

American Leadership Institute and Seminary



Preparing Leaders Through Biblically-Based Higher Education

2021-2023

54 Blowing Rock Road, Dawsonville, GA 30534
Telephone: 678.364.2318
Email: info@americanLS.org □ Website: www.americanLS.org

ACADEMIC CALENDAR

The academic year has three semesters: Fall, Spring, and Summer. Within each semester, courses are offered in five- and eight-week terms. Five (5) week terms require permission of the faculty advisor.

Fall 2021

Registration	Monday, July 26, 2021 - Thursday, August 5, 2021
Classes Begin	Monday, August 23, 2021
5-Week Term 1 Classes End	Sunday, September 26, 2021
5-Week Term 1 Grades Due	Friday, October 1, 2021
5-Week Term 2 Classes Begin	Monday, October 4, 2021
8-Week Term 1 Classes End	Sunday, October 17, 2021
8-Week Term 1 Grades Due	Friday, October 22, 2021
8-Week Term 2 Classes Begin	Monday, October 25, 2021
5-Week Term 2 Classes End	Sunday, November 7, 2021
5-Week Term 2 Grades Due	Friday, November 12, 2021
8-Week Term 2 Classes End	Sunday, December 19, 2021
8-Week Term 2 Grades Due	Wednesday, December 22, 2021

Spring 2022

Registration	Monday, November 15, 2021 - Thursday, November 25, 2021
Classes Begin	Monday, January 3, 2022
5-Week Term 1 Classes End	Sunday, February 6, 2022
5-Week Term 1 Grades Due	Friday, February 11, 2022
5-Week Term 2 Classes Begin	Monday, February 14, 2022
8-Week Term 1 Classes End	Sunday, February 27, 2022
8-Week Term 1 Grades Due	Friday, March 4, 2022
8-Week Term 2 Classes Begin	Monday, March 7, 2022
5-Week Term 2 Classes End	Sunday, March 20, 2022
5-Week Term 2 Grades Due	Friday, March 25, 2022
8-Week Term 2 Classes End	Sunday, May 1, 2022
8-Week Term 2 Grades Due	Wednesday, May 4, 2022
Commencement	Friday, May 6, 2022

Summer 2022

Registration	Monday, March 14, 2022 - Thursday, March 24, 2022
Classes Begin	Monday, May 2, 2022
5-Week Term 1 Classes End	Sunday, June 5, 2022
5-Week Term 1 Grades Due	Friday, June 10, 2022
5-Week Term 2 Classes Begin	Monday, June 13, 2022
8-Week Term 1 Classes End	Sunday, June 26, 2022
8-Week Term 2 Classes Begin	Monday, June 27, 2022
8-Week Term 1 Grades Due	Friday, July 1, 2022
5-Week Term 2 Classes End	Sunday, July 17, 2022
5-Week Term 2 Grades Due	Friday, July 22, 2022
8-Week Term 2 Classes End	Sunday, August 21, 2022
8-Week Term 2 Grades Due	Wednesday, August 24, 2022

Fall 2022

Registration	Monday, August 8, 2022 - Thursday, August 18, 2022
Classes begin	Monday, August 22, 2022
5-Week Term 1 Classes End	Sunday, September 25, 2022
5-Week Term 1 Grades Due	Friday, September 30, 2022
5-Week Term 2 Classes Begin	Monday, October 3, 2022
8-Week Term 1 Classes End	Sunday, October 16, 2022
8-Week Term 1 Grades Due	Friday, October 21, 2022
8-Week Term 2 Classes Begin	Monday, October 24, 2022
5-Week Term 2 Classes End	Sunday, November 6, 2022
5-Week Term 2 Grades Due	Friday, November 11, 2022
8-Week Term 2 Classes End	Sunday, December 18, 2022
8-Week Term 2 Grades Due	Wednesday, December 21, 2022

Spring 2023

Registration	Monday, November 14, 2022 - Thursday, November 24, 2022
Classes begin	Monday, January 2, 2023
5-Week Term 1 Classes End	Sunday, February 5, 2023
5-Week Term 1 Grades Due	Friday, February 10, 2023
5-Week Term 2 Classes Begin	Monday, February 13, 2023
8-Week Term 1 Classes End	Sunday, February 26, 2023
8-Week Term 1 Grades Due	Friday, March 3, 2023
8-Week Term 2 Classes Begin	Monday, March 6, 2023
5-Week Term 2 Classes End	Sunday, March 19, 2023
5-Week Term 2 Grades Due	Friday, March 24, 2023
8-Week Term 2 Classes End	Sunday, April 30, 2023
8-Week Term 2 Grades Due	Wednesday, May 3, 2023
Commencement	Friday, May 5, 2023

Summer 2023

Registration	Monday, March 13, 2023 - Thursday, March 23, 2023
Classes begin	Monday, May 1, 2023
5-Week Term 1 Classes End	Sunday, June 4, 2023
5-Week Term 1 Grades Due	Friday, June 9, 2023
5-Week Term 2 Classes Begin	Monday, June 12, 2023
8-Week Term 1 Classes End	Sunday, June 25, 2023
8-Week Term 1 Grades Due	Friday, June 30, 2023
8-Week Term 2 Classes Begin	Monday, July 3, 2023
5-Week Term 2 Classes End	Sunday, July 16, 2023
5-Week Term 2 Grades Due	Friday, July 21, 2023
8-Week Term 2 Classes End	Sunday, August 27, 2023
8-Week Term 2 Grades Due	Wednesday, August 30, 2023

Fall 2023

Registration	Monday, August 14, 2023 - Thursday, August 24, 2023
Classes begin	Monday, August 28, 2023
5-Week Term 1 Classes End	Sunday, October 1, 2023
5-Week Term 1 Grades Due	Friday, October 6, 2023
5-Week Term 2 Classes Begin	Monday, October 9, 2023
8-Week Term 1 Classes End	Sunday, October 22, 2023
8-Week Term 2 Classes Begin	Monday, October 23, 2023
8-Week Term 1 Grades Due	Friday, October 27, 2023
5-Week Term 2 Classes End	Sunday, November 12, 2023
5-Week Term 2 Grades Due	Friday, November 17, 2023
8-Week Term 2 Classes End	Sunday, December 17, 2023
8-Week Term 2 Grades Due	Wednesday, December 20, 2023

American Leadership Institute and Seminary

Academic Catalog

2021-2023

CATALOG CHANGES

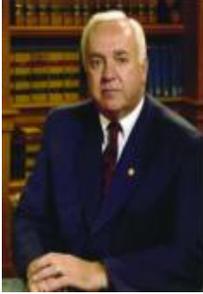
Current information, including the calendar, admissions, program and degree requirements, tuition and fees, policies and procedures, and course offerings is contained in this catalog. The policy of ALIS is to give advance notice of change, whenever possible, to permit adjustment. The Board of Trustees and the administration reserve the right to modify, revoke, or add policies or procedures at any time. If a student drops out of ALIS or becomes inactive and later returns, he or she shall be subject to the policies and procedures of the catalog in effect at that time. Failure to read the catalog does not exempt students from the stated regulations and requirements.

STATEMENT OF NONDISCRIMINATION

Consistent with federal and state law, American Leadership Institute and Seminary is an equal opportunity higher education institution open to any qualified individual and does not discriminate in any of its programs, procedures, or practices, on the basis of age, color, disability, gender, national or ethnic origin, political affiliation, race, religion, or veteran status. This non-discriminatory policy includes admission policies, educational policies, scholarship and loan programs, and all other institution administered programs.

Questions or Comments should be directed to: American Leadership Institute and Seminary,
54 Blowing Rock Rd, Dawsonville, GA 30534, Website: www.americanLS.org,
Email: info@americanLS.org, Telephone: 678.364.2318

FROM THE PRESIDENT



The American Leadership Institute and Seminary is an institution that has been established to prepare you to be a leader through biblically-based higher education. There has never been a time when the call for men and women who will use Christ-like behavior to work with others to change the world has been greater.

Leaders seldom have positions where issues are planned and solutions to those issues are specific. As you lead, you will not enjoy this cookie cutter approach. In fact, we believe that each individual is different, each issue is different, and each solution is different. We believe preparing you for these differences requires you to be prepared, at the highest possible level, in critical thinking and effective communication. Our academic programs are designed with this preparation in mind.

We also believe that facilitating your education so that you can serve in roles such as pastor, chief executive officer, military officer or NCO, government, and non-profit manager is our calling.

Sincerely,

A handwritten signature in black ink that reads "John M. Borek, Jr." The signature is written in a cursive style with a large initial 'J' and a distinct 'B'.

John M. Borek, Jr., PhD
President

TABLE OF CONTENTS

ACADEMIC CALENDAR	i
FROM THE PRESIDENT	v
AMERICAN LEADERSHIP INSTITUTE AND SEMINARY	10
STATEMENT OF NONDISCRIMINATION	10
HISTORY	10
LOCATION AND CONTACT INFORMATION	10
DENOMINATIONAL AFFILIATION	11
BIBLICAL FOUNDATION STATEMENT.....	11
VALUES	13
PHILOSOPHY OF EDUCATION.....	13
VISION.....	14
PURPOSE.....	14
OBJECTIVES OF THE INSTITUTION.....	14
STANDARDS OF CONDUCT	14
<i>Student Affidavit</i>	14
<i>Student Discipline</i>	15
FACILITIES.....	15
<i>Library</i>	15
<i>Facilities for the Disabled</i>	15
DISCLOSURE POLICY	16
PLACEMENT	16
HEALTH INSURANCE.....	16
SEXUAL HARASSMENT.....	16
HAZING POLICY.....	16
DRUG FREE POLICY	17
ADMISSIONS INFORMATION	18
ADMISSIONS POLICY.....	18
<i>Application Process</i>	18
ADMISSIONS REQUIREMENTS	18
<i>General</i>	18
Applicant File Retention.....	18
<i>Certificate Programs</i>	19
<i>Undergraduate Programs</i>	19
<i>Graduate Programs</i>	19
Master's Programs	19
Doctoral Program.....	19
<i>Non-degree Students</i>	19
<i>Audit of Course(s)</i>	20
<i>Appealing Admission Denials</i>	20
<i>Readmission Policies</i>	20
Associate-, Bachelor- and Master-level Students.....	20
Doctoral Students.....	20
<i>Ability to Benefit</i>	21
CHANGE OF DEGREE	21
TRANSFER OF CREDIT	21
ADVANCED STANDING.....	22
FINANCIAL POLICY.....	23
<i>Tuition and Fees</i>	23
<i>Textbooks</i>	24
PAYMENTS	24
<i>Sponsorships: Church, Corporate, or Individual</i>	24
<i>Financial Appeals</i>	24
<i>Policy Concerning Gifts and Donations</i>	25
FINANCIAL ASSISTANCE.....	25

FEDERAL FINANCIAL AID PROGRAMS	25
<i>Scholarships</i>	25
SATISFACTORY ACADEMIC PROGRESS POLICY	25
Application of Payments	26
REFUNDS	26
<i>Refund Policy</i>	26
ACADEMIC INFORMATION	27
GENERAL.....	27
<i>Registration Procedures</i>	27
<i>Recommended Course Sequencing</i>	27
COURSE DELIVERY METHODS.....	27
<i>Resident Courses</i>	27
<i>Online Courses</i>	27
<i>Modular Courses</i>	27
<i>College Level Examination Program</i>	28
COURSE TIME LIMITATIONS.....	28
<i>Resident and Online Courses</i>	28
<i>Modular Courses</i>	28
PROGRAM TIME LIMITATIONS.....	28
CLASS ATTENDANCE (RESIDENT COURSES)	29
OFFICIAL CLASS ATTENDANCE.....	29
GRADING SCALE	29
<i>Grades, Grade Points, & Grade Point Averages</i>	29
<i>Course Load</i>	31
Full-time Students	31
Students on Probation	31
Distance Learning Students.....	31
<i>Grade Reports and Corrected Course Return Procedures</i>	31
Resident and Online Courses	31
Work with other Institutions	31
<i>Add/Drop Procedures</i>	32
Resident and Online Courses	32
Modular Courses.....	32
<i>Course Cancellations</i>	32
WITHDRAWAL FROM THE INSTITUTION	32
ACADEMIC PROBATION, SUSPENSION, AND DISMISSAL	32
<i>Associate, Bachelor, and Master Degree Programs</i>	33
Probation.....	33
Suspension	33
Dismissal.....	33
<i>Doctoral Degree Programs</i>	33
Probation.....	33
Suspension.....	33
Dismissal.....	33
ACADEMIC INTEGRITY	34
<i>Plagiarism</i>	34
<i>Falsifying Information</i>	34
<i>Other Forms of Academic Dishonesty</i>	34
ACADEMIC APPEALS.....	34
NON-ACADEMIC APPEALS	35
STUDENT COMPLAINT AND APPEALS POLICY	35
REMEDIATION POLICY	35
<i>English for Speakers of Other Languages</i>	35
<i>Remedial Programs</i>	35
<i>Repeating a Course</i>	36
<i>Make-Up Policy</i>	36
GRADUATION.....	36
<i>Graduation Requirements</i>	36
Associates, Bachelor, and Master Degree Programs.....	36

Doctoral Program.....	36
<i>Graduation Procedures</i>	36
<i>Graduation Week</i>	37
<i>Commencement Attendance</i>	37
TRANSCRIPTS.....	37
RESIDENCY REQUIREMENTS	37
FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)	37
PROGRAMS OF STUDY.....	39
CERTIFICATE PROGRAMS	39
<i>BIBLICAL LEADERSHIP</i>	39
Curriculum.....	39
UNDERGRADUATE DEGREE PROGRAMS.....	40
DEGREE PROGRAM OBJECTIVES.....	40
ASSOCIATE OF BIBLICAL LEADERSHIP DEGREE (TWO-YEAR PROGRAM)	40
<i>Curriculum</i>	40
Required Coursework.....	40
Specializations	41
General Ministry.....	41
Women’s Ministries.....	41
BACHELOR OF BIBLICAL LEADERSHIP DEGREE (FOUR-YEAR PROGRAM)	41
<i>Curriculum</i>	41
Required Coursework.....	42
Major Requirements (24 semester credit hours).....	43
General Ministry	43
Women’s Ministries.....	43
Electives.....	43
UNDERGRADUATE COURSE DESCRIPTIONS	44
GRADUATE DEGREE PROGRAMS	53
MASTER DEGREE PROGRAMS	53
MASTER OF BIBLICAL LEADERSHIP DEGREE PROGRAM	53
Objectives	53
<i>Curriculum</i>	54
<i>Majors</i>	54
Christian Studies	54
Leadership.....	55
Women’s Ministries	55
MASTER OF DIVINITY DEGREE PROGRAM.....	55
Objectives	56
<i>Curriculum</i>	56
MASTER LEVEL COURSE DESCRIPTIONS	57
DOCTORAL DEGREE PROGRAMS.....	67
Philosophy	67
DOCTOR OF MINISTRY DEGREE PROGRAM	67
<i>Enrollment</i>	67
Characteristics of The Program.....	68
Objectives	68
<i>Curriculum</i>	68
Work Submissions	68
Time Requirements.....	69
<i>Grading Policy</i>	69
DOCTOR OF MINISTRY COURSE DESCRIPTIONS.....	69
CORE MODULES	69
ELECTIVES.....	70
MAJOR MINISTRY PROJECT	73
Major Ministry Project Report.....	73
D.MIN. Colloquy	74

BOARD OF TRUSTEES	75
ADMINISTRATION.....	76
FACULTY.....	77
APPLICATION FOR ADMISSIONS.....	106

AMERICAN LEADERSHIP INSTITUTE AND SEMINARY

The institution is a private, independent, not-for-profit institution incorporated in the State of Georgia as the American Leadership Institute and Seminary, Inc.

Current information, including the calendar, admissions, program and degree requirements, tuition and fees, policies and procedures, and course offerings is contained in this catalog. The policy of ALIS is to give advance notice of change, whenever possible, to permit adjustment. The Board of Trustees and the administration reserve the right to modify, revoke, or add policies or procedures at any time. If a student drops out of ALIS or becomes inactive and later returns, he or she shall be subject to the policies and procedures of the catalog in effect at that time. Failure to read the catalog does not exempt students from the stated regulations and requirements.

STATEMENT OF NONDISCRIMINATION

Consistent with federal and state law, American Leadership Institute and Seminary is an equal opportunity higher education institution open to any qualified individual and does not discriminate in any of its programs, procedures, or practices, on the basis of age, color, disability, gender, national or ethnic origin, political affiliation, race, religion, or veteran status. This non-discriminatory policy includes admission policies, educational policies, scholarship and loan programs, and all other institution administered programs.

HISTORY

While pursuing an earned Ph.D. in Management during the early 1970s, Dr. Borek developed an interest in leadership. Later, he taught courses at the undergraduate and graduate level and assumed many administrative positions in higher education. He concluded that educational programs were not preparing individuals for leadership positions. The conclusion was based on the many issues facing leaders in churches, businesses, governments, military institutions, and non-profit organizations, and the growing demand for adequate preparation of leaders.

During the 1980s, Dr. Borek discussed the need for leadership preparation with individuals inside and outside higher education. Having been one of the initial founders of a bank, insurance company, private foundation, and several for-profit businesses, he established a personal goal of working with like-minded individuals for the purpose of founding an institution of higher learning focused on value-based leadership.

In the 1990s, Dr. Borek began the process of founding a degree-granting institution of higher learning focused on preparing leaders through biblically-based higher education.

The dream became reality when in February 2006, several Christian leaders and institutions worked with Dr. Borek to establish the American Leadership Institute and Seminary.

LOCATION AND CONTACT INFORMATION

American Leadership Institute and Seminary is located in metropolitan Atlanta at 54 Blowing Rock Rd., Dawsonville, GA 30534. The faculty and administration may be contacted through its Website: www.americanLS.org, Email: info@americanLS.org, or Telephone: 678-364-2318.

GENERAL INFORMATION

DENOMINATIONAL AFFILIATION

Although the American Leadership Institute and Seminary does not have a denominational affiliation and students may have affiliations with different denominations with different doctrines, each student must read and respect the institution's doctrine as reflected in its Biblical Foundation Statement. A student who desires additional understanding should contact the Office of the President.

The American Leadership Institute and Seminary respects the right of each student to affiliate with different religious denominations.

The Institution is a non-profit, faith-based, private institution of higher education incorporated in the State of Georgia. It is not owned, controlled, or endowed by any denomination, agency, convention, or association.

The purpose of the American Leadership Institute and Seminary, Inc. is to promote biblical educational training through correspondence, distance media learning, remote seminars and modules. The goal is to prepare Christian leaders for the promotion of the Gospel of Jesus Christ and victorious living through the practices of biblical truths in all areas of life.

BIBLICAL FOUNDATION STATEMENT

THE SCRIPTURES. We believe that both the Old and New Testaments are verbally inspired by God and are inerrant in the original writings. Through the providence of God, the Scriptures have been preserved and are the supreme and final and adequate authority in faith and life (Ps 19.7; 2 Tim 3.16; 2 Pet 1.21).

GOD. We believe that there is only one true and living God existing in three Persons--Father, Son, and Holy Spirit--each a distinct Person, but all of one essence and all having the same nature, perfections, and attributes, and each is worthy of precisely the same worship, confidence, and obedience (Gen 1.26; Jer 10.10; Matt 3.16-17; 28.19).

JESUS CHRIST. We believe that Jesus Christ is the Son of God, begotten by the Holy Spirit, born of the virgin Mary, that He shed His blood on Calvary as a vicarious substitute, was buried, rose again bodily, and ascended to the Father according to the Scriptures (Isa 7.14; Matt 1.18-25; 1 Cor 15.3; Heb 4.15).

HOLY SPIRIT. We believe that the Holy Spirit is the third Person of the Trinity, very God, co-existent with the Father and the Son. The Holy Spirit is the chief agent in the regeneration, the chief convictor of sin, and the chief comforter of the believer. Simultaneous with regeneration, the Holy Spirit baptizes the believer into the body of Christ (Matt 28.19; John 16.7-11; Acts 5.3-4; Rom 8.9; 1 Cor 12.12-14).

MAN. We believe that man is the direct creation of God--body, soul, and spirit--and is not in any sense the result of evolution but is made in the image of God. Adam, the first man, sinned by

disobedience. This act resulted in the fall of mankind and incurred both physical and spiritual death for all (Gen 1.26-27; Rom 3.10,23; 5.12).

SALVATION. We believe that all who, in faith, receive the Lord Jesus Christ as Savior are born again by the Holy Spirit and thus become the children of God. Salvation involves redemption, regeneration, justification, sanctification, and glorification (John 1.12; 3.3; 17.17; Rom 8.29-30; Eph 2.8-9; 4.30; Tit 3.5).

SECOND COMING. We believe in the literal, visible, personal, pre-millennial, pre-tribulational return of Jesus Christ for His Church. At this event the dead in Christ and living believers will be translated to meet Him in the air. At the end of the seven year tribulation, Christ will visibly descend with the saints to establish His earthly millennial kingdom (Acts 1.11; 1 Thes 4.13-18; Rev 20.1-6).

SATAN. We believe that Satan was originally created a perfect being. He rebelled against God. As a result, he became depraved, the Devil, an adversary of God and His people, and leader of a host of angels who fell with him. Satan has been judged and defeated at the cross and awaits his ultimate doom at the Second Advent of Jesus Christ (Isa 14.13-14; Ezek 28.13-17; John 16.11; 1 Tim 3.7; Rev 20.10).

HEAVEN. We believe in the eternal abode of God and the holy angels, where Jesus intercedes for His people on earth and where the spirits of departed saints await their resurrected, glorified bodies. Heaven is a literal place of conscious bliss to which all saints go upon death and from which the Lord Jesus Christ will come to receive those saints who are alive at His coming. To depart and be in heaven is to be "present with the Lord" and so is "far better" than to remain alive on earth, but the eternal blessedness of heaven is only for those who possess eternal life through faith in the atoning work of Christ (Heb 12.22-24; John 14.1-3; 2 Cor 5.1-10; Phil 1.23, 3.20-21; 1 Thes 4.16-18; Rev 21.1-22.5; John 14.6).

HELL. We believe that hell is a literal place of judgment created for the devil and those angels who followed him in his rebellion against God. In the final state, the devil and his demons will spend eternity banished from the presence of God in the Lake of Fire. This same final punishment also awaits all unredeemed people who refuse to believe on the name of the Lord Jesus Christ. The Scriptures declare that the torment of all the inhabitants in the Lake of Fire lasts forever. Prior to the final state, the soul of the unjust at death is condemned to Hades in a state of conscious torment until the resurrection of the unjust. At this resurrection, the disembodied soul is reunited with the resurrected body and cast into the Lake of Fire (Rev 20.10; Matt 25.41; Mark 9.43-48; Rev 14.11; 20.10, 15; Luke 16.19-31; Jn 5.29; Rev 20.11-15).

THE PRIESTHOOD OF THE BELIEVER. We believe in the priesthood of all believers so that every Christian has direct access to God in prayer through Jesus Christ, our great High Priest, and that there is no mediator between God and man other than Jesus Christ (Heb 4.16; 1 Tim 2.5; Rev 1.6).

