint has been resolved appropriately, then the concern should be communicated verbally and in writing to the E.V.P.
- In the event that the student does not have the complaint resolved through this second level of appeal, then the student may express the concern verbally and in writing to the President, who is the institution's final level of appeal for complaints.
- After exhausting the institution's complaint process, current, former, and

prospective students may initiate a complaint with the following groups:

- THECB (Texas Higher Education Coordinating Board) by sending the required forms either by electronic mail to the agency's web address located in Austin, Texas, <http://www.thecb.state.tx.us/index.cfm?objectid=051F93F5-03D4-9CCE-40FA9F46F2CD3C9D> , or by mail to the Texas Higher Education Coordinating Board, Office of General Counsel, P.O. Box 12788, Austin, Texas 78711-2788. Facsimile transmissions of the forms are not accepted.
- A student may also present their complaint to the accrediting association with whom Southern Bible Institute & College holds Applicant status. SBIC is not accredited and therefore is not a member school. Complaints may be mailed to: Commission on Accreditation, Association of Biblical Higher Education, 5850 TG Lee Blvd. Suite 130, Orlando, FL 32822.

COUNSELING SERVICES

Personal and confidential counseling is available by appointment to any student with the VP of Student Services & Development. Spiritual gifts questionnaires and personal inventory type tests are available to help students assess needs and direction in their lives. In addition, students can receive professional counseling from The Harmony Counseling Center (a biblically based, Christian counseling center near campus) who has an on-going relationship and partnership with Southern Bible for counseling services for its students.

Academic advising is also available by appointment with the Registrar. Students can additionally benefit from the spiritual insight and experience of faculty members.

HEALTH SERVICES

First aid supplies are located in the Student Services & Development Office. Access to supplies is available through the Facilities Manager and Registrar.

Students are encouraged to maintain good health through eating regular, well-balanced meals and getting plenty of exercise. Exercising three times a week can lower stress and help students balance their academic load and employment with spiritual goals.

Health insurance and physician selection are the student's responsibility. SBIC does not endorse any brand of insurance or act as a referral service for physicians.

A student with an acute or contagious illness is not permitted to remain on campus or attend classes. In some cases a student may be administratively withdrawn from SBIC for medical reasons. In order to return to campus and/or attend classes a release letter from the student's physician must be presented to the Registrar documenting that the student is not in a contagious or declining state and in the physician's opinion able to resume a full course of study.

EMPLOYMENT AND JOB PLACEMENT SUPPORT SERVICES

Job openings and opportunities (including Work-For-Tuition) are posted through mySouthernBible student portals, in the Student Services & Development Office, and in some cases on the public website of the school. Graduate and alumni placement is handled through the Student Services & Development Office by the VP of Student Services & Development. The VP of Student Services & Development also serves as a key resource for alumni employment opportunities in ministry.

Other sources of employment and placement include information spread by word-of-mouth among students, and employers who contact the School. SBIC includes career guidance and preparation components in certain courses such as the Student Success Seminar and Capstone.

SCHOOL EVENTS

SBIC is a commuter campus with the majority of students being adult learners. Our course schedule is built on block offering system from which students can best coordinate and maximize their time for coming to campus and work schedule. Hence, major school events are strongly linked to the school's emphases for spiritual formation e.g., Spiritual Life Emphasis Week and Stress Reduction Week. Events take place on selected days and throughout a scheduled week. Reminders for upcoming events are regularly announced through eNews (email blasts), mySouthernBible-student portal via the online information system or posted in designated areas around the campus. Events include:

DAY OF OUTREACH

SBIC endeavors to host various events which emphasize and highlight the community and outreach. This is a way for the school to live out its servant leadership development drive in a practical way. Events target the community near and in close proximity to the SBIC campus as well as areas near partner churches and organizations.

The Day of Outreach is one event hosted by Southern Bible in partnership with CRU (formally Crusade for Christ) during their regional conference held annually in the Dallas area. SBIC has had over 1,300 students and staff on campus and engaged in community outreach and evangelism facilitated by SBIC's faculty, staff, students, and partnering churches. Students of diverse ethnic backgrounds are given firsthand experience in ministering in urban communities. All SBIC students are encouraged to participate in this event and may earn SLED credit.

Additionally, SBIC uses such events to intentionally reach out to local neighborhoods in order to meet and pray for neighbors, invite them to attend local churches, and most importantly present the gospel and give people an opportunity to respond for beginning a relationship with the Lord Jesus Christ. A final objective is to give SBIC the opportunity to share with its neighbors the mission of the school.

CONNECTING CHRIST AND CULTURE CONFERENCE & REVIVAL

During the fall term a culturally relevant topic is introduced and explored during various chapels and Brown Bag sessions. These topics are explored in order to establish an understanding of both secular and sacred worldviews surrounding the issue. This is considered to be the conference portion of the series.

In the spring semester, the focus is continued in a revival series of worship service events which explores the topic purely from a biblicentric worldview. The Connecting Christ and Culture Conference and Revival both endeavor to provide scholarly and ministerial focus on relevant cultural concerns from a Christian perspective. Equally purposeful is the goal of informing and encouraging alumni, local pastors and congregations through continuous connection with the school. These events are also a recruiting events for the school, in that the community at-large is invited to attend all sessions during both semesters.

YEAR-END CELEBRATION EVENTS

At the end of each spring semester, year-end celebrations will be planned beginning on Friday and ending on first Sunday in May with commencement on graduation day. These events will serve as the annual celebration of SBIC's history and relationships with its friends, supporters, alumni, and students. The community and supporters will have opportunities to enjoy camaraderie and spiritual fellowship, as well as opportunities to meet new people, hear first-hand about strategic developments, and be challenged to support SBIC through prayer and financial gifts.

GRADUATION

Graduation day is the highlight event of the calendar year. It is not only a time to honor the Lord and recognize our graduating class, but a time also to honor all who have made this life marker possible and to reflect on each one's contribution.

COMMUNITY EXPECTATIONS

COMMUNITY STANDARDS

Part of the acceptance process to SBIC includes signing the application indicating the student's agreement to explicitly and implicitly work at consistently upholding SBIC's community standards and maintaining a lifestyle that is consistent with the School's student life philosophy. Upholding standards also includes keeping fellow students accountable for their actions. It is not acceptable to actively disobey because one disagrees, does not get caught, or is willing to accept the consequences of disobedience. These attitudes are destructive to one's personal integrity, detrimental for one's character in the SBIC community, and potentially damaging to the student's future life and ministry.

The specific teachings and principles in the Word of God are the final authority for all student life matters. SBIC biblically based curriculum and student life philosophy are designed to encourage character that is pleasing to the Lord Jesus Christ. Character displeasing to the Lord is corrected through exhortation, counsel, and implementation of biblical principles (1 Thessalonians 4:1). The personnel of SBIC seek to consistently commend students in their daily walk for attitudes and actions that please the Lord. Therefore, attitudes and actions proscribed in the Bible are likewise inadmissible and expressly not sanctioned by SBIC. At SBIC these include:

In addition to the **Academic Integrity** standards for academic work published in the *SBIC Catalog*, students are likewise to refrain from:

- Possession or use of illegal narcotics and habit-forming drugs—including marijuana or any other non-prescription drug intended for recreational use
- (1 Corinthians 10:31; 2 Corinthians 12:9a; Hebrews 12:1-2).
- Social dancing that is lewd or defrauding (1 Thessalonians 4:4-6, 5:22).
- Gambling in any form (Proverbs 23:5; 1 Timothy 6:6).
- Stealing (Exodus 20:15; Ephesians 4:28).
- Lying, deception, and false manipulation of facts so as to mislead persons away from the truth (Exodus 20:16; Ephesians 4:25; 2 Corinthians 4:2).
- Using slanderous or profane language (Ephesians 4:29-31).
- Sexual misconduct including premarital sex, adultery, all forms of pornography including the use of school computers to access pornographic or sexually immoral suggestive sites, sexually immoral solicitation, or homosexual behavior (Romans 1:26-28; 1 Corinthians 6:18; 1 Thessalonians 4:1-8).
- Unmarried students making housing/living arrangements with unmarried person of the opposite gender.
- Attitudes of malice, greed, jealousy, pride, over-indulgence, gluttony, hate, bitterness, wrath, hostility, ill will, unforgiveness, and prejudice based on one's race, culture, gender, or socioeconomic status. (Ephesians 4:31; 1 Peter 2:1).
- Acts of violence or destruction (Proverbs 1:7, 10-19).

- Conversation that belittles or demeans another person's character, that is clamorous, crass, critical, divisive, derogatory, sexually explicit, or conversation that promotes grumbling, complaining, and discontent in and among the SBIC community. (Ephesians 4:29-32, Philippians 2:14).
- Physical or verbal intimidation that leads to physical aggression and injury is unacceptable demeanor regardless of the circumstances (Romans 12:17-21).
- Possession, use, or patronage of any literature, picture, film, internet product, stage production, video, or music that is morally degrading or spiritually debilitating (Philippians 4:8).
- Accountability for material and interactions posted or referenced on websites and for behavior or commensurate activities confessed to on social media websites and similar postings that is biblically/morally not sinful, degrading, defrauding, or suggestive (Ephesians 5:3-18).
- Participation in the occult or related activities, e.g. horoscopes, séances (Deuteronomy 18:9-12; Galatians 5:20).
- Involvement in a cult or out of the mainstream biblical religious group (Deuteronomy 18:20-22; 2 Corinthians 11:14-15; Galatians 1:8-9).
- Students under investigation or convicted of a felony or criminal activity or judicial non-compliance are subject to immediate suspension (Romans 13:1-4).

Antagonistic or presumptuous attitudes toward community standards at SBIC are, in effect, an expression of a student's desire to withdraw from the SBIC community. This is one reason SBIC has administrative withdrawal as a means to maintain order. Southern Bible Institute & College does not purpose to be a censoring agent, but is interested in tangible evidence of growth in Christ and sound judgment based on biblical principles and application. When making personal decisions in these areas, one must remember, "for whatever is not from faith is sin" (Romans 14:23), "to him who knows to do good and does not do it, to him it is sin" (James 4:17), and that all in a believer's life should be done to the "glory of God" (1 Corinthians 10:31).

CAMPUS DRESS CODE

SBIC encourages students to develop the ability to make good decisions and to assume responsibility for their personal appearance and dress in preparation for their vocational choice after graduation. Employers of SBIC graduates often require their personnel to adhere to dress code in harmony with the mission of their organization. Accordingly, students should seek to apply the following principles:

- Make your life an example (1 Timothy 4:12). Evaluate your motives (Colossians 3:23-24). Modesty involves wearing clothes that fit properly and are clean and neat in appearance.
- Emphasize the inner person by not drawing attention to the outer person (1 Peter 3:3-4). Apart from a person's words the face can reveal inner attitudes. Clothing should draw attention to the face, since eye traps need to be avoided. Eyes are attracted to bare skin and to tight fitting clothing which can be suggestive, teasing, or defrauding.
- Refuse to be conformed to the world (Romans 12:1-2). Faddish clothing, overdone accessories, or excessive cosmetics can give the wrong impression about your character.
- Avoid being a stumbling block to others (1 Corinthians 10:31-32). All that we do should ultimately be to the glory of God.

CAMPUS MOTOR VEHICLE OPERATION

Operating a vehicle on campus is a privilege contingent on compliance with these basic requirements. All motor vehicles must be insured in accordance with the laws of the state. Motor vehicles must be parked between the lines and not in marked handicapped parking spaces, unless the vehicle has a handicap permit; the campus speed limit is 15 mph. Students' motor vehicles may also be searched in the presence of adequate witnesses when it is believed that an Institute policy or state/federal law is being violated.

HARASSMENT

Harassment in the SBIC community based on race, gender, national origin, age, or disability is neither permitted, nor condoned. Such unwelcomed harassment is wholly inappropriate and goes completely counter to the school's conviction about human worth before God and might also violate state and federal laws.

Sexual harassment in particular includes conduct or comment of a sexual nature, including unwelcome sexual advances, requests to engage in sexual favors, suggestive comments or gestures, and other physical and expressive behavior of a sexual nature, which can be reasonably regarded as vexatious or abusive and where any one of the following conditions are met:

- The conduct is engaged in or the comment is made by a person who knows or who ought reasonably to know that the conduct or comment is unwanted or unwelcome.
- The comment or conduct is accompanied by a reward, or the express or implied promise of a reward, for compliance.
- The comment or conduct is accompanied by reprisal, or an express or implied threat of reprisal, for refusal to comply.
- The comment or conduct is accompanied by the actual denial of opportunity or the express or implied threat of denial of opportunity, for failure to comply.
- The comment or conduct is intended to, or has the effect of, creating an intimidating, hostile, or offensive environment.

Sexual harassment violates the fundamental rights, worth, dignity, and integrity of another individual as expressed above. It should be clearly understood by all associated with SBIC that sexual harassment is regarded as a serious offense, not be tolerated under any circumstances, and subject to a wide range of disciplinary measures, including immediate dismissal from campus, or disciplinary probation, suspension, or dismissal.

Moreover, bullying is likewise not tolerated. Bullying is defined as any act substantially interfering with a student's real or perceived educational performance, opportunities, expected benefits, or outcomes, that occurs on or immediately adjacent to campus. Bullying involves comment or conduct intended to, or having the effect of, creating an intimidating, hostile, or offensive environment that violates the fundamental rights, worth, dignity, and integrity of another individual. Again, it should be clearly understood by all associated with SBIC that bullying is regarded as a serious offense, not be tolerated under any circumstances, and subject to a wide range of disciplinary measures, including immediate dismissal from campus, or disciplinary probation, suspension, or dismissal.

Any student who believes that he or she has been subjected to comment or conduct that based on race, gender, national origin, age, disability, or is sexually inappropriate, which might constitutes bullying and/or sexual harassment, should discuss the matter with the Executive Vice President or VP of Student Services & Development. These persons will provide the complainant with advice and assistance including advice on how a formal complaint may be lodged. A complaint, however, will not be formally dealt with until that

complaint is made in writing and delivered in person to either of the aforementioned persons listed above.

I.D. CARDS

Each student will be issued an I.D. card for identification as an SBIC student, and also may be used for on campus library services and discounts offered by partnering businesses. External library cards are separate and are issued through TexShare.

I.D. cards are included in the registration fee are issued during the first weeks of the semester by the Facilities Office. Replacement cards will be issued for a nominal fee of \$5.00.

LOST AND FOUND

Lost and found items can be checked on via the Facilities Manager. Items disposed of periodically when no claim of ownership has been validated.

TECHNOLOGY ON CAMPUS

Students bringing cell phones, personal computers, or other technology media do so at their own risk. SBIC is not responsible for finding, locating, or reimbursing students for these items when lost, stolen, or damaged on campus or at School functions.

Student cell phones and other communications devices must be off and put away while in class. If a student has these types of devices out in class, the student may be asked to leave class. Any student found to be texting, reading text messages, making calls or receiving calls (including e-mail), while in class during a test, gives the appearance of cheating and may have to face disciplinary measures addressed under Integrity in this Catalog and Community Standards in the Student Handbook.

Moreover, cell/home phone numbers/e-mail addresses shared in public with friends run the risk of eventually being passed to unintended individuals. Pictures sent on cell phones run the same risk and could be posted later (e.g. Facebook, Twitter and others).

It is against the law to threaten, harass, or bully others with text messages/phone calls, e-mail, or by posting comments on internet sites such as Facebook or Twitter. SBIC will cooperate with law enforcement personnel and judicial proceeding for any student involved in this behavior.

The IT Department maintains a network for student use that provides access to campus computing facilities through a computer lab, including designated software support for e-mail, internet, library research, and standard applications for preparing course assignments. All uses of the campus network and online use must conform to SBIC's published technology use policies. A student agrees to adhere to technology policies whenever they connect or login to the SBIC network. SBIC reserves the right to disconnect users *without warning* to protect the integrity and/or usability of the school's network. Technology use policies are available online at the SBIC website: www.southernbible.org. Southern Bible offer as a courtesy, Wi-Fi services in most areas of the campus. For access to the provided Wi-Fi connection, contact the Student Technology Services Coordinator or the Facility Manager.

TELEPHONES AND PHOTOCOPY MACHINE

Office phones are limited to use by faculty and staff. SBIC phone numbers are answered by staff members and open at the following times:

- Monday, Tuesday, and Thursday; 8:30 A.M. - 4:30 P.M.
- Wednesday; 8:30 A.M. – 2:00 P.M.

- The campus is closed: Friday, Saturday, and Sunday unless otherwise posted.

SBIC's answering machine is on when the reception offices are closed. It is monitored regularly, except for weekends. A messaging service is available for callers. The Institute telephone numbers are: (972) 224-5481.

The SBIC photocopier is for faculty and staff use only.

CAMPUS SAFETY AND EMERGENCY PROCEDURES

SBIC seeks to provide a secure and safe environment. Suggestions for improvement or overlooked/unattended issues must be received in writing and addressed to the Vice President Administration or Facilities Manager & Security Liaison.

Recent violent events on campuses in the continental US have caused the administration to look carefully at campus security and safety. As a result, these security and safety measures have been put in place as for campus security and safety awareness and prevention and as ancillary to the Community Standards describing expectations.

CRIME AWARENESS A student(s) observing criminal activity on campus or breaking of campus security and safety measures should not try to intervene, but instead immediately report the incident to the Vice President Administration or Facilities Manager. If the student(s) are victims, the student should not seek exact justice, but rather remove themselves from the situation as quickly as possible and follow the same incident reporting procedure to the Vice President Administration or Facilities Manager & Security Liaison.

As part of its crime awareness education, SBIC distributes campus security and safety procedures and updates with registration materials each fall and spring term. Current campus crime statistics are published annually.

CAMPUS BUILDINGS - The Vice President Administration is responsible for security on the SBIC premises. The Facilities Manager and Security Liaison or designate unlocks the facility at 7:30 A.M. each morning. The facility is locked at the close of classes or business each evening by the security staff on duty with responsibility for locking all exterior doors and ensuring that windows are closed and locked properly. Students should not enter locked areas, tamper with locks, or leave doors or windows ajar in areas that are not designated or open for entry.

SAFETY EQUIPMENT - Fire extinguishers, alarms, and smoke detectors are to be used only in case of a fire. Fire safety equipment is expensive to replace. Rendering safety equipment nonfunctional may jeopardize the lives of others. Exit signs in the building clearly make exit routes plain for emergency situations. SBIC publishes emergency evacuation procedures in its Catalog and Handbooks and distribution with registration materials.

VEHICLES AND PARKING- All students arriving or departing should use approved entry and exit areas, and park in designated areas (lighted areas for night school). For safety, students should always lock their car or other transportation. Care in driving should be observed when on campus. Vehicles left on campus without permission from the Facilities Manager are subject to being towed from campus without warning.