SECURITY OF THE BELIEVER. We believe that salvation is not only a gift from God but also is sustained by the Lord. The Holy Spirit permanently indwells the believer and seals him in

salvation for all eternity. Therefore, since salvation is wholly of the Lord, apart from the works of man, we hold that the believer shall be kept by the power of God through faith unto eternal salvation (John 10.28; 14.16-17,26; 1 Cor 2.9-14; Eph 1.13; 2.8-9; 1 Pet 1.5; Jude 24-25).

PROVIDENCE. We believe in the providence of God, but that He is not the author or approver of sin nor the destroyer of the free will and responsibility of man (John 3.16; Rom 8.28-30).

THE LORD'S DAY. We believe that Sunday is the Lord's Day and is a Christian institution for regular observance of worship and spiritual devotion, both public and private (1 Cor 16.2; Rev 1.10).

CREATION. We believe the triune God created the universe apart from pre-existing materials and without any evolutionary process. We believe in the historicity of the first eleven chapters of Genesis (Gen 1.1; Matt 19.4; John 1.1-3; Rom 1.20; Col 1.16-17; Heb 11.3).

THE LOCAL CHURCH. We believe that the New Testament church is a local body of baptized believers with Christ as its head and the Holy Spirit as its guide. New Testament churches promote God's work by cooperating together for missions and many other joint efforts. The local church is to be governed independently of outside persons, bodies, groups, or authorities (Matt 28.16-20; Acts 1.6-8; 6.3; 1 Cor 12.12-14; Eph 1.3-6,22-23; 1 Thes 4.16-18).

ORDINANCES. We believe that the local church observes two ordinances--baptism and the Lord's Supper. We believe that all who have received Christ as Savior and Lord should be baptized in the Name of the Father, the Son, and the Holy Spirit; that baptism is by immersion in the likeness of the death, burial, and resurrection of Christ; and that the Lord's Supper should be observed in remembrance of Him to show forth His death for our sins until He comes again (Matt 26.26-30; 28.19-20; Rom 6.3-6; 1 Cor 11.23-26).

VALUES

1. The Bible provides the truths and foundation for learning and ethical behavior by faculty, staff, students, and the members of the Board of Trustees.
2. Each individual is created in God's image, by God, and is entitled to respect and dignity.
3. Each individual is unique and functions as a member of God's dependent society.
4. Each individual is called to be models of virtuous character and exemplary service to their churches and other organizations where they serve.
5. Spiritual growth is an integral part of developing the total person.
6. Higher education advances critical thinking and communication as the basis for intellectual development and exchange.
7. Higher education prepares the total person to serve as stewards.
8. Academic programs prepare individuals for decision making.

PHILOSOPHY OF EDUCATION

The American Leadership Institute and Seminary believes in the preparation of leaders through biblically-based higher education.

The institution believes that its **Biblical Foundation Statement** (above) along with quality academic programs is essential for the preparation of individuals who must function in a complex, diverse, interdependent society and the interpersonal relationships necessary to function in a Christ-like manner.

VISION

The American Leadership Institute and Seminary vision is to influence higher education's role in preparing individuals who are equipped with appropriate academic knowledge and Biblical truths required to be leaders at all levels within organizations.

PURPOSE

The purpose of the American Leadership Institute and Seminary is to promote biblical educational training through distance education media learning, remote seminars, and modules. The goal is to prepare Christian leaders for the promotion of the Gospel of Jesus Christ and victorious living through the practices of biblical truths in all areas of life.

The purpose is accomplished through the delivery of biblically-based courses and programs focused on leadership. The institution awards undergraduate and graduate degrees, as well as certificates for non-degree programs.

OBJECTIVES OF THE INSTITUTION

The purpose of the institution is accomplished through general objectives supported by the specific objectives established for each academic program. The institution's general objectives are to:

1. Prepare individuals with the knowledge of the Gospel of Jesus Christ;
2. Prepare individuals with the knowledge for promoting the Gospel of Jesus Christ;
3. Prepare individuals to live in a Christ-like manner;
4. Prepare individuals to better function within a complex, diverse, interdependent society;
5. Prepare individuals to think critically;
6. Prepare individuals to communicate effectively;
7. Prepare individuals to serve as leaders;
8. Promote interest in intellectual and social values;
9. Discover, preserve, advance and transmit knowledge; and
10. Encourage the pursuit of life-long learning.

STANDARDS OF CONDUCT

The truths within the Bible are the foundation for the standards of conduct for faculty, staff, students and members of the Board of Trustees.

The following standards of conduct are intended to guide students who matriculate at ALIS. A more detailed description of acceptable conduct is found in the Student Handbook.

Student Affidavit

I understand that preparation for Christian work requires my personal commitment to the Lord Jesus Christ and separation from sin. I further realize that as an ALIS student, I represent the Lord Jesus Christ as well as the Institution and strive to be an example for others and refrain

from behaviors and attitudes that are contrary to Biblical principles and Christian teachings. In addition, I understand that certain types of activities are questionable and will avoid these activities for testimony's sake.

Therefore, as a member of the ALIS family, I pledge myself without reservation to the following lifestyle commitments:

1. Strive for excellence as a student and in all that I do;
2. Academic honesty and integrity;
3. Submit to the authority of the Scriptures in matters of faith and conduct at the control of the Holy Spirit;
4. Cooperate respectfully with those in authority at the Institution;
5. Participate actively in promoting the cause of Christ, including endeavoring to win others to faith in Him; and
6. Refrain from behavior that will bring discredit to the Lord, myself, or the Institution.

I understand that the "Standards of Conduct" are to guide my behavior both on and off campus for the time I am enrolled at ALIS. Failure to abide by the "standards of conduct" can lead to dismissal from this institution.

Student Discipline

Violations of the "Standards of Conduct" code can result in disciplinary action being taken against the student.

Violations of the criminal and civil codes of the United States and of state laws can also result in disciplinary action.

Disciplinary action can range from temporary probation to permanent expulsion from the Institution.

The student may appeal disciplinary actions in accordance with *Student Complaints and Appeals Procedures*.

FACILITIES

The ALIS is located at 54 Blowing Rock Rd, Dawsonville, GA 30534.

Library

The American Leadership Institute and Seminary provides library services through the extensive collection of volumes databases online. In addition, ALIS possesses cooperative agreements with ECPI College of Technology and Luther Rice Seminary. In addition, students are encouraged to use their local libraries and the extensive resources available through the internet.

Facilities for the Disabled

ALIS supports the tenets and spirit of the Americans with Disabilities Act (ADA).

DISCLOSURE POLICY

American Leadership Institute and Seminary is a religious exempt institution of higher education in the State of Georgia offering the Certificate in Biblical Leadership, Associate of Biblical Leadership, Bachelor of Biblical Leadership, Master of Biblical Leadership, Master of Divinity, and Doctor of Ministry degrees.

Students pursuing a degree with a goal of being licensed or authorized in any profession should contact the licensing or regulatory agency of his state in order to determine whether courses or degrees from American Leadership Institute and Seminary will qualify for licensure or authorization.

A degree from the American Leadership Institute and Seminary is not a recommendation that the student be licensed or ordained. Each ecclesiastical denominational organization has its own set of guidelines for licensing and ordaining its ministers.

A degree from the American Leadership Institute and Seminary is not a recommendation or assurance of acceptance of the degree by any employing organization.

Credits and degrees earned at the American Leadership Institute and Seminary are not automatically transferable to all other colleges, universities, or seminaries. Any person interested in the transferability of credit from the American Leadership Institute and Seminary to another institution should review the transfer policies within its catalog.

PLACEMENT

The institution does not provide or recommend employment opportunities. The website will be used to post jobs that are brought to the institution's attention.

HEALTH INSURANCE

The institution does not provide or recommend health or life insurance.

SEXUAL HARASSMENT

The American Leadership Institute and Seminary is committed to providing a learning and working environment that is free of discrimination. In keeping with this commitment, unlawful harassment, including sexual harassment, is strictly prohibited. Harassment is defined as unwelcome or unsolicited verbal, physical, or visual contact that creates an intimidating, hostile, or offensive environment. Any students who believe that they have been subjected to such treatment should immediately report such to the Office of the President.

HAZING POLICY

The American Leadership Institute and Seminary strictly complies with Georgia State Law (Code 1981, 16-5-61, enacted by G.A.L. 1988, p.694, 1.) prohibiting hazing. To haze means to subject a student to an activity that is likely to endanger the physical health and/or mental health of a student, regardless of the student's willingness to participate in such activity. Hazing is prohibited specifically as a condition or precondition of gaining acceptance, membership, office or other status in a student organization.

Some examples of hazing are: (1) acts that cause undue discomfort or bodily harm; (2) acts involving psychological mistreatment including acts of personal servitude or humiliation; (3) acts that endanger the life or health of students; and (4) acts that interfere with class schedules or academic pursuits. More specifically, hazing shall include whipping, beating, branding, forced calisthenics, exposure to weather, forced consumption of food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

DRUG FREE POLICY

The American Leadership Institute and Seminary requires that its facilities, faculty, staff, and students be drug free. The institution, including all departments and affiliated institutions within it, expressly prohibits the unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance on the campus and premises. Violation of this policy will result in the immediate dismissal from the American Leadership Institute and Seminary any student involved in these activities. Any student participating in the unlawful possession, use, or distribution of drugs while on the properties owned or used by the institution will be immediately dismissed. In addition, students involved in such illegal activities are subject to legal prosecution under applicable federal, state, and local law and may be liable for personal injuries or property damage that occur when participating in the such illegal activities.

The American Leadership Institute and Seminary also considers tobacco to be habit-forming and addictive and strictly prohibits smoking or the usage of other tobacco substances while on any of the facilities or while attending other institution-related activities. Individuals are encouraged to refrain from smoking and from the use of controlled substances.

ADMISSIONS INFORMATION

ADMISSIONS POLICY

Applicants for admission to the American Leadership Institute and Seminary will be considered without regard to race, religion, sex, age, color, national origin, ethnic origin, or disability. The prospective student is assessed according to his academic background, personal testimony for the Lord Jesus Christ, and evidence of his Christian faith. In considering applications, the Institution reviews the prospective student's complete record, recommendation, and personal information. If the prospective student meets the required standard, he is admitted to ALIS until he completes his program or becomes inactive (see "Readmission Policies").

Application must be made on the official form furnished by the Institution. When the necessary information and fee have been received, action will be taken on the application by the Institution. The applicant will be notified of the decision.

Application Process

1. Request an application form from the Institution;
2. Submit the application with the appropriate fee;
3. Request official transcripts from each institution attended be sent directly to ALIS; and
4. Specific requirements for the academic program.

ADMISSIONS REQUIREMENTS

General

Acceptance to a degree program at ALIS will be granted only after evaluation of the application, reference form, and official transcripts. The application must be accompanied by the appropriate fee (see "Tuition and Fees").

American Leadership Institute and Seminary is an Equal Opportunity higher education institution open to any qualified individual without regard to race, religion, sex, age, color, national, ethnic origin, or disability. This non-discriminatory policy includes admission policies, scholarship and loan programs, and other institution administered programs, except where required by specific religious tenets held by the institution.

The applicant must also certify that all of the information provided is true and that he will adhere to the Standards of Conduct as long as he is a student of ALIS. He must affirm his belief in Articles I through XI of the Student's Biblical Foundation Statement. Further, he must indicate that he has read and will abide by the financial policies of ALIS. Finally, he must indicate that he has read and will respect the Institution's purpose, philosophy, and objectives. Information proven to be false on the application may result in dismissal.

Applicant File Retention

Applicant file documents will be retained for a period of twelve months. If the prospective student's admission is not finalized in twelve months, a new application and supporting documentation will be necessary.

Certificate Programs

Individuals interested in the certificate programs must have completed the requirements for a high school diploma or the GED.

Undergraduate Programs

Applicants desiring entrance into the Associate or Bachelor degree program must have completed the requirements for a high school diploma or the GED.

Graduate Programs

Master's Programs

All Master programs require satisfactory completion of a Bachelor degree or its equivalent with a cumulative GPA of at least 2.0 (on a 4.0 point scale).

Doctoral Program

Admission requirements the Doctor of Ministry are:

1. A Master of Divinity (M.Div.) degree, or its equivalent.
2. An acceptable, verifiable, employment experience;
3. An acceptable, verifiable history showing good professional standing, adherence to the fundamentals of the Christian faith, and good Christian character and conduct; and
4. A cumulative grade point average of 3.0 (on a 4.0 scale) in recognized Master-level work

Applicants who do not meet all of the above criteria, but who have another theological degree of at least 60 semester hours, may enter ALIS as a "special student" and make up the deficit hours between their Master degree and the M.Div. (30 hours maximum) by taking specifically assigned Master-level courses from ALIS at the regular M.Div. tuition cost. No M.Div. degree will be awarded. Alternatively, one may wish to enroll in the ALIS M.Div. program and transfer as many hours as are applicable to the M.Div. degree (60 hours maximum). In this case, the M.Div. degree is awarded and the student applies for entrance into the Doctor of Ministry (D.Min.).

Non-degree Students

A non-degree student is one desiring to take only a limited number of courses for credit, without enrolling in an official degree program. Students wanting to use ALIS course credits to transfer to another institution would fall into this category.

The process for acceptance as a non-degree student is as follows:

1. Submit a completed Special Student Application, along with the application fee, to the Institution;
2. Submit an official letter from your current institution's Registrar stating that you are a student in good standing and what program of study you are enrolled, or a copy of the transcript of the highest degree earned;
3. When all the required documents are received by ALIS, the application file will be reviewed. You will be notified by mail of your admissions status.

A non-degree student is subject to all current institutional policies, including but not limited to financial, academic, and behavioral requirements.

Audit of Course(s)

An individual who audits a course desires to participate in a course with the understanding of that a grade or academic credit will not be earned. The fee for auditing a course is \$100.00 per course.

Appealing Admission Denials

An applicant who fails to meet the regular admission requirements for entrance into an academic program will be notified of non-acceptance by the Institution. Such decisions may be appealed by the student who believes that extenuating circumstances are responsible for their failure to meet the requirements for admission. Appeals are to be submitted in writing to the Vice President for Academic and Student Affairs.

Readmission Policies

The following students are dropped from active status and are required to complete a reactivation application for readmission:

Associate-, Bachelor- and Master-level Students

1. Any student who does not complete at least one class each year.
2. Any student who does not complete his program within the specified length of time (see "Program Time Limitations").
3. Any student who voluntarily withdraws.
4. Any student suspended for academic or disciplinary reasons.

Any previous balance owed to ALIS must be paid at the time of reactivation.

A student who submits an application for re-entry will reenter at the tuition rate and with degree requirements in effect at the time of his reactivation.

If a student had been sponsored, any documentation from a former sponsor is considered void. It is the student's responsibility to request the sponsor to furnish new documentation.

Completed academic work that is older than the maximum program time limitations (see "Program Time Limitations") will not be counted toward degree requirements at reentry.

Doctoral Students

1. Any student who does not complete his program within the specified length of time (see "Program Time Limitations").
2. Any student who fails to fulfill financial requirements.
3. Any student who voluntarily withdraws.
4. Any student suspended for academic or disciplinary reasons.

In the Doctoral programs, a student pays for being enrolled, regardless of the amount of work submitted. In order for any earlier work and/or payments to be credited at the time of reactivation,

Students must reactivate with a minimum of 2 years remaining in their program of study, based upon the original date of acceptance into the program, excluding the period of inactivity. Students then have the balance of the 5 years from the original date of acceptance to complete the degree.

Any previous balance owed to ALIS must be paid upon reactivation. The reactivating student will reenter at the then current tuition rates and degree requirements.

If all the requirements listed above cannot be met at the time of reactivation, the student must apply to enter the doctoral program as a new student. No earlier academic work or financial payments will be credited toward the degree.

Ability to Benefit

Those who do not possess a high-school diploma or its equivalent, have not passed the General Education Development (GED) tests, and are beyond the age of compulsory education, may still be able to enroll in undergraduate studies. In order to be accepted as a student under these conditions, the student must demonstrate an ability to benefit from the educational programs offered at ALIS.

To determine an ability to benefit, students must take the US Department of Education (ED) approved test and achieve passing scores as determined by the (ED). The official test scores must be provided to the President's Office, as well as all other admissions documents, before the Applicant file will be reviewed for final approval.

The Ability to Benefit test that American Leadership Institute and Seminary utilizes is the ASSET. The required Basic Skills Tests include Reading, Writing and Numerical-forms B2, C2, D2 and E2. Currently, the federally approved passing scores on the test are as follows: Reading (35), Writing (35), and Numerical (33). The test must be administered at an official ACT testing site by qualified personnel.

For information on the test and the nearest testing center, contact American College Testing (ACT) at www.act.org or call 319-337-1000.

CHANGE OF DEGREE

Graduate students changing degree programs are required to complete a minimum of 12 semester hours in their new program before being eligible for graduation from that program.

TRANSFER OF CREDIT

For Associate, Bachelor, Master, and Doctoral programs, a student transferring from an approved academic institution may transfer any applicable work for which he received at least a C or higher. All courses transferred must have been completed in a timely manner.

For the graduate programs, transfer of credit for work that received a "B" or better will be considered.

In addition to the requirement of a minimum grade on transfer work, each course to be transferred must apply to the student's program of study as indicated on the student's program status sheet.

Credits or degrees from non-accredited academic institutions will be evaluated on an individual basis.

The last 30 hours of any degree must be taken through ALIS.

The following reflects the maximum number of transfer credits possible in each degree program:

Associates	24 hours
Bachelors	96 hours
Masters	15 hours
Doctoral	6 hours

Students desiring to transfer courses to another academic institution should contact that institution with regard to its policies and accepting transfer credit. Institutions vary widely on their accreditation requirements and the modes of study that they accept.

Students who need an official transcript sent should contact the Institution with a written request and pay the appropriate fee.

ADVANCED STANDING

In addition to receiving credit through transfer, Master-level applicants may also receive credit for advanced standing. If an individual applies for the Masters Degree program, the applicant may qualify for credit through advanced standing based upon his or her undergraduate transcript(s).

Only those courses taken as part of the applicant's undergraduate program which are equivalent to the corresponding listings in the current ALIS catalog will be accepted as advanced standing credits. Further, the applicant must have received a "B" or better in each applicable course.

In the graduate programs, the maximum number of credit hours possible through advance standing is nine (9) semester credit hours.

FINANCIAL INFORMATION

FINANCIAL POLICY

The generosity of individual Christians and churches helps students receive quality professional training at a cost less than that charged by many institutions.

Tuition and Fees

Undergraduate Degree Programs

Application Fee	\$ 50.00
Change of Program Fee	50.00
Reentry Fee	100.00
Reactivation/Change of Degree Fee	50.00
Registration Fee	50.00
Late Registration Fee*	50.00
Drop Fee (per course)	10.00
Course Extension Fee	50.00
Tuition Charge (per semester hour)	172.00
099 Fee	150.00
Audit (per course)	100.00
Graduation Fee	225.00
Late Graduation Application Fee	100.00
Incomplete Graduation Application Fee	50.00
Transcript Fee (each transcript)	5.00
Replacement Status Sheet Fee	75.00
Processing Fee (for processing forms generated by entities other than ALIS)	75.00
Library and Technology Fee (per semester)	50.00
Stop-check Fee	30.00
Returned Check	Maximum allowed by law

Graduate Degree Programs

Application Fee	\$ 100.00
Change of Program Fee	50.00
Reentry Fee	100.00
Reactivation/Change of Degree Fee	50.00
Registration Fee	50.00
Late Registration Fee*	50.00
Drop Fee (per course)	10.00
Course Extension Fee	50.00
Tuition Charge (per semester hour)	200.00
Audit (per course)	100.00
Graduation Fee	300.00
Late Graduation Application Fee	100.00
Incomplete Graduation Application Fee	50.00
Transcript Fee (each transcript)	5.00
Replacement Status Sheet Fee	75.00
Processing Fee (for processing forms generated by entities other than ALIS)	75.00
Library and Technology Fee (per semester)	50.00
Stop-check Fee	30.00
Returned Check	Maximum allowed by law

Once a course has started, all tuition and fees are non-refundable! See Refund Policy for entire policy on refunds.

Textbooks

Text and other required materials are available from the Institution.

Payments

All tuition and fees are due and payable at the time the student registers. Payments may be made by cash, check, or by MasterCard, Visa, or Discover card. Students should not send cash through the mail.

ALIS reserves the right to inform credit bureaus of past due accounts and to authorize collection agencies to collect on those accounts.

Any student who has not paid his entire bill on or before class session #4 will be withdrawn from classes. The student may take classes the following semester.

Sponsorships: Church, Corporate, or Individual

A student's church, corporation, friends, or relatives may desire to pay some or all of his tuition and fees. The amount of the payment will be credited to the student's account after proper authorization has been received by ALIS.

Proper authorization is understood to be an official document from a church or corporation stating the person(s) being sponsored and the amount(s) to be credited. It must be signed by an officer who is not receiving any part of the sponsorship.

For sponsorships from individuals, a formal letter is required. **Such designated funds are not tax deductible.** Individual to individual sponsorships will be collected in full prior to acceptance into a class.

Sponsorship monies will be held available for use or refund for one year from date of last activity. Sponsorship monies will be refunded only to the sponsor and only on written request within a 1-year time limit. Beyond the specified time, any unused balance (credit) on a student's account reverts to the ALIS general fund.

NOTE! If payments are not current, the student may be placed on "Financial Hold." Further, the student is responsible for any balance due should the sponsor fail to pay. This means that the student may be suspended from classes and may not enroll in any further courses until his account becomes current.

Financial Appeals

Any student desiring to appeal a financial decision of their account should submit, in writing, an appeal to the Office of the Executive Vice President.

Policy Concerning Gifts and Donations

Gifts and donations received from other institutions, foundations, churches, or individuals will be used for the purposes for which they were designated.

FINANCIAL ASSISTANCE

Federal Financial Aid Programs

The Institution does not participate in federal financial aid programs.

Scholarships

Because of its low tuition rate, ALIS believes that all students are enjoying financial assistance to some extent. In addition, faithful stewards underwrite the expense of ministerial training by providing scholarship aid, which is applied toward tuition assistance.

Beyond the low rate of tuition, certain limited tuition assistance and scholarships are available. These are granted to students on the basis of verifiable need and availability of funds.

ALIS believes that it must exercise good stewardship and wise administration to ensure proper disposition of tuition assistance funds in order to provide maximum benefits to deserving students. Students desiring financial assistance, therefore, must submit a Financial Aid Form to the Institution. These forms may be obtained **after** students receive acceptance into an ALIS degree program. Requests should be addressed to the Office of the Executive President. Each student approved by ALIS for financial assistance will be required to reapply annually. ALIS reserves the right to reject or review this assistance at any time.

Satisfactory Academic Progress Policy

A student must maintain satisfactory academic progress to continue enrollment. The Institution adheres to a strict academic policy in the area of good academic standing. A student in good standing may continue enrollment as long as the grade point average is 2.0 (C average) or higher.

Satisfactory academic progress is quantitative as well as qualitative. If a student repeatedly signs up for courses and drops half of them, the student fails to make satisfactory academic progress. Each degree program has time limitations to complete the degree. These limitations are indicated in the institution's catalog and website.

Satisfactory academic progress is based upon the grade point average earned over the past two semesters. If the student's grade point average for the last two completed semesters is below 2.00 (C Average), the student will be placed on probation, regardless if their overall grade point average is above the 2.00 minimum. Satisfactory Academic Progress is also determined by the number of courses completed in the last two semesters. If the student drops an excessive number of courses each semester, this is not considered academic progress. An excessive amount would be more than 50% for the last two semesters. (Example: If a student signs up for six classes in the last two semesters and drops four of the six classes, this is considered excessive.)