WEAPONS, FIREARMS, AND EXPLOSIVES - Firearms, ammunition, weapons, or any explosives (including fireworks) are prohibited on the SBIC campus premises. This also includes pellet and BB guns, bows and arrows, swords, large knives, and sling shots, or any other object that might be construed or used as a weapon.

Southern Bible Institute & College does not allow "Campus Carry." That means anyone, other than authorized personnel, carrying a firearm inside any of the buildings on the campus of Southern Bible Institute & College are in violation of campus policies and the laws of the State of Texas. This policy is based on [\(Tex. Penal Code § 46.03\(a\)\)](#) and Tex.

Penal Code § aw46.03(f). Only licensed law enforcement personnel may have protection/peacekeeping weapons on campus while on duty.

Students, faculty, and staff who are licensed to carry a gun are allowed to keep their firearms in their locked vehicles that are parked on the campus. Again, no firearms are allowed to be taken into the SBIC facilities without prior written permission by the administration.

SBIC posts a written notice for its campus carry policy about firearms at each entrance door. SBIC also practices an active shooter protocol for safety while on the campus. A public read-only copy of these policies can be obtained from the Campus Safety Liaison.

WEATHER DISRUPTION - SBIC follows a policy for the school to remain open during adverse weather conditions, but may cancel or reschedule classes and/or curtail non-essential services in response to the specific conditions prevailing.

In the event of inclement conditions developing overnight, every effort will be made to communicate the decision to open/close the school by 6:30 A.M.—to local radio station such as KCBI (90.9 FM) and television station WFAA, channel 8, the ABC channel affiliate in the Dallas/Fort Worth metroplex. Information will also be posted on the school's website, e-blasts will be sent to students, faculty, and staff, and the voicemail system will be updated to reflect changes. Students should however, use personal wisdom in deciding whether or not to travel in inclement weather. Should you miss a class that is not cancelled, be sure to notify the instructor as soon as possible.

EMERGENCY PROCEDURES

FIRE PREPAREDNESS - Anyone discovering a fire must immediately **activate the nearest alarm switch** (thereby setting off the alarm). **Phone the Fire Department:** Dial 911. Report the fire location at 7200 South Hampton Road. The report must include the nature and location of the fire, the fact that the fire department has been called, and any other pertinent information. Once outside the building, **Inform the Fire Team**. The daytime fire team includes the Facilities Manager and Security Liaison and Vice President Administration.

EVACUATING THE BUILDING

- Before leaving rooms or offices, shut doors and windows where possible.
- In the classroom, the instructor will give directions and be the last person to leave the classroom.
- Exit signs in the building clearly make exit routes plain for emergency exiting.
- Do not return to the building until told to do so by a Fire Team member.

In addition to these published evacuation procedures, the SBIC Fire Team practices periodic, unannounced fire evacuation response drills as preparation for real campus fire emergencies. Emergency escape routes are posted in each room and in hallways throughout the facility.

FACILITIES USE

INSTITUTE PROPERTY

The proper use and care of property is a priority for the SBIC community. Every effort should be made to care for and maintain property so that it is in working order for the next person. All equipment in need of repair or maintenance should be reported to the Facilities Manager immediately and documented through Maintenance Request Forms.

CLASSROOMS – Priority classroom use is always given to class scheduled for that room at any given time. Requests to use a classroom for special study or meeting, must be approved by the Facility Manager or Business Office. If furniture is rearranged in any classroom please place it back in order upon leaving. No food or drink is permitted in the classroom during class, except with the instructor's permission. Students who spill food or drink on the furniture or carpet are responsible to clean the spill area. Supplies and equipment for cleaning are available from the Facilities Manager.

PREVENTATIVE MAINTENANCE - Caring for property is expected from those who use it. Damaged or malfunctioning equipment should be reported via Maintenance Request Forms, and in emergencies to the Facilities Manager or Business Office. Students who abuse or misuse property through neglect or knowledgeable carelessness must make arrangements to pay for or replace the property through the Business Office. Students, who abuse or misuses property, may be suspended by the Student Development Committee and/or required to make restitution. Examples of abusing or misusing SBIC or property include:

- Breaking in or entering rooms/buildings without authorization.
- Ignoring posted signs.
- Misuse of Institute keys: duplicating keys, using unassigned keys to enter areas without authorization, or loaning assigned keys to others without the prior authorization of Vice President Administration.
- Misuse of Institute equipment: using SBIC Offices word processing equipment for personal use without approval, using business phones for long distance calls without prior approval, making unauthorized adjustments to thermostats.
- Inappropriate use of SBIC property: damaging vending machines or other equipment and furniture.
- Tampering with a fire alarm can result in a \$200 fine and more from the DFD.
- Entering locked areas or tampering with locks; vandalism.

CAMPUS CLEANLINESS - Please use trash containers for your personal trash and debris, and help keep our campus neat by disposing of trash you see lying around. Our buildings are used day and night throughout the week for educational purposes and occasionally for rent by outside groups of approved ancillary uses. Thanks for your cooperation in this matter.

FACULTY OFFICES, STORAGE ROOMS, AND WORK ROOMS

Offices and workrooms are private and are to be used for official business only. Entering an office, storage room, or workroom without prior approval can result in disciplinary action. Faculty and staff members post hours on their door when they are available. Students should assume that a faculty or staff member does not wish to be disturbed when the door is closed, and common courtesy should be exercised when faculty staff member is engaged with another person.

STUDENT SOCIAL SPACE

A student lounge is located near the north entrance of classrooms side of the building by the computer lab. The lounge is for relaxation, eating, reading, and fellowship. Students are not permitted to use the lounge as sleeping quarters.

Due to electrical and fire precautions, no external cooking appliances are permitted to be plugged into lounge outlets, except with permission from the Facilities Manager.

The cleanliness environment of the lounge is the students' responsibility, therefore students must pick up after themselves. Any damaged furnishing or equipment should be reported to

the Facilities Manager and in the case of carelessness damage and replacement costs will be charged to the student's account.

REPAIRS

The Facilities Manger posts signs indicating ongoing repairs or if an area is unsafe. Repairs needed must be reported via Maintenance Request forms and will not be completed otherwise except in emergency cases.

LIABILITY

SBIC does not assume responsibility for money, valuables, or other personal property left in private or public areas in buildings or the parking lot. Students should be aware that the possibility of temptation through theft is always present.

PETS

Pets are not allowed on campus except for guide dogs. Clearance must be approved by the Student Development Office.

STUDENT DISCIPLINARY PROCESS

Student Development disciplinary action in the SBIC community is defined as the external influence by which the student learns spiritual truth, self-discipline, commitment, community mindedness, and taking personal responsibility for choices. The purpose of this disciplinary system is to uphold the student development work of the Institute so that an atmosphere conducive to academic and spiritual growth is maintained.

God desires that all believers be conformed to the image of Christ. He accomplishes this by the work of the Holy Spirit through servant leadership, biblical freedom, and unselfish love (Mark 10:43; Romans 15:1-2; 1 Corinthians 13:4-8a). When discipline is exercised, students must respond to the Spirit's conviction of sin by confession (1 John 1:9) leading to repentance and obedience (Psalm 51:17); this will result in growing attitudes and behavior that please the Lord (1 Thessalonians 4:1). Quenching the Spirit has serious detrimental consequences (1 Thessalonians 5:19; 1 Corinthians 11:31-32). Each student must develop a personal sensitivity to the leadership of the Holy Spirit and an attitude of submission to God. As this sensitivity develops, prescribed discipline on the human level continues to decrease.

The administration of student development discipline becomes necessary when the student chooses to disregard or willfully not comply, and more seriously consistently and blatantly evidences an inability to live in harmony with SBIC's student development standards and expectations. Accountability is then called for. Ignorance of these is not excusable because all students sign the application agreeing to abide by them. Copies of the Institute's Catalog and Handbooks are available to all students. The goals of discipline result in personal and community responsibility applicable to all, spiritual maturity, and compliance for the good of all community members. SBIC is eager to resolve all disciplinary matters at the lowest possible level.

DISCIPLINARY ACTION

Failure to adhere to Institute standards and expectations renders the student liable to disciplinary process.

The student development discipline system explained below is designed to be an educational system modeling grace driven biblical restoration and spiritual maturity exhorted in Galatians 6:1-5 and James 5:19-29, and does not function as a court of law. Therefore,

procedural issues, including the introduction and consideration of evidence, are handled in a manner consistent with that educational focus. Where the allegations are more serious, and therefore the consequences more serious, the rules of procedure are structured appropriately.

The student discipline system is not a substitute for the criminal and civil courts, but a system put in place to resolve student issues for alleged violators enrolled in Southern Bible Institute & College. Disciplinary action may follow the order explained below. However, any disciplinary action need not be preceded by any other lesser discipline.

NOTE: Students must reference the *SBIC Student Development Handbook* for a complete explanation about decision-making leading to disciplinary action. Appeals for disciplinary action are also included in the Handbook.

ACADEMIC INFORMATION

CURRICULUM PHILOSOPHY

Understanding SBIC's curriculum philosophy is not only essential for student success, but also for assisting the student with their personal responsibility for completing their educational goals within the Institution's directives in practice throughout the student's matriculation and terminus graduation celebration. Southern Bible Institute & College's curriculum is intentionally structured within the context of biblical higher education mapped into four main categories and academic disciplines explained and illustrated below. Categories include: Foundational, Disciplinary, and Professional studies, and a selected group of General Education courses all taught with a biblical/theological/critical thinking approach.

Southern Bible Institute & College's structure model is one that intentionally distinguishes the College from the Institute. This comes as a result of reviewing SBIC's strategic processes, operational trends, feedback from stakeholders, evaluations of "best practices," analysis of tuition and educational costs—in conjunction with juxta positioning the contemporary need for an innovative college level education for ministry leaders with the traditional desire to provide sound biblical teaching for everyone who merely wants to study the Word at a deeper level.

THE COLLEGE

The College houses Certificate and Degree programs. These programs have markedly more rigorous standards for admission, heavier workload (academic rigor) for students, and higher program costs. Most courses will be 3 credit hours with collegiate academic rigor (particularly a higher level of research, reading, and writing requirements). Among some of the most distinguishing benefits of the College are an earned degree, greater transferability of applicable course work, maximized ministry readiness, and preparedness for further undergraduate and graduate level studies.

THE INSTITUTE

Through the Institute, Southern Bible continues to serve its traditional constituency of students with a passion to learn the Word of God, though not at a collegiate level of academia. Admission will not be as arduous as the College admission in an effort to "right fit" all students who want to attend to some program within the Institute. The Institute houses the Diploma, Bridge Studies, and Continuing Education programs –which includes: Continuous Leadership (*ETA extension sites*), Seminar Studies (*audit*) and Non-Degree programs. Students of the Institute reap SBIC's traditional benefits of gaining valuable Bible knowledge and developing practical ministry skills, without the full weight of collegiate level work and costs. Hence, most Institute courses are only 2 credit hours.

Under this multi-tier paradigm, College and Institute courses are taught at the same time and by the same instructors using a core lecture. Thus, the in class instruction hours are the same for both groups, however, the out of class workload and requirements are different. These distinctions are be clearly noted in the syllabi.

SBIC's curriculum philosophy follows academic program planning based on the student's successful completion of prerequisite courses and number of credit hours before advancing to take systematic theology courses. Students are encouraged to complete the Core courses: Bible & Technology, Old Testament 1 & 2, and New Testament Survey before taking any disciplinary courses (including Systematic Theology courses) for credit.

Diploma students are to only take the 2 credit hour tier courses as corequisite courses pertinent to their program. They are, however, permitted to take professional development courses, with the understanding that they are only offered at the 3 credit hour tier, and therefore are at a college level workload.

SBIC makes reasonable effort to produce a predictable schedule so that students can plan their course scheduling well. Ultimately, students are responsible for taking courses in their prescribed academic program degree plan, taking periodic and exit assessments, and for complying with all graduation requirements.

CORE STUDIES

These are the minimum courses required for anyone receiving non-CEU credentials from this school—Bible and Technology, New Testament Survey, Old Testament Survey I, Old Testament Survey II, Biblical Foundations for Servant Leadership, and Survey of Theology. Some of these courses are required prior to taking the more intensive biblical and theological studies. Students pursuing the Systematic Theology Distinction must take CHST 3501 Church History Survey as a core course instead of THEO 3201 Survey of Theology.

FOUNDATIONAL STUDIES

The courses in the foundational studies category in the curriculum serve to develop Institute and College students with the foundation needed for life-long learning from the primary textbook of life, the Bible. These foundational courses are structured as prerequisites prior to taking advanced systematic theological and other courses. Why? What good is theology if you are not adequately conversant with the Book from which we derive our theology; what benefit would a worldview be that encompasses servant leadership as the motivation for all of our work without the Bible as our compass for work and ministry?

Foundational studies serve as a milestone affirming the student has completed all the essentials necessary for advancing to disciplinary and professional studies course work. Systematic Theology content is best grasped when taken after all of the Biblical Studies courses are completed. No Systematic Theology course (including Survey of Theology and Church History) can be taken prior to completing at minimum Old Testament Survey I & II and New Testament Survey. Due to the limited number biblical studies courses required, a Certificate in Systematic Theology is not offered.

GENERAL EDUCATION STUDIES

General education studies are required as expected for all SBIC College students enrolled in biblical higher education degree-level program study. Courses from this area of the curriculum map equip students for interaction with the physical, social, and cultural world they live in as competent servant leaders, the heart of SBIC's educational mission.

SBIC seeks to give its students a broad, well-rounded offering for general education studies. The student success seminar is critical for student academic success and personal development. Grammar and literature courses build effective communication in written form and profitable for oral communication. Health science and lifestyle management support holistic student development. Western civilization history traces God's sovereign hand over history as the Lord of history. Philosophy and critical thinking courses, force students to think about common everyday values and moral issues from a reasoned Bible-centered worldview. Sociology and psychology courses give opportunities for students to demonstrate a better understanding of self and relationships with other people. The capstone and senior seminar courses (SEMN 4610, SEMN 4620) are interdisciplinary and assigned to the professional studies area of the curriculum map for Associate of Science and Bachelor of Arts degree students. Both courses are strongly linked to SBIC's mission statement by the elements of competency and a biblical worldview. This involves connecting general education studies with biblical/theological/spiritual formation studies. This is accomplished by requiring the student to successfully complete an integrative, in-depth writing assignment synthesizing these curricular areas and using critical thinking to demonstrate coherent, viable solutions applicable for resolving pressing, real-world issues facing people they will be interacting with as servant leaders.

General education credit courses offered by SBIC are delivered through online instruction accompanied with an onsite faculty mentor to assist students with course tutoring, online navigation, and overall support as the student assimilates to this learning environment. The faculty mentor is there to assist the student with, tutorial needs, technology issues, and interaction with online instructor of record. Students enrolled in online courses MUST connect with Gen Ed Mentor each week concerning your progress and performance in the class.

Note: Online and classroom courses are three credit hours in length and normatively have different credit cost per tuition hour and may be at an accelerated pace (i.e. 8 week sessions instead of 16).

DISCIPLINARY STUDIES

Disciplinary Studies courses on the curriculum map build on the strong biblical content received from foundational studies. Students are introduced to the traditional study of systematic theology. These systematic theology courses are taught with a critical thinking methodology necessary for appreciating differing points of view and most importantly living out the mandates of Scripture by exposing the student to thinking and responding theologically in a pluralistic, amoral culture much like the Apostle Paul encountered at Mars Hill in Athens. Further, students are exposed to the study of biblical languages for increasing the student's ability to study the Scriptures. Advanced studies at the graduate level and life-long learning with a theological grid are expected outcomes from the courses completed in this area of the curriculum map.

PROFESSIONAL DEVELOPMENT STUDIES

The inclusion of professional studies courses on the curriculum map in the Certificate academic programs and distinction additions gives students the opportunity to build essential skills for a targeted vocational area in line with SBIC's biblical higher educational mission and their interests. Courses are taught by a ministry professional instructor with documented experience applicable to the area of study. Current areas of study include: pastoral ministry leadership, women's ministry leadership, worship leadership, biblical counseling, Bible exposition (which combines the premier expository preaching and expository teaching distinctions), and other pilot offerings such as: digital ministry and community engagement.

COURSE FOCI

COURSES TAKEN AS A DISTINCTION OR CONCENTRATION

SBIC encourages students to get equipped for ministry as God leads and for life-long learning. Ergo, students can take and graduate with multiple Professional Development Certificates that is: as a Certificate student without repeating core course requirements; or as a Diploma, Associate of Science degree, or Bachelor of Science degree student, by taking an additional twelve-hour block of courses as a Distinction such as Systematic Theology courses or another Professional Development Certificate emphasis.

Furthermore, Bachelor of Arts students must choose a Concentration. A Concentration differs from a Distinction in that a focused Practicum is added to the twelve-hour Distinction making the required hours total for a Concentration fifteen hours. A Concentration means that the student receives not only quality course instruction, but hands on application reinforcing instruction. And for B.A. students the subject of their of their Integrative Paper in the Senior Seminar course must fall in line with the fifteen-hour area of Concentration.

INTERDISCIPLINARY COURSES

The capstone seminar courses (SEMN 4610, SEMN 4650) are interdisciplinary and assigned to the professional studies area of the curriculum map for Associate of Science and Bachelor of Arts degree students. These SEMN courses are strongly linked to SBIC's mission through the mission statement elements for competency and a biblical worldview. Both courses involve connecting general education studies with biblical/theological/spiritual formation studies and are consequently a major part of exit assessment processes for documenting student achievement.

SEMN 4610 Capstone Seminar is assigned to the professional development education studies area of the curriculum map. This course is degree completion requirement for Associate of Science Degree students. The first major purpose for the course involves bridging general education studies with biblical/theological/spiritual formation studies. This key purpose is accomplished in the first term by requiring the student to complete an integrative, in-depth writing assignment synthesizing both of these curricular areas using critical thinking strategies to demonstrate coherent, viable solutions applicable for resolving pressing, real-world issues facing the people they will be interacting with as servant leaders. The second major purpose involves review strategies prior to taking exit assessments for biblical and theological studies.

SEMN 4650 Senior Seminar is interdisciplinary course assigned to the professional development education studies area of the curriculum map for students nearing completion of the Bachelor of Arts degree. SEMN 4650 is taught over the B.A. student's final two terms prior to graduation. In the first term, the first major purpose for the course involves bridging general education studies with biblical/theological/spiritual formation studies. This key purpose is accomplished in the first term by requiring the student to complete an integrative, in-depth writing assignment synthesizing both of these curricular areas using critical thinking strategies to demonstrate coherent, viable solutions applicable for resolving pressing, real-world issues facing the people they will be interacting with as servant leaders.

In the second term, a second major purpose for the SEMN 4650 Senior Seminar involves the requirement for a student to write a profile with ministry preparedness as the theme based on their professional development concentration. The student is expected to use prior course work learning and applicable field education experiences along with other self-understanding assignments to write their responses. Another major focus involves review strategies prior to taking exit assessments for biblical and theological studies.

BRIDGE STUDIES

Transitional or leveling course work is meant to offer students a preparation path for collegiate studies. Whether transitioning from an Institute Diploma program or requiring additional readiness prior to admittance into the College program, these studies will give students a greater confidence and opportunity for success on the college level.

The Bridge studies program is designed in a way that compensates for the credit hour differential between the course work of the Institute and that of the College. Most required courses are intended to improve the student's technology, writing, and reading skills to the degree necessary for college level work.

STUDENT ACADEMIC AND MINISTRY FORMATION ACHIEVEMENT

The educational value of the synthesis for SEMN courses (Capstone and Senior Seminar) gives a subjective overview of learning outcomes relevance published for each professional development studies area such as the student being able to advance to further studies.

The findings from the biblical and theological exit assessments give faculty an objective, quantitative result that serves to help faculty decision-making for making changes to improve student learning. Findings are also compared with results based on national norms from students taking the same assessment and graduated from similar degree programs. In summary, this interdisciplinary capstone course requires the graduation candidate to demonstrate their level of degree program learning outcomes competency using written communication, critical inquiry, and innovation; the level of degree program learning outcomes expected from students graduated and equipped for competent servant leadership, who live their life and minister in accordance with a Bible-centered worldview that is transformational.

ACADEMIC RIGOR

SBIC's delivers its curriculum with academic excellence as a motivation for instructors to truly teach and most importantly for students to truly learn.

In order to achieve instruction excellence for students learning, SBIC practices academic rigor with a culture and systems approach that is both quantitative and qualitative. As mentioned previously, the level of academic rigor is higher for those programs and courses under the College, as opposed to those on the Institute. The academic rigor is measured as such for a 15 in-class weeks/semester:

- 3 cr/hr courses must equal 127 total estimated hours (*37.5 in class + 89 out of class*).
- 2 cr/hr courses must equal 85 total estimated hours (*37.5 in class + 47.5 out of class*).
- 1 cr/hr courses must equal 42.5 total estimated hours (*17.5 in class + 25 out of class*).

Academic rigor begins with the instructor who sets in motion a fully prepared course that is not simply delivered as an information through lecture, but rather an instruction plan that involves engaging the student in challenging dialog and application using critical thinking and research as the main pedagogical methodologies to ensure well-rounded student learning achievement. Academic rigor involves these academic cultural fundamentals:

- Faculty believe "rigor" is part of its big picture academic culture, not an end goal, but an inherent part of its assessment processes leading to continuous improvement.
- Faculty believe that "rigor" means postsecondary education students must take ownership of their education with the burden for learning resting with the student, not the professor.
- Faculty believe in "rigor" that produces transformational learning that in turn opens the student's expectations to new and challenging ways God can use them with their God-giftedness as they learn from the central textbook, the Bible, and from the experiences of faculty members themselves.
- Faculty believe in "rigor" that requires challenging reading and writing assignments, exams that are not always simple regurgitation of facts, but require the student to compare and contrast differing viewpoints with applications and implication for their choices. In short, critical thinking.

- Faculty believe that each course's learning outcomes are achieved by each student individually as each one responds to challenging "rigor" employed by the instructor.

On the quantitative side SBIC requires each professor to complete an academic rigor worksheet that demonstrates appropriate reading, writing, ancillary assignments, evaluations, and testing with completion times that justify the number of credit hours awarded to students who successfully complete the course. At the end of the course, students complete a standard course evaluation that measures instructor competencies, achievement of learning outcomes, and suggestions for improving the course. Faculty next receive a summary of all course evaluations submitted that help them reflect back on their academic rigor used throughout the course to help students truly learn.

CURRICULUM TRACKING EXPLANATION

COURSE SUBJECT AND NUMBERING SYSTEM

Southern Bible Institute & College uses a standardized course subject and numbering system described below. A transcript key following SBIC's course tracking system is printed on the reverse side of each transcript page. The letter naming sequence and numbers are designed to provide students with general information regarding the focus and intent of courses in the SBIC curriculum. Courses requiring a prerequisite have a superscripted asterisk (*) beside the number when needed.

Course descriptions are included at the end of the Catalog. Courses are grouped by the aforementioned curriculum categories: Foundational, General Education, Disciplinary, and Professional Development Studies. The letters of a course address the general subject matter of the course and in some cases the type of course as well such as a survey or exposition.

The Course numbering following the four letter subject descriptor is based on a four digit system. An example explaining SBIC's subject and numbering system is provided below.

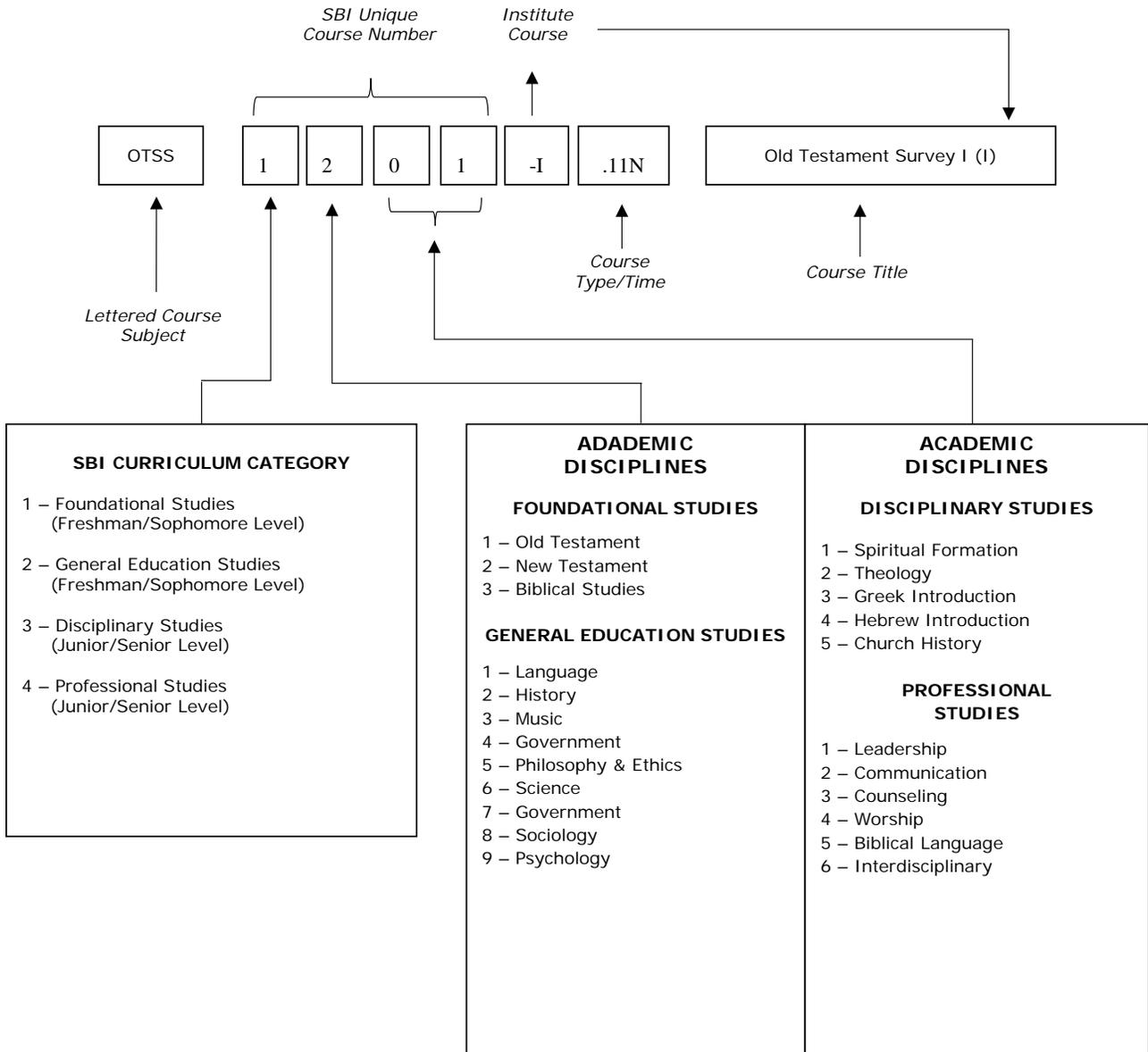
Courses beginning with 1 prefix are Foundational studies encompassing survey and intensive study of Bible books, normally considered freshman and sophomore level, and needs to be completed prior to taking systematic theology courses. Courses with a 2 prefix are recognized general education courses common to post-secondary study, normally considered freshman and sophomore level. Disciplinary courses are prefixed with a 3 involving advanced theology and biblical languages, normally considered junior and senior level. Courses with a 4 prefix are professional studies normally considered junior and senior level. The Interdisciplinary Capstone course is taken in the student's last two terms prior to graduation for the AS and BA.

The second number affirms the discipline area within each of the curriculum category areas and follows an assigned number noted below. Foundational studies are composed of three discipline areas within Biblical Studies: Old and New Testaments and BIBS courses. General Education study covers a broad range of introductory courses from history, math, music, humanities, and social sciences. Disciplinary studies involve systematic theology, spiritual formation, and church history disciplines. Professional Studies courses for leadership, biblical communication, counseling, worship, and biblical language.

The remaining two digits reference a unique number ID for each course within its academic discipline. This number has no bearing on course instruction.

If the number ID is followed by a "-I", it indicates that this is the Institute tier of the course. There will also be an "(I)" at the end of the course title as well for Institute courses. Where these indicators are absent, this is the College tier of the course.

Courses with number IDs followed by a "." suffix, are a special type or at a distinguishable time. This indicator may note that this is a night, online, direct study, or extension site course.



MATRICULATION

CLASSIFICATION OF STUDENTS

BY ADMISSION STATUS

Freshmen	Completed less than 30 credit hours
Sophomores	Completed at least 30 and less than 59 credit hours
Juniors	Completed at least 60 and less than 89 credit hours and enrolled in the Bachelor of Arts program.
Seniors	Completed at least 90 credit hours and enrolled in a Bachelors academic program.
Non-degree (For credit)	Not following a regular degree plan
SECOND DEGREE	Entering with a earned Bachelor's degree or higher and is pursuing a second Bachelor's degree
TRANSIENT	Attending classes, receiving academic credit and not pursuing completion in a SBIC academic program
Audit (no CREDIT)	Attending classes, but not earning academic credit applicable to any academic program

BY TRACKING PROFILE

For tracking purposes SBIC's Admissions Office and Registrar also profiles students to assist with records and the matriculation progress: by enrollment type (new, continuing, readmit); enrollment status (student (undergraduate), transfer student); location of study/campus (Home); program name (COLLEGE: Certificate, Associate of Science, Bachelor of Science, Bachelor of Arts, INSTITUTE: Diploma, Bridge, Certificate-CEU, Audit, Non-Degree for Credit); academic program as noted in the Academic Programs section of the Catalog; academic program load (full-time and part-time); and by financial aid (N/A, work-for-tuition, grants, scholarships, VA).

STANDARDS OF ACADEMIC PROGRESS

A progress report (academic alert) is given to students who may be performing below a 2.0 grade level or failing in a course. Earning a CGPA below 2.0 jeopardizes the student's ability to receive financial assistance and may eventually prolong graduation. This written notification or academic alert is given to advise the student at mid-term so that there is opportunity to improve their GPA by the course end.

After notification, students are given the opportunity to meet with the course instructor. During the meeting students are advised about ways to improve their GPA in the course and meet learning outcomes.

Each student must also maintain a 2.0 CGPA at the close of each academic term. A lower cumulative grade point average (CGPA) prompts the need again for student notification. Notification follows this academic progression:

WARNING	First term with the term GPA or CGPA below 2.0.
PROBATION	Second and third term with the CGPA below 2.0.
SUSPENSION	After the third term with the CGPA below 2.0.
DISMISSAL	After four or more terms with the CGPA below 2.0.

Probation, suspension, and dismissal decisions are affirmed by a faculty standing committee, Student Development Committee. Limited hours for unsatisfactory grade point averages below 2.0 and decisions involving academic integrity also affect a student's academic progress and status. Each student failing to meet these required SBIC standards will receive scheduled contact from the school for prayer and support. Final decisions regarding these matters are made by the Chief Academic Officer. The goal of all SBIC instruction is to encourage our students to finish well what they start and live biblically responsible lives for a lifetime of learning about our Lord and communicating His message through evangelism and discipleship.

ACADEMIC PROGRAM COMPLETION

Academic program completion requirements are governed by the catalog year and term under which the student enters as well as academic administrative decisions at work during the current term. When a student does not attend SBIC for three consecutive fall/spring terms, they may be placed under a new Catalog and academic program plan in effect at the time of readmission to SBIC. At this time, readmitted students are assessed for program completion with a current degree plan/graduation audit. The Chief Academic Officer exercises final discretionary decision-making in these matters.

ACADEMIC ADVISING

Southern Bible Institute & College offers academic advising so that students can receive guidance for completing their academic program. The Registrar's Office coordinates advising procedures and academic requirements so that decisions can be made in a timely manner and are in sync with the Catalog governing the student's degree plan and graduation requirements.

Designated personnel assist with advising. Any changes or updates for student academic records are documented for approval using a program change form with appropriate signatures and dating from the student and school personnel.

ACADEMIC RECORDS

SBIC practices guidelines for its student records consistent with the Family Educational Rights and Privacy Act of 1974 (FERPA), which gives students the right to know what type of information the Institute maintains about individual students, the right to ensure the accuracy of that information excepting non-confidential documents such as applicant recommendations, the right to know who has access to files of information and for what purposes, and the right to control to a significant extent the distribution of that information to third parties outside the institution.

DIRECTORY INFORMATION

Each term SBIC maintains a student directory that contains contact information for students enrolled. At the discretion of the Student Services & Development Office, this information can be released with written consent to parties demonstrating a legitimate need for such access. Students wishing to withhold such information must notify the Student Services & Development Office at the beginning of each term. This request remains in effect until revoked in writing by the student after graduation and matriculation deadlines have passed. All other student information is considered private.

ACADEMIC RECORDS USE

When a student applies at SBIC, an official student records file is started with relevant admission materials that are managed in the Student Services & Development Office. Necessary documents are added to the file, as they become available during the application process for new students. Readmit application materials are also managed in this way.

After matriculation begins, academic and student development records are added to files and managed in the Registrar's Office. Current or former students, and the parents of legally dependent students (as determined by their most recent federal income tax form), may review their records during normal business operating hours, unless access for a document has been waived or is considered confidential, such as recommendations for admission. Approved official educational records requested for release (such as transcripts) from current or former students (not legally dependent) may not be released to third parties without the written permission of the student. A written request must be submitted for each release request.

Responsible individuals at SBIC, if determined to possess a legitimate educational interest, may be given access to educational records at the discretion of the Registrar. Other exceptions may be made, consistent with the exceptions noted in FERPA.

It should be noted that original documents contained in the student's educational record will not be returned and are not transferable to the student, parent or guardian, or any third party inquiry. All admissions and matriculation documents are the property of Southern Bible Institute & College.

Official copies of all applicable academic matters are maintained by the Registrar and secured in the academic records area.

TRANSCRIPTS

Official and unofficial (advising) transcripts and certifications of student academic records are issued by the Registrar's Office. Formal written transcript requests must be submitted before transcripts are released. Each official transcript page will bear the signature of the Registrar and the seal of Southern Bible Institute & College.

CHALLENGE TO ACADEMIC RECORDS

Current or former students may challenge the contents of their academic records which they believe are either inaccurate or misleading. To do so, the student must give written notification to the Registrar's Office, indicating which portion of the record is considered inaccurate or misleading, and should include documented evidence for drawing that conclusion. The Registrar and Chief Academic Officer will consider the challenge and make a decision, which may be appealed in writing with documentation to the Curriculum Coordinator faculty standing committee. Students not satisfied with a challenge exam outcome have the right to place a statement commenting on the issue and/or decision in their records.

PROGRAM AUDIT REVIEW FORMS

Requests regarding a student's academic program and records are processed by using Program Audit Review forms. The Registrar's Office only processes the request after compliance with all relevant instructions and applicable signatures. The approved original form will be placed in the student's academic record and copied to the student. These requests normally cover change in academic program, transfer credit, course substitution, independent study, final course grade, incomplete grade request, course/degree plan audit, records challenges, grade changes etc.

ACADEMIC ARTICULATION AGREEMENTS

MOODY BIBLE INSTITUTE AGREEMENT

There exists a partnership between Southern Bible Institute & College of Dallas, TX and Moody Bible Institute of Chicago, IL based on a course articulation agreement. A student who has graduated with SBIC's Associate of Science degree (*after 2011*) can apply to MBI for acceptance into MBI's regionally accredited BSML (Bachelor of Science Ministry Leadership) degree. SBIC students planning to pursue the benefits of this agreement must meet these requirements written in the articulation agreement.

- A minimum of 18 hours of general education must be transcribed in association with the degree from SBIC.
- All SBIC course work must be for credit with a CGPA (cumulative grade point average) of 2.0 or higher.
- All final course grades must be "C" or better for transfer for full block transfer.
- MBI will transfer a minimum of 60 earned block hours toward completion of the BSML (Bachelor of Science Ministry Leadership).
- Additional course transfer work up to 90 credit hours may be reviewed and eligible for transfer into the BSML (Bachelor of Science Ministry Leadership) on a course-by-course evaluation by MBI's Registrar's Office.
- SBIC students must provide an official transcript to MBI in order to take advantage of this course articulation agreement.

Students cannot be concurrently enrolled in SBIC and MBI. Application and acceptance into the BSML is at the discretion of MBI admissions personnel and policies in place at the time of application to MBI. SBIC students can receive a degree audit guide for planning purposes. This guide is not an academic contract and does not guarantee acceptance into or graduation from MBI's BSML degree program.

NOTE: Students graduated from SBIC prior to the course articulation agreement between the schools, must contact the Registrar for developing a plan to meet academic entrance requirements into Moody's BSML (Bachelor of Science Ministry Leadership).

ACADEMIC INTEGRITY

Integrity must be maintained in a student's academic work because dishonesty defiles the conscience and lowers one's credibility.

ACADEMIC WORK INTEGRITY

TESTING: Communication devices such as cell phones and other electronic storage or transmission equipment is not allowed for use during the administration of a test. They must be turned off, and removed from writing areas.

Leaving the classroom during the administration of a test is solely at the discretion of the instructor or proctor.

CHEATING: Cheating is a very serious matter. It reflects a significant flaw in Christian character. Students are to assume the responsibility of maintaining Christian standards by personally dealing with anyone known to be cheating. Matthew 18: 15-20 and Galatians 6: 1 make this responsibility plain. The one cheating must be asked to confess to the class instructor concerned. If the student refuses, the one aware of the problem should report it to the respective Chief Academic Officer. It would be wise for the one who observes cheating in progress to call it to the attention of the instructor so firsthand knowledge of the situation can be gained. Those students who voluntarily confess will be disciplined with less severity than those who must be discovered.