Application of Payments

The first monies to be received--whether grant or loans--will be used to pay the student's obligations to the Institution. There are no exceptions to this rule.

Refunds

Students with a surplus/credit to their account must sign the Surplus Agreement Form to let the President's Office know what to do with the surplus amount. Students may keep the money in their student account, keep a portion in their student account and receive the balance, or have the entire balance mailed to the student. The credit/surplus balance can be used for future classes. If the student wants a check for the balance, he must issue those instructions and make sure the mailing address is correct. This is the student's responsibility. If a balance remains on the account after tuition is paid, the funds will remain until the end of the fiscal year. At that time, the student's account will be cleared and a check issued.

Refund Policy

A student who withdraws in writing before classes begin is entitled to a refund of all tuition paid minus a fee of \$10.00 per course. ***Once a course has started, all tuition and fees are non-refundable!***

ACADEMIC INFORMATION

GENERAL

The Institution offers courses and degree programs through a variety of delivery methodologies. A student can take courses through modular and online (web-based).

Registration Procedures

The Institution publishes a course schedule and registration procedures prior to the beginning of each semester.

Recommended Course Sequencing

When planning the sequence of courses to complete a degree, the ALIS faculty recommends that the student begin by establishing the broad-based courses of study. These will fit easily within each required area of any program and will provide a solid foundation for later work.

The student should then select various courses which build upon those broad studies in more specific areas. These will then sharpen the focus of what has been learned from the Major Surveys.

After completing a Major Survey (e.g., OT Survey) and a Minor Survey (e.g., Major Prophets), the student would be well prepared to take an "Intensive" course (e.g., Isaiah).

One should note that this is only a suggested plan of approach from the faculty. The student is not required to follow this plan in strict detail. Any specific questions should be addressed to the student's advisor.

COURSE DELIVERY METHODS

Students may earn credit toward a degree through any combination of the following modes:

Resident Courses

Resident semester courses normally meet in 3-hour face-to-face sessions. Each course meets weekly for 8 or 3 weeks in the fall, spring, or summer term. Other formats, such as semi-monthly and weekend classes are also provided to meet the needs of students unable to meet each week.

Online Courses

Online studies are offered simultaneous to resident studies lasting 8 or 3 weeks each trimester. Throughout the term, students interact with faculty and with other students via email and Web bulletin boards.

Modular Courses

Modular studies provide students an opportunity to complete courses through a combination of classroom and individual work. The typical modular consists of one week in the classroom along with pre-classroom and post-classroom academic work. All work must be submitted within 90 days after the end of the module.

College Level Examination Program

ALIS accepts CLEP (College Level Examination Program) scores that are at least as high as the American Council on Education recommendations for undergraduate credit. The tests require a fee and can be taken at various locations (see www.collegeboard.com/clep). The scores must be sent directly to ALIS to be accepted and must be comparable to the ALIS degree requirements. For more information on what CLEP tests could be accepted at ALIS, contact the President's Office. All CLEP tests must be taken at least one year prior to the student's anticipated graduation date.

COURSE TIME LIMITATIONS

Resident and Online Courses

The student is to complete all assigned work within the semester.

When a student receives an Incomplete for a semester grade, the "I" will become an "F" after 30 days unless a change of grade has been submitted by the professor.

A student receiving a Medical Incomplete ("MI") may be allowed more than 30 days to complete the course requirements. Documentation from the treating physician will be considered in the determination of time limits.

Modular Courses

- Post course assignments for modules are due within 90 days of the last class meeting.
- Work done for independent study is due as agreed upon by the student and the directing faculty member; however, under normal circumstances, independent study work must be completed within 15 weeks.
- For each of these modes, an extension of no more than 3 months may be given upon written request by the student. The request must include the reasons an extension has become necessary. Extensions will be granted only because of unavoidable circumstances. An extension fee will be charged if the request is granted. No more than one extension per course is allowed.

PROGRAM TIME LIMITATIONS

The maximum time limitations for the following degrees are effective upon acceptance by ALIS into the particular degree program.

Undergraduate Degree Programs

Associates and Bachelors 10 years

Graduate and Doctoral Degree Programs

M.B.L. (36 hours) 5 years

M.Div. degree (90 hours) 7 years

D.Min. (30 hours) 7 years

Any student exceeding these program time limitations must reapply and will be required to complete the degree program under the published guidelines set forth in the catalog in effect when he exceeded the limitation deadline. For more information, see "Readmission Policies."

CLASS ATTENDANCE (Resident Courses)

1. The student attending modules must attend all meetings.
2. The student attending resident classes is required to attend at least 80% of the class meetings for each course in which he is enrolled. Any student who misses more than 20% of the meetings may receive an "F," except in extreme circumstances subject to the approval of the professor and the Vice President for Academic Affairs.
 - a. Absences should be taken only for important and necessary reasons.
 - b. The student is held responsible for absences due to late registration. Consequently, a student is not permitted to enroll for a course after the second week of resident classes.
 - c. A professor will report to the President any student who:
 - (1) Habitually comes in tardy or leaves early;
 - (2) Misses the whole class session three weeks in succession;
 - (3) Misses 20% or more of the classes for a particular course.
 - d. Each professor will employ the following rules for determining absences:
 - (1) Only tardiness of less than 15 minutes may be counted as a tardy;
 - (2) Three occurrences of being late count as one absence;
 - (3) Tardiness of more than 15 minutes counts as one hour of absence.

OFFICIAL CLASS ATTENDANCE

Students must be on the official class roll to be counted as present in a class. If a student is not officially registered for a course, he cannot be counted as present in a class. To be registered for a course, the student must be cleared through the President's Office. Pre-registration on the website is not official until payment for the course is made or a third party paying the fee is approved. If a registration is approved after the actual start of the course, the class sessions the student attended prior to registration finalization will be deemed absences. These absences will be counted in the semester total and will be subject to the current institutional attendance policies.

GRADING SCALE

<u>Undergraduate</u>		<u>Graduate</u>	
91-100	A	95-100	A
81-90	B	88-94	B
71-80	C	78-87	C
60-70	D	70-77	D
Below 60	F	Below 70	F

Grades, Grade Points, & Grade Point Averages

1. In order for a student to receive credit for a course, the student's name must appear on the official class roster provided by the Institution. Instructors verify their class rosters during the first week of a semester. A student who remains on an official class roster must be given a grade even if he or she never attended. A student cannot receive a grade even if the work was completed successfully if he or she is not properly registered.

2. All work is graded by letters which are interpreted as follows (including grade points for each semester hour):

<u>Grade</u>	<u>Description of Work</u>	<u>Grade Point Per Semester Hour</u>
A	Excellent	4
B	Good	3
C	Average	2
D	Poor	1
F	Failure	0
R	Repeat	-
U	Unsatisfactory	-
N	Audit	-
I	Incomplete	-
MI	Medical Incomplete	-
WD	Withdrawal Delete	-
WP	Withdrew Passing	-
WF	Withdrew Failing	0
W	Withdrew	-

R--This indicates the course was repeated.

U--This indicates additional work is required to receive a passing grade. A "U" will become an "F" in 60 days unless work is satisfactorily completed in that time period.

N--This grade is assigned only to those who audit a class. No arrangements may be made at a later date to change the grade to one allowing course credit.

I--This grade may be assigned only if the student has been unable to complete the course because of unavoidable circumstances. The reason for an "Incomplete" shall be noted on all grade reports. A course in which the student received a grade of "I" must be completed within 30 days after the end of a semester unless special permission is granted by the instructor and the Vice President for Academic and Student Affairs. Failure to complete the work within those time limits will result in a grade of "F." Merely failing to complete the work on time is not a legitimate justification for the use of "I." If the grade of "I" is not been officially changed within 30 days, a grade of "F" is automatically assigned.

MI--This grade is an "Incomplete" assigned due to medical concerns. The same considerations given above for an "I" apply to the "MI" except that the 30 days time limit might be extended based upon recovery time required for the illness, accident, etc.

WD--During the first week of a class, a student may drop a course without academic penalty. These courses will show a grade of "WD" on the institution's internal database but will not be printed on outgoing transcripts. These courses will not be calculated on the cumulative grade point average.

WP--This indicates that the student is withdrawing as passing. This grade has no bearing on the student's GPA.

WF--This indicates that the student is withdrawing as failing. The grade of "WF" will be calculated as part of the student's GPA.

W--This indicates that the student has officially withdrawn from the institution. A "W" is not calculated as part of the student's GPA.

3. The faculty may record a plus or minus after each passing grade where appropriate. This recording will be placed on the student's permanent record but will in no way affect the student's GPA. Only courses taken at ALIS are used in computing a student's GPA.
4. A change in a recorded grade (other than the grade of "I") may be made by an instructor only with the approval of the Vice President for Academic and Student Affairs. The Vice President for Academic and Student Affairs will recognize as justification for a change of grade only the fact that the professor made a grade calculation or recording error. A request for such change must be made in writing.

Course Load

Full-time Students

A resident student must carry at least 12 hours per semester to be considered a full-time undergraduate student. A full-time graduate student must carry at least 9 hours per semester. A semester load of more than 15 hours in the undergraduate programs or 12 hours in the graduate programs requires permission of the President.

Students on Probation

No student (undergraduate or graduate) on probation may take more than 12 hours of course work in a semester.

Distance Learning Students

Distance learning takes place through online and modular courses. The distance education student may take courses through one or a combination of these modes. Like the resident student, the distance learner must carry at least 12 hours per semester to be considered a full-time undergraduate student. A full-time graduate student must carry at least 9 hours per semester. A semester load of more than 15 hours in the College or 12 hours in the Seminary requires permission of the appropriate Dean.

Grade Reports and Corrected Course Return Procedures

Resident and Online Courses

Assuming the student's financial account is clear, the grade will be posted online within 30 days after the completion of the trimester.

Work with other Institutions

Students are not permitted to transfer credit from work completed at other institutions when the work is done concurrently with the work done at ALIS unless permission is granted in advance by the Registrar and Vice President for Academic and Student Affairs.

Add/Drop Procedures

When courses are dropped, ALIS will follow the refund policy stated under "Refund Policy." When a course is cancelled by the institution 100% of the tuition will be refunded and no drop fee will be charged.

Resident and Online Courses

1. No classes may be added after the second week of classes.
2. During the first week courses may be dropped without affecting one's GPA. These courses will not be recorded on the student's outgoing transcript.
3. Courses dropped after the first week but before the eleventh week will be recorded as "WP" (Withdrawal Passing) or "WF" (Withdrawal Failing), depending on the student's grade at the time the course is dropped.
4. All courses dropped in the last four weeks of a term will be recorded as failures, except in extreme circumstances subject to approval of the professor and the President.
5. Students are required to officially drop a course to be withdrawn. Notifying the professor of the intended drop DOES NOT withdraw one from the course officially.

Modular Courses

1. Modular courses may be dropped within 2 weeks of the last class meeting. If the course is dropped within the first week, no record will appear on the student's transcript. If it is dropped during the second week, a grade of "WP" will be placed on the student's transcript.
2. Beyond the drop period and up to 3 months from the last class meeting, all courses must be completed for a grade.
3. If a course is not officially dropped within 3 months, the grade of "F" will be assigned. If a student chooses to repeat a course, the student must re-register for that course and will be billed again at the current tuition rate.

Course Cancellations

If ALIS cancels a module, the Institution will notify those students already enrolled at least 21 days before the first class. All tuition and course-related fees will be refunded.

For resident and online courses, ALIS will notify students within one week after classes begin if the course is to be cancelled. All tuition and course-related fees will be refunded. In addition, no late fee will be charged to replace the dropped class with another class.

WITHDRAWAL FROM THE INSTITUTION

If a student finds it necessary to withdraw from ALIS, the student must notify the Institution in writing.

No withdrawal becomes official until each of the requirements listed above has been satisfied. Failure to make official withdrawal may disqualify the student for reactivation at a later time.

ACADEMIC PROBATION, SUSPENSION, AND DISMISSAL

The GPA for online students will be calculated at the same time that it is calculated for resident students. The summer term will be counted as part of the spring semester. The student will be

notified in writing by the Vice President for Academic and Student Affairs' Office of any action involving probation, suspension, or dismissal.

Associate, Bachelor, and Master Degree Programs

Probation

If at the end of a semester, a student fails to maintain a 2.0 cumulative GPA, he or she will be placed on academic probation.

A student will be allowed to continue on a semester-by-semester basis under the condition that he maintains a 2.0 GPA each semester. When the student's cumulative GPA reaches 2.0 or better, he or she will be removed from academic probation.

Suspension

While on probation, if a student fails to maintain a 2.0 GPA in any semester, he or she will be suspended for 1 semester.

After the period of suspension, a student may re-enroll on probation. The above probation procedures will be followed.

Dismissal

Upon reaching the point of being suspended the second time, the student will be dismissed from the institution. A student who has been dismissed may not make application to reactivate for at least 1 year.

Doctoral Degree Programs

Probation

A doctoral student whose GPA falls below 3.0 will be placed on academic probation. No credit will be awarded for courses that receive a grade lower than B.

A student on academic probation will be allowed to continue on a course-by-course basis under the condition that he earns at least a "B" for each course. When the student's cumulative GPA reaches 3.0 or better, he will be removed from academic probation.

Suspension

While on probation, if a student fails to maintain a 3.0 GPA in any semester, he will be suspended for 1 semester. Tuition payments are not suspended during this time.

After the period of suspension, a student may resume his coursework on probation. The above probation procedures will be followed.

Dismissal

Upon reaching the point of being suspended the second time, the student will be dismissed from the institution.

A student who has been dismissed may not make application to reactivate for at least 1 year. Reactivation is not guaranteed.

ACADEMIC INTEGRITY

Plagiarism

According to the *American Heritage Dictionary*, 2nd College Edition, plagiarism is defined as taking and using "as one's own the writings or ideas of another." Plagiarism shall include failure to use quotation marks or other conventional markings around material quoted from another source. Plagiarism shall also include paraphrasing a specific passage from a source without indicating accurately what that source is. Plagiarism shall further include letting another person compose or rewrite a student's written assignment.

Falsifying Information

- Forging a proctor's name.
- Submitting another's work as one's own.
- Providing false or misleading documentation.

Other Forms of Academic Dishonesty

- During examinations, academic dishonesty shall include referring to written information not specifically condoned by the instructor or syllabus. It shall further include receiving written or oral information from a fellow student or proctor.
- Academic dishonesty shall include stealing, buying, selling, or transmitting a copy of any examination.

Any student proven to have committed any of the above will receive an "F" for the course and will receive an academic warning. If the student is proven to have been guilty a second time, he or she will be dismissed.

ACADEMIC APPEALS

Any student desiring to appeal a grade received may, within 30 days of the grade being given, do the following:

1. A resident student must make an appointment with the professor of the class to discuss the issue. A distance learning student must contact the professor involved to discuss the issue.
2. After discussing the issue with the professor, the student must submit a written request to the professor for re-evaluation of the grade in question.
3. If the issue is not resolved satisfactorily, the student must address a written appeal to the Vice President for Academic and Student Affairs.
4. The decision of the Vice President for Academic and Student Affairs is final.

If the student desires to make an academic appeal based on extenuating circumstances, the following should be noted:

Consideration will be given to students who demonstrate in writing extenuating circumstances that hinder the completion of, or require withdrawal from, a resident class or resident classes.

Other modes of study for completion of the resident class or resident classes will be included in the consideration.

Extenuating circumstances will include, but not be limited to, the following: death in a student's immediate family, crisis with a student's employment, prolonged serious illness of a student or a student's immediate family member, serious accident suffered by a student or a student's immediate family member, a student suffering a natural disaster, a military student's deployment or work.

In all cases which affect a student's immediate family member (except in the case of the death of a student's immediate family member), the phrase "immediate family member" will include a student's spouse, child, father, mother, father-in-law, or mother-in-law. In the case of the death of a student's immediate family member, the phrase "immediate family member" will, in addition to the preceding, also include a student's brother or sister.

NON-ACADEMIC APPEALS

1. Any student desiring to appeal non-academic decisions may, within 30 days of the decision, do the following:
2. Request in writing a hearing with the immediate supervisor of the individual or individuals involved along with all parties present.
3. If action is not satisfactory, request in writing a hearing with the President and those individuals present in the first meeting.
4. The decision of the President is final.

STUDENT COMPLAINT AND APPEALS POLICY

ALIS students who have a complaint about any aspect of their experience at the institution should follow these steps:

1. The student should seek to resolve the issue directly with the person or office involved (Matthew 18:15). If it is not resolved then,
2. Contact the President in writing. All requests will be handled confidentially.
3. The President's Office will communicate with the student on the resolution of the matter.

REMEDICATION POLICY

ALIS is aware of the difficult conditions under which some students have to study. If there is anything that a student cannot grasp or which requires further clarification, the student is encouraged to consult his or her advisor or professor.

English for Speakers of Other Languages

A student who practices English as a second language is required to pass the Test of English as a Foreign Language (TOEFL) as a part of his or her entrance requirements.

Remedial Programs

Except in the disciplines of English and Mathematics, ALIS does not provide a remedial program for a student who is admitted and finds that he or she cannot work on the expected level of his degree program.

Repeating a Course

ALIS follows a non-punitive course of remediation in which a student may repeat a course and have only the second grade calculated in the cumulative grade point average. The course repeated will have the original grade replaced with an "R" and a new course entry will be placed on the transcript showing the second grade.

Make-Up Policy

Resident students are expected to take all quizzes, tests, and examinations and to submit all papers and assignments on the day and hour announced. Exceptions may be made in the case of serious illness or a death in the family, but the responsibility rests with the student to make arrangements with the professor to make up the work.

For those parts of a course submitted or taken late for reasons other than serious illness or a death in the family, make-up privileges are at the discretion of the professor.

GRADUATION

Graduation Requirements

Associates, Bachelor, and Master Degree Programs

1. Satisfactory completion of the semester hour and course distribution requirements of the degree program.
2. A minimum cumulative GPA of 2.0.

Doctoral Program

1. Satisfactory completion of the semester hour and course distribution requirements of the degree program.
2. A minimum cumulative GPA of 3.0.

Graduation Procedures

Students planning to graduate within 12 months must follow the procedures listed below:

1. It is the student's responsibility to request an Application for Graduation.
2. All applicants living within the 48 contiguous states must attend the commencement exercises held in Metro Atlanta in May. Applicants living outside the area of mandatory attendance are strongly encouraged to attend.
3. All graduation fees are non-refundable and non-transferable.
4. Along with the Application for Graduation, the student must submit the appropriate graduation fee and a completed copy of his Status Sheet. This Status Sheet will be reviewed and verified by the Registrar's Office.
5. To avoid a late charge, the deadline for submitting an Application for Graduation and appropriate fee is February 1 of the year in which the student plans to graduate. A late fee of \$100 will be charged on all applications submitted after February 1. No applications will be processed after March 1. Delivery of graduation regalia and diplomas in time for the commencement exercises is guaranteed only if applications are received by February 1.

6. All applicants are required to take a series of Exit Examinations. These exams will be administered on the ALIS campus on the day before Graduation.
7. A student may receive a Letter of Completion before the May commencement exercises if he meets the following criteria:
 - a. The diploma itself will be dated May, and will be awarded only in May.
 - b. The student must have submitted an Application for Graduation and the graduation fee by the deadlines stated above.
8. All academic work must be submitted by April 1 for May graduation.
9. There is also a Late Course Fee for each course needed for graduation received after April 1 of the graduation year. No courses will be accepted after April 15 of the graduation year.

Graduation Week

Commencement exercises are held in May.

Commencement Attendance

Attendance at commencement is mandatory for every student residing in the 48 contiguous states. Absences will be granted only for extreme emergencies and must be approved by the Board of Trustees. Though a student may complete his work earlier, he must attend the May exercises if he resides in the area of mandatory attendance. If a student does not attend graduation exercises, except for an approved emergency, he must reapply the following year, pay the current graduation fee again, and attend graduation. A diploma cannot be received until attendance at the graduation exercises. If a student has completed all the requirements for his degree program, but has not graduated, a Letter of Completion can be obtained from the Institution.

TRANSCRIPTS

1. Transcripts are released only to the student or to another institution at the student's written request. Official transcripts are sent only to other institutions, not to the student. Transcripts will be provided for a fee of \$5.00 for each address to which the transcript is sent.
2. A transcript will not be released until all accounts are paid in full.

RESIDENCY REQUIREMENTS

A student must complete the minimum hours with the Institution as the residency requirement.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records:

1. The right to inspect and review the student's education records within 45 days of the day the Institution receives a request for access. Students should submit to the President's Office, written requests that identify the record(s) they wish to inspect. The Institution official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the Institution official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student's education records that the student believes is inaccurate or misleading. Students may ask the Institution to amend a record that they believe is inaccurate or misleading. They should write the Institution official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the Institution decides not to amend the record as requested by the student, the Institution will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. The right to consent disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to institution officials with legitimate education interests. An institution official is a person employed by the Institution in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the Institution has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another institution official in performing his or her tasks. An institution official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the Institution discloses education records without consent to officials of another institution in which a student seeks or intends to enroll.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by State University to comply with the requirements of FERPA. The name and address of the office that administers FERPA is Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-4605.

PROGRAMS OF STUDY

American Leadership Institute and Seminary offers both certificate programs and degree programs. The objectives, curriculum, and requirements for these programs are explained in this section.

CERTIFICATE PROGRAMS

BIBLICAL LEADERSHIP

The certificate programs are typically composed of five courses taught by experienced teachers and pastors and offered over an eight week period of time. Each course can be taken online, or on campus. Tutors will be available to assist you with computer or course related questions. Remember: Your success is our success. We realize you may help.

Information about admission requirements, course offerings, schedule, cost, faculty, and requirements is available on the ALIS website: www.AmericanLS.org.

Curriculum

Education/Sunday School

ED 099 - Principles of sharing and engaging individuals through effective leadership skills in group and individual study of the Bible.

Leadership

LD 099 - An overview of leadership and the requirements to be a Godly leader. Leading youth in a deeper knowledge of God's Word, and in the spiritual life.

Bible and Theology

BI 098 - Survey of the Old Testament: An examination of the contents of the Old Testament with attention given to leadership in the background, general analysis, and meaning of each book. Each book will also be examined in its relation to the other books.

BI 099 - Survey of the New Testament: An introductory survey of the contents of the New Testament, including leadership principles found in its background, the Gospels, Acts, the Epistles and Revelation. The development of the central theme, general contents, purpose, historical setting, spiritual value, and leadership significance of each book will be examined.

TH 099 - Bible Doctrine: An overview of the basic doctrines of the church. The survey will emphasize Biblical leadership and influencing others found in the various books of the Bible.

UNDERGRADUATE DEGREE PROGRAMS

ALIS has designed its courses to prepare a student to serve in a local church or other form of Christian work and ministry. With a balanced emphasis between biblical and theological subjects and general education requirements (academic courses which are considered core to a college or university education), the student's entire college education will be functional and practical.

ALIS students have unparalleled flexibility in scheduling their courses. Campus, online, and modular courses are scheduled to begin and end at fixed times and are offered on a cyclical schedule so that students can plan ahead as they map out their course of study.