PLAGIARISM: Students are expected to know the difference between legitimate and illegitimate uses of published and unpublished source material. Plagiarism means presenting or submitting the creative ideas of someone else as one's own words or work without documenting the source(s) in the text, footnotes, or endnotes. This includes:

- Part or all of a written or spoken assignment copied from another person's manuscript.
- Part or all of an assignment copied or paraphrased from a source, such as a book, magazine, pamphlet, or cyber/electronic media.

A student can also be an accomplice to plagiarism by:

- Allowing a research paper, in outline or finished form, to be copied and submitted as the work of another student.
- Preparing a written assignment for another student and allowing it to be submitted it as their personal work.
- Keeping or contributing to a file of papers or speeches with the intent that these papers or speeches be copied and submitted as the work of someone other than the author.

SBIC considers plagiarism a moral issue not merely a legal matter because a Bible Institute & College not only imparts knowledge, it also nurtures moral character. Plagiarism is first of all an obvious attempt to deceive the instructor. In reality, plagiarism is self-deceiving because it hinders academic growth and satisfaction that comes from personal achievement. Second, it is stealing research materials that one should not legitimately document as their own. A plagiarized research paper throws all other papers into competition with work that likely has already been judged superior. Third, plagiarism breeds an atmosphere of low morale, especially when the fact is known by other students and undetected by an instructor. Inevitably, plagiarists taint their academic careers. They lower mutual respect among their peers as a credible person. Consequently, plagiarism is a sin, a violation of the Eighth Commandment. It is an act contrary to the values and ideals of a biblical higher education institution.

NOTE: Additional discussion about student integrity issues can be found in the *SBIC Student Development Handbook*.

THE CONSEQUENCES for any act of cheating or plagiarism vary and may lead to any of these actions or others as determined by the Chief Academic Officer. First, the course instructor addresses the matter and decides appropriate discipline when the incident

involves their course. Actions may include those listed below.

- Reduction of grade.
- Receiving a failing grade in the course.
- Appearance before a faculty standing committee for review.

As mentioned above, if necessary, a faculty standing committee can be involved after the course instructor's interaction. This action for appearance before a faculty standing committee is made with the approval of the Chief Academic Officer.

In any of these matters it must be kept in mind that SBIC is a community of Christians who have joined together for the purpose of academic progress, personal development, and spiritual growth. This is why SBIC emphasizes that all activities must be guided by biblical principles and God's moral laws.

Discipline connected with an act of plagiarism should be received in a spirit of correction rather than as a punitive measure. All written correspondence about the incident is placed in the student's academic records file maintained in the Registrar's Office.

APPEALS

Students wishing to appeal grades, status, disciplinary issues, or other matters involving their matriculation must follow the general process below. Before beginning the appeals process, the student can take opportunity to seek advice from the Chief Academic Officer about procedure, timing, and any other concerns.

- The student must prepare a written request with any relevant academic work explaining the concern before consulting with faculty involved. Faculty will give a written explanation within five class days per course meeting schedule. After an answer is received, it can be appealed before an academic standing committee, if the student believes the appeal has not been resolved.
- A student must next appeal the faculty decision to the Chief Academic Officer. The E.V.P. will advise the student and collect all materials relevant to the student's concern and present them to a faculty standing committee, normally the Curriculum Coordinators Committee.
- A final decision will be rendered in writing by the faculty standing committee and communicated to the student face-to-face by the E.V.P. in a called meeting. The written committee decision will be considered final for all concerned. Information of the finding will be placed in the student's academic records file maintained in the Registrar's Office and in the faculty member's file. Any new evidence coming to front after the final decision will be weighed carefully, prayerfully, and communicated to those involved as necessary.

GRADING SYSTEM

ADDING AND DROPPING COURSES

From time to time a student may choose to add or drop a course. Classes are **NOT officially** added or dropped unless done so within the prescribed and timely manner.

The Academic Calendar at the front of the Catalog gives deadline dates for adding a course(s) or dropping a course(s) during the normal registration period. If a course is added (either by the student via their mySouthernBible portal registration or by the Registrar from that office) it will not be approved by finance until payment or a payment arrangement is made. If a course is dropped within the allotted time period, any payment made will be

credited and or applied, and any payment arrangement will be adjusted accordingly by the finance office.

In order to add or drop after the registration period, special approval is required from the Registrar. The requests form for adding or dropping must be completed prior to approval. When adding, all tuition payments and/or payment arrangements must be current and approval from finance office is required before transaction is applied.

Dropping a course means the student will receive a WP (withdraw passing) or WF (withdraw failing) grade. The awarding of grades for WP dropped courses is determined by the drop deadline and at the instructor's discretion. WP grades do not count in the term GPA or CGPA. WF grades are determined with the consultation of the course instructor and will count in the GPA and CGPA.

NOTE: To simply stop attending class, DOES NOT EQUATE TO DROPPING THE CLASS. Given the circumstances, the student may be administratively withdrawn receiving a grade of WP or WF, or the work submitted to the point of absences will be calculated into the final grade along with a grade of "0" for the work missed due to absences.

A course cannot be upgraded from Audit to Credit or downgraded from Credit to Audit after the Last Day to Add a Course deadline date. Refunds do not apply.

A complete explanation of SBIC's grading system is located in the Academic Information section of the Catalog under Grading System. Official WP and WF grades for withdrawing from a course are transcribed, and if applicable, a tuition refund may not be returned. A refund schedule is given in the Financial Information section of the Catalog.

The **official** deadline date for completing any add/drop request forms is the last day of the term. Again, failing to submit or complete the request form means that the student's final course grade becomes an automatic "F."

COMPLETE ACADEMIC WITHDRAWAL

Students wishing to completely withdraw from SBIC must submit in writing their desire and reason for withdrawal to the Registrar. Grades received and any financial refunds will depend on circumstances leading to withdrawal, course load progress, and time of the request. Students who do not register for three consecutive semesters will be administratively withdrawn from the institute and will be required to reapply upon return.

INCOMPLETE GRADES

Students requesting a grade of Incomplete (I) must understand that incomplete grades may be given only upon approval of the faculty member involved. An "I" grade may be assigned only when a student is currently passing a course and in situations involving grave circumstances such as: extended illness, serious injury, death in the family, employment or government reassignment. Student neglect is not such a case.

Students are responsible for contacting their instructors prior to the end of the term and receive in writing from the instructor, what is required for a final grade and the timeframe for completing the work. An "I" must be removed (completing course requirements) no later than 60 calendar days after the grade was assigned, or the "I" will become an "F."

Once the agreed upon terms are met, the instructor must submit in writing to the Registrar a request for grade change. Upon receipt of the written request, the Registrar will unlock the student's grade on the instructor's mySouthernBible portal so that the additional grades may be updated and the revised final grade may be submitted. Only under special situations may the Registrar update the final grade upon the written request of the instructor

REPEATING COURSES

Only courses for which the student received a grade of "D" or lower can be repeated at SBIC. After a student successfully passes a repeat course, all former attempts are kept on the transcript and replaced with a "RC" grade (repeated course), which does not calculate into the GPA or CGPA. When a course is retaken for credit, only the final grade is calculated in the student's cumulative grade point average (CGPA). Audited courses may be taken in full for credit at a later time.

GRADE CALCULATION SCALE

All of SBIC's faculty follows a standardized grading system. GPA (Grade Point Average) applies to the student's term average for all courses attempted at SBIC, while CGPA (Cumulative Grade Point Average) applies to all course credit attempted at SBIC. Accepted transfer courses do not apply to the student's GPA or CGPA. Grades for assignments and for final course grades in a course are calculated according to the instructor's syllabi with the scale below.

Earned course credit for transcribed grades is also calculated according to the scale below. Pass (CR)/Fail (NCR) transcribed credit grades do not calculate in the student's GPA or CGPA, but may apply toward the total number of courses required to meet the academic load for graduating from a program. For example, Graduation requirements includes—based upon the program—a certain total number of Pass (CR) credit grades in the required SLED (Servant Leadership Education Development) assignment for each term.

All letter grades are calculated according to the table below and receive the applicable grade point per letter for the final course grade, which in turn are calculated into the student's GPA and CGPA. The corresponding letter grade and applicable grade points follow the table below.

A	93-100	4 grade points per term hour
B	86-92	3 grade points per term hour
C	78-85	2 grade points per term hour
D	70-77	1 grade points per term hour
F	69 and below	0 grade points per term hour

The following grade symbols are also used for academic transcribing:

Audit	AU	Withdrawal (Simple)	WD or VWD
Taken for Credit (Pass)	CR	Withdrawal (Passing)	WP or VWP
Taken for Credit (Fail)	NCR	Withdrawal (Failing)	WF or VWF
Incomplete	INC	Active Class	N/A
Repeat Course	RC		

HOW TO CALCULATE GPA AND CGPA

The grade point average (**GPA**) **per term** is calculated by dividing the total grade points earned for all courses (see chart above) by the total credit hours attempted.

The cumulative grade point average (**CGPA**) **for all terms** is calculated by dividing the total grade points earned for all courses by the total credit hours attempted.

COURSE	CREDIT HRS	GRADE	GRADE PTS.	
ENGL 2201	3	B	9	(3 hrs. x 3 pts. (B) = 9 Grade Pts.)
OTSS 1201	3	A	12	(3 hrs. x 4 pts. (B) = 12 Grade Pts.)
BIBS 1101	3	C	6	(3 hrs. x 2 pts. (B) = 6 Grade Pts.)
SPRF 1301	3	A	12	(3 hrs. x 4 pts. (B) = 12 Grade Pts.)
TOTALS	12		39	39 ÷ 12 = 3.25 GPA

The same pattern is followed for CGPA by applying total hours attempted and grade points earned for all terms.

ADMINISTRATIVE WITHDRAWAL

As a private institution, SBIC reserves the right to admit students who in its judgment meet its admission criteria and withdraw students through its student disciplinary system. On occasion, SBIC may have to administratively withdraw a student who is uncooperative or fails to comply with the directives imposed by SBIC. Administrative withdrawal may also have to be invoked for a student who engages, or threatens to engage, in behavior that is physically harmful to the person or others, or evidences a mental/emotional state rendering the student unable to meet reasonable institutional standards and, therefore, constitutes a disruption to the learning environment. SBIC seeks to handle these matters discreetly and swiftly.

ACADEMIC CREDIT ALTERNATIVES

SBIC recognizes and awards alternative academic credit toward academic program completion for new, transfer, and matriculating students. No more than 15 of the student's total hours from the sources below can apply toward the total number of required academic program hours.

COLLEGE LEVEL EXAMINATION PROGRAM (CLEP)

SBIC accepts College Level Examination Program (CLEP) credit as administered by The College Board. College credit will be given for *subject* exams only, and only for those subjects that are comparable to SBIC courses required in a student's degree plan. Acceptable scores and related course credit granted vary with each exam.

A student should complete a CLEP for transfer credit form prior to taking a CLEP exam. Forms are available through the Registrar's Office. Official CLEP transcripts are the only

documentation acceptable for granting transfer credit to matriculating students at SBIC. CLEP credit noted on official transcripts from other post-secondary institutions is acceptable for transfer evaluation.

ADVANCED PLACEMENT EXAMS (AP CREDIT)

SBIC grants credit for Advance Placement (AP) if the credit is validated by the appropriate AP exam administered using College Board materials. Acceptable scores may vary. The student should request that The College Board send scores directly to the SBIC Registrar's Office for evaluation. AP tests must be completed prior to matriculation at SBIC and must be applicable to the student's degree plan.

CHALLENGE EXAMS

SBIC offers a limited number of challenge exams allowing a student to demonstrate mastery of learning outcomes for a particular course. Challenge exams may only be taken once for credit toward a particular course required in the curriculum. The student must begin the process by requesting in writing their reasons and expectations for gaining approval to take the Challenge Exam. A fee of \$50 is required along with tuition per credit hour charged, if the student successfully completes the examination. The advantage to the student is mainly in expediting the time required for earning credit toward graduation. Usually a 90% or better score is considered the starting point for evaluating the decision to grant earned course credit through a challenge exam, which in turn fulfills academic program plan requirement for which the student is enrolled. Exams are often similar to course final examinations or exit exam content. Challenged exams are not administered if a comparable CLEP exam is available.

DIRECT AND INDEPENDENT STUDIES

Courses are to be offered as independent studies only when a student has an irreconcilable schedule conflict among courses needed to complete a degree program for graduation. Students must be in good academic standing with at least a 3.0 CGPA. Students are normally not allowed to take more than one course by independent study per term. Certain courses may not be able to be offered in an independent study format. Clarification may be obtained from the E.V.P. Academic Affairs. Students are not permitted to do an independent study of a course that has been failed previously. In addition, students are not permitted to take courses by independent study when they are on student development disciplinary warning or probation, or have unsettled financial matters with the school, or not normally enrolled in courses taught on campus.

All independent study courses must first be approved by the instructor and academic administration prior to or during Registration. All independent studies must normally be processed at Registration and completed by the end of that term. Independent study can only be taken during fall and spring terms. In cases involving class cancellations, exceptions may be granted to complete a course by independent study with approval of the instructor, Registrar, and E.V.P. Academic Affairs for academic records purposes.

Direct study courses may be offered when less than the required number of students to make a full course are registered for the course. Direct study courses require much more out of class work than in class professorial instruction (*approximately 85% out of class and 15% in-class*), and most likely will not meet on a weekly bases. The instructor will contact registered students for meeting times and assignment schedules.

Tuition for independent and direct study courses are the same as for regular classroom courses and is due at the time of Official Registration. The student may also be required to pay an additional independent study fee per course.

CEU - CONTINUING EDUCATION UNIT CREDIT

CEU (Continuing Education Units) credit is offered in the Continuous Servant Leadership Certificate Program. The curriculum for these courses is published by the Evangelical Training Association (ETA). Students have the opportunity to earn up to four different Certificates with each ETA Certificate focusing in a differing area of biblically based education. Each completed course in a Certificate counts as 1 CEU (continuing education unit) and is transcribed as Pass (CR) or Fail (NCR). CEU credits are not transferable for regular academic course credit offered through other SBIC academic programs.

CLASS ATTENDANCE AND CANCELLATION

Regular attendance in classes is an absolute. Failure to attend regularly often diminishes learning and course grades and in the end may result in loss of passing course credit for that term. **Failure to attend does not constitute withdrawal.**

CLASS ABSENCE

Faculty assumes responsibility to publish attendance policy in the syllabus. Attendance at class is an important part of the course because of the interaction which occurs, the information shared, and the evaluation of that information which occurs. The student will not achieve the objectives of the course if prolonged unexcused absences from the class occur. It is the student's responsibility to talk to the instructor about missed or late work due to absenteeism.

Recognizing that circumstances do arise at times that prevent attendance, each faculty member is permitted to excuse a student for only four course sessions total per term. Absences totaling more than this number will result in failure to receive credit for that course, unless otherwise arranged, in that term. Students are considered tardy after the first twenty minutes of class. If a student shows up to class anytime past the first twenty minutes, the teacher has the right to mark that student absent for the day. Four tardies are equal to one absence. Faculty carefully watches both absences and tardiness. Each instructor monitors the times of lateness and determines when an absence is to be credited. Late enrollment may be included in the number of absences. Excessive absences can lead to administrative withdrawal. Independent study is not an alternative for excessive absences.

INSTRUCTOR ABSENTEEISM

Students may excuse themselves from their class after twenty minutes when an instructor is late provided the Registrar, Chief Academic Officer, or delegate has not given the class instructions regarding the instructor's absence. Students should make sure extra time is allowed when prohibitive weather conditions are affecting SBIC operations.

CLASS CANCELLATION

Classes taught by faculty may be cancelled if the enrollment is five or less. Notification that a class may be cancelled normally takes place before, or during, the first class session. The Registrar will advise concerning available alternative courses and can transfer the student at the time of cancellation. If no alternative courses are acceptable, updates to student academic records and appropriate refunding for tuition and fees is processed through the SBIC Business Office normally within five business days.

WEATHER DISRUPTION

SBIC follows a policy for the school to remain open during adverse weather conditions, but may cancel or reschedule classes and/or curtail non-essential services in response to the

specific conditions prevailing.

In the event of inclement weather conditions developing overnight, every effort will be made to communicate the decision to open/close the school by 6:30 A.M.—to local radio stations, television stations, the school's website, telephone answering service, and email. Students, faculty, and staff should also check their emails for most current administrative decision information with regard to schedule changes and closures.

EXAMINATION WORK

Faculty may give written or oral examinations at any time per course syllabus. The final week at the close of each term is designated for examinations in all courses. All examinations must be taken at the time specified by the faculty member. Instructors may exempt graduating candidates from final exams a degree program in their final term, if the student is passing the course with a "C" or better final grade without the final exam calculated into the course grading process.

MAKE-UP EXAMS

Failure to take examinations at the designated time may result in a zero for the examination, and a transcribed F letter for the course unless a written acceptable excuse is approved by the course faculty member and a date is set for the student to make up the examination. **Make-up exams must be taken within two weeks of the time designated for the original exam.** In case a student should fail to make up a grade on any exam, the faculty member may, if advisable, give an opportunity to take the examination (or a similar examination) a second time within two weeks, but the first exam could still be taken into account for the final term grade. If the student fails the examination on the second attempt, the course may need to be repeated due to course grade average or insufficient mastery of course content demonstrated by failing the second attempt.

FINAL EXAMS

Students are required to pay accounts on time. No student will be permitted to take final exams unless financial arrangements for outstanding tuition and fees are satisfied. No transcripts or grades will be issued until all tuition and fees are paid.

NOTE: Expected conduct during the administration of testing is discussed under Academic Integrity, Testing.

LEARNING RESOURCES

REFERENCE LIBRARY

Southern Bible Institute & College is in the process of establishing a resource reference library on campus for students to access limited library services. The purpose of the Southern Bible Institute & College Library is to support the educational goals, studies, and programs of Southern Bible Institute, act as a research partner with faculty and students by providing resources to equip men and women to be competent servant leaders with a Bible-centered world view. The library's objectives are:

1. To collect, organize and preserve biblical resources, and provide access to information to enhance and support the biblical studies, general education subjects and other programs offered by the school;
2. To enhance the library's resources and services through cooperative relationships with other libraries;

3. To research, develop and implement innovative services, instruction and creative uses of technology to access, manage and communicate knowledge.
4. To develop and maintain a special collection of resources on local area pastors and churches.

The on-campus library will maintain access to the Logos Bible Software and electronic Library collection. Patrons must schedule computer time to utilize this resource.