DEGREE PROGRAM OBJECTIVES

As a result of completing the Associate or Bachelor degree, the graduate will be able to do the following:

1. Demonstrate effectiveness in oral and written communication;
2. Demonstrate an understanding of Western civilization;
3. Demonstrate an understanding of man in society;
4. Demonstrate an understanding of basic algebraic concepts;
5. Present an overview of the Bible and its theology;
6. Formulate a Christian world view;
7. Present the Gospel of Christ in a clear fashion;
8. Develop proper exegetical and expository messages and lessons from Scripture;
9. Explain how to organize and administer all ministries of the local church;
10. Demonstrate an understanding of counseling principles and techniques required to meet the needs of the congregation;
11. Explain the importance of home and foreign missions and the role of the local church with respect to missions.

ASSOCIATE OF BIBLICAL LEADERSHIP DEGREE (Two-Year Program)

Curriculum

The Associate of Biblical Leadership (A.B.L.) degree program is a two-year program that requires 69 semester credit hours of coursework. The coursework includes 36 semester credit hours in General Education core courses, 15 semester credit hours in Bible and Theology courses, and 18 semester credit hours in either the General Ministry or Women's Ministries specialization.

Required Coursework

General Education Requirements (36 credit hours)

Intro to Theological Research and Writing - RW 100 (no credit)

English (9 credit hours)

EN 101 English Composition I (3 credit hours)

EN 102 English Composition II (3 credit hours)

EN 201 Public Speech (3 credit hours)

History (6 credit hours)

HI 101 World Civilizations I (3 credit hours)

HI 102 World Civilizations II (3 credit hours)

Math - MA 201 College Algebra (3 credit hours)

Science - SC 103 General Physical Science (3 credit hours)

Social Science – Choose 2 courses (6 credit hours)

PS 101 American Government

SO 102 Contemporary Ethics

SO 201 Principles of Psychology & Counseling

SO 204 Principles of Sociology

Music - MU 102 Music Appreciation (3 credit hours)

Bible/Theology Requirements (15 credit hours)

BI 101 Old Testament Survey (3 credit hours)

BI 102 New Testament Survey (3 credit hours)

CH 202 Church History (3 credit hours)

TH 201 Theology Survey I (3 credit hours)

TH 202 Theology Survey II (3 credit hours)

General Ministry or Women's Ministries Specialization (18 credit hours)

Specializations

Students choose a specialization in General Ministry or Women's Ministries and complete 18 semester credit hours of courses.

General Ministry

BI 103 Biblical Research Methods (3 credit hours)

ED 201 Survey of Christian Education (3 credit hours)

EV 101 Personal Evangelism (3 credit hours)

EV 203 Spiritual Formation (3 credit hours)

MI 202 Introduction to Missions (3 credit hours)

PA 201 Leadership (3 credit hours)

Women's Ministries

BI 210 Women in the Bible (3 credit hours)

EV 101 Personal Evangelism (3 credit hours)

EV 203 Spiritual Formation (3 credit hours)

WMIN 101 Introduction to Women's Ministries (3 credit hours)

WMIN 201 Evangelism in Women's Ministries (3 credit hours)

WMIN 202 Leadership and Women (3 credit hours)

BACHELOR OF BIBLICAL LEADERSHIP DEGREE (Four-Year Program)

Curriculum

The Bachelor of Biblical Leadership (B.B.L.) degree program builds on the curriculum of the A.B.L., requiring 120 semester credit hours of coursework. The coursework includes 36 semester credit hours in General Education core courses, 33 semester credit hours in Bible and

Theology courses, 24 semester credit hours in a major of General Ministry or Women's Ministries courses, and 27 semester hours credit hours of electives. The required coursework is listed below:

Required Coursework

General Education Requirements (36 semester credit hours)

Intro to Theological Research and Writing - RW 100 (no credit)

English (9 semester credit hours)

EN 101 English Composition I (3 credit hours)

EN 102 English Composition II (3 credit hours)

EN 201 Public Speech (3 credit hours) or PA 312 Christian Rhetoric

History (6 semester credit hours)

HI 101 World Civilizations I (3 credit hours)

HI 102 World Civilizations II (3 credit hours)

Math - MA 201 College Algebra (3 credit hours)

Science - SC 103 General Physical Science (3 semester credit hours)

Social Science – Choose 2 courses (6 semester credit hours)

PS 101 American Government

SO 201 Principles of Psychology & Counseling

SO 204 Principles of Sociology

Music - MU 102 Music Appreciation (3 semester credit hours)

General Education Electives - Choose 2 courses (6 semester credit hours)

CS 101 Principles of Computer Management

SO 102 Contemporary Ethics

SO 201 Principles of Psychology & Counseling

SO 204 Principles of Sociology

GR 301 Greek Grammar I

GR 302 Greek Grammar II

HI 401 American History and Government

SO 302 Principles of Philosophy

SO 401 World Religions

Bible/Theology Requirements (33 semester credit hours)

BI 101 Old Testament Survey (3 credit hours)

BI 102 New Testament Survey (3 credit hours)

BI 303 Genesis (3 credit hours)

BI 401 Life of Christ (3 credit hours)

BI 402 Acts (3 credit hours)

BI 470 Daniel and Revelation (3 credit hours)

CH 202 Church History (3 credit hours)

TH 201 Theology Survey I (3 credit hours)

TH 202 Theology Survey II (3 credit hours)

TH 321 Christology (3 credit hours)

TH 441 Hermeneutics (3 credit hours)

Major Requirements (24 semester credit hours)

Students select a major area of General Ministry, Women's Ministries or Leadership and complete 24 semester credit hours of specific coursework in the major.

General Ministry

- BI 103 Biblical Research Methods (3 credit hours)
- ED 201 Survey of Christian Education (3 credit hours)
- EV 101 Personal Evangelism (3 credit hours)
- EV 203 Spiritual Formation (3 credit hours)
- PA 201 Leadership (3 credit hours)
- PA 310 Principles of Biblical Exposition (3 credit hours) or PA 312
Christian Rhetoric (3 credit hours)
- PA 320 Biblical Counseling (3 credit hours)
- PA 401 Principles of Church Administration (3 credit hours)

Women's Ministries

- WMIN 101 Introduction to Women's Ministries (3 credit hours)
- BI 210 Women in the Bible (3 credit hours)
- EV 203 Spiritual Formation (3 credit hours)
- WMIN 201 Evangelism in Women's Ministries (3 credit hours)
- WMIN 202 Leadership and Women (3 credit hours)
- BI 310 Ruth and Esther (3 credit hours)
- PA 320 Biblical Counseling (3 credit hours)
- WMIN 401 Practical Women's Ministries (3 credit hours)

Leadership

- LD 401 Theological Foundations of Leadership (3 credit hours)
- LD 402 Leadership Values And Ethics (3 credit hours)
- LD 403 Principles Of Strategic Planning (3 credit hours)
- LD 404 Servant Leadership (3 credit hours)
- LD 405 Conflict Resolution (3 credit hours)
- LD 406 Leadership Development (3 credit hours)
- EV 203 203 Spiritual Formation (3 credit hours)
- PA 201 Leadership (3 credit hours)

Electives

B.B.L. students choose 6 semester credit hours of electives from General Education courses and 27 semester credit hours of Elective courses.

The General Education courses electives may be selected from: CS 101 Principles of Computer Management, GR 301 Greek Grammar I, GR 302 Greek Grammar II, HI 401 American History and Government, SO 102 Contemporary Ethics, SO 201 Principles of Psychology & Counseling, SO 204 Principles of Sociology, SO 302 Principles of Philosophy, and SO 401 World Religions.

The 27 semester hours of Elective coursework may be selected from any other for credit course offered at the undergraduate level which is not part of any other degree requirements. A complete listing of courses and course descriptions follow this section.

UNDERGRADUATE COURSE DESCRIPTIONS

BI: BIBLE AREA

BI 101 OLD TESTAMENT SURVEY *(Required)* *Three credit hours*
An examination of the contents of the Old Testament with attention given to background, general analysis, and brief exposition of each book. Each book will be examined in its relation to the other canonical writings.

BI 102 NEW TESTAMENT SURVEY *(Required)* *Three credit hours*
An introductory survey of the contents of the New Testament, including its background, the Gospels, Acts, the Epistles and Revelation. The development of the central theme, general contents, purpose, historical setting, and spiritual value of each book will be examined.

BI 103 BIBLICAL RESEARCH METHODS *(Required)* *Three credit hours*
This course is designed to acquaint the student with various Bible-study procedures and methods. Various aspects of Bible research will be introduced. As this course will also deal with the topics of how to study and time management, the student is advised to take this course early in the degree program.

BI 210 WOMEN IN THE BIBLE *Three credit hours*
A study of the women in the Bible and their roles in ministry.

BI 303 GENESIS *(Required)* *Three credit hours*
An expository study of the first book of the Bible.

BI 310 RUTH AND ESTHER *Three credit hours*
This course is an expository study of the Ruth and Esther and the theological themes related to women in ministry.

BI 332 MINOR PROPHETS (Hosea - Malachi) *Three credit hours*
The background and analysis of the twelve Minor Prophets.

BI 401 LIFE OF CHRIST *(Required)* *Three credit hours*
A chronological and thematic study of the life, times, and teachings of Christ as presented in a harmony of the four Gospels with a view to application in the life and ministry of the student.

BI 402 ACTS *(Required)* *Three credit hours*
This is an expository study of the Book of Acts that deals with the formation of the early church and the dispensational transition in God's program. Emphasis is placed upon the ministries of Peter and Paul.

BI 421 PASTORAL EPISTLES

Three credit hours

Covering I and II Timothy and Titus, this is an expository study that examines doctrinal issues concerning church leadership, administration and ministry. As the only part of the New Testament which deals with church problems from an administrative viewpoint, this section of Scripture is studied with a view of practical application.

BI 431 GOSPEL OF JOHN

Three credit hours

A study of the Gospel of John with emphasis on the two themes: 1) Proofs that Jesus Christ is indeed the Son of God, and 2) God's plan of salvation through the Person and work of Jesus Christ. Attention is given to Johannine narrative techniques, theology, and history.

BI 435 ROMANS

Three credit hours

A study of the background, theological themes, and an expositional analysis of the Book of Romans. Emphasis is placed on the theological context and development of the book.

BI 437 CORINTHIAN EPISTLES

Three credit hours

A study of the two Corinthian epistles identifying the kinds of problems faced by the first century church and Paul's solution to them. The student will recognize contemporary church life in studying these Epistles in addition to selected theological issues, discussion of structural features, historical setting, and the nature of Paul's Apostleship and philosophy of church life is forthcoming.

BI 460 HEBREWS

Three credit hours

An analytical and expository study of Hebrews, this course stresses a discussion of Christ as the believers' high priest and a challenge to "go out to him outside the camp."

BI 470 DANIEL & REVELATION (*Required*)

Three credit hours

A study of the two major apocalyptic books of the Bible. The general analysis will be supplemented with historical, doctrinal, and eschatological materials emphasizing the relationship of the two prophetic books.

CS: COMPUTER SCIENCE AREA

CS 101 PRINCIPLES OF COMPUTER MANAGEMENT

Three credit hours

A study of the use of software, such as Microsoft Office Suite (Word, Excel, and PowerPoint). Emphasis will not be on the mechanics of the software but the use of the software to present ideas, for persuasion, and for analysis. Class size is limited.

ED: EDUCATIONAL MINISTRIES AREA

ED 201 SURVEY OF CHRISTIAN EDUCATION (*Required*)

Three credit hours

A study of what Christian education is and its philosophical and historical backgrounds with an overview of the local church's total educational program.

EN: ENGLISH AREA

EN 099 REMEDIAL ENGLISH

Non-credit

This course is designed to help a student who needs additional work in English grammar prior to taking EN 101, as determined by academic background and the English placement test. The

course will emphasize a basic review of grammar necessary to successful college level work. No credit will be awarded for this course, but the student will be billed a fee listed in "Tuition and Fees."

EN 101 ENGLISH COMPOSITION I *(Required)* *Three credit hours*

Prerequisite: Exit or exemption from Remedial English

This course involves the use of English for written communication, including exposition, analysis, and argumentation. Topics include grammar, proper sentence structure, paragraph development, word usage, and essay preparation.

EN 102 ENGLISH COMPOSITION II *(Required)* *Three credit hours*

Prerequisite: EN 101

This course emphasizes effective writing in a variety of contexts with attention to critical analysis, interpretation, evaluation, and research. Literature such as novels, short stories, and poetry will be used.

EN 201 PUBLIC SPEECH *(Required)* *Three credit hours*

A study of the requirements for effective oral communication. Topics will include selecting a speech topic, researching the topic, outlining, and organizing the speech, use of visual aids, persuasion, analyzing the audience, and critiquing the speech.

EV: EVANGELISM AREA

EV 101 PERSONAL EVANGELISM *(Required)* *Three credit hours*

A study designed to prepare students for involvement in witnessing for the Lord. Importance is attached to the memorization of Scripture and actually engaging in personal work.

EV 203 SPIRITUAL FORMATION *(Required)* *Three credit hours*

Spiritual Formation is a practical study of the theology of life in the image of Christ and some Biblical principles that guide the development and maintenance of that Christlike life, in the lives of Christians. The study will include consideration of the Biblical directions for appropriating the spirituality and victory that Jesus Christ gives for faithful Christian living.

EV 210 INTRODUCTION TO CHURCH GROWTH *Three credit hours*

This course is an introductory study of Church Growth beginning with the Biblical teachings on the subject. In addition, it is a consideration of the history and characteristics of the Church Growth Movement begun by Donald McGavran. The course also looks at how theology relates to the Church Growth concept with an application of the study to the local church.

GR: GREEK

GR 301 GREEK GRAMMAR I *Three credit hours*

This is an introduction to basic Greek grammar, vocabulary, and translation.

GR 302 GREEK GRAMMAR II *Three credit hours*

Prerequisite: GR 301

This course is a continuation of GR 301, emphasizing third declension nouns, secondary tenses, moods, and irregular verbs.

GR 401 GREEK SYNTAX I

Three credit hours

Prerequisite: GR 302

This is an advanced study introducing Greek syntax that emphasizes noun cases and verb moods.

GR 402 GREEK SYNTAX II

Three credit hours

Prerequisite: GR 401

This continues GR 401, emphasizing verb tenses, participles, infinitives, and clauses.

HI: HISTORY AREA

HI 101 WORLD CIVILIZATIONS I *(Required)*

Three credit hours

A study of the development of civilization from the beginning of recorded history to the Reformation. Emphasis will be placed on the historical contributions from Egypt, Babylonia, China, India, Persia, Palestine, Greece, and Rome.

HI 102 WORLD CIVILIZATIONS II *(Required)*

Three credit hours

A study of the development of civilization from the Reformation to present day. Emphasis will include the development of Europe, the U.S., the World Wars, and the fall of Communism.

CH 202 CHURCH HISTORY *(Required)*

Three credit hours

An overview of the history of the Church from the first century AD to the present.

HI 401 AMERICAN HISTORY AND GOVERNMENT

Three credit hours

A study of the political, social, and economic development of the U.S., with emphasis on the growth of the democratic tradition. Topics will include the founding fathers, voting behaviors, the judicial branch, civil rights, civil liberties, the legislative branch, the presidency, and the role of religion.

LD: LEADERSHIP AREA

LD 401 THEOLOGICAL FOUNDATIONS OF LEADERSHIP *Three credit hours* This course involves a study of foundational theological principles related to the development and exercise of Christian leadership. Combining the use of proper biblical exposition and an understanding of leadership in the first century church, students will learn fundamental concepts that distinguish biblical leadership from secular models. Special attention is given to Christians as ministers and leaders in society.

LD 402 LEADERSHIP VALUES AND ETHICS *Three credit hours* This course focuses on how values and ethics are established and managed in ministry and how they are influenced by the personal beliefs, values and ethical standards of the individual leader. This study examines how an organization with Christian leaders can induce changes in the values and ethical behaviors of the communities and cultures within which they reside and operate.

LD 403 PRINCIPLES OF STRATEGIC PLANNING *Three credit hours* This course examines the critical elements involved in strategic thinking and planning, particularly as it relates to the mission of the church. Students will learn to apply the principles of systemic thinking and action to move churches, organizations, ministries, departments, and other groups toward the

fulfillment of their God-given vision. Attention is given to the development of mission statements, values, vision and strategy.

LD 404 SERVANT LEADERSHIP Three credit hours This course involves a study of biblical "servanthood" and spiritual formation as the essence of effective Christian leadership. In light of contemporary interest in the subject, students will examine biblical models of this transformational approach to leadership and develop a ministry philosophy for practicing "the paradox of servant leadership."

LD 405 CONFLICT RESOLUTION Three credit hours
Change is considered inevitable in leadership; however it remains a major source of conflict. This course equips students to apply biblical principles to personal, pastoral, and group conflict, and considers effective models for leading congregational change with preventive measures to minimize conflict. Attention is given to understanding personality distinctives, implementing change, and decision-making in leadership.

LD 406 LEADERSHIP DEVELOPMENT Three credit hours The purpose of this course is to help students understand the internal, external, and divine influences impacting leaders' development. Leadership training is only one component of leadership development. This course gives attention to the leaders' role in developing themselves and those around them through spiritual formation, transformational processes, and mentoring.

MA: MATHEMATICS AREA

MA 099 PREALGEBRA *Non-credit*

This course provides a transition from arithmetic to algebra. Emphasis is on the use of mathematics to analyze and solve real-life problems. No credit will be awarded for this course, but the student will be billed a fee listed in "Tuition and Fees."

MA 102 APPLICATION OF FUNDAMENTAL MATHEMATICS *Three credit hours*

An introductory study of mathematics emphasizing the practical application of mathematics to every day life. Topics covered include, taxes, insurance, investment, as well as fundamental mathematical manipulations.

MA 201 COLLEGE ALGEBRA *(Required)* *Three credit hours*

Prerequisite: Exit or Exemption from MA 099

A study of algebraic concepts, including linear functions, systems of linear equations, scientific notation, exponential functions, functional notation, and graphing.

MI: MISSIONS AREA

MI 202 INTRODUCTION TO MISSIONS *(Required)* *Three credit hours*

An introductory course dealing with the philosophy of world evangelization. Attention is given to what missions is, the qualifications of the missionary, his call, and methodology.

MI 430 MISSIONS PRACTICUM

Three credit hours

An exposure in selected world areas for the purpose of acquainting students firsthand with some of the problems, needs, duties, conflicts, and cultural barriers of the missionary as he works with the national church.

MU: MUSIC

MU 102 MUSIC APPRECIATION (Required)

Three credit hours

A study of the development of music as revealed in major compositions of representative composers from each major period. This course is designed for students who desire to expand their appreciation and understanding of music. Prior knowledge of music is not required.

PA: MINISTRY AREA

PA 201 LEADERSHIP (Required)

Three credit hours

This course will introduce students to leadership techniques as applicable to the Christian Faith. Students will evaluate strategic leaders from the past as well as contemporary leadership lessons from today's theorists.

PA 302 MINISTERIAL DUTIES

Three credit hours

A study of the call, qualifications, and duties of the minister with emphasis on the duties of preaching, teaching, evangelism, counseling, visitation, and administration. Adminstrating the ordinances of the church and funeral and wedding services are covered.

PA 310 PRINCIPLES OF BIBLICAL EXPOSITION (Required)

Three credit hours

A study of the nature of biblical exposition and principles of message construction. Attention is given to the basic materials of the message, methods of preparation, and delivery, and problems of exposition.

PA 312 CHRISTIAN RHETORIC

Three credit hours

The purpose of this course is to train students who do not sense a call to the pastorate in the elementary exercises of relating biblical concepts and utilizing Christian persuasion and exhortation for a variety of ministry settings. Aspects and principles of hermeneutics, homiletics (preaching), and delivery will be studied. This course is designed to be an alternative to Essentials of Biblical Exposition (PA 310).

PA 313 PRINCIPLES OF BIBLICAL COMMUNICATION

Three credit hours

Prerequisite: PA 310

Basic principles of voice, articulation, oral interpretation of Scripture, and expositional delivery are considered. Opportunity for practice is given in each of these areas and constitutes the basis for additional study in sermon content, structure, and delivery.

PA 320 BIBLICAL COUNSELING (Required)

Three credit hours

A study of the model of biblical counseling developed by Lawrence Crabb.

PA 401 PRINCIPLES OF CHURCH ADMINISTRATION *(Required) Three credit hours*
A study of the responsibilities of the church staff members and their relationship to lay leaders in the church. Attention is given to the concepts of team ministries, a mutual understanding of role responsibilities, training, counseling, and church doctrine as it relates to church administration.

PA 405-406 INTERN PRACTICUM I & II *Three credit hours each*
The Intern Practicums are practical applications of ministry goals and skills through Ministry Action Assignments under field supervision.

RW: RESEARCH AND WRITING

RW 100 INTRODUCTION TO THEOLOGICAL RESEARCH & WRITING *No credit*
(Required)

An introductory survey of basic research and writing skills that are required of undergraduate students. Topics include: Library research, theological tools, internet research, Turabian formatting, writing a term paper, documenting sources, and common writing errors. This course is taken independently (online). Students must take the course prior to their second semester of classes.

SC: SCIENCE AREA

SC 103 GENERAL PHYSICAL SCIENCE *(Required) Three credit hours*
A study of the concepts, laws and theories of physics and astronomy. Topics include motion, gravity, temperature, electricity, the solar system, nuclear physics and their application to the modern world.

SO: SOCIAL SCIENCES AREA

PS 101 AMERICAN GOVERNMENT *Three credit hours*
Introduction to American Government. The historical development and current political systems of the American political system of government is studied. The Biblical principles that inspired the founding fathers and that continue to permeate American government are explored and discussed from a Christian worldview.

SO 102 CONTEMPORARY ETHICS *Three credit hours*
A study of the complex moral issues faced by contemporary society with emphasis on relevant theories and their application to ethical dilemmas. Topics include war, euthanasia, divorce, capital punishment, ethical decision making by leaders, and civil disobedience.

SO 201 PRINCIPLES OF PSYCHOLOGY AND COUNSELING *Three credit hours*
A study of the major elements of psychology, including theories and applications. Topics will include human development, learning, perception, memory, personality, and behavior.

SO 204 PRINCIPLES OF SOCIOLOGY *Three credit hours*
A study of theories, methods, and concepts of sociology, focusing on the critical issues of society. Topics will include poverty, inequality, aging, violence, sexuality, work, technology, and drug abuse.

SO 302 PRINCIPLES OF PHILOSOPHY

Three credit hours

A study of the contributions, from antiquity to the 21st Century, from writers in philosophy. Topics include reality, knowledge, science, ethics, politics, art, and the mind.

SO 401 WORLD RELIGIONS

Three credit hours

A study of the major world religions, including their impact on the culture where they began and upon the world. Religions covered include Christianity, Judaism, Hinduism, Buddhism, and Islam.

TH: THEOLOGY AREA

TH 201 THEOLOGY SURVEY I *(Required)*

Three credit hours

A general survey of Bible doctrine dealing with five of the ten major areas of systematic theology including Bibliology, Theology Proper, Christology, Pneumatology, and Angelology. Also covered is an introduction to and the value of the study of systematic theology.

TH 202 THEOLOGY SURVEY II *(Required)*

Three credit hours

A general survey of Bible doctrine dealing with five of the ten major areas of systematic theology including Anthropology, Hamartiology, Soteriology, Ecclesiology, and Eschatology. This course, although a logical extension of TH 201, does not require TH 201 as a prerequisite.