PUBLIC LIBRARIES

Until on campus library services are fully operational, SBIC requires students to maintain a current TexShare library card. A TexShare library ID card can be obtained through local public libraries or from a library mentioned in SBIC syllabi such as Dallas Theological Seminary, Dallas Baptist University, or Criswell College. A TexShare card allows the student to use and borrow books on site and to do interlibrary loans. These libraries have significant learning resources for professional development, general education, biblical, and theological studies supporting SBIC's curriculum. The student is subject to each library's user policies.

Research and writing requirements are addressed in this section of the Catalog under Research and Writing Standards.

ELECTRONIC LIBRARIES

Technological learning resources are an integral part of the educational process contributing to measurable outcomes appropriate for the school's mission statement. To this end SBIC has partnered with Logos Bible Software for the purpose of offering its students a state of the art, richly equipped software platform and library management tool to advantage study suited for biblical and theological studies.

In particular, Logos offers students an assortment of large, theologically diverse, scholarly, and broad based libraries covering every discipline in the Biblical and Theological Studies, with e-pagination according to the print copy. A large assortment of biblical language tools is available. Research documentation is a matter of copying and pasting and an assortment of guides serve as electronic research assistants with the ability to make custom guides. Integrated searching across the entire library or designated collections cuts discovery time in research to a small fraction normally needed when using traditional library research methods. All of this for a minimal investment that leads to a life time of learning and growing in the faith.

All a student needs is an internet connection. Logos provides the availability of its student resources on mobile devices, tablets, and public computers with a user based license instead of a device based license. A student can customize and use Logos on as many devices as he or she might own.

Although a copy is available for limited use on campus, Students are encouraged (and College students are required) to obtain a personal copy of this software. Logos not only serves a student while in school, but opens up the door for life-long learning through study and application of the Scriptures.

LIFE-LONG LEARNING

God's character and knowledge is infinite and far beyond the human capacity to master. The applicable truths and wisdom throughout the Bible are never ending, thus making the task of learning on-going and forward into eternity. Graduates will encounter situations and circumstances in the years to come that are different from those today. There will be new and different questions facing those who own the Bible as their life rule for faith and practice.

All members of the SBIC community and especially the faculty seek to develop the desire for this indispensable task of life-long learning in its students. The very nature of SBIC's mission statement for graduating students with a Bible-centered worldview demands a distinctive for life-long learning. The foundation and general education studies areas in the curriculum also fully support life-long learning. Disciplinary and professional studies follow suit because we are all in change according to 2 Corinthians 4:16-18. Therefore, the philosophy of education at SBIC stands sure with the Bible as the center of all we set out to accomplish for the glory of God.

MINISTRY FORMATION

SERVANT LEADERSHIP EDUCATION DEVELOPMENT

SLED (Servant Leadership Education Development) is the supervised field education part of the curriculum. SLED contributes strongly within the areas for spiritual formation and more importantly provides ministry formation synergy for achieving the school's mission and outcomes associated with servant leadership.

The SLED Christian service assignment is designed to provide the setting in which the student can apply the theoretical material gained in the classroom in actual practical ministry involvement. If taken seriously, the student will have a richer educational experience, as well as enter full-time ministry, or the work force, with an enhanced sense of professional confidence.

The student will conduct at least one ministry service using the content of each course in some aspect. The service must be approved and reviewed by the instructor of the course and supervised/reviewed by a ministry mentor. Both must sign off on the assignment.

Fulfillment of this assignment is used in part to satisfy the SLED component for this semester's requirement.

GRADUATION

GRADUATION REQUIREMENTS

To be eligible for graduation, students must maintain high standards of moral and ethical conduct, settle all financial obligations with SBIC (at least two weeks prior to Commencement), and successfully complete their prescribed course of study with an overall 2.0 CGPA.

Clearance for approving a graduation application must be secured from the Business Office, Registrar's Office, and Student Services & Development Office. It is the responsibility of all graduation candidates to be certain that they are clear and in good standing with SBIC through all of these administrative and educational support areas.

GRADUATION APPLICATION AND FEE

Students must indicate their intent to be graduated by filing a completed Graduation Application form with the Registrar's Office and paying the accompanying fee by the spring deadline date per academic calendar.

If the application to graduate is turned in after the spring deadline date, a late fee may be charged in addition to the graduation fee, payable immediately. Late applications may be moved to the next graduation class.

RESIDENCY REQUIREMENT

SBIC residency standards require that the majority of biblical studies, theology and spiritual formation studies, and Professional Development Studies courses be taken through SBIC. Challenge exams are available for transfer students desiring to transfer more than the maximum number of course credit hours applicable to their academic program. In any scenario, at least 25% of any academic program must be taken through SBIC.

General education courses are all open for transfer with a "C" or better grade. The only exception is for ENGL courses in the SBIC curriculum. Transfer students may be required to pass an English placement assessment with 80% or better to demonstrate they have language skills applicable for writing the interdisciplinary research paper required in the Associate of Science degree program and Bachelor of Arts degree. Students wanting to do transient study must file a completed and approved academic request form. This request must be approved by the Registrar and E.V.P. Academic Affairs.

EXIT ASSESSMENTS

Graduation requires written exit assessments. These assessments measure the student's attainment of institutional education and academic program learning outcomes for each academic program, and also serve to help faculty improve curriculum and instruction.

During exit assessments, all graduation candidates are tested in biblical studies areas through a nationally recognized biblical content assessment. A second written assessment may be applicable which measures the candidate in the areas of applying hermeneutical principles, systematic theology studies, and spiritual formation studies. General education assessment for Associate of Science degree candidates and Bachelor of Arts candidates is assessed through an integrative writing assignment in an interdisciplinary course, SEMN 4610 Capstone Seminar.

Additional proficiency through oral examination may also be required for applicable areas in a specific subject area. Candidates will be notified when faculty require an oral exam as part of the exit exam process.

All students are also asked about their agreement with SBIC's Biblical and Theological Distinctives published in the Catalog and on the website and any other areas designated by the faculty for administration.

Through assessments all candidates for graduation are expected to demonstrate reasonable attainment proficiency with the institution's educational and academic program learning outcomes and other applicable areas in their academic program.

After scoring is completed, students meet with a faculty member for an exit interview and discussion about their exit exam and anecdotal evaluation of their SBIC experience.

GRADUATION HONORS RECOGNITION

Scholastic excellence is recognized at graduation according to the student's CGPA with these designations.

Summa cum Laude	3.8+
Magna cum Laude	3.7
Cum Laude	3.5

HONORARY DEGREES

Through a vote of the faculty and Board of Directors, SBIC College identifies and cites the distinguished contributions of qualified Christian individuals in the cause of the Gospel ministry worldwide by awarding the honorary Doctor of Laws, the Doctor of Divinity, the Doctor of Letters, and the Doctor of Humane Letters at its annual commencement ceremony.

An honorary doctorate recognizes exemplary professional accomplishment or other outstanding achievement, but it differs from an earned doctorate in that no academic study or research credit is awarded or required for receiving an honorary doctorate degree from Southern Bible Institute & College. SBIC awards these recognized honorary degrees.

- The Doctor of Laws (LL.D.) is the most popular honorary doctorate now awarded. It is regarded as the most appropriate award for a person distinguished in Christian character and general service to the community or state or nation in learning, and to mankind.
- The Doctor of Divinity (D.D.) is the oldest and most traditional honorary degree awarded to individuals who have made major contributions, both by Christian service and example, to the Gospel ministry over an extended period of years.
- The Doctor of Letters (D.Litt., Litt.D.) is an honorary doctorate degree awarded to individuals who have been widely published or who have conducted a large amount of research in their respective field of study.
- The Doctor of Humane Letters (L.H.D.) is the oldest and most traditional honorary degree awarded to those who have made major contributions both by Christian service and example to the field of Humanities over an extended period of years.

INSTITUTIONAL EFFECTIVENESS AND RESEARCH

The purpose of the Institutional Effectiveness Office (IE) is to integrate institutional needs and efficiency into initiatives with goals and action plans that impact planning, budgeting, and decision making at all levels. The SBIC Five-Year Institutional Planning Guide & Strategic Initiatives Goals Workbook and Assessment Plan & Record Book are the main published documents that bring all of these areas together and focus the institution's priorities in line with the President's leadership. SBIC's commitment to continuous improvement through the initiatives in this Five-Year Strategic Plan is supported by its budget and fact book, and summarized in its annual report. The IE Office also serves as SBIC's hub for accreditation activities.

Central to IE and the mission statement of SBIC is its intention to educate students, to ensure their academic and spiritual growth and attainment, and to certify other levels of accomplishment among alumni. SBIC validates these intentions through its student outcomes assessment program.

Moreover, carefully chosen assessment instruments measure student and alumni perceptions and opinions, which in turn give staff, faculty, and administrators the opportunity to assess and reconsider the expectations they have for themselves and their students. This process gives the whole SBIC community opportunities to probe the relationship of outcomes to the mission statement, graduated student and degree program outcomes, student academic achievement, contributions of resources toward this achievement, and initiatives underway that ensure continued improvement and achievement of the mission and branding statement of the school for timeless servant leadership rooted in God's authoritative Word.

Targeted assessments include entrance, exit, and course assessments. The Student Success Seminar for entering students and Associate of Science capstone course serve as the primary avenues for documenting academic achievement at the program level as a critical component of SBIC's strategic planning process for improvement.

REGISTRATION PROCESS FOR COURSES

With regard to the registering for courses Southern Bible Institute & College has implemented a "Fixed Enrollment" process—for the diploma, certificate, and degree programs. That means, there will be a limited/specified number of students allowed to enroll within each semester. This approach helps with scheduling, class accommodations, and semester planning.

Currently, WE ARE ONLY ENROLLING 100 STUDENTS per semester for this academic year. These will be the first new and continuing students to "secure" one of these seats by paying for one course. Below are the enrollment steps and check the academic calendar for the timeline/deadlines for the semester.

Note that if all seats are full in your academic area, be sure to register on the 'Waiting List'. In the event a seat opens up due to non-payment, you will have opportunity to secure that seat (in the order of the waiting list).

CONTINUING STUDENTS

1. **Reserve a Seat**
("I intend to attend the upcoming semester")
 - Go to mySouthernBible, the registration section
 - Select 'Registration Form (Calendar)'
 - Add a seat in your program area
2. **Secure a Seat**
("I'm committed to attend the upcoming semester")
 - Make Payment for one class: online, by phone, or in person
3. Open Seating
 - If seat is not secured by deadline, seat will be opened and you will be made available for other students.
4. **Select Classes**
("I'm confirmed to attend the upcoming semester")
 - Class offerings will be made available based upon the students enrolled.
 - Go to mySouthernBible, the registration section
 - Select 'Registration Form'
 - Add Classes

NEW/READMITTED STUDENTS: Check with Admissions Office for Application, seat security, and class selection deadlines.

CREDIT HOUR DEFINITION: A semester credit hour represents a minimum of 50 minutes of in class instruction per week for 16 class weeks (a reading week is included in calculations for out-of-class work), supplemented by two hours of preparation/out of class work for each hour of instruction for the average student; or the equivalent amount of time (37.5 hours)

of instructor designated learning activities. This ratio is adjusted for independent and direct study courses, although the total activity hours per credit hour remains the same.

MATRICULATION: To matriculate, a student must have completed course registration, verified financial payment, and completed any other requirements related to registration at the beginning of each term.

Students who fail to complete registration before the first class meeting are not considered registered and not allowed to attend class. Students who have their class registrations cancelled will be required to re-register for whatever classes may be available during Late Registration, and may be assessed a late fee. Failure to matriculate by the end of Late Registration may result in administrative withdrawal with a failing academic grade for enrolled courses and limited refund for fees and tuition.

SYLLABI

Every course in the SBIC curriculum has a syllabus to facilitate instruction and student expectations. Syllabi are standardized and contain a course number, name, and description which syncs with this Catalog. Expected learning outcomes, required and recommended textbooks, learning resources, course assignments and student evaluation by the instructor, attendance, course milieu and field education, and a course schedule of events per meeting date are included. Most instructors also provide a recommended bibliography at the end of the syllabus encourage additional study. A clear distinction will be made for assignment requirements for the higher College credit for the courses verses lower Institute credit for the same course. Students should pay close attention to the distinctions and are responsible for the rigor of work required for the course tier enrolled.

COURSE EVALUATIONS: At the end of the course the student is asked to complete a course evaluation and separate learning outcomes evaluation based on learning outcomes written in the syllabus. The evaluations follow a scaled Likert level of agreement format for each student response. Sections are also included to hand written comments.

This evaluation has a dual purpose. It gives the student an opportunity for self-reflection about their course experience and a documented medium to suggest ways for improving the course. All evaluations are anonymous. After the instructor has submitted all grades, a compiled report is given to the instructor based on all students' responses in the course so that improvements can be made and excellent areas can be identified and included in the next offering of the course by the instructor.

RESEARCH AND WRITING EXPECTATIONS

SBIC follows Kate Turabian's: *A Manual for Writers of Term Papers, Theses, and Dissertations*, 8th ed., 2008, which is patterned after *The Chicago Manual of Style*, sixteenth edition. This manual contains research and writing standards prescribed for successfully completing formal research papers assigned by SBIC instructors and is required standard for writing the critical thinking section of the integrative writing assignment in SEMN 4610 Capstone Course in the Associate of Science degree. All students are encouraged to use the online *Turabian Quick Guide* in their writing assignments. This guide provides examples for documenting bibliographic sources. Using the *Turabian Quick Guide* contributes to the student's research skills growth and prepares the student for entering advanced programs of study beyond their present academic program. Writing assignments and formal research papers are graded using a rubric approved by faculty.

The *Turabian Quick Guide* can be accessed online at:

http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html.

STATEMENT ON WOMEN IN MINISTRY

SBIC affirms the value and dignity of all persons created in God's image based on its biblical and theological distinctives. We also affirm that the gifts of the Spirit may be given to male and female without distinction, that all believers are to serve one another through a local church body, and each believer has the responsibility to communicate God's truths--whether it be in evangelism or discipleship. We distinguish, however, between ministry gifts and church offices, and believe that the office of church pastor/elder as preacher/teacher should be restricted to men who meet the requirements indicated in I Timothy 3:1-7 and Titus 1:5-16. SBIC therefore holds that women should not serve in this capacity.

Female applicants and students should be aware of the standards for their own church or denomination regarding ordination and eligibility for ministry. SBIC does not ordain male or female students and does not endorse graduates for ordination. These are responsibilities of the local church with which the student is associated.

While women are permitted to pursue most academic program (including Bible Exposition, but excluding Pastoral Ministry Leadership), SBIC does practice course registration distinctives for preaching courses within the professional studies area of the curriculum. Women students are **not** permitted to take any of the Premier Preaching courses, but instead can take any Expository Teaching courses offered in the Bible Exposition Certificate, Concentration, or as an elective. Additionally, SBIC does not accept transfer credit for preaching courses without the aforementioned distinctions.

STATEMENT ON HUMAN SEXUALITY

SBIC believes God created humans, male and female by design, and established marriage as the institution wherein a man and a woman should live together before God in a life-long, monogamous relationship. This is affirmed in SBIC's Biblical and Theological Distinctives. Furthermore, the Bible teaches that the only legitimate context for sexual activity is within this marital relationship. Singleness is not a lesser state, but was honored by the apostle Paul as a distinct calling. SBIC does not knowingly admit students who are not in agreement with this policy statement for human sexuality.

SBIC does not recognize non-marital, same sex cohabitation agreements, same sex marriage, or transgender marriage. God's Word speaks clearly to this matter according to Leviticus 18:22 and Romans 1:18-32.

Furthermore, regardless of the unsoundness of the *Obergefell* opinion, it does hold "that those who adhere to religious doctrines may continue to advocate with utmost, sincere conviction that, by divine precepts, same sex marriage should not be condoned." Furthermore, the majority opinion goes on to proclaim that the "First Amendment ensures that religious organizations and persons are given proper protection as they seek to teach the principles . . . central to their lives and faiths. . . to continue the family structure they have long revered."

Accordingly, Southern Bible Institute & College shall continue to teach that the institution of marriage will remain as set forth in the Bible. It will only teach that marriage ceremonies should be conducted for a God-made man and a God-made woman, who qualify to be Biblically married. The *Obergefell* opinion does not alter the admission requirements or personal conduct policies of Southern Bible Institute & College.

A public read-only copy of this policy can be obtained from the President's Office.

ACADEMIC PROGRAMS INFORMATION

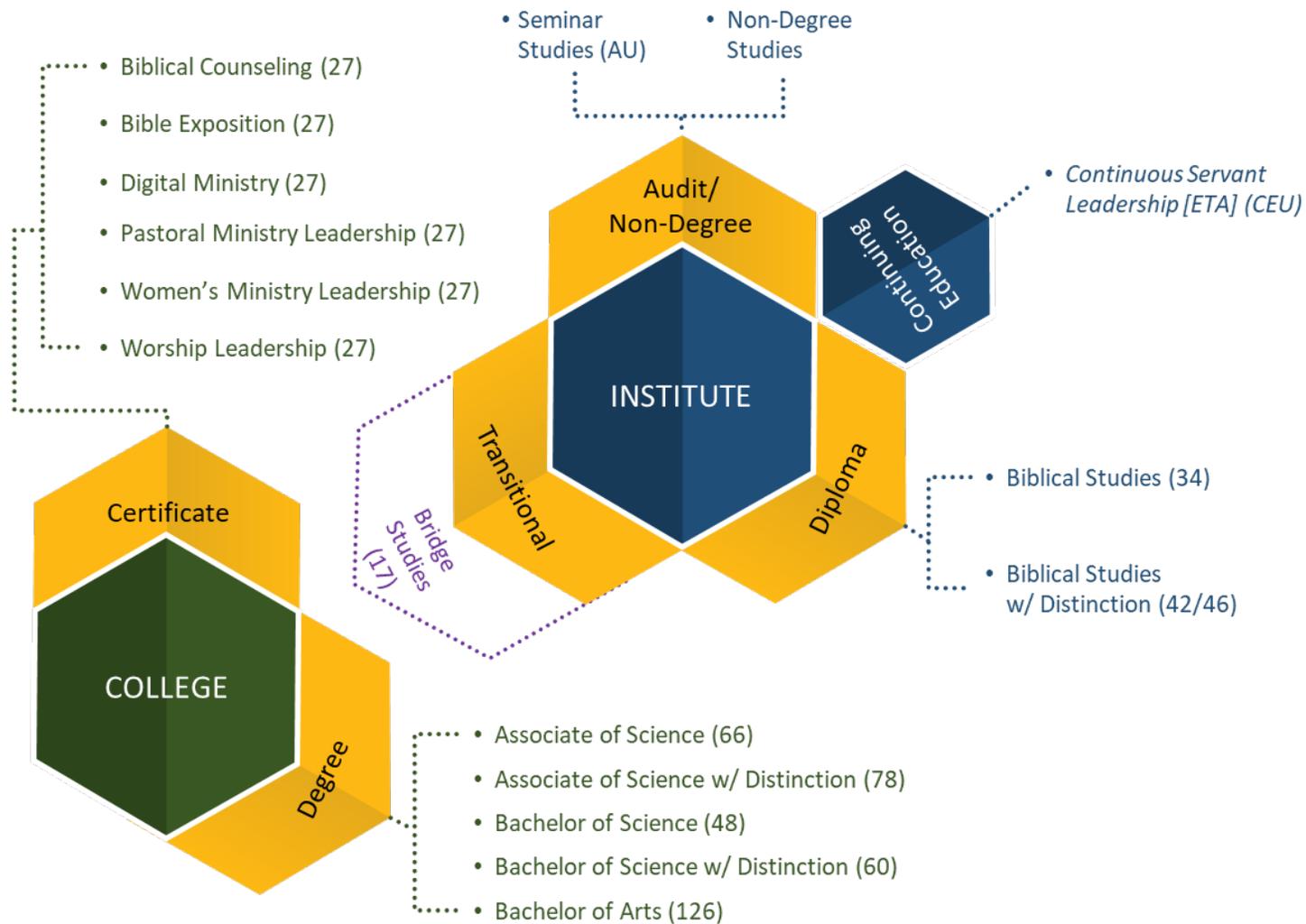
PROGRAM DESCRIPTIONS
& CURRICULUM



SOUTHERN BIBLE
INSTITUTE & COLLEGE



PROGRAM CHART



() indicates credit hours required for completion.