TH 310 CREATIONISM

Three credit hours

A study of origins from the perspective of scientific creationism and biblical theology.

TH 321 CHRISTOLOGY *(Required)*

Three credit hours

A study concentrating on the Person and work of the Lord Jesus Christ. Particular consideration is given to the deity and the humanity of Christ, messianic prophecy, His work in the Old Testament, His salvific work on the cross, His literal resurrection, His ascension and present work in Heaven, and His future coming again. Attention is also given to modern assaults on the biblical portrayal of Christ.

TH 401 ECCLESIOLOGY

Three credit hours

An examination of the New Testament church with particular attention given to its origin, distinctive nature, mission, government, offices, ordinances, and destiny.

TH 402 ESCHATOLOGY

Three credit hours

A study of the prophetic revelation of the plan and purpose of God. Intensive study is given to the rapture of the Church, the tribulation, the second coming of Christ, and the millennium.

TH 441 HERMENEUTICS *(Required)*

Three credit hours

A study of the basic principles and specific guidelines of biblical interpretation. Some attention is given to the historical schools of interpretation, but the focus of the course is on historical-grammatical interpretation and legitimate application of the Scriptures. General principles, such as reliance on the Holy Spirit; paying attention to context; knowing the ancient culture; and recognizing the different types of literary genre, are covered. Specific rules regarding the interpretation of types, symbols, poetry, proverbs, parables, and prophecy are also given.

WMIN: WOMEN'S MINISTRY AREA

WMIN 101 Introduction to Women's Ministries *Three credit hours*
This course provides an overview of the varying types and roles for women in ministry.

WMIN 201 Evangelism in Women's Ministries *Three credit hours*
An examination of women's role in evangelism and promoting Christianity.

WMIN 202 Leadership and Women *Three credit hours*
This course explores the various styles of women in leadership and the impact of gender roles and societal norms on women in leadership positions.

WMIN 401 Practical Women's Ministries *Three credit hours*
This course examines practical and effective methods for women in Christian ministry to reach and teach both women and men.

GRADUATE DEGREE PROGRAMS

MASTER DEGREE PROGRAMS

Students enrolling in a Master-level degree program will experience a different kind of educational approach than what is typically found in an undergraduate program. Undergraduate programs provide a broad foundation of general knowledge. Whereas no particular undergraduate major is required for entrance into a graduate program, graduate studies build upon the undergraduate foundation by providing a higher level of knowledge, understanding, skills, and application. Such education is developed by challenging the student's intellectual and emotional capabilities in analysis, synthesis, evaluation, and judgment.

ALIS students have unparalleled flexibility in scheduling their courses. On campus, online, and modular courses are scheduled to begin and end at fixed times and are offered on a cyclical schedule so that students can plan ahead as they map out their course of study.

The Master of Biblical Leadership degree is designed to train students in a limited field of study based on the students' interests. Majors include: Christian Studies, Leadership, and Women's Ministries. Concentrations are available in Discipleship Counseling and Christian Education.

The Master of Divinity degree is designed to provide a broader base of knowledge to fit the needs of students preparing for a lifetime of ministry. The curriculum is representative of those areas considered essential for effective Christian service in a broad range of contexts.

MASTER OF BIBLICAL LEADERSHIP DEGREE PROGRAM

The Master of Biblical Leadership (MBL) is a 36 semester hour graduate-level degree designed for students who desire a thorough, foundational knowledge of the biblical/theological moorings of the Christian faith and the practical skills needed to model and propagate that faith in the world. Persons serving in support ministries of a church, parachurch, or missionary organization will benefit from this program, as will the committed layperson seeking excellence in service.

Those who have already had several years of vocational ministry and are adept in the practical skills of Christian service may also benefit from the disciplines afforded them in this program. Vocational ministers should not, however, consider this a terminal degree. The recommended degree for such ministers is the Master of Divinity.

Objectives

1. This program provides the student with the ability to do the following:
2. Demonstrate an accurate biblical/theological understanding and world-view;
3. Explain the religious base for life and work;
4. Communicate biblical/theological truths in a clear and persuasive way;
5. Offer a credible apology for the Christian faith and ethic;
6. Explain and apply biblical, spiritual principles for Christian discipleship;
7. Develop a lifestyle of sharing the Gospel with others; and

8. Serve in leadership positions in different organizations.

Curriculum

The Master of Biblical Leadership consists of six CORE courses (the same for every major) and six (18 semester credit hours) major-specific courses as follows:

Core (18 semester credit hours)

- NT 520 NT Introduction (3 credit hours)
- OT 520 OT Introduction (3 credit hours)
- RW 500 Intro to Theoretical Research and Writing (no credit)
- TH 525 Systematic Theology I (3 credit hours)
- TH 526 Systematic Theology II (3 credit hours)
- TH 530 Hermeneutics (3 credit hours)
- TH 545 Spiritual Formation (3 credit hours)

Majors (18 semester credit hours)

Leadership

- LD 501 Theological Foundations of Leadership (3 credit hours)
- LD 502 Leadership Values and Ethics (3 credit hours)
- LD 503 Principles of Strategic Planning (3 credit hours)
- LD 504 Servant Leadership (3 credit hours)
- LD 505 Conflict Resolution (3 credit hours)
- LD 506 Leadership Development (3 credit hours)

Women's Ministries

- WMIN 501 Theological Foundations of Women's Ministries (3 credit hours)
- WMIN 502 Women's Ministry in the Local Church (3 credit hours)
- WMIN 503 Leadership in Women's Ministry (3 credit hours)
- WMIN 504 Evangelism and Discipleship for Women (3 credit hours)
- WMIN 505 Women's Issues in Ministry (3 credit hours)
- WMIN 506 Developing and Building a Women's Ministry (3 credit hours)

Majors

All students in the Master of Biblical Leadership program complete 18 semester credit hours of CORE courses, RW 500 Introduction to Theoretical Research and Writing, and choose a one of three majors requiring 18 additional semester credit hours from one of the following degree emphases:

Christian Studies

This major builds upon the CORE studies to provide a deeper knowledge of the biblical, historical, philosophical, and ethical foundations of the Christian faith. Committed laypersons, support ministers, and anyone seeking a deeper knowledge of the faith will benefit from this course of study.

As a result of completing this major, the students will be able to do the following:

- Give an exegetically sound exposition of Old and New Testament biblical texts.
- Explain the biblical foundations of the Judeo-Christian worldview.
- Recount, with relevant application, the major events and teachings from the life of Christ.

- Recount, with relevant application, the major events and teaching from the life of Paul.
- Discern and defend sound, ethical judgments regarding personal and societal moral issues.
- Explain the major movements and influences that have shaped church history.
- Develop a Christian approach to leadership in their chosen vocation.

Leadership

This major builds upon the CORE studies to provide the biblical, theoretical, and practical instruction necessary to assume leadership positions in churches with overall responsibility for ministries, departments and units, or as starters of new ministry related organizations seeking to transform society. Men and women in a variety of leadership positions will benefit from this course of study.

As a result of completing this major, students will be able to do the following:

- Apply Christian leadership principles consistent with a biblical definition of Christian leadership; which includes calling, character, and competence.
- Design a strategic plan to guide departments, churches, or other organizations towards the accomplishment of its mission and vision.
- Discover the culture and values of an organization and intentionally embed the values and ethics essential to leading a ministry towards societal transformation and the accomplishment of its God given mission.
- Know and apply principles of servant leadership.
- Develop themselves and those around them as leaders in their chosen vocation.

Women's Ministries

This major builds upon the CORE studies to provide the biblical, theoretical, and practical instruction necessary to engage in effective women's ministries in the local church, missions, evangelism, or to build and expand a specific women's ministry.

Students completing the Women's Ministries major will be able to:

- Understand Christian approaches and roles for women in ministries;
- Design a women's ministry program either within the local church or existing organization, or in a new environment;
- Understand the role of women's ministry in the world; and
- Develop other women through Christian ministry.

MASTER OF DIVINITY DEGREE PROGRAM

The Master of Divinity degree is a 90 semester credit hour general theological program most often expected of those in roles of Christian leadership. It provides a broad foundation of both

theoretical and practical Christian knowledge for pastors, missionaries, evangelists, denominational workers, parachurch leaders, chaplains, and ministers of education.

Its balance of biblical, theological, historical, and practical studies makes the Master of Divinity degree ideal for those whose calling may require a wide variety of knowledge and skills.

Objectives

This program provides the student with the ability to do the following:

1. Discuss the meaning of Scripture and the heritage of the evangelical Christian Church.
2. Explain and evaluate a theory of ministry that is relevant to the vocation of the student;
3. Communicate biblical/theological truths through preaching, teaching, writing, or in such other ways as may be appropriate;
4. Evaluate various forms of ministry;
5. Evaluate people and situations accurately and sympathetically;
6. Lead in both the planning and conduct of corporate worship and ministry;
7. Give guidance where needed, counsel people experiencing personal crisis, or make appropriate referrals to other sources of professional help;
8. Lead a body of believers in the definition and accomplishment of its purpose.

Curriculum

The program consists of the Core courses which include 27 semester credit hours of required courses and RW 500 Introduction to Theoretical Research and Writing, 6 semester credit hours in Historical Studies, 30 semester credit hours of electives and 27 semester credit hours of a major in either Church Ministries or Women's Ministries:

Core (27 semester credit hours)

- BE 521 Essentials of Biblical Exposition (3 credit hours)
or BE 523 Christian Rhetoric (3 credit hours)
- EV 520 Theology and Practice of Evangelism (3 credit hours)
- NT 520 NT Introduction (3 credit hours)
- OT 520 OT Introduction (3 credit hours)
- RW 500 Intro to Theoretical Research and Writing (no credit)
- TH 525 Systematic Theology I (3 credit hours)
- TH 526 Systematic Theology II (3 credit hours)
- TH 530 Hermeneutics (3 credit hours)
- TH 535 Apologetics (3 credit hours)
- TH 545 Spiritual Formation (3 credit hours)

Historical Studies (6 semester credit hours)

- CH 522 Church History (3 credit hours)
- HI 622 American Christianity (3 credit hours)

Major in Church Ministries or Women's Ministries (27 semester credit hours)

Church Ministries (27 semester credit hours)

- EV 701 Church Ministry and Management (3 credit hours)
- CM 520 Ministerial Duties (3 credit hours)
- EV 530 Educational Ministries (3 credit hours)
- MI 520 Missions Perspectives (3 credit hours)

BE 522 Practical Biblical Communication (3 credit hours)
TH 561 Values and Ethics (3 credit hours)
EV 721 Principles of Church Growth (3 credit hours)
CO 620 Discipleship Counseling in Marriage and Family (3 credit hours)
CM 711 Intern Practicum (3 credit hours)

Women's Ministries (27 semester credit hours)

WMIN 501 Theological Foundations of Women's Ministries (3 credit hours)
WMIN 502 Women's Ministry in the Local Church (3 credit hours)
WMIN 504 Evangelism and Discipleship for Women (3 credit hours)
WMIN 505 Women's Issues in Ministry (3 credit hours)
WMIN 506 Married Women's Ministry (3 credit hours)
WMIN 507 Single Adult Ministry (3 credit hours)
BE 510 Women of Faith (3 credit hours)
CO 620 Discipleship Counseling in Marriage and Family (3 credit hours)
WMIN 508 Women's Ministry Internship (3 credit hours)

Electives (30 semester credit hours)

MASTER LEVEL COURSE DESCRIPTIONS

BIBLICAL EXPOSITION

BE 510 Women of Faith *Three credit hours*
This course explores the women of the Bible and the themes found in their roles in ministry.

BE 521 ESSENTIALS OF BIBLICAL EXPOSITION *Three credit hours*
A study of the nature of biblical exposition and principles of message construction. Attention is given to the basic materials of the message, methods of preparation, effective delivery, and problems of exposition. Emphasis is upon the accurate interpretation of the text and its relevant application to a contemporary audience.

BE 522 PRACTICAL BIBLICAL COMMUNICATION *Three credit hours*
Prerequisite: BE 521
Basic principles of voice, articulation, oral interpretation of Scripture, and expositional delivery are considered. Opportunity for practice is given in each of these areas and constitutes the basis for additional study in content, structure, and delivery.

BE 523 CHRISTIAN RHETORIC *Three credit hours*
The purpose of this course is to train students who do not sense a call to the pastorate in the elementary exercises of relating biblical concepts and utilizing Christian persuasion and exhortation for a variety of ministry settings. Aspects and principles of hermeneutics, homiletics (preaching), and delivery will be studied. This course is designed to be an alternative to Essentials of Biblical Preaching (BE 521).

BE 550 PASTORAL PREACHING *Three credit hours*
Prerequisite: BE 521
A study of the role of preaching as it relates to the office and ministry of the local church pastor. Course material and discussions will focus on the selection of Bible texts/books and the preparation of sermons to meet the needs of the contemporary church family. Topics studied

will include understanding the congregation for pastoral preaching and biblical exposition with the role of the Holy Spirit in sermon planning and development as an effective means of extending the ministry of the pastor. A planned preaching program will be devised.

BE 610 ADVANCED BIBLICAL EXPOSITION

Three credit hours

Key issues in sermon preparation are addressed including the interpretation of different types of biblical literature.

CHURCH MINISTRIES

CM 520 MINISTERIAL DUTIES

Three credit hours

A study of the various administrative, pastoral, and ministerial roles of those who provide spiritual leadership to a local congregation. Practical methodologies of those serving in such roles, whether as senior pastors or staff ministers, will be explored. This study also looks at practical matters of the servant's day-to-day personal, social, and professional life, how a declining moral culture can adversely affect these, and how such negative influence can be countered.

CM 711 INTERN PRACTICUM

Three credit hours each

Prerequisites: TH 530, BE 521, OT 520, NT 520, TH 525, TH 526, TH 545, EV 520

The Intern Practicum is a practical application of ministry goals and skills through Ministry Action Assignments under field supervision.

DISCIPLESHIP COUNSELING

CO 526 FOUNDATIONS OF DISCIPLESHIP COUNSELING

Three credit hours

This course introduces the student to the principles of Discipleship counseling. The course includes a study of the counseling process, the believer's new identity, the nature of the flesh, characteristics of the flesh, journey to the cross, the believer's victory, the Exchanged Life, Spirituotherapy, living in dependence on Christ, and growing in grace.

CO 528 DISCIPLESHIP COUNSELING AND HELPING SKILLS

Three credit hours

This is a practical course designed to improve the student's listening, helping, and communication skills. Students must complete this course on campus, either by the five-day intensive modular method or by attending a 15-week regular semester class at ALIS. The student may also obtain credit for this course by taking it or a comparable course on campus at another institution. Advanced approval by the Counseling Department is required to take this course at another institution (note the 9-hour transfer credit limitation).

CO 620 DISCIPLESHIP COUNSELING IN MARRIAGE & FAMILY *Three credit hours*

This course introduces the student to counseling couples and families from a Christ-centered perspective. The course includes a study of the complimentary biblical roles of husband and wife and the principles of biblical parenting. Living life as counselor, spouse, and parent by experiencing God's empowering grace is emphasized. Different Christian models of counseling couples are studied.

CO 626 DISCIPLESHIP COUNSELING ISSUES, ETHICS, & LEGAL CONCERNS

Three credit hours

Legal and ethical concerns such as confidentiality, privileged communications, duty to protect life, preventing suicide, warning intended victims, reporting abuse of children, and other critical concerns are studied.

CO 628 DISCIPLESHIP COUNSELING METHODOLOGY

Three credit hours

Prerequisite: CO 526

The focus of this course is the techniques used in Discipleship counseling to lead others into identifying with Christ as Savior, Lord, and Life. Topics addressed include taking personal histories, assessing fleshly living patterns, conceptualizing core problems, the use of Scripture in counseling, the use of visual aids and homework in counseling, and counseling strategies.

CO 700 DISCIPLESHIP COUNSELING PRACTICUM

Three credit hours

Prerequisites: CO 526, CO 528, CO 626, and CO 628

Prior to enrollment in the practicum, the student must secure permission from the ALIS Counseling Department. In this regard the practicum, except as noted below, must be completed at an Association of Exchanged Life Ministries (AELM) site. It may be completed by means of either an eight-week full-time practicum, extended part-time, or the combination two-week on site and video-based distance-education practicum. Students, who have already completed an AELM internship or AELM Advanced Training, may complete their practicum in a non-AELM setting.

COMPUTER SCIENCE

CS 501 PRINCIPLES OF COMPUTER MANAGEMENT

Three credit hours

A study of the use of software, such as Microsoft Office Suite (Word, Excel, and PowerPoint). Emphasis will not be on the mechanics of the software but the use of the software to present ideas, for persuasion, and for analysis. Class size is limited.

CHRISTIAN EDUCATION

ED 520 METHODS OF TEACHING

Three credit hours

A survey course covering general methodology of instruction within the classroom. The methods considered will be appropriate for both church education and Christian day school classes. Attention will be given to aims and objectives, unit organization and preparation, study habits, and measuring the results of instruction. The course is designed to improve the ability of the Christian worker in the preparation and presentation of lesson materials. Emphasis will be given to creative and practical work, and age/grade differences will be considered. The use of the Bible in teaching all subjects will be strongly emphasized.

ED 530 EDUCATIONAL MINISTRIES

Three credit hours

A general overview of Church Christian Education. The primary focus will be on the church and its organizations; however, related fields of biblical education and church ministry will also be examined.

EV 701 CHURCH MINISTRY AND MANAGEMENT

Three credit hours

A study of the officers of the church--both staff and lay personnel. Specific duties of church officers and staff will be closely examined. The concept of team ministries will be studied along with a view of the role of individual responsibilities within the team. The role of the pastor will be examined in relationship to other members of the staff as well as to lay workers in the church. The place of church doctrine within the church administration and ministry will also be emphasized.

ED 705 FINANCIAL PLANNING

Three credit hours

A study of church stewardship planning based on biblical principles. It is a study of what God has to say about financial practices coupled with standard bookkeeping methodology. It defines the work of the church treasurer, financial secretary, budget, finance committee, and other church financial officers and terms.

EV 725 FAMILY EDUCATION MINISTRIES

Three credit hours

A course designed to teach the scope and purpose of the multiple ministries of the local church to the family. Some church-related family ministries which may reach beyond the confines of the church will also be discussed. The Christian school and other avenues of ministry to children and youth will also be treated.

EVANGELISM

EV 520 THEOLOGY AND PRACTICE OF EVANGELISM

Three credit hours

The theology of evangelism, methods of evangelism for personal witnessing and for church outreach, and contemporary challenges to evangelism are discussed. A practical component of the course contributes to the cultivation of an evangelistic mindset and lifestyle, moving the study from theology to praxis.

EV 710 CHURCH GROWTH PRINCIPLES AND STRATEGY

Three credit hours

A study of various means which promote church growth.

GREEK/HEBREW

GR 501 INTRODUCTION TO NEW TESTAMENT GREEK

Three credit hours

An introduction to Koine Greek. The alphabet, verbs, participles, infinitives, nouns and cases, prepositions, and articles are studied from the perspective of practical application.

GR 531 GREEK GRAMMAR I

Three credit hours

This is an introduction to basic Greek grammar, vocabulary, and translation.

GR 532 GREEK GRAMMAR II

Three credit hours

Prerequisite: GR 531

This course is a continuation of GR 531, emphasizing third declension nouns, secondary tenses, moods, and irregular verbs.

GR 620 GREEK SYNTAX I

Three credit hours

Prerequisite: GR 532

This is an advanced study introducing Greek syntax that emphasizes noun cases and verb moods.

GR 621 GREEK SYNTAX II

Three credit hours

Prerequisite: GR 620

This continues GR 620, emphasizing verb tenses, participles, infinitives, and clauses.

HE 530 HEBREW GRAMMAR I

Three credit hours

An introduction to the fundamentals of Hebrew grammar and syntax. In this course, the student will develop basic skills in translation and will assimilate a vocabulary of the most common biblical Hebrew words.

HE 531 HEBREW GRAMMAR II

Three credit hours

Prerequisite: HE 530

A continuation of Hebrew I with an increased emphasis upon efficiency in the use of lexical and exegetical tools.

HE 620 HEBREW SYNTAX

Three credit hours

Prerequisite: HE 531

A study of advanced grammar and syntax designed to increase the student's ability in the translation and analysis of the Old Testament Hebrew text.

CHURCH HISTORY

CH 522 CHURCH HISTORY

Three credit hours

An overview of church history from the Apostolic Age to the present, noting doctrinal developments, major movements, and key figures in the history of the church.

HI 622 AMERICAN CHRISTIANITY

Three credit hours

A study of the origin, growth, and contributions of Christianity in America.

LEADERSHIP

LD 501 THEOLOGICAL FOUNDATIONS OF LEADERSHIP

Three credit hours

This course involves a study of foundational theological principles related to the development and exercise of Christian leadership. Combining the use of proper biblical exposition and an understanding of leadership in the first century church, students will learn fundamental concepts that distinguish biblical leadership from secular models. Special attention is given to Christians as ministers and leaders in society.

LD 502 LEADERSHIP VALUES AND ETHICS

Three credit hours

This course focuses on how values and ethics are established and managed in ministry and how they are influenced by the personal beliefs, values and ethical standards of the individual leader. This study examines how an organization with Christian leaders can induce changes in the values and ethical behaviors of the communities and cultures within which they reside and operate.

LD 503 PRINCIPLES OF STRATEGIC PLANNING

Three credit hours

This course examines the critical elements involved in strategic thinking and planning, particularly as it relates to the mission of the church. Students will learn to apply the principles of systemic thinking and action to move churches, organizations, ministries, departments, and

other groups toward the fulfillment of their God-given vision. Attention is given to the development of mission statements, values, vision and strategy.

LD 504 SERVANT LEADERSHIP

Three credit hours

This course involves a study of biblical "servanthood" and spiritual formation as the essence of effective Christian leadership. In light of contemporary interest in the subject, students will examine biblical models of this transformational approach to leadership and develop a ministry philosophy for practicing "the paradox of servant leadership."

LD 505 CONFLICT RESOLUTION

Three credit hours

Change is considered inevitable in leadership; however it remains a major source of conflict. This course equips students to apply biblical principles to personal, pastoral, and group conflict, and considers effective models for leading congregational change with preventive measures to minimize conflict. Attention is given to understanding personality distinctives, implementing change, and decision-making in leadership.

LD 506 LEADERSHIP DEVELOPMENT

Three credit hours

The purpose of this course is to help students understand the internal, external, and divine influences impacting leaders' development. Leadership training is only one component of leadership development. This course gives attention to the leaders' role in developing themselves and those around them through spiritual formation, transformational processes, and mentoring.

MISSIONS

MI 520 MISSIONS PERSPECTIVES

Three credit hours

A survey of the theology, history, problems, and strategies of the Christian missionary movement.

MI 625 MODERN CULTS

Three credit hours

A study of the history and theology of the major cultic groups in comparison with biblical Christianity. Strategies for reaching cult members with the true Gospel are discussed. A counter-cult apologetic is developed.

MI 630 MISSIONS PRACTICUM

Three credit hours

A mission trip to a foreign country to acquaint the student with missionary life and work. Assignments include detailing the history and culture of the target people group and a variety of practical hands-on ministries, depending on the needs of the mission team.