Audit and Non-Degree students, although fully recognized and integrated as part of the student body, are awarded no programmatic credentials. Audit/Non-Degree students are offered the opportunity to take courses primarily for personal reasons—such as more in depth study and interaction at a post-secondary level or to increase applicable biblical knowledge.

Seminar (Audit) Studies

The Seminar Studies program is the course auditing option of the academic offerings. If a student desires to audit a course or a series of courses—and has not been admitted into any other program—this is the program to which they may be admitted. A simplified application process will be used for admission into this program. Applicants only looking for course knowledge, classroom experience, course refresher, or do not meet admission requirements and readiness, should consider this option.

Students in the Seminar program may enroll in any course where auditing is available. Under the current enrollment process, Seminar students may enroll once the course schedule is posted and are not counted within the fixed enrollment seating limit. These students are encouraged to interact during course proceedings and take full advantage of the instructor's knowledgeability and the classroom learning experience. As audit students, course credit is not awarded, however record of course enrollment will be included on unofficial and official transcripts—verified with an "AU" in the grade place. Subsequently, no grade points are accumulated.

Seminar students' attendance will not be monitored, but active attendance is encouraged for maximum course benefits. These students are not permitted to take exams—other test type work—or submit work to the instructor for grading. Course materials (such as instructor notes) will be made available through the student's mySouthernBible portal, however access will only be granted if the Technology Fee has been paid in full.

Given the parameters of this program, audit courses are offered at a lower tuition rate. Student fee is required per term, however the Technology fee is optional.

Non-Degree Studies

Non-Degree students are students who want to take courses for credit, however, desire not to matriculate through any qualifying program, and therefore are not awarded any credentials. The Institute admissions process is applicable for this program. Under the current enrollment process, Non-Degree students may enroll once the course schedule is posted and are not counted within the fixed enrollment seating limit.

Students in this program may take any course, with the expectation of fulfilling all course requirements—including field education and chapel requirements—and will receive a letter grade as well as accumulate grade points. All course enrollments and grades will be recorded on unofficial and official transcripts. Institute courses taken for credit—courses with less than college rigor—are not advocated for credit transferability, except internally to our College through the Bridge Studies program.

Tuition for courses taken under this program, is the current per/hour cost. Student and Technology fees are required for Non-Degree students.

The Diploma academic program is designed for students desiring a deeper knowledge of scripture without the rigor of college level coursework. Courses in this program are 2 credit hours which allows for lighter workload and subsequently lower total tuition costs. Although Diploma students will have less out of class work, they will receive the same in class instruction and classroom experience as college students taking the 3 credit hour version of the course. Institute courses taken for credit—courses with less than college rigor—are not advocated for credit transferability, except internally to our College through the Bridge Studies program.

The Institute admissions process is applicable for this program. Under the current enrollment process, the number of seats (i.e. students allowed to enroll under this program) available per semester for Diploma students will be fixed/limited. Therefore, students are encouraged to remain aware of the timetable for enrollment in order to secure a seat.

Diploma in Biblical Studies

The Diploma in Biblical Studies provides an extensive study of the entire Bible with introductory spiritual formation and theological studies. Students admitted into the Diploma program may transfer in up to 9 credit hours to meet biblical studies requirements with a "C" or better grade from a higher education institution recognized by USDE or CHEA. Challenge Exams or Bible Knowledge Assessment tools may be used for evaluating biblical and theological studies credit transfers. SPRF 3130 Biblical Foundations for Servant Leadership must be taken through SBIC.

DIPLOMA ACADEMIC PROGRAM LEARNING OUTCOMES

CORE COURSES: These are the minimum courses required for anyone receiving non-CEU credentials from this school—Bible and Technology, New Testament Survey, Old Testament Survey I, Old Testament Survey II, Biblical Foundations for Servant Leadership, and Survey of Theology. Some of these courses are required prior to taking the more intensive biblical and theological studies.

BIBLICAL STUDIES: Evidence a foundational knowledge of Scripture content, subject matter, broad book section themes, timelines, personalities, and geography for the Old and New Testaments by making an acceptable score on the bible content written exit assessment.

THEOLOGICAL STUDIES: Evidence a foundational level of learning for applying hermeneutical principles, systematic theology survey study, and servant leadership foundations by making an acceptable score on a written exit assessment designed for Certificate students.

FIELD EDUCATION-CHRISTIAN SERVICE: Evidence an ongoing commitment to Christian servant leadership through ministry in the local church and to the ends of the earth by completing all SLED requirements. The field education requirement will be included as part of the course requirement for each class.

Diploma students must complete all program and graduation requirements in order to receive the applicable credentials. After Diploma program completion a student may choose to further their educational pursuit, by applying for the Bridge Studies program as a transitional path to a College degree or certificate program.

Diploma in Biblical Studies with Distinction

As an option—and in addition to the Biblical Studies requirements—students can choose to take an additional 8 credit hours and graduate with a Diploma in Biblical Studies with Systematic Theology Distinction. Students may also choose a distinction from the College Professional Development Certificate program options. The Systematic Theology Distinction allows for 2 credit hour Institute courses, wherein all of the Certificate Distinctions are 3 credit hour, college level courses. Students should be aware that the Certificate professional development courses will be on that level of rigor.

BIBLICAL STUDIES DIPLOMA CURRICULUM

Diploma in Biblical Studies

Course Number	Course Name	Credit Hours
BIBT 1310-I	The Bible and Technology (I)	2
NTBS 1201-I	New Testament Survey* (I)	2
OTBS 1101-I	Old Testament Survey I* (I)	2
OTBS 1102-I	Old Testament Survey II* (I)	2
NTBS 1210-I	The Gospels and Acts (I)	2
NTBS 1230-I	Pauline Epistles (I)	2
NTBS 1240-I	General Epistles & Revelation (I)	2
OTBS 1110-I	Pentateuch (I)	2
OTBS 1120-I	Historical Books (I)	2
OTBS 1130-I	Poetic and Wisdom Books (I)	2
OTBS 1140-I	Major Prophets (I)	2
OTBS 1150-I	Minor Prophets (I)	2
THEO 3201-I	Survey of Theology(I)	2
SPRF 3130-I	Biblical Foundations for Servant Leadership (I)	2
SPRF 3110-I	Spiritual Foundations (I)	2
SPRF 3120-I	Personal Evangelism (I)	2
COMM 4230-I	Introduction to Bible Exposition (I)	2
Total credits required:		34

Diploma in Biblical Studies w/Systematic Theology Distinction

THEO 3210-I	Systematic Theology I (I)	2
THEO 3220-I	Systematic Theology II (I)	2
THEO 3230-I	Systematic Theology III (I)	2
THEO 3240-I	Systematic Theology IV (I)	2
Total credits required:		42

Diploma in Biblical Studies w/Distinction

<i>See Professional Development Curriculum for distinction emphasis and required courses</i>		12
Total credits required:		46

* Prerequisite for one or more courses.

The Transitional or leveling program is meant to offer students a preparation path for collegiate studies. Whether transitioning from an Institute Diploma program or requiring additional readiness prior to admittance into a College program, these studies will give students a greater confidence and opportunity for success on the college level.

The Institute admissions process is applicable for this program. Under the current enrollment process, the number of seats (i.e. students allowed to enroll under this program) available per semester for Transitional students will be fixed/limited. Therefore, students are encouraged to remain aware of the timetable for enrollment in order to secure a seat.

Bridge Studies

The Bridge studies program is designed in a way that compensates for the credit hour differential between the course work of the Institute and that of the College. Most required courses are intended to improve the student's technology, writing, and reading skills to the degree necessary for college level work.

Tuition for courses taken under this program, is the current per/hour cost. Most courses in this program are 3 credit hours. Student and Technology fees are required for Bridge Studies students.

Students who complete the Bridge Studies requirements with a minimum 3.0 cumulative grade point average (CGPA), and having paid in full the Bridge Fee—a one-time admission/supplement fee for transitioning from Institute to College—will be admitted seamlessly into a collegiate program with all credits (C or better), being transferred from their Institute level coursework of both Diploma and Bridge Studies programs. No graduation is required nor will credentials be awarded upon completion of the Bridge Studies program.

BRIDGE STUDIES CURRICULUM

Bridge Studies			
Course Number		Course Name	Credit Hours
OTBS	2101	Old Testament Elective	3
NTBS	2101	New Testament Elective	3
SEMNI	1301-I	Student Success Seminar (I)	2
BCIS	1006	Introduction to Computers & Technology	2
BCLAB	1006	Computers & Technology Lab	1
CHST	3501	Church History	3
ENGL	2101	Grammar and Composition	3
Total credits required:			17

Professional Development Certificates emphasize course work in the curriculum for vocational ministry education and readiness aligned with the school's mission statement. Focus is given to areas of study for committed Christians interested in getting deeper into biblically based professional development education to hone their ministry and vocational skills, but do not necessarily desire to obtain degree. Courses are taught at a collegiate level.

College admissions process is applicable for this program. Under the current enrollment process, the number of seats (i.e. students allowed to enroll under this program) available per semester for Certificate students will be fixed/limited. Therefore, students are encouraged to remain aware of the timetable for enrollment in order to secure a seat.

New applicants for the Certificate program may transfer in up to 12 credit hours to meet biblical studies requirements with a "C" or better grade from a higher education institution recognized by USDE or CHEA.

SPRF 3130 Biblical Foundations for Servant Leadership must be taken through SBIC.

Professional Development Certificates

BIBLICAL COUNSELING • BIBLE EXPOSITION (*Expository Preaching or Teaching*)

DIGITAL MINISTRY • PASTORAL MINISTRY LEADERSHIP

WOMEN'S MINISTRY LEADERSHIP • WORSHIP LEADERSHIP MINISTRY

Each Certificate Program includes: 15 credit hours of core courses and 12 credit hours of ministry specific course work. Additionally, current ministry coaching is a part of the curriculum which involves "real-time" ministry development while matriculating through the program.

CERTIFICATE ACADEMIC PROGRAM LEARNING OUTCOMES

CORE COURSES: Bible and Technology, New Testament Survey, Old Testament Survey I or Old Testament Survey II, Biblical Foundations for Servant Leadership, and Survey of Theology. A minimum of 6 credit hours of: Bible and Technology, New Testament Survey, Old Testament Survey I or Old Testament Survey II must be completed with a "C" or better, prior to taking the final 6 credit hours of the ministry specific course work for any Certificate program. Students will not be permitted to proceed in the developmental course work until this requirement is satisfied.

BIBLICAL & THEOLOGICAL STUDIES: Evidence a foundational knowledge of Scripture content, subject matter, broad book section themes, timelines, personalities, and geography for the Old and New Testaments by making an acceptable score on the bible content written exit assessment. Evidence a survey level of knowledge for Systematic Theology studies by making a "C" or better final grade.

FIELD EDUCATION-CHRISTIAN SERVICE: Evidence an ongoing commitment to Christian servant leadership through ministry in the local church and to the ends of the earth by completing all SLED requirements. The field education requirement will be included as part of the course requirement for each class.

PROFESSIONAL STUDIES: Evidence applicable knowledge and professional skills in their certificate area of professional development education studies by completing all courses with a "C" or better final course grade. Certificate students must complete all program and graduation requirements in order to receive the applicable credentials.

Applicable knowledge and professional skills for each Professional Development Certificate include broad learning outcomes that are evidenced by the requirement for "C" or better final course grade. These learning outcomes by certificate are:

BIBLICAL COUNSELING MINISTRY CERTIFICATE LEARNING OUTCOMES

Engage in counseling support ministry primarily in the local church (non-licensure).

Guide counseling clients in choosing biblical solutions leading to healthy relationships.

Equipping for advancing to further studies in biblical counseling ministry.

BIBLE EXPOSITION MINISTRY CERTIFICATE LEARNING OUTCOMES

Perform sound exegesis as part of preaching/teaching preparation methodology.

Deliver expository sermons/teachings that are biblically forged, theologically sound, and applicable to a wide range of audiences.

Equipping for advancing to further studies in biblical exposition ministry.

DIGITAL MINISTRY CERTIFICATE LEARNING OUTCOMES

Articulate a biblical premise and theological framework for technology within the church and its usefulness in advancing the cause of Christ.

Devise strategies to utilize digital platforms for various ministry initiatives of the local church or para-church group.

Competently use various digital tools, applications, and software in the various areas of ministry.

Equipping for advancing to further studies in digital ministry.

PASTORAL MINISTRY LEADERSHIP CERTIFICATE LEARNING OUTCOMES

Employ ministry leadership skills for achieving strategic and visionary planning.

Effectively express pastoral care and concern for membership and others

Resolve and apply conflict management solutions skills for healthy relationships.

Equipping for advancing to further studies in pastoral ministry leadership.

WOMEN'S MINISTRY LEADERSHIP CERTIFICATE LEARNING OUTCOMES

Articulate the biblical premise for God's design and intention for women.

Address the challenges and issues women face in the home, church, community, and marketplace.

Apply various methods and skills for ministering to the needs of women.

Identify personal spiritual gifting and ways to maximize in ministry.

Competently lead in a local church women's ministry program.

Equipping for advancing to further studies in women's ministry leadership.

WORSHIP LEADERSHIP MINISTRY CERTIFICATE LEARNING OUTCOMES

Competently use ministry leadership skills in a local church worship ministry program.

Engage worshipers in meaningful God-centered worship.

Plan a church-wide worship leadership program for one calendar year.

Equipping for advancing to further studies in worship leadership ministry.

PROFESSIONAL DEVELOPMENT CERTIFICATES CURRICULUM

Certificate in [Professional Development]

Course Number	Course Name	Credit Hours
Core Courses		
BIBT 1310	Bible and Technology *	3
NTBS 1201	New Testament Survey*	3
OTBS 1101	Old Testament Survey or OTBS1102 Old Testament Survey II*	I* 3
SPRF 3130	Biblical Foundations for Servant Leadership	3
THEO 3201	Survey of Theology	3
		15
Distinctions and Courses <i>(Choose one area of concentration)</i>		
PASTORAL MINISTRY LEADERSHIP		
LEAD 4101	Pastoral Leadership I	3
LEAD 4102	Pastoral Leadership II	3
LEAD 4110	Pastoral Care	3
LEAD 4120	Conflict Resolution	3
		12
WOMEN'S MINISTRY LEADERSHIP		
LEAD 4220	The Gifted Woman*	3
LEAD 4221	The Christian Woman and the 21st Century Home	3
LEAD 4222	The Christian Woman and Today's Local Church	3
LEAD 4223	The Christian Woman in Modern Society & Marketplace	3
		12
WORSHIP LEADERSHIP		
WORL 4401	The Worship Toolbox	3
WORL 4402	The Worshiping Life	3
WORL 4403	Worship Theology	3
WORL 4404	Psalms, Hymns, and Spiritual Songs	3
		12
BIBLICAL COUNSELING MINISTRY		
PSYC 4301	Biblical Counseling Theory	3
PSYC 4302	Counseling Skills and Techniques	3
PSYC 4303	Marriage and Family Counseling I*	3
PSYC 4304	Marriage and Family Counseling II	3
		12
BIBLE EXPOSITION		
COMM 4230	Intro to Bible Exposition	3
COMM 4231	Exegesis for Exposition	3
<i>Select any two of the following:</i>		
COMM 4212	Premier Expository Preaching III	3
COMM 4213	Premier Expository Preaching IV	3
OR		
COMM 4222	Teaching Methodologies	3
COMM 4223	Teaching Theologically	3
		12

DIGITAL MINISTRY

DGMN	4600	Theology of Technology	3	
DGMN	4601	Media Topics for Corporate Worship	3	
DGMN	4602	Media Topics for Evangelism & Outreach	3	
DGMN	4603	Media Topics for Administration & Discipleship	3	
			<hr/>	12
Total credits required:				27

* Prerequisite for one or more courses.

Associate of Science Degree in Biblical Studies

The Associate of Science degree in Biblical Studies is designed for a student who desires a shorter termed, biblical higher education undergraduate degree with a major in biblical studies and broad general education studies.

The College admissions process is applicable for this program. Under the current enrollment process, the number of seats (i.e. students allowed to enroll under this program) available per semester for Degree students will be fixed/limited. Therefore, students are encouraged to remain aware of the timetable for enrollment in order to secure a seat.

Accepted students for the Associate of Science degree program may transfer in up to 18 credit hours to apply toward general education requirements (non-biblical/theological or ministry course work) and up to 9 hours in biblical studies with a "C" or better grade from a higher education institution recognized by USDE or CHEA. Challenge Exams or Bible Knowledge Assessment tools may be used for evaluating biblical and theological studies credit transfers. AP and CLEP credits may also be considered for transferability (see Academic Credit Alternatives in Academic Information). SPRF 3130 Biblical Foundations for Servant Leadership must be taken through SBIC.

ASSOCIATE OF SCIENCE ACADEMIC PROGRAM LEARNING OUTCOMES

GENERAL EDUCATION: Evidence an acceptable level of general education study at a comprehensive level by transfer of general education course credit with a "C" or better final grade, by completion of any outstanding general education required courses with a "C" or better final grade: and by completing the integrative writing assignment (for general studies, biblical and theological studies) in the interdisciplinary capstone seminar.

CORE COURSES: These are the minimum courses required for anyone receiving non-CEU credentials from this school—Bible and Technology, New Testament Survey, Old Testament Survey I, Old Testament Survey II, Biblical Foundations for Servant Leadership, and Survey of Theology. Some of these courses are required prior to taking the more intensive biblical and theological studies.

BIBLICAL STUDIES: Evidence a foundational knowledge of Scripture content, subject matter, broad book section themes, timelines, personalities, and geography for the Old and New Testaments by making an acceptable score on the bible content written exit assessment.

THEOLOGICAL STUDIES: Evidence a foundational level of learning for applying hermeneutical principles, systematic theology survey study, and servant leadership foundations by making an acceptable score on a written exit assessment designed for Certificate students.

FIELD EDUCATION-CHRISTIAN SERVICE: Evidence an ongoing commitment to Christian servant leadership through ministry in the local church and to the ends of the earth by completing all SLED requirements. The field education requirement will be included as part of the course requirement for each class.

Associate of Science Degree in Biblical Studies with Distinction

As an option—and in addition to the Biblical Studies requirements—students can choose to take and complete additional theological or professional development courses and graduate with a distinction from the Associate of Science degree program.

Associate of Science degree students must complete all program and graduation requirements in order to receive the applicable credentials.

After completing the Associate degree program curriculum, a student may also choose to take a stand alone Professional Development Certificate at a later date, apply for a Bachelor of Arts degree, or pursue admission into the Bachelor of Ministry Leadership degree program offered by Moody Bible Institute through the two school's written course articulation agreement.

ASSOCIATE OF SCIENCE CURRICULUM

AS in Biblical Studies

General Education			Credit Hours
Course Number		Course Name	
Required			
ENGL	2101	Grammar and Composition*	3
ENGL	2102	Literature and Composition	3
SEMN	1301	Student Success Seminar	1
Choose any three			
HIST	2201	Western Civilization I	3
HIST	2202	Western Civilization II	3
MATH	2501	Introduction to College Math	3
MUSI	2301	Music Appreciation	3
PHIL	2501	Introduction to Philosophy	3
PHIL	2510	Biblical Ethics	3
PHIL	2502	Critical Thinking	3
PSYC	2901	Introduction to Psychology	3
PSYC	2902	Developmental Psychology	3
SOCI	2801	Introduction to Sociology	3
Interdisciplinary Course			
SEMN	4610	Capstone Seminar	2
			18
Biblical Studies			
BIBT	1310	Bible and Technology	3
NTBS	1201	New Testament Survey*	3
NTBS	1210	The Gospels and Acts	3
NTBS	1230	Pauline Epistles	3
NTBS	1240	General Epistles & Revelation	3
OTBS	1101	Old Testament Survey I*	3
OTBS	1102	Old Testament Survey II*	3
OTBS	1110	Pentateuch	3
OTBS	1120	Historical Books	3
OTBS	1130	Poetic and Wisdom Books	3
OTBS	1140	Major Prophets	3
OTBS	1150	Minor Prophets	3
			36

Theology and Spiritual Formation Studies			
SPRF	3110	Spiritual Foundations	3
SPRF	3120	Personal Evangelism	3
SPRF	3130	Biblical Foundations for Servant Leadership	3
THEO	3201	Survey of Theology	3
or CHST	3501	Church History	3
			12
Total credits required:			66

AS in Biblical Studies w/Distinction

<i>See Systematic Theology courses or Professional Development curriculum for distinction emphasis and required courses</i>			12
Total credits required:			78

* Prerequisite for one or more courses.

Bachelor of Science (Second) Degree in Biblical Studies

The Bachelor of Science degree is designed for the student not pursuing professional/vocational ministry, but is interested in gaining an advanced knowledge of the Bible as a second major. Students accepted for a second bachelor's degree must have a B.A., B.S., or equivalent bachelor's degree from a post-secondary higher education institution recognized by USDE or CHEA. This degree program has no transferable hours since it is considered to be focused second major. Students must complete (at minimum) the major in biblical studies curriculum in order to receive a second bachelor's degree.

The College admissions process is applicable for this program. Under the current enrollment process, the number of seats (i.e. students allowed to enroll under this program) available per semester for Degree students will be fixed/limited. Therefore, students are encouraged to remain aware of the timetable for enrollment in order to secure a seat.

BACHELOR OF SCIENCE ACADEMIC PROGRAM LEARNING OUTCOMES

GENERAL EDUCATION: Evidence a comprehensive level of general education study by review of transferable general education courses to/from a completed bachelor's degree academic program for meeting degree requirements.

CORE COURSES: These are the minimum courses required for anyone receiving non-CEU credentials from this school—Bible and Technology, New Testament Survey, Old Testament Survey I, Old Testament Survey II, Biblical Foundations for Servant Leadership, and Survey of Theology. Some of these courses are required prior to taking the more intensive biblical and theological studies.

BIBLICAL STUDIES: Evidence a foundational knowledge of Scripture content, subject matter, broad book section themes, timelines, personalities, and geography for the Old and New Testaments by making an acceptable score on the bible content written exit assessment.

THEOLOGICAL STUDIES: Evidence a foundational level of learning for applying hermeneutical principles, systematic theology survey study, and servant leadership foundations by making an acceptable score on a written exit assessment designed for Certificate students.

FIELD EDUCATION-CHRISTIAN SERVICE: Evidence an ongoing commitment to Christian servant leadership through ministry in the local church and to the ends of the earth by completing all SLED requirements. The field education requirement will be included as part of the course requirement for each class.

Bachelor of Science (Second) Degree in Biblical Studies with Distinction

As an option—and in addition to the Biblical Studies requirements—students can choose to take and complete additional theological or professional development courses and graduate with a distinction from the Bachelor of Science degree program.

Bachelor of Science degree students must complete all program and graduation requirements in order to receive the applicable credentials.

BACHELOR OF SCIENCE (SECOND) DEGREE CURRICULUM

BS in Biblical Studies			
Course Number	Course Name		Credit Hours
BIBT 1310	The Bible and Technology		3
NTBS 1201	New Testament Survey*		3
OTBS 1101	Old Testament Survey I*		3
OTBS 1102	Old Testament Survey II*		3
NTBS 1210	The Gospels and Acts		3
NTBS 1230	Pauline Epistles		3
NTBS 1240	General Epistles & Revelation		3
OTBS 1110	Pentateuch		3
OTBS 1120	Historical Books		3
OTBS 1130	Poetic and Wisdom Books		3
OTBS 1140	Major Prophets		3
OTBS 1150	Minor Prophets		3
THEO 3201	Survey of Theology		3
SPRF 3130	Biblical Foundations for Servant Leadership		3
SPRF 3110	Spiritual Foundations		3
SPRF 3120	Personal Evangelism		3
Total credits required:			48
BS in Biblical Studies w/Distinction			
THEO 3210	Systematic Theology I		2
THEO 3220	Systematic Theology II		2
THEO 3230	Systematic Theology III		2
THEO 3240	Systematic Theology IV		2
or			
<i>See Professional Development Curriculum for distinction emphasis and required courses</i>			12
Total credits required:			60

Bachelor of Arts Degree in Biblical Theological Studies

The Bachelor of Arts degree is designed for the student pursuing professional, vocational ministry studies to earn an entry level degree or desiring to transfer acceptable previous post-secondary credits to earn a bachelor's degree. All BA students major in biblical and theological/spiritual formation studies and gain broad general education knowledge in which all curriculum areas are integrated into a bible-centered worldview. Professional studies distinctions include: Biblical Counseling, Bible Exposition; Pastoral Ministry Leadership; Women's Ministry Leadership, and Worship Leadership. They are intended to give the graduate the ability to pursue ministerial vocations, enter the work place with marketable readiness, or advance to a higher degree level of study.

The College admissions process is applicable for this program. Under the current enrollment process, the number of seats (i.e. students allowed to enroll under this program) available per semester for Degree students will be fixed/limited. Therefore, students are encouraged to remain aware of the timetable for enrollment in order to secure a seat

Students accepted into the Bachelor of Arts degree program may transfer in up to 24 open electives and 36 other applicable transfer hours meeting degree plan requirements. Professional education courses are transferable only by block transfer from a whole professional studies track into the 24 credit hours for open electives. All transferable course work be with a "C" or better grade from a higher education institution recognized by USDE or CHEA.

BACHELOR OF ARTS ACADEMIC PROGRAM LEARNING OUTCOMES

GENERAL EDUCATION: Evidence an acceptable level of general education study at a comprehensive level by transfer of general education course credit with a "C" or better final grade, by completion of any outstanding general education required courses with a "C" or better final grade: and by completing the integrative writing assignment (for general studies, biblical and theological studies) in the interdisciplinary capstone seminar.

CORE COURSES: These are the minimum courses required for anyone receiving non-CEU credentials from this school—Bible and Technology, New Testament Survey, Old Testament Survey I, Old Testament Survey II, Biblical Foundations for Servant Leadership, and Survey of Theology. Some of these courses are required prior to taking the more intensive biblical and theological studies.

BIBLICAL STUDIES: Evidence a foundational knowledge of Scripture content, subject matter, broad book section themes, timelines, personalities, and geography for the Old and New Testaments by making an acceptable score on the bible content written exit assessment.

THEOLOGICAL STUDIES: Evidence a foundational level of learning for applying hermeneutical principles, systematic theology survey study, and servant leadership foundations by making an acceptable score on a written exit assessment designed for Certificate students.

FIELD EDUCATION-CHRISTIAN SERVICE: Evidence an ongoing commitment to Christian servant leadership through ministry in the local church and to the ends of the earth by completing all SLED requirements. The field education requirement will be included as part of the course requirement for each class.

Bachelor of Arts degree students must complete all program and graduation requirements in order to receive the applicable credentials.

BCHELOR OF ARTS CURRICULUM

BA in Biblical Theological Studies

General Education			
Course Number		Course Name	Credit Hours
Required			
ENGL	2101	Grammar and Composition*	3
ENGL	2102	Literature and Composition	3
HIST	2201	Western Civilization I	3
HIST	2202	Western Civilization II	3
MATH	2501	Introduction to College Math	3
MUSI	2301	Music Appreciation	3
PHIL	2501	Introduction to Philosophy	3
PHIL	2510	Biblical Ethics	3
PHIL	2502	Critical Thinking	3
PSYC	2901	Introduction to Psychology	3
SOCI	2801	Introduction to Sociology	3
SEMN	1301	Student Success Seminar	1
Interdisciplinary Course			
SEMN	4610	Capstone Seminar	2
			36
Biblical Studies			
BIBT	1310	Bible and Technology	3
NTBS	1201	New Testament Survey*	3
NTBS	1210	The Gospels and Acts	3
NTBS	1230	Pauline Epistles	3
NTBS	1240	General Epistles & Revelation	3
OTBS	1101	Old Testament Survey I*	3
OTBS	1102	Old Testament Survey II*	3
OTBS	1110	Pentateuch	3
OTBS	1120	Historical Books	3
OTBS	1130	Poetic and Wisdom Books	3
OTBS	1140	Major Prophets	3
OTBS	1150	Minor Prophets	3
GRKS	3301	Introduction to Greek	3
HEBS	3401	Introduction to Hebrew	3
			42
Theology and Spiritual Formation Studies			
SPRF	3110	Spiritual Foundations	3
SPRF	3120	Personal Evangelism	3
SPRF	3130	Biblical Foundations for Servant Leadership	3
CHST	3501	Church History	3
THEO	3210	Systematic Theology I*	3
THEO	3220	Systematic Theology II	3
THEO	3230	Systematic Theology III	3
THEO	3240	Systematic Theology IV	3
			24
Open Electives			6

BACHELOR OF ARTS CURRICULUM continuation...

Professional Development Studies
(Choose one area of concentration)

PASTORAL MINISTRY LEADERSHIP

LEAD	4101	Pastoral Leadership I	3	
LEAD	4102	Pastoral Leadership II	3	
LEAD	4110	Pastoral Care	3	
LEAD	4120	Conflict Resolution	3	
SLEAD	4120	Servant Leadership Practicum	3	
SEMN	4150	Senior Seminar	3	
			<hr/>	18

WOMEN'S MINISTRY LEADERSHIP

LEAD	4220	The Gifted Woman*	3	
LEAD	4221	The Christian Woman and the 21st Century Home	3	
LEAD	4222	The Christian Woman and Today's Local Church	3	
LEAD	4223	The Christian Woman in Modern Society & Marketplace	3	
SLEAD	4120	Servant Leadership Practicum	3	
SEMN	4150	Senior Seminar	3	
			<hr/>	18

WORSHIP LEADERSHIP

WORL	4401	The Worship Toolbox	3	
WORL	4402	The Worshiping Life	3	
WORL	4403	Worship Theology	3	
WORL	4404	Psalms, Hymns, and Spiritual Songs	3	
SLEAD	4120	Servant Leadership Practicum	3	
SEMN	4150	Senior Seminar	3	
			<hr/>	18

BIBLICAL COUNSELING PSYCHOLOGY

PSYC	4301	Biblical Counseling Theory	3	
PSYC	4302	Counseling Skills and Techniques	3	
PSYC	4303	Marriage and Family Counseling I*	3	
PSYC	4304	Marriage and Family Counseling II	3	
SLEAD	4120	Servant Leadership Practicum	3	
SEMN	4150	Senior Seminar	3	
			<hr/>	18

BIBLE EXPOSITION

COMM	4230	Intro to Bible Exposition	3	
COMM	4231	Exegesis for Exposition	3	
SLEAD	4120	Servant Leadership Practicum	3	
SEMN	4150	Senior Seminar	3	
			<hr/>	18
<i>Select any two of the following:</i>				
COMM	4212	Premier Expository Preaching III*	3	
COMM	4213	Premier Expository Preaching IV	3	
COMM	4222	Teaching Methodologies	3	
COMM	4223	Teaching Theologically	3	
			<hr/>	18

DIGITAL MINISTRY

DGMN	4600	Theology of Technology	3	
DGMN	4601	Media Topics for Corporate Worship	3	
DGMN	4602	Media Topics for Evangelism & Outreach	3	
DGMN	4603	Media Topics for Administration & Discipleship	3	
SLEAD	4120	Servant Leadership Practicum	3	
SEMN	4150	Senior Seminar	3	
			<hr/>	18
			Total credits required:	126

* Prerequisite for one or more courses.

COURSE DESCRIPTIONS

GENERAL EDUCATION STUDIES

BCIS 1006 Introduction to Computers & Technology

Intro to Computers & Technology gives students with little to no experience in computer use a functional working knowledge of Microsoft Word (necessary for writing papers and completing assignments), email usage (necessary for communicating and receiving vital information from instructors, peers, and school administration), and the mySouthernBible portal (necessary for accessing course assignments, reading materials, quizzes, and grades).

BCLAB 1006 Computers & Technology Lab

This course provides designated time for students in the Introduction to Computers & Technology course or those needing extra support for developing stronger computer and technology skills. During this time, students receive instruction and assistance in completing actual assignments from other courses as well as projects and activities to help sharpen skills in this area.

ENGL 2101 GRAMMAR AND COMPOSITION

A course introducing the structure and usage of the English language and provides a basis for the further development of writing skills. Included are the parts of speech, punctuation, spelling rules, as well as reading various types of essays and a short novel to acquaint the student with examples of well-constructed writing. The English language usage material in the course is essential for understanding biblical languages and English texts.

ENGL 2102 LITERATURE AND COMPOSITION

A course introducing literature in which the student will learn to think and react to literature in a meaningful manner. Students learn to distinguish between literary genres and build general and specific interpretive skills enabling them to be capable and discerning readers of fiction and non-fiction, imaginative, and trend literature. Students learn how to evaluate ideas and apply the timeless truths of Scripture to the author's points and outcomes.

HIST 2201 WESTERN CIVILIZATION I

An exploration of the relationship and development of Christianity and western culture from the ancient world through the early and high medieval periods. The course examines the intellectual, social, and cultural history of the West as it relates to Christian life and thought. Special attention is given to the historical setting for the origins and growth of the Christian church. The course demonstrates the mutually formative interaction that took place between the church and society from Greco-Roman times to feudal Europe and the emergence of Christendom.

HIST 2202 WESTERN CIVILIZATION II

A continued exploration of the relationship between the development of Christianity and western culture from the late medieval context through the Reformation and Modern, Postmodern eras. The course examines the intellectual, social, and cultural history of the West as it relates to Christian life and thought. Special attention is given to the origins and outworking of the Reformation in western culture. The course demonstrates the ongoing mutual nature of influence between Christianity and social, political, and philosophical currents of western life.

MATH 2501 INTRODUCTION TO COLLEGE MATH

A fundamental math course especially designed to help students develop proficiency in fundamental mathematical skills with application to the social sciences.

MUSI 2301 MUSIC APPRECIATION

Designed to give the musician and non-musician a background for understanding the proper functions of church music, and an appreciation of music from a variety of styles, forms, and historical periods.

PHIL 2501 INTRODUCTION TO PHILOSOPHY

An introductory study that is partly historical and partly topical, examining methods and assumptions of philosophical systems, theories of knowledge, metaphysics, values, ethics, philosophy of religion, and the worldviews of leading philosophers in these areas. Considers some trends in contemporary philosophy. Emphasizes the development of a Christian philosophy of life from a theological base.

PHIL 2510 BIBLICAL ETHICS

This course looks at the nuances between the major views applicable biblical ethics. Attention is given to secular ethics models such as utilitarianism ("do whatever produces the most good for the most people"), deontology ("follow these rules or principles"), virtue ("be a virtuous person"), egoism ("do whatever is best for you"), and relativism ("there are no universal moral principles"), as well as discussing the general challenges and decisions faced by those who honor the Scriptures as their rule of faith and practice.

PHIL 2502 CRITICAL THINKING

A course aimed to develop the ability to analyze, criticize and advocate ideas from a biblical worldview, servant leadership mode. The relationship of language to logic, induction and deduction, facts, inferences, judgments, formal and informal fallacies of language and thought are examined. The book of Romans is used as a biblical foundation for critical thinking. Instruction is also given for writing about issues with a critical thinking model. Students are expected to be able to apply critical thinking to current issues.

PSYC 2901 INTRODUCTION TO PSYCHOLOGY

Examines historic and contemporary psychological theories of maturity, motivation, personality, emotions, and mental health. Theories are understood, evaluated, and integrated with biblical teachings about human nature, God's design, and expectations.

SOCI 2801 INTRODUCTION TO SOCIOLOGY

A survey course dealing with the principles of social structure, social institutions, social processes, and social change. Gives special attention to secularization to help the student understand and relate Christianity to a narcissistic and religion in society.

SEMN 2100 STUDENT SUCCESS SEMINAR

A general education course that addresses (1) research and theory in learning, cognition, and motivation; (2) factors that impact learning; and (3) application of learning strategies to assist the student with constructing a personal learning system. Academic models of strategic learning, cognition, and motivation serve as the conceptual basis for the introduction of college-level student academic strategies to improve reading proficiency, enhance writing ability, and use library tools. Utilization thereof will help students identify their own strengths and weaknesses as strategic learners. Students are ultimately expected to integrate and apply learning skills discussed in the course to improve their English language skills.