NEW TESTAMENT

NT 520 NEW TESTAMENT INTRODUCTION

Three credit hours

An examination of the content, canon, text, and interpretation of the New Testament, including an introduction to various critical approaches to biblical studies. This course answers the who, what, when, why, to what extent, and how, of the New Testament.

NT 523 LIFE OF CHRIST

Three credit hours

A chronological and thematic study of the life, times, and teaching of Christ as presented in a harmony of the four Gospels with a view to application in the life and ministry of the student.

NT 524 FIRST CORINTHIANS

Three credit hours

An exegetical/expository study of Paul's First Epistle to the Corinthians. Topics include the apostle's ministry, church controversies, Christian relationships, church discipline, the ordinances, spiritual gifts, resurrection, and stewardship.

NT 525 LIFE OF PAUL

Three credit hours

An in depth study of the life of the apostle Paul, giving attention to his historical and cultural roots, conversion, personal experiences, writings, and missionary journeys.

NT 530 NEW TESTAMENT THEOLOGY

Three credit hours

An examination of the dominant themes and the development of theological concepts of the New Testament. The unique marks of each author are seen as complementary, contributing to the unified theology of the New Testament canon. Emphasis is upon the progressive revelation of God.

NT 605 JOHN

Three credit hours

An analytical and expository study emphasizing the miracles and discourses of Christ and John's portrayal of the deity of Christ. Attention is given to the simple yet profound theological value of the book.

NT 606 ACTS

Three credit hours

This is an expository study of the Book of Acts that deals with the formation of the early church and the dispensational transition in God's program. Emphasis is placed upon the ministries of Peter and Paul.

NT 610 ROMANS

Three credit hours

An analytical and expository study of Romans emphasizing the theological development, structure, and doctrines of Paul's magnum opus. The themes of sin, righteousness, grace, law, justification, and sanctification are discussed with a view toward practical applications.

NT 701 REVELATION

Three credit hours

An analytical and expository study of Revelation, examining the historical, symbolic, doctrinal, and prophetic elements. Emphasis is placed on the unique interpretive problems of the book and what message the church needs to hear today.

OLD TESTAMENT

OT 520 OLD TESTAMENT INTRODUCTION

Three credit hours

An examination of the canon, text, and interpretation of the Old Testament, including an introduction to various critical approaches to biblical studies. The study refutes naturalistic, higher critical understandings of the text and defends the historic Christian view of the Old Testament Scriptures (2 Tim 3:16).

OT 530 OLD TESTAMENT THEOLOGY

Three credit hours

An examination of the dominant themes and the development of theological concepts of the Old Testament. The unique marks of each period and author are seen as complementary, contributing to a unified theology of the Old Testament canon. Emphasis is upon the progressive revelation of God.

OT 615 MINOR PROPHETS

Three credit hours

A general survey of the Old Testament minor prophets focusing on the historical background, authorship, analysis, and expositional value of each book.

OT 620 GENESIS

Three credit hours

A study of the historical background, authorship, and analysis of the first book of the Bible with a special emphasis being given to the expository treatment of the text. This course also will deal with many of the critical issues pertaining to this historical book.

OT 622 ISAIAH

Three credit hours

An analytical and expository survey emphasizing the historical setting, authorship, and prophetic nature of the book of Isaiah.

OT 624 DANIEL

Three credit hours

An analytical study of Daniel from the premillennial standpoint, noting the historical and cultural context of the book and its relationship to the Book of Revelation. Emphasis will be given to the prophetic sections of the book.

RESEARCH AND WRITING

RW 500 INTRODUCTION TO THEOLOGICAL RESEARCH & WRITING *No credit*

An introductory survey of basic research and writing skills that are required of graduate students. Topics include: Library research, theological tools, internet research, Turabian formatting, writing a term paper, documenting sources, and common writing errors. This course is taken independently (online). Students must take the course prior to their second semester of classes.

THEOLOGY

TH 525 SYSTEMATIC THEOLOGY I

Three credit hours

A systematic study of the following doctrines: Bibliology, Theology Proper, Christology, Pneumatology and Angelology.

TH 526 SYSTEMATIC THEOLOGY II

Three credit hours

A systematic study of the following doctrines: Anthropology, Hamartiology, Soteriology, Ecclesiology, and Eschatology.

TH 530 HERMENEUTICS

Three credit hours

A study of the basic principles and specific guidelines of biblical interpretation. Some attention is given to the historical schools of interpretation, but the focus of the course is on historical-grammatical interpretation and legitimate application of the Scriptures. General principles, such as reliance on the Holy Spirit; paying attention to context; knowing the ancient culture; and recognizing the different types of literary genre, are covered. Specific rules regarding the interpretation of types, symbols, poetry, proverbs, parables, and prophecy are also given.

TH 535 APOLOGETICS

Three credit hours

A study of the defense of the Christian faith against counter-claimants to truth. Specific objections are dealt with and general methodology questions are discussed. The student is equipped to follow Peter's injunction, "be ready to give an answer (*apologia*) to everyone who asks you a reason for the hope that is in you" (1 Pe 3.15).

TH 545 SPIRITUAL FORMATION

Three credit hours

Spiritual Formation is a practical study of the theology of life in the image of Christ and some Biblical principles that guide the development and maintenance of that Christlike life, in the lives of Christians. The study will include consideration of the Biblical directions for appropriating the spirituality and victory that Jesus Christ gives for faithful Christian living.

TH 561 VALUES AND ETHICS

Three credit hours

A study of Christian morality from a biblical perspective. This course surveys the complex moral issues faced by modern men and women and provides Bible-based solutions to the ethical dilemmas of contemporary life in a post-modern age.

TH 710 ECCLESIOLOGY

Three credit hours

An examination of the distinctive nature of the church--its origin, mission, and destiny.

TH 720 ESCHATOLOGY

Three credit hours

An examination of the foundations of premillennialism; Israel, the nations, and the church in prophecy; the rapture; the tribulation; the millennium; the judgments; and the eternal state.

TH 730 CREATIONISM

Three credit hours

A study of the theory of evolution and biblical creationism.

WOMEN'S MINISTRIES

WMIN 501 Theological Foundations of Women's Ministries

Three credit hours

This course explores the Biblical foundations for women in ministry.

WMIN 502 Women's Ministry in the Local Church

Three credit hours

This course examines women of faith in the Bible and in Church history.

WMIN 503 Leadership in Women's Ministry

Three credit hours

The philosophy, psychology, and theology of leadership and gender issues for women in leadership roles in Christian ministry are explored in this course.

WMIN 504 Evangelism and Discipleship for Women

Three credit hours

This course examines current approaches and strategies for developing evangelism and discipleship in women.

WMIN 505 Women's Issues in Ministry

Three credit hours

This course studies the practical and realistic problems that impact women in ministry including emotional, physical, social, and spiritual issues.

WMIN 506 Developing and Building a Women's Ministry *Three credit hours*
This is a practical course requiring students to plan and design a women's ministry program.

WMIN 506 Married Women's Ministry *Three credit hours*
A study of the varying and changing needs for married women ministry is examined.

WMIN 507 Single Adult Ministry *Three credit hours*
This course studies the women's ministries for single adults and educational and programming needs unique to this group.

WMIN 508 Women's Ministry Internship *Three credit hours*
One semester internship working with an established women's ministry.

DOCTORAL DEGREE PROGRAMS

The Doctor of Ministry (D.Min.) program is offered to qualified men and women who desire to serve at the highest levels in Christian leadership, including as Senior Pastors and as leaders in other vocations. The D.Min. is a practical degree that requires a practical project.

ALIS students have unparalleled flexibility in scheduling their courses. Campus, online, and modular courses are scheduled to begin and end at fixed times and are offered on a cyclical schedule so that students can plan ahead as they map out their course of study. Correspondence courses are offered on a continuous basis.

Philosophy

The quality and success of the Christian ministry are very often determined by the minister's ability to think critically, biblically, and theologically; to communicate that thinking in oral and written fashion; and to apply that thinking in real-life ministry. The purpose of the doctoral programs is to hone the spiritual gifts and abilities of Christian leaders presently serving in the ministry and to equip them for more effective leadership.

DOCTOR OF MINISTRY DEGREE PROGRAM

The Doctor of Ministry program builds upon a Master of Divinity degree (or its equivalent). An appropriate curriculum designed to be completed with a minimum of 3 years of study provides qualified students with opportunities for both academic advancement and practical achievement designed to develop increased ministerial competencies.

Students Without A Master of Divinity Degree

Applicants whose Master's degree is not equivalent to the M.Div., but have at least 60 semester credit hours of graduate course work, may choose from the following options:

1. Enroll in the Master of Biblical Leadership or M.Div. program and complete at least 30 semester credit hours of master-level work, to be awarded a degree.
2. Enroll as a non-degree seeking special student and take just graduate-level courses to make up the deficit between their degree and the 90 hour M.Div.

The M.Div. degree will not be awarded if less than 30 semester credit hours of such compensatory work is done. Students desiring the M.Div. degree should enroll in that program.

Award of the M.Div. degree or completion of the deficit credit does not guarantee acceptance into the D.Min. program. Once the M.Div. or its equivalency has been completed, the student should begin normal application procedures for the D.Min.

Enrollment

Consecutive, continuous enrollment is required until all doctoral study is completed and all graduation requirements are fulfilled. Students complete the program at their own pace, but are

required to pay for a minimum of 36 months. Students who take longer than this are responsible for continuous enrollment and tuition through the last month in which all graduation requirements are fulfilled (except the Colloquy). Students falling behind more than three months in payments will be dropped from the program. The actual time required to complete the program depends on the student's background and the amount of time devoted to studies. Payment of the tuition begins when the student receives his or her letter of acceptance. The maximum amount of time allowed in the D.Min. program is 7 years.

Characteristics of The Program

The American Leadership Institute and Seminary Doctor of Ministry degree program is designed to provide ministry analysis, guidance, and training to increase ministerial competency. The study programs seek to provide direction in the following seven ministry areas: Professional Assessment, Research/Writing, Bible-Based Communication, Administration/Leadership, Pastoral Care/Counseling, Theological/Exegetical acumen, and Great Commission Strategies.

Objectives

This program provides the student with the ability to do the following:

1. Demonstrate an advanced understanding and integration of ministry in relation to the biblical, theological, and pastoral disciplines;
2. Articulate a comprehensive and critical theory of ministry and apply that theory to his specific leadership role;
3. Demonstrate skills and competencies that are required for the practice of ministry at its most mature and effective level. These skills and competencies include abilities in critical thinking and problem solving, biblical exposition, communication, administration, research and writing, personal relationships, pastoral care, and Great Commission strategies.
4. Plan, implement, and critically evaluate major undertakings in ministry to the advancement of the purposes of God.
5. Experience continued personal growth in the Faith.
6. Serve in senior pastoral leadership positions.

Curriculum

The Doctor of Ministry program consists of 30 semester credit hours. The assignment of credit is as follows:

CORE Module	12 semester credit hours
D.Min. Electives	15 semester credit hours
Major Ministry Project	<u>3 semester credit hours</u>
Doctor of Ministry Total	30 semester credit hours

Work Submissions

Upon acceptance, the candidate will receive a Status Sheet which shows the Modules and Electives to be taken. A student desiring to graduate in May must have satisfactorily completed DMPR 945 by August 15 of the previous year, and DMPR 950 by February 1 of graduation year. He must receive final approval by the Graduate Committee no later than April 1.

Time Requirements

Since the ALIS Doctor of Ministry program is for persons already engaged in ministry, the length of time to complete the program varies. Normally the program is completed in 3 years. It may not be extended beyond 7 years.

If extenuating circumstances should force a student to suspend D.Min. studies for a prolonged period of time, the Office of the President must be notified in writing of the student's intention to withdraw from the program. Upon withdrawal, the student may be "on hiatus" for up to one year.

This leave of absence will not count toward the program's time limits, nor will billing continue during the period of inactivity. When the student is ready to resume studies, a "Reactivation Application" should be accessed through Institution. Upon receipt of that completed application, billing will resume and the student may return to the D.Min. coursework.

For more information, see "Readmission Policies" and "Withdrawal from the Institution."

Grading Policy

The Doctor of Ministry student must earn a minimum grade of "B" in each course. Failure to achieve a grade of "B" will necessitate repeating the course or taking an approved substitute course.

For information on dropping below a 3.0 grade point average, see the section on "Academic Probation, Suspension, and Dismissal."

All modules are three hours each, except the D.Min. Colloquy, which is required but receives no credit.

DOCTOR OF MINISTRY COURSE DESCRIPTIONS

CORE MODULES

Three resident CORE modules serve as the centerpiece in the D.Min. program of study. These provide dialogue and interaction with experts in the fields of Christian service and scholarship as well as important times of personal reflection and peer review.

The three modules focus on Communication, Orientation, Research, and Exegetical Theology. Each module is composed of the following three parts: pre-course assignments, modular class time, and post-course projects. **Participants must register at least thirty days in advance of the first class session. Postcourse projects are due no later than ninety days from the last class session. Each module requires at least 1,200 pages of reading.**

DMRW 800 ORIENTATION, RESEARCH AND WRITING SKILLS

Students are instructed in methods of theological research and academic writing, with special reference to the Major Ministry Project and Report. Attention is given to the following steps involved in writing: thinking logically and theologically, selecting a topic, writing a thesis statement, surveying resources, outlining the project, researching biblical and theological topics,

proofreading, editing, revising, and evaluating. A summary of the accepted writing form and style is also provided.

This module is offered two times per year (January or August) and must be taken no later than January of the year prior to the anticipated year of graduation.

DMBC 810 ESSENTIALS OF BIBLICAL EXPOSITION

A comprehensive study of the nature of biblical exposition with special attention given to effective inductive study, message research, structure, and delivery. Class size is limited, so students are advised to register early.

DMBT 820 THEOLOGICAL FOUNDATIONS

A survey of the great doctrines of evangelicalism, their importance, and their implications for effective Christian ministry. Special attention is given to contemporary challenges to essential biblical doctrines.

DMAL 823 LEADERSHIP AND ADMINISTRATION

A study of the biblical concepts of Christian leadership, giving attention to its biblical basis, principles, meaning, purpose, and successful implementation.

ELECTIVES

In addition to the four CORE modules that are taken on the ALIS campus, five electives are required in the D.Min. degree. The electives are as follows: one in Administration and Leadership, one in Great Commission Strategies, one in Pastoral Care and Counseling, and two in undesignated, ministry related courses. Electives may be taken in a variety of modes, including ALIS sponsored doctoral-level classes, ALIS approved seminars sponsored by other educational/ecclesiastical organizations (see "Independent Studies"), online doctoral courses offered, and other modes as approved by the faculty advisor and President.

DMAL: ADMINISTRATION/LEADERSHIP STUDIES

DMAL 823 LEADERSHIP AND ADMINISTRATION

A study of the biblical concepts of Christian leadership, giving attention to its biblical basis, principles, meaning, purpose, and successful implementation.

DMAL 825 THE ROLE OF WOMEN IN MINISTRY

A biblical, theological, and practical look at the ministry of women in the church. Includes the biblical teaching of ministry roles to which women may be called as well as instruction that will help them fulfill those roles.

DMAL 830 LEADERSHIP DEVELOPMENT

This course is designed to help students better understand the dynamics of spiritual leadership development. Special attention is given to skill development and spiritual formation for leaders to facilitate their own development and the development of those around them.

DMAL 850 STRATEGIC PLANNING AND GOAL SETTING

This is an advanced strategic planning course, designed to help leaders plan and implement processes and systems for goal accomplishment. Students will learn to develop strategic planning components and organize their resources to best accomplish their objectives.

DMAL 900-950 ADMINISTRATION/LEADERSHIP TOPICAL STUDIES

Topics may include Effective Leadership Skills, Conflict Resolution, Legal-Ethical-Professional Issues, Stewardship Planning, Staff Relationships, and others as announced.

DMBC: BIBLICAL COMMUNICATION STUDIES

DMBC 821 CONTEMPORARY PREACHING

An introduction and guide to effective biblical preaching with special attention given to various techniques of presentation.

DMBC 825 STRENGTHENING EXPOSITORY PREACHING

An advanced institute offered in partnership with the Stephen Olford Center for Biblical Preaching in Memphis, TN. Key issues in sermon preparation are addressed, including the interpretation of different types of biblical literature. *When taken at the Olford Center, additional costs are entailed.*

DMBC 830-875 BIBLICAL COMMUNICATION TOPICAL STUDIES

Topics may include Dynamic Teaching, Preaching through the Bible, Preaching Doctrine, Evangelistic Preaching, and others as announced.

DMBT: BIBLICAL/THEOLOGICAL STUDIES

DMBT 821 BIBLICAL FOUNDATIONS

An examination of the true nature of the Bible and its proper use in the church. Topics include revelation, inspiration, inerrancy, canonicity, illumination, interpretation, and application. Special attention is given to contemporary threats to the Bible's authority and to the priority of the Bible in Christian ministry.

DMBT 835 APOLOGETICS

A study of the defenses of the Christian faith against counter-claimants to truth. A critical analysis will be made of the methodology in apologetics.

DMBT 945 SPIRITUAL FORMATION

A practical study of the theology of life in the image of Christ and the principles involved in the development and maintenance of that Christ-like life. The study will include consideration of the biblical directions for appropriating the victory that Jesus Christ gives for faithful Christian living.

DMBT 960 CHRISTIAN ETHICS

A study of Christian values from a biblical perspective. This course surveys the complex moral issues faced by modern men and women and provides Bible-based solutions to the ethical dilemmas of contemporary life.

DMBT 970 CREATIONISM

A study of origins from the perspective of scientific creationism.

DMBT 971-995 BIBLICAL/THEOLOGICAL TOPICAL STUDIES

Topics may include Worship, Theology and Practice of Prayer, Eschatological Perspectives, Current Doctrinal Controversies, and various biblical studies as announced.

DMGC: GREAT COMMISSION STUDIES

DMGC 824 LOCAL CHURCH EVANGELISM

An examination of the basic task of evangelism for the local church.

DMGC 923 DISCIPLESHIP TRAINING

A consideration of the principles of Christian growth and maturity.

DMGC 925 MODERN CULTS

A study of the history and theology of the major cultic groups in comparison with biblical Christianity.

DMGC 930 MISSIONS PRACTICUM

A mission trip to a foreign country to acquaint the student with missionary life and work.

DMGC 931-950 GREAT COMMISSION TOPICAL STUDIES

Topics relate to various aspects of church planting, church growth, disciple making, Evangelism, and Missions.

DMPC: PASTORAL CARE/COUNSELING

DMPC 826 FOUNDATIONS OF DISCIPLESHIP COUNSELING

This course introduces the student to the principles of exchanged-life counseling. The course includes a study of the counseling process, the believer's new identity, the nature and characteristics of the flesh, the journey to the cross, the believer's victory, the exchanged life, Spirituotherapy, living in dependence on Him, and growing in grace.

DMPC 920 CHRIST-CENTERED MARRIAGE AND FAMILY LIFE

This course introduces the student to counseling couples and families from a Christ-centered perspective. The course includes a study of the complementary biblical roles of husband and wife and the principles of biblical parenting. Living life as counselor, spouse, and parent--by experiencing God's empowering grace is emphasized. Different Christian models of counseling couples are studied.

DMPC 926 ISSUES, ETHICS, AND LEGAL CONCERNS

Legal and ethical concerns such as confidentiality, privileged communications, duty to protect life, preventing suicide, warning intended victims, reporting abuse of children, and other critical concerns are studied.

DMPC 928 COUNSELING AND HELPING SKILLS

A practical course designed to improve the student's listening, helping, and communication skills.

DMPC 930-975 PASTORAL CARE/COUNSELING TOPICAL STUDIES

Topics may include Effective Pastoral Care; Dating, Courtship, and Premarital Counseling; Biblical Financial Principles; Crisis Counseling; and others as announced.

MAJOR MINISTRY PROJECT

The Bible stresses the importance of applying in ministry what has been learned from the Word of God (John 13.17; Jas 1.22). The capstone of the D.Min. program is a "hands-on" implementation of acquired knowledge and skill through a Major Ministry Project.

DMMP 950 MAJOR MINISTRY PROJECT

This is a supervised major ministry project addressing a specific concern in the student's present ministry context.* The project must have measurable objectives, be biblically and theologically informed, be transferable to other ministries in similar contexts, and reflect knowledge and skills gained through the D.Min. studies. **All CORE modules must be completed prior to beginning the Major Ministry Project.**

* **Note:** A mid-program change in the student's ministry context could jeopardize the status of the Major Ministry Project and necessitate a repetition of this program requirement. The student considering such a change should notify his faculty advisor and inquire about the ramifications a move may have on the Major Ministry Project.

Major Ministry Project Report

The rehearsing of ministry experiences is both biblical and beneficial (Acts 14.27). It clarifies issues in the minister's own mind, instructs others who would minister in a similar way, encourages the church at large, and gives glory to God Who alone makes one sufficient (2 Cor 3.5). The culmination of the D.Min. program is a report of the Major Ministry Project.

DMPR 945 Major Ministry Project Report--First Draft

The First Draft of the Major Ministry Project Report is a detailed written account of the work done for DMMP 950. The report must contain the following elements:

1. An explanation of the problem addressed in the Major Ministry Project
2. A description of the ministry context in which the project was undertaken
3. A survey and analysis of relevant literature
4. An exposition of the informing biblical/theological data
5. A step-by-step account of how the problem was addressed
6. An evaluation of the project's effectiveness

This draft must be submitted in satisfactory form no later than August 15 of the year prior to graduation.

DMPR 950 Major Ministry Project Report--Final Draft

This is the Final Draft of the Major Ministry Project Report. It must be in final form and reflect any changes required by the advisor and/or graduate committee in their review of DMPR 945. It

is due no later than February 1 of the graduation year. Two bound copies will be retained by the Seminary.

D.MIN. Colloquy

"He that walketh with wise men shall be wise" (Prov 13.20). The D.Min. Colloquy is based on the biblical premise that true believers sharpen one another "as iron sharpens iron" (Prov 27.17).

DMCO 950 Graduate Colloquy

This project is a one-day resident review in which the student presents an oral report of the Major Ministry Project and is interviewed by faculty and peers regarding the project. Special guests will present sessions designed for the student's personal, professional, spiritual edification.

This final component of the D.Min. program of study is held Thursday of Graduation Week. All graduating D.Min. students must attend.

BOARD OF TRUSTEES

Laura M. Tucker
Chairman

A.T. Dunn
Vice Chairman

Nicole M. Iovine
Treasurer/Secretary

Angel Martinez
Trustee

John M. Borek, Jr., Ph.D.
President

ADMINISTRATION



President
John M. Borek, Jr., Ph.D.



Vice President for Academic and Student Affairs
Laura Tucker, M.P.A., Hon. Litt.D., D.H.A.



Vice President for Enrollment Management
Nicole M. Iovine, M.B.A.

FACULTY

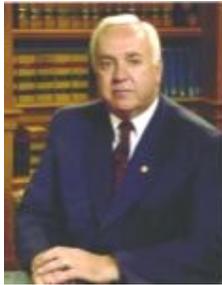


Rebecca B. Bandy, M.Ed.

Assistant Professor of Biblical Leadership

M.Ed., University of Phoenix
B.S. Ed., University of Georgia

Ms. Bandy has 30 years of experience in education. In addition to being a member of the American Leadership Institute and Seminary faculty, she is experienced in distance education and has many years experience teaching and as a leader in education. She is an active member of Grace Fellowship Church.



John M. Borek, Jr., Ph.D.