SEMN 4610 CAPSTONE SEMINAR

An interdisciplinary course assigned to the professional development education studies area of the curriculum map for Associate of Science degree students taught in the final term prior to the student's graduation. In the first term, the first major purpose for the course involves bridging general education studies with biblical/theological/spiritual formation studies. This key purpose is accomplished in the first term by requiring the student to complete an

integrative, in-depth writing assignment synthesizing both of these curricular areas using critical thinking strategies to demonstrate coherent, viable solutions applicable for resolving pressing, real-world issues facing the people they will be interacting with as servant leaders. The second major focus involves review strategies prior to taking exit assessments for biblical and theological studies.

SEMN 4150 SENIOR SEMINAR

An interdisciplinary course assigned to the professional development education studies area of the curriculum map for Bachelor of Arts degree students taught over the student's final two terms prior to graduation. In the first term, the first major purpose for the course involves bridging general education studies with biblical/theological/spiritual formation studies. This key purpose is accomplished in the first term by requiring the student to complete an integrative, in-depth writing assignment synthesizing both of these curricular areas using critical thinking strategies to demonstrate coherent, viable solutions applicable for resolving pressing, real-world issues facing the people they will be interacting with as servant leaders.

In the second term, a second major purpose for the SEMN 4610 capstone seminar involves the requirement for a student to write a profile with ministry preparedness as the theme. The student is expected to use prior course work learning and applicable field education experiences along with other self-understanding assignments to write their response. The educational value of this synthesis gives a subjective overview of learning outcomes relevance published for each professional development studies area. Another major focus involves review strategies prior to taking exit assessments for biblical and theological studies. The findings from these assessments give an objective, quantitative result that serves to help faculty gauge and make changes for improving student learning. Findings are also compared with results based on national norms from students taking the same assessment and graduated from similar degree programs. In summary, this interdisciplinary capstone course requires the graduation candidate to demonstrate their level of degree program learning outcomes competency using written communication, critical inquiry, and innovation; the level of degree program learning outcomes expected from students graduated and equipped for competent servant leadership, who live their life and minister in accordance with a Bible-centered worldview that is transformational.

CORE STUDIES

BIBS 1310 BIBLE STUDY METHODS

A traditional biblical studies course for learning biblical interpretation using the inductive Bible study method and a literal, grammatical, historical approach. Students are instructed in a step-by-step procedure to effectively study, know and present the Word of God. (Occasionally substitute for BIBT1310)

BIBT 1310 BIBLE AND TECHNOLOGY

A biblical studies course using technology with an interactive approach for learning biblical interpretation using the inductive Bible study method and a literal, grammatical, historical approach. Students are instructed in a step-by-step procedure to effectively study, know and present the Word of God using the premiere Bible software in the market today – Logos Bible Software.

OTSS 1101 OLD TESTAMENT SURVEY I

A survey for the Old Testament books of Genesis to Esther in their historical timeline and cultural context through God's progressive revelation of Himself and His order. A general content of the Old Testament books along with key personalities and their acts is gained with basic teachings including the outline of each book. Practical application impacting the believer's faith and practice for servant leadership is emphasized with each book and the

Old Testament as a whole.

OTSS 1102 OLD TESTAMENT SURVEY II

A survey for the Old Testament books of Psalms to Malachi in their historical timeline and cultural context through God's progressive revelation of Himself and His order. A general content of the Old Testament books along with key personalities and their acts is gained with basic teachings including the outline of each book. Practical application impacting the believer's faith and practice for servant leadership is emphasized with each book and the Old Testament as a whole.

NTSS 1201 NEW TESTAMENT SURVEY

A survey of the entire New Testament in its historical timeline and cultural context through God's progressive revelation of Himself in Christ and the establishment of the Church. The intertestamental period is also included. A general content of the New Testament books is gained with basic teachings including the outline of each book. Practical application impacting the believer's faith and practice for servant leadership is emphasized with each book and the Old Testament as a whole.

THEO 3201 SURVEY OF THEOLOGY

A general survey consisting of the following theological disciplines: Prolegomena, Bibliology, Theology Proper, Anthropology, Christology, Soteriology, Pneumatology, Ecclesiology, and Eschatology. Attention is given for developing skills leading to sound systematic theological reasoning and practice that complements preaching and teaching.

SPRF 3130 BIBLICAL FOUNDATIONS FOR SERVANT LEADERSHIP

A study of the biblical/theological aspects of servant leadership (developmental and evaluative), including relevant study from the Old and New Testaments reflecting the biblical perspective on how to become, and what it means to be, a godly servant leader, particularly in the home, church and public settings, as well as anticipated hindrances to the development, and exercising, of such biblically appropriate leadership.

FOUNDATIONAL STUDIES

NTBS 1210 GOSPELS AND ACTS

Historical background of the intertestamental period, a chronological and synthetic study of the Christ's birth, life, death, burial, and resurrection, and synopsis of the apostolic era and founding of the Church. Application for Christian living from Christ's words and evangelistic endeavor from Acts is emphasized.

NTBS 1220 PAULINE EPISTLES

A study of the Pauline epistles instructing the Church about the great theological truths of justification by faith, the Spirit filled life, the person and work of Christ, the exalted position and work of the Church, the return of Christ, and rife error in the early and present day of the Church.

NTBS 1230 GENERAL EPISTLES AND THE REVELATION

An expository study of the epistles of James, Peter, Jude, and John, in their historical background and contributions to the life of the church and practice of the individual believer. Attention is also given to warnings about the encroachment of false teaching challenging the early and present day of the Church. A thumbnail examination of The Revelation as the completion and climax of the God's prophetic calendar

OTBS 1101 PENTATEUCH

An examination of the books of the Pentateuch to understand the purpose and message of each book with key exegetical, historical, archaeological, geographical, and developmental

issues. Dispensational and covenant issues are given special attention due their importance in understanding the remainder of God's Word. Principles for living a God honoring life are likewise presented.

OTBS 1120 HISTORICAL BOOKS

A historiography of God's dealings with Israel and surrounding nations beginning with Joshua and the conquest of Canaan, the rule of the Israel's judges, and the rise and fall of the kingdom ending with the postexilic period of Ezra, Nehemiah, and Esther. The implications for relevant application to the Christian's walk is emphasized.

OTBS 1130 POETIC AND WISDOM BOOKS

An introduction to Old Testament wisdom and worship literature, examining Job, Psalms, Proverbs, Ecclesiastes, and Song of Solomon. Emphasis is given to the argument of the book of Job, elements of Hebrew poetry, key Psalms in their literary genre, the book of Proverbs as a guide for skillful living, the message of Ecclesiastes, and interpretation for the Song of Solomon.

OTBS 1140 MAJOR PROPHETS

An examination of the book of Isaiah, giving attention to historical background, critical issues, and the prophetic voice concerning Israel's restoration and promised Messiah; the books of Isaiah, Jeremiah, Lamentations, Ezekiel, and Daniel giving attention to the events surrounding the fall of Jerusalem and exile, oracles and the emerging message, laments, and the theological significance of God's covenant relationship with Israel with its implications for the New Testament, the Church, and believer today.

OTBS 1150 MINOR PROPHETS

An analysis of the oracles and emerging messages of each of the twelve Minor Prophets. The function of the Prophet in Israel is explored along with the special hermeneutics of prophetic literature. Attention is given to the theological content of each prophet's message so that these books maybe reclaimed for practical personal use and teaching in the local Church today.

DISCIPLINARY STUDIES

CHST 3501 CHURCH HISTORY

A course surveying the history of the Christian Church from its origins to the present time. The four main periods of Church history outline course content [Early (50-600), Medieval (60-1500), Reformation (1500-1650), and Modern (1650-Present)]. Students study key persons, dates, developments, movements, and theological issues that pervade and sometimes overlap and reappear in these time periods.

SPRF 3110 SPIRITUAL FOUNDATIONS

An introduction to the basic convictions and disciplines of the Christian life with particular relevance for servant leadership among believers. Emphasis is given to the imperative of meditating on and practicing biblical truth in the believer's daily walk.

SPRF 3120 PERSONAL EVANGELISM

An introduction to personal evangelism based on biblical and theological truths and the study of personal evangelism methodologies. Student gain personal experience in personal evangelism by presenting their personal testimony. Emphasis is given to the theological content of believing, repentance, and faith as key components for articulating a theology of evangelism. Assignments require actual training.

THEO 3210 SYSTEMATIC THEOLOGY I

A study of selected topics in systematic theology, including: Prolegomena – why study

theology and the branches of theology as well as essential definitions and methods for developing sound systematic theology; Bibliology - general and special revelation; Scripture's inspiration, inerrancy, canonicity; Theology Proper - theism and the existence of God, the nature, attributes, and names of God; the doctrine of God revealed in the Trinity, including relevant elements of Christology and Pneumatology, the decrees and works of God. *Prerequisites: OTSS 1101, OTSS 1102, NTSS 1201*

THEO 3220 SYSTEMATIC THEOLOGY II

A study of selected topics in systematic theology, including: Anthropology - humanity's creation and place in God's heart, *imago dei*, nature and essence; Harmartiology - the fall and its consequences, original and actual sin, necessity of redemption; Christology - the preexistence of Christ, His incarnation, the hypostatic union, His earthly ministry, His exaltation, and His intercession and high priesthood. *Prerequisite: THEO 3210*

THEO 3230 SYSTEMATIC THEOLOGY III

A study of selected topics in systematic theology, including: Soteriology - grace; the death, resurrection, and mediator role of Christ, election, regeneration, justification, sanctification, and eternal life; Pneumatology - the personality and deity of the Holy Spirit, His work in creation and inspiration of the Scriptures, His place in the life and work of Christ, His ministry in the Church age of grace, and the ages to come.

Prerequisite: THEO 3210

THEO 3240 SYSTEMATIC THEOLOGY IV

A study of selected topics in systematic theology, including: Ecclesiology - the origin and work of the church, relationship to Israel and its present, organization, ministers, and ordinances; Eschatology – the ages of time in accord with God's eternal purposes and the consummation, the Second Coming of Christ, the millennial kingdom, and eternity.

Prerequisite: THEO 3210

PROFESSIONAL DEVELOPMENT EDUCATION STUDIES

COMM 4230 INTRODUCTION TO BIBLICAL EXPOSITION

This course introduces the fundamentals of Bible exposition and effective communication of biblical truths. It also engages the student in observation of elements which produces strong expository messages and lessons as well as benchmarks the student's initial level of acuity.

COMM 4231 EXEGESIS FOR EXPOSITION

This course is an in depth study of methods and useful tools in the exegesis of biblical texts for the purpose of exposition. Additionally, it provides advance study into message and lesson development.

COMM 4212 PREMIER PREACHING III

The third tier expository preaching course in SBIC's Premier Preaching professional studies focusing on the exploration and development of the stylistic elements in preaching as well as making adjustments to certain aspects and details of delivery. Additionally, this course encourages the practice and presentation of internalized introductions and conclusions for all messages. *Prerequisites: COMM 4210 or COMM 4230, COMM 4211*

COMM 4213 PREMIER PREACHING IV

The fourth tier expository preaching course in SBIC's Premier Preaching professional studies explores the dynamics and methods for developing sermon series, topical expertise, and preaching through theological topics. *Prerequisites: COMM 4210 or COMM 4230, COMM 4211*

COMM 4222 TEACHING METHODOLOGIES

A practice-oriented introduction to teaching the Scriptures from an expositional base with emphasis given to the fundamental process of communication via public presentation for large and small groups, organization of materials, point by point preparation, speaker-listener relationship, and response strategies, along with the use of the voice, articulation, and body expression. Attention is also given to training listeners in becoming expositional listeners through differing speaker approaches.

COMM 4223 TEACHING THEOLOGICALLY

This course examines the process of structuring, preparing, and delivering theological messages. Emphasis is placed upon accurately interpreting a theological thread emerging from a Bible text and applying it doctrinally with relevance for human need and relationship with God.

DGMN 4600 THEOLOGY OF TECHNOLOGY

This course explores the key theological implications and strategic usefulness of digital tools, platforms, software, and applications for ministry. Additionally, challenges, issues, and obstacles associated with the use of technology in ministry contexts are addressed.

DGMN 4601 MEDIA TOPICS FOR CORPORATE WORSHIP

Specialized courses relative to common and emerging technologies with regard to corporate worship.

DGMN 4602 MEDIA TOPICS FOR EVANGELISM AND OUTREACH

Specialized courses relative to common and emerging technologies with regard to evangelism and/or outreach.

DGMN 4603 MEDIA TOPICS FOR ADMINISTRATION AND DISCIPLESHIP

Specialized courses relative to common and emerging technologies with regard to administration, management, and/or discipleship.

LEAD 4101 PASTORAL LEADERSHIP I

A study that combines the biblical/theological aspects of pastoral ministry rooted in the teachings from the pastoral epistles of 1 Timothy and Titus. The class draws insight from the experiences of seasoned pastors and place a special focus on creating an environment that fosters a mutually beneficial dialogue among the students that results in students being able to transferring the insights and tools discussed in the class to their ministry setting.

LEAD 4102 PASTORAL LEADERSHIP II

A continuation of LEAD 4101 Pastoral Leadership I: This course analyzes various issues and problems for developing a coherent biblical/theological practice in pastoral ministry rooted in teachings from 2 Timothy. The class draws insight from the experiences of seasoned pastors and place a special focus on creating an environment that fosters a mutually beneficial dialogue among the students that results in students being able to transferring the insights and tools discussed in the class to their ministry setting.

LEAD 4110 PASTORAL CARE

This course demonstrates the foundational principles of pastoral care from a biblical perspective for local church ministry. Attention is given to the care ministry of the pastor as healer, comforter, enabler, exhorter, and disciplinarian. Understanding human development stages along with communication and listening skills are presented for ministering in death, sickness, crisis, and change. Referral and limitations for the pastor as care giver are discussed as well as strategies for personal renewal.

LEAD 4120 CONFLICT RESOLUTION

A practical analysis of the causes leading to conflicts and workable resolutions for healthy interpersonal and organizational relationships. Conflict as means for growth is investigated along with constructive models to assist those in conflict, the people affected, and the ones who mediate.

LEAD 4220 THE GIFTED WOMAN

This course identifies and examines the biblical foundation for the variety of gifts and explores various ways in which these gifts may be exercised most effectively in the 21st century. Assessment and discovery of the student's personal gifting(s) and personal ministry development options will also be covered.

LEAD 4221 THE CHRISTIAN WOMAN AND THE 21ST CENTURY HOME

This course is a study of the biblical/theological aspects of God's design of, and intention for, women with regard to the home and the importance of their contribution to home life. Additionally, this class explores common challenges in today's family dynamics, and the use of various gifts to minister to women facing such issues. *Prerequisites: LEAD 4220*

LEAD 4222 THE CHRISTIAN WOMAN AND TODAY'S LOCAL CHURCH

This course is a study of the biblical/theological aspects of God's intention for women and the importance of their contribution to the purpose and life of the church. Additionally this class explores common challenges women face in light of today's church dynamics, as well as ways to minister in the context of the local church or parachurch ministries. *Prerequisites: LEAD 4220*

LEAD 4223 THE CHRISTIAN WOMAN IN MODERN SOCIETY & MARKETPLACE

This course is a study of the biblical/theological aspects of God's intention for women with regard to the community and marketplace (work/social settings), including the importance of their contribution to societal life. Additionally, this class explores common concerns women encounter in modern society, as well as ways to minister to women challenged by such cultural and societal issues. *Prerequisites: LEAD 4220*

PSYC 4301 BIBLICAL COUNSELING THEORY

A course introducing students to a cognitive, affective, and behavioral model that assists with the stages and processes of helping. Students integrate counseling theory with a thoroughly biblical theological anthropology and spiritual formation.

PSYC 4302 COUNSELING SKILLS AND TECHNIQUES

This course introduces students to counseling skills and techniques using the Scriptures as a foundation for ministering to people in times of difficulty. Students also learn how to encourage spiritual growth for long term change and explore issues commonly experienced by Christians seeking counseling intervention and services through the local church and a biblically founded counselor.

PSYC 4303 MARRIAGE AND FAMILY I

This course examines the nature and needs of various family systems. Students study family structures, issues, concerns, problems, and dynamics. A theology of the family is presented for developmental outcomes along with the biblical basis, distinctives, and functions for the family, which prepare men and women for a Christian marriage, family roles and relationships, and parenting and child training.

PSYC 4304 MARRIAGE AND FAMILY II

A course designed to help students interested in pursuing a counseling ministry in the local church. Conceptual and philosophical. Differing counseling approaches are explored using case studies with skills and techniques for intervening in a variety of issues faced by people

looking to the local church for help.

WORL 4401 THE WORSHIP TOOLBOX

A survey of biblical foundation and theological, aesthetic, and philosophical issues concerning Christian worship. The goal of the course is to help the student develop a sound philosophy of the Fine Arts in worship while gaining important administrative skills necessary to plan, develop, and lead worship experiences. Music's role in modern Christian worship practice is explored. Upon completion of the course, the student processes competencies in worship planning and worship leading worthy of Christian service to the church and the world.

WORL 4402 THE WORSHIPPING LIFE

This course surveys the resources available to a Christian minister for personal spiritual growth and effectiveness as a minister. The study includes practical guidance and personal disciplines for spiritual formation based upon biblical principles.

WORL 4403 WORSHIP THEOLOGY

This course examines the biblical, historical (Christian/Church), and practical aspects of theology in Worship ministry. The course provides theological foundations for Worship, reflective tools to assess theological implications of personal and corporate ministry, and equips worshipping leaders to apply these tools practically in ministry contexts.

WORL 4404 PSALMS, HYMNS, AND SPIRITUAL SONGS

This course equips the student with an understanding of the nature and function of corporate song in the service of Worship. It explores the historical development of corporate song throughout the history of Christianity. Class instruction includes the study of Psalms, Chorales, Hymns, Gospel Songs and Contemporary Christian Song. The Sacred Song as literature is explored. The importance of song to the theological education of the church is featured. Early Church Song, Psalmody, and the development of the Hymn in England and America are pursued. Analysis of current trends in the use of corporate song in the worship and mission of the church are explored.

SLED 4100 SERVANT LEADERSHIP EDUCATION (Christian Service)

Practical ministry opportunities through structured field experiences in conjunction with local churches and Christian organizations. Students document their experiences by completing a contract with a ministry leader, a mid-semester progress form, and participating in an evaluation by a ministry leader. Graduation requirement for each semester of enrollment.

SLED 4120 SERVANT LEADERSHIP PRACTICUM

Intense, focused hands-on field ministry work in local a church or Christian organization that directly relates to the student's education received in their degree program, utilizes experiences gained in regular Christian ministry (SLED), and through courses focused in the student's choice for professional development. Students document their experiences by composing a journal, receive mentorship from key personnel involved, and participate in an evaluation by a ministry leader.

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