President and Professor of Biblical Leadership

Ph.D., M.B.A., B.B.A., Georgia State University
Additional Graduate Studies: Liberty University and Luther Rice University
During the period 2009 -2011, Dr. Borek served as President of Victory University (formerly named Crichton College), In 2011 he was elected President Emeritus and continues to serve as a member of the Board. He

served as president of Luther Rice University from 2004-2005.

On June 30, 2004, Dr. John M. Borek, Jr. became Liberty University's President Emeritus after serving seven years as president. Upon assuming the presidency he stated, "We have an excellent opportunity to build upon the strengths of a great Christian institution. We will enter the 21st century as a world class institution of choice for those individuals who desire a quality education in a Christian environment." Upon leaving Liberty University, he stated, "God gave me a gift. I was able to use my training and experience to be part of a quality Christian team committed to quality Christian higher education. My spiritual growth, however, was the greatest gift of all."

Dr. Borek is an ordained minister and he has an extensive background with institutions of higher learning. Holding an earned Ph.D., Dr. Borek has held various administrative and academic positions in higher education, including as a vice president and as a tenured faculty member. He has taught both graduate and undergraduate courses, including courses in the seminary, leadership, strategic management, business, and organizational behavior. In addition, he has served on numerous visiting committees for the Commission on Colleges, Southern Association of Colleges and Schools (SACS) and the Transnational Association of Christian Schools (TRACS). He has served and continues to serve as a consultant to many institutions of higher learning.

In the private sector, Dr. Borek has served as a founder and board member of several organizations including a HMO, a bank and several other organizations. He has served as CEO and board member of for-profit organizations as well as a credit union and an investment

company. Dr. Borek was also one of the founders, former chairperson, treasurer, and secretary of a non-profit foundation that funds health related projects. He continues to serve on that board.

Dr. Borek serves as a volunteer to many organizations, including the Rotary Club where he served his district as chairperson of the scholarship committee. He has served his church in various capacities and he is active as a speaker in church and civic organizations. He is a Lieutenant Colonel (retired) in the U. S. Army Reserves.

Dr. Borek is married and has three daughters and nine grandchildren. His hobbies include reading, flying airplanes, and riding motorcycles.

Publications

Borek, J.M., Lovett, D., Towns, E. (2005) *The Good Book on Leadership*. Nashville: Broadman & Holman Publishers.

Borek, J.M. Jr. (2004) *David from Shepherd to Sovereign*. Springfield, MO: Century Press

Borek, J.M., Jr. (1974) "A Study of Selected Trends Affecting Volunteer Manpower Planning and Development"

"Effective and Efficient Purchasing through Operational Auditing"

"The Internal Auditor's Approach to Review of the Purchasing Activity"

"Essential Elements of Media Management"

"Model Audit Program for a Review of Purchasing Operations"

Accounting Orientation for Administrative, Clerical & Secretarial Personnel Presenting Data Using Graphs and Charts

Co-authored numerous studies and reports

Courses Taught

Policy/Strategic Management, Leadership Development, Leadership, Conflict Resolution, Entrepreneurship, Organizational Behavior, Project Management, Compensation Administration, Personnel Research, Personnel Management, Principles of Accounting, Finance, Fund Accounting, Operations Management, Management Research, Principles of Management, Introduction to Data Processing, Computer Programming, Quantitative Methods, Business Research Methodology, Fundamentals of Aviation, and Aviation Meteorology.



Lois B. Borek, Ed.D.
Professor of Physical Science

Ed.D., Ed.S., Liberty University
M.Ed., B.S., Georgia State University
A.A., Clayton State University

Dr. Borek has over 30 years of teaching experience in higher education. She is currently a member of Biology faculty at Georgia State University and directs the laboratories for all undergraduate biology courses. Former experience includes Professor of Biology at Liberty University and member of the science faculty of Central Gwinnett High School.

Publications

Selected Bachelor of Science in Nursing Program Variables Impacting Graduate Scores on the National Council Licensure Examination for Registered Nurses

Courses Taught

Anatomy, Physiology, Biology, and General Science



Mark L. Brown, Sr., C.P.A., C.L.U., D.B.A.
Professor of Biblical Leadership

D.B.A., Argosy University
M.Div., M.A.R., Pastoral Studies, Liberty Baptist Theological Seminary
M.B.A., American University
B.S., University of Maryland

Teaching Experience

Dean/Professor

School of Business

Tennessee Temple University, Chattanooga, Tennessee May 2005-Present

- Revised and authored new curricula for the extant business department majors
- Authored and added the following new business department majors:
 - Accounting
 - Finance
 - Marketing
- Authored and will be adding a Master of Business Administration (MBA) program in the fall of 2006
- Initialized Distance Education (DE) Online Blackboard Program for the entire Business Department

Adjunct Professor

Liberty University, Lynchburg, Virginia July 2002- June 2003

Published work texts for the following courses:

- Business 310 - Principles of Management

- Business 320 - Corporate Finance
- Business 340 - Organizational Behavior
- Business 342 - Human Resources Management

Professional Experience

Chief Financial Officer (CFO)
Tennessee Temple University May 2005-Present

Chief Development Officer
Tennessee Temple University May 2005-Present

Founder/CEO
Brown’s Vanguard Insurance Agency, Inc. 1983-2005
Insurance brokerage, underwriting, and risk management.

Founder/CEO
Victory Financial Solutions LLC October 2005-Present
Financial management consulting

Founder/CEO
Realty Trust of Fulton County 1987-1995
Real estate investment trust.

Founder/CEO
Brown’s Investment Company 1976-1983
Portfolio management.

Special Agent/Accountant
Federal Bureau of Investigation, Washington, D.C. 1975
Auditing/Criminal Investigation

Military Service

Veteran
United States Army
20th Special Forces Group - Airborne
Glen Arm, Maryland

Volunteer Experience

- Evangelist/Reverend*
- Associate Pastor, Building Committee Chairman, Finance Committee Chairman, Trustee for *St. Andrews United Methodist Church*, Annapolis, MD (Pastor C. David Jones, Ret. -1811 Brandywine Trail, Fort Wayne, IN 46845).
 - Member of Executive Advisory Board for *Revival Fires World Missions Alliance* (Dr. Charles Todd, President – P.O. Box 1067, Branson, MO 65737).

- Founder/President of *Iraq International Alliance, Inc.* (www.IraqInternational.org)
- Associate Pastor for *Highland Park Baptist Church*
(Dr. David Boulter, Senior Pastor - 1907 Bailey Avenue, Chattanooga, TN 37404).

Licensure

Chartered Life Underwriter
American College, Bryn Mawr, Pennsylvania

Certified Public Accountant
Currently licensed in the state of Maryland

Licensed Preacher

Security Clearance

Previously operated under a top security clearance with the United States Army Special Forces

Professional Affiliations

American Institute of Certified Public Accountants (AICPA)
Association of Fundraising Professionals
Pennsylvania Tree Growers Association
Society of Financial Service Professionals



Remalian M. Cocar, M.A.

Assistant Professor of History

Ph.D., M.A., Emory University
B.A., University of Michigan

Mr. Cocar is completing the Doctor of Philosophy in History at Emory University. He received the Alfred Meyer prize from the University of Michigan in 1999 for outstanding undergraduate research and writing in Russian and Eastern European Studies. He served as editorial assistant for the the Journal of the Historical Society and is a member of the Organization of American Historians (OAH). In addition, Mr. Cocar is bilingual speaking both English and Romanian.

Publications

"Dostoevsky's Rewriting Russian Orthodoxy: Alyosha and the Women"

Courses Taught

The Making of Modern American: United States History since 1877
Environmental History



Kathy C. Franklin, Ph.D.

Professor of Leadership and Women's Ministry

Ph.D., Union Institute and University

M.Ed., Lynchburg College

B.S., Virginia State University

Professional Experience

President, Virginia University of Lynchburg, Lynchburg, VA

Presentations

Franklin, Kathy, "What Are The Major Concerns of National Organizations, State Legislatures and Accrediting Agencies Concerning Student-Learning Outcomes?" Transnational Association of Christians Colleges and Schools 2004 Annual Conference- Virginia Beach, Virginia, November 2004

Franklin, Kathy, Rice, Horace, "THE APPLE TEAM (A Preventive Program with Less Effort)." New Orleans, LA, April 2003

Esmail, Ashraf, Franklin, Kathy, Terrell, Doris, "Children, War and Violence." New Orleans, LA, April 2003

Esmail, Ashraf, Franklin, Kathy, Terrell, Doris, "Reflections, If I Can See Myself, I Can Change." New Orleans, LA, April 2003

Publications

Terrell, Doris, Esmail, Ashraf, Franklin, Kathy, If I Can See Myself, I Can Change. Forth Coming.

Rice, Horace, Esmail, Ashraf, Terrell, Doris, Franklin, Kathy, Professionals Answering The Call To Elevate Youth Violence in American Schools.

Terrell, Doris, Esmail, Ashraf, Terrell, Doris, Franklin, Kathy, Children, War, and Violence.

Committee/Memberships

Co-Chairperson, VUL Self-Study of Accreditation

Director, HBCU Title III Funding

Board of Directors (Vice-President) National Association of Peace Education

Editorial Board, Journal of Urban Education

Doctoral Committee Member, Union Institute and University School of Interdisciplinary Arts

and Sciences, Cincinnati, Ohio: Served as Doctoral Committee member for John Frias, Hilo,

Hawaii (Dissertation Defense, June 26, 2006), Connie Stewart, Denver, CO, December 2004,

Doris Terrell, Atlanta, Georgia, and currently serving on Melba Venison's (New Orleans, LA).

Transnational Association of Christian Colleges and Schools (TRACS) Visiting Team

Committee Member to a number of candidate and member institutions.

Honors/Awards

Award of Excellence/Outstanding Achievement Award Virginia University of Lynchburg(2000)

Honorary Doctor of Humane Letters Virginia University of Lynchburg (1999)

Graduate Dean's List Lynchburg College (1996)

Employee Recognition Award Board of Trustees, Virginia University of Lynchburg (2000)



Xiaoni Gainey, MSMT, FLMI, ACS

Assistant Professor of Foreign Languages and Leadership

M.S., Southern Polytechnic State University

B.S., Georgia State University

A.S., Beijing College of Material Management

Xiaoni Li Gainey is a Chinese native from Beijing, the fast changing capital of China. She has been living in Atlanta for the 17 years. She is fluent in Mandarin Chinese and English has extensive knowledge of the Chinese language and Far East culture.

Professional Experience

Professor Gainey is an Assistant Vice President, Greater China in International Division. She is responsible overseeing and executing strategy for Greater China Region for business development such as Chinese Education Program and member services for Mainland China, Hong Kong, and Taiwan. Xiaoni initiated Chinese FLMI and LOMA Institute projects. Prior to joining LOMA, Xiaoni worked with Windsor Group, an Atlanta, Georgia based insurance company, and the American Life Insurance Agency.

Leadership Successes

- Launched the new Chinese FLMI program in 1998 which is the world's largest university level 10 courses program in insurance certification designation to China, Hong Kong, Taiwan, the program has been a great impact and contribution to the Chinese insurance development.
- Managed the Chinese FLMI Program including the planning, budgeting, translating and reviewing of FLMI materials, printing and distributing the textbooks, promoting, entering the market, and providing services.
- Increased foreign national exam enrollments every year since the program has been developed: in 2002 enrollments increased 59%, which is the most profitable program for LOMA.
- Recruited as the first native Chinese - speaking regional associate to develop the market in China, Hong Kong, and Taiwan; heretofore, LOMA's business has increased four times total in the region and 22 times only in China and growing in all of these markets especially China.
- Developed and managed the business and activities in China, Hong Kong, and Taiwan with providing insurance education, training, research, and information to about 90 member companies. Many of them are world wide multi-national insurance companies, like AIA,

Manulife, ING, and New York Life. The memberships have increased to a total of 45% in the region, and 95% for China alone.

- Organized and conducted meetings with the executives visiting delegations at LOMA and successfully arranged the meetings and visits of LOMA executives to tour China, Hong Kong, and Taiwan.
- Established professional contacts in insurance industry including local insurance regulators, insurance companies, and universities and familiar with insurance markets in China, Hong Kong, and Taiwan.
- Worked on site six months project with Ping An Insurance Company, the second largest insurance company in China, in 2002. Planned and implemented Ping An – LOMA Institute under Ping An University, Shenzhen, China.
- Developed a life insurance talent selection and promotion standard based on LOMA knowledge system and Provided seven insurance related workshops so far and sent LOMA instructors to Ping An. LOMA's business increased five times within Ping An after founding the institute.
- Successfully managed win-win cooperation relationship between Ping An and LOMA. Set up a new model for LOMA large company strategy and LOMA international cooperation.
- First recruited person to manage start-up marketing programs and to make personal sales for annuities, whole life, universal and variable insurance, and other types of insurance products
- Developed complete brochures and advertising programs for newspapers catering to the Chinese-American market in the southeastern United States
- Provide services to customers including explanation of products and proposals
- Translated product brochures into Chinese



Nicole M. Iovine, B.S., M.B.A.

Assistant Professor of Biblical Leadership and Computer Management
Vice President for Enrollment Management

M.B.A., Nova Southeastern University
B.S., Liberty University

Professional Experience

Nicole Iovine teaches Biblical Leadership courses and manages the distance education technology for students and faculty. She is the former Director of Student Services/Information Technology, Luther Rice University. Ms. Iovine has assisted a number of institutions design and implement distance education programs. She has experience in many of the administrative areas of higher education including institutional effectiveness, strategic planning, database management, accreditation, compliance, and intercollegiate athletics. She also serves as associate with the American Leadership Group.

She has completed coursework in the Ph.D. in Information Technology at Nova Southeastern University.

Courses Taught

Leadership
Leadership and Women
Principles of Biblical Communication
Principles of Computer Management



Julie Kesler Holloway, M.Ed.

Assistant Professor of English for Speakers of Other Languages (E.S.O.L.) and English

M.Ed., Georgia State University
B.A., Jacksonville State University

Julie Holloway teaches E.S.O.L. and has a teaching certificate in E.S.O.L. for Teaching English to Speakers of Other Languages.

Professional Experience

Ms. Holloway has many years experience teaching English and Journalism courses in addition to E.S.O.L. Her teaching experience includes both traditional and distance education. In addition to her academic experience, she has administrative experience as a Registrar, College Guidance Counselor, and as an Assistant Principal. She has experience with curriculum development and review.

Courses Taught

English
English for Speakers of Other Languages
British Literature
World Literature
American Literature
Reading & Writing
Journalism
SAT Preparation
Literature

She is active in the community and volunteers for Atlanta Food Bank and the Habitat for Humanity.

Paul G. Kussrow, Ph.D.



Professor of Leadership

Ph.D., University of Michigan;
Ed.S., Central Michigan University;
M.A., Central Michigan University;
B.S., Central Michigan University;
A.A., Port Huron Junior College

Professional Experience

Professor of Educational Leadership, Florida Atlanta University - August, 1991 to August, 2006

- Coordinated and taught M.A., Ed.S, and Ed.D. students in Higher Education, Adult and Community Education, and P-12 tracks;
- Provided graduate training, lectures, forums and programs that forward the conceptual framework of new paradigms in instructional leadership and its relationship to other educational disciplines;
- Determined research priorities in cooperation with local, regional, and national experts in education;
- Provided consultative services to P-12 schools, colleges, universities, business/industry and other organizations and associations;
- Advised graduate students in program development, advanced degree committee work and course selection;
- Maintained a publications schedule with other college and university researchers.

Director of Education Research and Professor of Educational Administration and Higher Education, Oklahoma State University - July 1990 to July 1991

- Charged with the general administration of the research program, the formulation and direction of policies, staffing and organization, and responsibility for fiscal operations;
- Supervised a balanced program in research, development, and contractual activities;
- Coordinated contracts between faculty with research ideas and potential funding agencies;
- Assisted in the inter-college and inter-departmental articulation of multi-and inter-disciplinary approaches to problems germane to the research mission in general and academic departments specifically;
- Served as chairperson to the Research Advisory Committee;
- Approved requisitions for all expenditures for research maintenance accounts or indicated special accounts.

Director of the North Carolina Center for Community Education and Professor of Leadership and Higher Education, College of Education, Appalachian State University - August 1980 to June 1990

- Administrator of the Center's staff, and state-wide pre- and in-service training programs, workshops, and institutes;
- Advised Master's and Education Specialist degree students;
- Coordinated field based and weekend Master of Arts degree offerings in community education leadership throughout North Carolina;

- Coordinated and conducted training programs with the North Carolina Association of Community Education and other state-level organizations;
- Provided consultant and technical assistance to local education agencies, and community-based organizations interested in implementing or expanding community education efforts;
- Grant author and director for 14 programs.

Dean of Continuing Education and Community Services at Illinois Valley Community College - February 1978 to August 1980

- Member, Central Administrative Staff reporting to the President;
- Managed and supervised a staff of 15 full-time employees, 25 part-time non-instructional employees, and 150 part-time and non-credit instructors;
- Established and maintained the continuing education and community service programs for over 9,600 people per year in the college district;
- Provided for the establishment of short and long range goals for the Office of Continuing Education and Community Services in coordination with IVCC institutional goals;
- Developed and administered a \$1,000,000 annual budget in accordance with policies adopted by the Board of Trustees; Conferred regularly with the President regarding continuing education and community services activities, including those funded by special grants;
- Established and administered a professional development program for all part-time credit instructional staff;
- Served as the College's representative on a community-wide planning group whose main emphasis was community service and/or development.

Director, Center for Career Education at Central Michigan University - March 1975 to February 1978

- School of Continuing Education and Community Services staff member;
- Selected, trained and supervised a 20-member cadre of university instructors for pre- and in-service career education activities throughout the State of Michigan;
- Developed, administered, and advised students in new advanced-degree programs in general education administration with emphasis in career education;
- Designed and coordinated career education curriculum for all university undergraduate and graduate credit and non-credit courses, workshops and consultancies;
- Grant author and director of 1974-77 "Career Education Teacher Education Grant;"
- Career Education-Teacher Education Consortium representative (and Chairman 1976-77) for Central Michigan University to the Michigan Department of Education;
- Supervised Central Michigan University's Career Education intern/extern program, and M.A. and Ed.S. committee member;
- Collaborated with universities, intermediate school districts, P-12 and community organizations; Published the Center's bi-monthly newsletter, The Michigan Career Educator.

Program researcher, implementer and Instructor of Bay City Public School District's Pilot Project in Career Education at McAlear-Sawden School, Bay City, Michigan - August 1974 to March 1975

- Member of Bay City Public School's K-12 Career Education Curriculum Committee;
- Administrative Assistant for Adult Education programs for Bay City Schools.

Instructor of Psychology, History, Government and Civics at Bay City Central High School - September 1972 to June 1973

- Department Student Teacher Consultant;
- Member, Human Relations Committee;
- Administrative Intern, McGregor Intermediate School;
- Administrative Intern, Bay City Public School Central Office with the Assistant Superintendent for Personnel and Instruction

Central Michigan University - June 1971 to September 1972

- President, Central Michigan University's National Student Education Association Chapter Member, Dean's Advisory Council for the School of Education;
- Member, Ninety-Hour Experience Committee on Admissions to Teacher Education

United States Navy-Active Duty - September 1969 to June 1971

- Vietnam Service Medal;
- Vietnam Campaign Medal with Service Device;
- Armed Forces Expeditionary Medal;
- MUC (Gallantry Cross)

Instructor, Bay City Central High School; Bay City, MI - September 1968 to June 1969

- Social Studies/Special Education Instructor;
- Alternative Education instructor

Student Teacher, Midland Public Schools; Midland, MI - September 1967 to December 1968

- Team-Teaching Instructor, U.S. History

Awards and Honors

- 2002 Exceptional Faculty Award, College of Education, FAU
- 2001 Teacher of the Year Nominee, Florida Atlantic University
- 2000 Teacher of the Year Nominee, Florida Atlantic University
- 1999 Teacher of the Year Nominee, Florida Atlantic University
- 1998 Publication of the Year Award, Florida Library Association
- 1990 Minority Leadership Award, National Community Education Association
- 1984 Distinguished Service Award, North Carolina Association for Community Education
- 1983 Governor's Citizenship Award, State of North Carolina

Grants Activity

Submitted, Awarded and/or Administered: \$12.6 million – Over four dozen grants. Proposals include; academic achievement, teacher education, instructional design, community and continuing education, resource development, career education, and leadership.

Professional Publications

Refereed Publications

- Kussrow, P.G. (April, 2004). "Grant Administration and Grant Management." *Electronic Age. Fire Chief Magazine*.
- Kussrow, P.G. & G. Penney. (January/February, 2004). "Writing Successful Grant Proposals." *NFPA Journal*, 64-65.
- Kussrow, P.G. (2003). "It's a Neuronal Jungle in There." *Educational Practice and Theory* 25(1).
- Kussrow, P.G. (January-February, 2002). "Diagnosis Before Prescription." *Today's Schools: Shared Leadership in Education*.
- Kussrow, P.G. (Spring, 2002). "Learning for Survival." *Illinois Schools Journal* 81(2), 72-79.
- Kussrow, P.G. and J. Purland. (2001). *In Search of the Congruent Leader*. Eugene, OR: Clearinghouse of Educational Management. (ERIC Resources in Education. EA 031162).
- Kussrow, P.G. (2001). *Securing Tenure and Promotion at a College or University*. Washington, D.C.: Clearinghouse on Higher Education. (ERIC Document ED 45 649).
- Kussrow, P.G. (2001). "Brain-Based Leadership." *Contemporary Education*.
- Kussrow, P.G. (2001). *The Community College's Challenge of Facilitating a New Model for Lifelong Learning*. Los Angeles, CA: Clearinghouse for Community Colleges. (ERIC ED 44790).
- Kussrow, P.G. (2000). *The Myth of Tenure. Clearinghouse for Community Colleges*. Los Angeles, CA: Center for the Study of Community Colleges. (ERIC Document Reproduction Service. ED 443469).
- Kussrow, P.G. (July, 1998). "The Chemical-Electrical-Energy-Learning Continuum." *PolymerNews* 23(7), 238-239.
- Kussrow, P.G. and L. Vannest (July, 1998). "Can Public Schools be Religiously Neutral?" *University Leadership*. <http://www.leaderu.com/humanities/neutral.html>.
- Kussrow, P.G. (July, 1997). *From Pedagogy Through Andragogy to Holosagogy Resources in Education*. (ERIC Document Reproduction Service No. ED 412 213).
- Kussrow, P.G., and L. Harrison. (November, 1997). "Learning Styles in the Library: All Students are Equal But Some are More Equal Than Others." *Florida Libraries* 40 (7), 128-130. Winner of the Florida Libraries Article Award for 1997-98.
- Kussrow, P.G., and P. Roshaven. (December, 1996). "A Case for Treating Library Researchers Differently." *Research and Reflections* 2(2).
<http://www.soe.gonzaga.edu/rr/v2n2toc4.html>.
- Kussrow, P.G. (Fall, 1995). "Redefining Equality and Fairness in Culturally Diverse Classrooms." *Contemporary Education* 67(1), 12-15. Also published in *Illinois Schools Journal*.
- Kussrow, P.G. (Winter, 1995). "The Routine of Classroom Discrimination." *Michigan Principal* 71(1), 27-30. Also published in *Illinois Schools Journal* 74 (2), 21-27 and in *International Journal of Educational Practice and Theory* 18(1), 81-86.

- Kussrow, P.G., and C. Carraher. (1995). "Communication Through Intelligences and Learning Styles." *PolymerNews* 20(6), 184-187.
- Kussrow, P.G., and C. Carraher. (1995). "Communication and Learning Styles." *PolymerNews* 20(7), 210-213.
- Kussrow, P.G. (Winter, 1994). "Learning Style Research and the Community Educator." *Michigan Principal* 70(1), 9-12.
- Kussrow, P.G. (Spring, 1994). "A Community Educator's View of Learning-Styles Research." *Learning Styles Network* 15(2), 5 & 7.
- Kussrow, P.G. (October, 1993). "Back to the Real Basics: Preparing Students for Success as Adults." *NASSP Bulletin* 77(555), 66-71.
- Kussrow, P.G. & Laurence, H. (Winter, 1993). "Instruction in Developing Grant Proposals: A Librarian-Faculty Partnership." *Strategies* 11(1), 45-51.
- Kussrow, P.G. (Spring, 1993). "Sponsored Research Proposals in the Doctoral Program." *Society of Research Administrators Journal* 24(4), 35-40.
- Kussrow, P.G. (1992). "Employing Accelerated Learning in Community Education." *Community Education Journal* 17-20.
- Kussrow, P.G. (1992). "Learning Styles and the Community Educator" *Community Education Journal* 19(4), 16-19.
- Kussrow, P.G. (1992). "The Community Educator's Role in Academic Achievement." *Community Education Journal* 19(3), 16-21.
- Kussrow, P.G. (1991). "Eleventh Hour Proposals." *Grants Magazine* 12(4), 166-168.
- Kussrow, P.G. (1991). "Interdisciplinary Research Teaming: One Response to Diminishing Resources." *Grants Magazine* 12(4) 193-197.
- Kussrow, P.G. (1989). "Your Publications, Professional Development, and Grantsmanship." *Grants Magazine* 12(3), 131-132.
- Kussrow, P.G. (Fall, 1990). "Resource development: What is it? Who should do it? How is it done?" *Community Education Journal* 18(1), 9-10.
- Kussrow, P.G. (Spring, 1990). "The Core Curriculum as Envisioned by a Community Educator." *Community Education Journal* 17(3), 22-23.
- Kussrow, P.G. (Winter, 1990). "Citizen Participation in Community Education--Myth or Reality?" *Community Education Journal* 17(2), 21-23.
- Kussrow, P.G. (1989). "How Community Education got Started in North Carolina." *Community Education Journal* 16(3), 29-30.
- Kussrow, P.G. (1989). "North Carolina's First Community Educator" *Community Focus* 5(1), 12.
- Kussrow, P.G. (1989). "Some Technical Points in Grant Writing." *Grants Magazine* 12(2), 93-96.
- Kussrow, P.G. (1988). "A Review of Literature in Community Education, 1983-1988." *Community Education Research Digest* 3(1), 18-22.
- Kussrow, P.G. (1988). "Nothing is Fair in Grantsmanship." *Grants Magazine* 2(2), 96-98.
- Kussrow, P.G. & Li, D. M. (1988). "A Chinese Perspective on Community Education." *Community Education Journal* 15(2), 30-31.
- Kussrow, P.G. & Mason, B. (1988). "Rate your state: How Much Community is in our Community Education." *Community Education Journal* 16(1), 26-27.
- Kussrow, P.G. (1982). "A Security Checklist." *Community Education Journal* 9(3), 26-27.
- Kussrow, P.G. (1982). "Food for Thought." *The Community Services Catalyst* 12(2), 24.

- Kussrow, P.G., Wisgoski, A. (1980). "Hard Realities About Soft Monies." *The Community Service Catalyst* 10(3), 32.
- Kussrow, P.G., & Oberie, P. (1978). "Career Education on Minimal Funding." *Secondary Education Today* 19, 55-59.
- Kussrow, P.G. (1976). "Career Education, Your Principal and You." *Secondary Education Today* 17, 21.
- Kussrow, P.G. (1976). "Principal-Spelt as in Teacher." *The Michigan Elementary Principal* 52, 6.
- Kussrow, P.G., & Scharpf, M. (1976). "Environmental Education can Mean Career Education." *The Michigan Elementary Principal* 52(4), 14.

Book Chapters

- Kussrow, P.G. (1998). Are There Absolute Truths in Education? *School Administration*. (Jurenas, A.C., Ed.). Dubuque, IA: Kendall/Hunt Publishers.
- Kussrow, P.G. (1998). P-12 Education: The Stressed Profession. *School Administration*. (Jurenas, A.C., Ed.). Dubuque, IA: Kendall/Hunt Publishers.
- Kussrow, P.G. (1998). Gender-Based Communication Differences. *School Administration* (Jurenas, A.C., Ed.). Dubuque, IA: Kendall/Hunt Publishers.
- Kussrow, P.G. (1998). From Pedagogy Through Andragogy to Holosagogy. *School Administration*. (Jurenas, A.C., Ed.). Dubuque, IA: Kendall/Hunt Publishers.

Books

- Kussrow, P.G. (2002). *The Seeker's Journey*. Erudition Books, a division of Courier Custom Publishing, Inc., North Chelmsford, MA.
- Kussrow, P.G. (1999). *Leadership Lessons for Christian Educators*. Montana: Triangle Press.
- Kussrow, P.G. (1994). *How to Reformulate Teaching and Learning*. Michigan: The Lewiston Group.
- Kussrow, P.G. (1989). *Community Education Infusion Module for K-12 Instructors*. Boone, NC: Appalachian State University, Center for Community Education. (ERIC Document Reproduction Service No. 298265).

Other Publications

- Kussrow, P.G. (June, 1996). "Common Senses Learning." *Success Factors*. Dallas, Texas.
- Kussrow, P.G. (January, 1996). *Why Community Colleges Need Organizational Partnerships*. *Resources in Education*. (ERIC Document Reproduction Service No. ED 386 230).
- Kussrow, P.G. (June, 1995). "The Agency Based Community Educator." *The South Pacific News* 8(2), 1-3.
- Kussrow, P.G. & M. Warren. (1992). "Gospel Lessons in the Acquisition of Resources." *Leadership* 8(333), 6-8.
- Kussrow, P.G. (1991). *A Manual for Proposal Planning and Development, Resources in Education*. (ERIC Document Reproduction Service No. 325024).
- Kussrow, P.G. (1991). "Faculty Writers and the Writing Center." *Composition Chronicle* 1(4), 4-5.
- Kussrow, P.G. (1988). "Community Educators Urge Partnerships." *Emphasis* 8,9.
- Kussrow, P.G. (1983). "North Carolina Center for Community Education-A Decade of Service." *Emphasis* 6.

- Kussrow, P.G. (1983). "The Student-teacher and Community Education." *Community Education Today* 9, 8.
- Kussrow, P.G. (1983). "Welcome to Your Community School." *Community Education Today* 9, 10.
- Kussrow, P.G. (1982). "With Great Regret, I Resign." *Community Education Today* 8(5),8.
- Kussrow, P.G. (1977). "Career Education-A Call for Leadership." *MATE News*, 2, 3-4.
- Kussrow, P.G. (1976). "Self-Identity in Career Education." *The Career Workshop* 5, 13-15.
- Kussrow, P.G., & Cook, W.F. (1976). "Business Educators can be Leaders in Career Education." *MEBA TODAY*, 62, 1-2.
- Kussrow, P.G. (1974). *The Status and Future of Administrative Internships in Michigan Institutions of Higher Education*. Dissertation Abstracts. Ann Arbor, Michigan.



Donald R. Leslie, M.B.A., D.B.A.(h), C.P.A.

Assistant Professor of Leadership

M.B.A., Lynchburg College;
B.S., Bob Jones University

Donald Leslie joined the TRACS staff, a DOE and CHEA recognized accrediting body in January 2004. He earned a B.S. in Accounting at Bob Jones University, and his M.B.A. from Lynchburg College. He received an honorary doctorate from the Virginia University of Lynchburg for 30 years of outstanding contributions to higher education.

Dr. Leslie served in the United States Army and attained the rank of Captain. He received his professional license as a CPA in 1975. Dr. Leslie began his career in 1966 with Price Waterhouse, Certified Public Accountants. In 1976, he accepted a position as Controller and later became Vice President of Finance with Liberty University. In 1990, he established his own accounting and audit firm. He has audited and consulted with many educational institutions.



J. Danny Lovett, D.Min.

Adjunct Professor of Biblical Leadership

D.Min., Reformed Theological Seminary;
D.D., North Florida Theological;
M.Div., Luther Rice Theological Seminary; B.S., Liberty University;
M.A. in Biblical Counseling, Liberty Baptist Theological Seminary;

Dr. Lovett has an extraordinary career as a pastor, evangelist, and as a Christian educator in higher education. His leadership experience includes having served as senior pastor, as a visiting pastor in hundreds of churches throughout the United States and internationally, and as a President, Vice President, and Dean at accredited institutions of higher learning. Senior pastor of the Church at Chelsea Westover, Alabama and former pastor Open Door Baptist Church in Tuscaloosa, Alabama.



Susan Lovett, Ed.D.

Adjunct Professor of Women's Ministry

Ed.D. Ed.S., Liberty University
M.S., B.S. University of Alabama

Professional Experience

Dr. Lovett currently is the former Vice President for Institutional Effectiveness at Tennessee Temple University. Prior to joining Tennessee Temple University, she was a member of the faculty of Liberty University. She has been active in Women's Ministry, speaking at many retreats and workshops. She is an active member of Highland Park Baptist Church.

Tennessee Temple University - Vice-President of Institutional Effectiveness Professor of Family Studies

Liberty University - Chair, Department of Family and Consumer Sciences, Assistant Professor, Faculty Senate (Executive Committee and Academic Committee) Administrative responsibility for department, leadership of Faculty Senate Committee for Academic and Admissions Policy, Development and teaching of courses in early childhood, consumer sciences, foods, and family development. Student advisor. AAFCS Accreditation Team Training. Vice Chair for College and University Division of VAFCS

Lynchburg Christian Academy - Home Economics teacher; Developed curriculum, raised and allocated funds, taught classes across grade levels. Participated in self-study process for accreditation.

Open Door Baptist School and Daycare - Administrator; Responsible for program planning, personnel, accounts receivable, financial statements, food program, and public relations.

University of Alabama - Graduate Research Assistant

Ministry Experience

The Church at Chelsea Westover and Open Door Baptist Church - Pastor's Wife, Bible Study Teacher, Precept Leader, Evangelism Explosion, Choir Member, Trio, Soloist

Jesus Is Awesome Ministries - Women's Speaker, Marriage Conference Leader, Soloist

Courses Taught

Organization and Administration of Early Childhood Programs

Daycare Administration

Principles of Working with Young Children

Publications

Dissertation: Family and Consumer Sciences in Higher Education: Common Elements in Undergraduate Curriculum (2005).

Children's Contributions to Household Activities in Single-parent and Two-parent Families (1988). Journal of Consumer Studies and Home Economics 12, 199-204.

Household Work Time of Dependent Minors: A Cross-Cultural Case (1985). Proceedings from Southeastern Regional Association Family Economics/ Home Management Conference.

Presentations

Children's Contributions to Household Activities in Single-parent and Two-parent Families. Presented at the Southeastern Regional Association Family Economics / Home Management 14th Annual Conference, February 1985.



Col. Benjamin M. Matthews, M.A.

Adjunct Professor of Leadership

Masters Certificate in Homeland Security, University Colorado

M.A., Webster University

B.S., North Georgia College

Graduate Command and General Staff College, Combined Arms Service Staff School, Officer Advanced Course, Officer Basic Course

Leadership Experience

Platoon Leader 10th MTN DIV (40 personnel);

Battery Commander 1st Cavalry Division (100 personnel) Battalion Executive Officer charged with running a Battalion size unit (500 personnel) day to day operations;

Selected for Battalion Command, 1st Cavalry Division (500 personnel)

Col. Matthews was commissioned a second lieutenant of the Field Artillery from North Georgia College in 1989. He was first assigned to 2d Infantry Division in the Republic of Korea where he served as a Fire Support Officer for Alpha Troop, 5th Squadron, 17th Cavalry. His next assignment was with 1st Battalion, 7th Field Artillery of the 10th Mountain Division, Fort Drum, New York. His assignments included Fire Support Officer for Alpha Company, 1st Battalion, 22d Infantry, Battalion Intelligence Officer, Executive Officer for Charlie Battery, and Liaison Officer to the Pakistan Army during *Operation Restore Hope Somalia*.

After attending the Field Artillery Officers Advanced Course in 1994, LTC Matthews was assigned to 3d Battalion, 82d Field Artillery, of the 1st Cavalry Division, Fort Hood, Texas. He served as Battalion Adjutant, Task Force Fire Support Officer for 1st Battalion, 5th Cavalry, Assistant Operations Officer, Commander, Alpha Battery, and Aide-de-Camp to the Commanding General deploying in support of *Operation Joint Endeavor Bosnia-Herzegovina*.

Following Command and General Staff Officers College in 2001, LTC Matthews was assigned to the 3d Infantry Division, Fort Stewart Georgia. His assignments included Assistant Fire Support Coordinator, 1st Brigade Fire Support Officer during *Operation Iraqi Freedom*, Executive Officer for 1st Battalion, 41st Field Artillery and 3d Infantry Division Artillery Executive Officer. He is currently assigned to United States Northern Command as the Executive Officer and Aide to the Deputy Commander.

His military awards and decorations include Bronze Star Medal with “V” for Valor and oak leaf cluster, Meritorious Service Medal with oak leaf cluster, Army Commendation Medal with “V” device for Valor and four Oak leaf clusters, Joint Service Achievement Medal, Army Achievement Medal with Oak leaf Cluster, National Defense Service Medal, Armed Forces Expeditionary Medal, Southwest Asia Service Medal, Global War on Terrorism Expeditionary and Service Medals, Humanitarian Service Medal, Army Service Ribbon, Overseas Ribbon, United Nations Medal, the NATO Medal, and the Combat Action Badge.

LTC Matthews is married and he has four children, Savannah, Jackson, Mitchell, and Benjamin.

Azalia Moore, Ph.D.

Professor of Biblical Leadership, Director of Women’s Ministry

Ph.D., M.A., Vanderbilt University

B.A., Athens State University

Professional Experience

1954-1956 Elkmont Junior High School, Elkmont, AL

Junior High School Language Arts and Music Teacher

1956-1958 Athens College, Athens, AL

Director of Media

1958-1962 Harvest Elementary School, Harvest, AL

Principal and English Teacher

1962-1970 Athens College, Athens, AL

Freshman English Teacher
 1964-1980 Athens College, Athens, AL
 Professor of Elementary, Early Childhood, and Special Education
 1975-1980 Athens College, Athens, AL
 Director of Instruction, Associate Dean of College, President's Assistant
 1980-1989 University of North Alabama, Florence, AL
 Professor of Elementary and Early Childhood Education
 1987-1988 University of North Alabama, Florence, AL
 Acting Dean of the College of Education
 1989-2002 Part of the C.E. Moore Company, Tupelo, MS
 President of Action Competencies for Teachers

In each of these positions, Dr. Moore taught groups of students from Freshman in college through doctoral level studies. She was advisor to eleven doctoral students when they are designed and wrote their dissertations; assisted a large number of master's degree candidates as they conducted research and wrote reports; wrote college catalogues, conducted and wrote studies for various accrediting agencies, and has written many customized materials for agencies ranging from colleges to local school systems, including seven different state wide agencies. Early in her career, 1968-1970, she wrote for the US Office of Education, Southeastern Educational Laboratory.

Dr. Moore serves or has served as adjunct professor for the following colleges and universities:

- ◆ The University of Washington
- ◆ The University of Virginia
- ◆ The University of Alabama
- ◆ The University of Mississippi
- ◆ Mississippi State University
- ◆ Alabama A and M
- ◆ The University of Tennessee
- ◆ The University of Georgia
- ◆ Louisiana Tech University
- ◆ Liberty University, Lynchburg, VA

Publications

A Multi-Sensory Language Development Program, K, 1, and 3, US Office of Education, 1970
 A Games Approach to Remedial Reading Instruction, US Office of Education, 1970
 The Black American Speaks in Prose, Poetry, and Biography, 3 Volumes, US of Education, 1970
 Education in the Kindergarten and Primary Grades, US Office of Education, 1970
 A Philosophical and Psychological Basis for Multi-Sensory
 A Kindergarten program using Multi-Sensory Strategies, Times Mirror Publishing, 1973
 A Curriculum Guide for Huntsville City Schools, 1974
 Reading and Mathematics Instructional Guide for Jackson Independent School District, Jackson, MS, 1975
 A Computer Directed Student Assessment and Management Guide, Richland Orle School District, Columbia, SC and CTB McGraw Hill,

Teacher Resource Materials for the Perspective Mathematics Inventory, CTB. McGraw Hill, 1978
A Parent Resource File for Reading and for Mathematics, CTB, McGraw Hill, 1977
A Self Study for Athens State College, Southern Association of Colleges and Universities, Directed the Study and served as primary editor, 1978
State of Alabama Teacher Evaluation Model and Research Basis, AL Education Association, 1980
Administrators Training Video Series, Handbook, and Leader's Guide, State of Kentucky School Administrators Association, 1982
Spelling basic Skills and Applications, K-9, student edition, support materials, and teachers guide, Zaner-Blosser, Highlights for Children, 1983
The National Associations of Colleges of Teacher Education, Self study, director and editor of study, The University of North Alabama, 1985
Administrator and Teacher Training Staff Development Program for Seattle Public Schools, 1986
One-Minute Management and Instructional Improvement, Action Competencies for Teachers, 1986
Staff Development Videos to be used with teachers who desire to improve their skills in reading, mathematics, and language arts instruction, including the writing process and writing across the curriculum.
Research and document preparation for the text: American Education, the Weakest Link(s).



Thom Park, Ph.D.

Professor of Leadership

Ph.D., Florida State University

M.Ed., The Citadel

B.A., West Chester State College

Dr. Parks has extensive experience as a leader and is a nationally recognized authority and speaker on sports agency, coaches' careers, recruiting, contracts, advocacy and business affairs. He is President of Nehemiah's Wall, Inc., a New York based public charity.

Dr. Park concurrently taught for twenty-five years at Florida State University, serving as Courtesy Associate Professor of Sport Administration, Guest Lecturer in the sports business school program at the University of Central Florida and at the Florida State University Law School. Since 1980, he taught in or mentored twenty-one popular courses, mostly in sport. He has authored 117 articles and four books, given hundreds of lectures, speeches, and talks, especially on the coaching circuit.

Dr. Park is regarded as a national expert on coaches' careers and contracts, sports agency and coaches' business matters. He was named 1993 Distinguished Alumnus for Business in the Florida State University College of Education.

His professional career spans the military as a U.S. Marine Corps Armor Officer, university and college coaching and teaching, state government, business, charity and entrepreneurialism. From 1982-2003, he served in the financial services industry as Vice President, Financial Advisor and Branch Manager for Morgan Stanley in Tallahassee, Florida. His six person professional practice there exceeded \$125 million in assets and 1,600 clients at peak. During a distinguished 20-year advisory career, many sport celebrities, athletic directors, professionals of all persuasions and coaches sought Thom for investment, financial counsel and sound advice.

After leaving Morgan Stanley, Dr. Park served as an Executive Coach and Leadership Consultant to football and the sports industries. In the 1970's, he was regarded as one of the nation's top recruiters in college football while at the University of Maryland. He founded, leads and operates "Nehemiah's Wall at The Adirondack Center," an experiential learning school and team building center for at risk children, adult retarded citizens and youth in St. Johnsville, N.Y. Over 40,000 clients have been served in these life changing outdoor adventure learning programs. His father, an heroic jet test pilot on the XF-87, was an original member of "The Right Stuff," the legendary, high-speed pioneer aviators after World War II.

Surrounding his business, professional, and academic interests, he has a professed lifetime love affair with the study of leadership and sport. His hobbies are exercise and Bible study. Dr. Park and his wife, Susan, have three children, dually residing in Tallahassee, Florida and Hendersonville, N. C. Thom is a Wildwood P.C.A. Elder, has served on the FCA National Advisory Board and the Presbyterian Church of America National Foundation Elder Board of Directors.

Professional Experience

- | | |
|----------------|--|
| 1986 – present | President, Nehemiah's Wall, Inc. Adirondack Center, St. Johnsville, N.Y.
Outdoor adventure |
| 2005 | Director of Athletics, Liberty University.
Big South Conference, Lynchburg, VA |
| 1985 – 2004 | President, Thom Park and Associates, Inc. , Tallahassee, FL
Executive coaching, leadership consulting, career, advocacy, contract agency, business advisory team management, and legal consulting to the sports and football industries, realty investments, a registered Florida Consulting Corporation, Operations suspended |
| 1980 – 2005 | Courtesy Associate Professor, Florida State University,
Department of Physical Education; Sport Administration, FSU
Law School, 21 different courses
Adjunct Lecturer, University of Central Florida |
| 1982 – 2003 | Vice President, Financial Advisor and Former Branch Manager,
Morgan Stanley & Co. Inc. , Tallahassee, FL |

Peak capital responsibility \$140 million with 20 employees.
Investment practice, \$125 million with 1600 clients at peak with a seven-person team, now retired from the securities industry

- 1981 – 1982 Staff Analyst Intern, **Florida Senate**, Human Resource Services Committee
- 1980 – 1981 College Fellow, College of Education, **Florida State University**
- 1978 – 1980 Assistant Football Coach, **The Citadel**, Charleston, SC
Southern Conference TV Title game
- 1977 – 1978 Assistant Football Coach, Head Football Recruiter, **University of Connecticut**, Storrs, CT
- 1972 – 1973, 1973 – 1977 Assistant Football Coach, Director of Recruiting, Administrative Assistant to the Athletic Director, **University of Maryland**, College Park, MD
Peach, Liberty, Gator, Cotton Bowls
- 1969, 1973 Graduate Assistant Football Coach, **West Chester State College**, West Chester, PA
- 1967 – 1977 Captain, **U.S. Marine Corps**
Armor, service in Vietnam theatre of operations

Teaching Experience

Mentored or lectured in 21 different university sports/psychology related courses 50 semesters at two universities;

Publications

Author or co-authored 117 articles, 4 books, 40 formal presentations with dozens as lecturer, author, consultant.

Community Service

Community Presbyterian Church Elder (PCA); Fellowship of Christian Athletes, two terms, National Board of Advisors

Presbyterian Church of America Foundation National Board of Directors; Family Philanthropy. Founder, President

Nehemiah's Wall school for Adult Retarded Citizens and at-risk youth. Distinguished Alumnus.



H. David Phillips, Ph.D.

Professor of Old Testament and Hebrew

Ph.D., Th.M., Mid-America Baptist Theological Seminary

B.S., University of Arkansas

Dr. Phillips has many years of experience teaching Old Testament and Hebrew. He is also ordained and has served as Senior Pastor.



Douglas Porter, D.Min., D-C.P.C.

Adjunct Assistant Professor of Leadership and Ministry

D.Min., M.A., Liberty University

L.Th., Central Baptist Seminary

Dr. Porter has an impressive career as a Christian leader, counselor, educator, and pastor. He has many years experience teaching in higher education and training pastors both nationally and internationally. He has authored and co-authored many books and publications.

Dr. Porter holds a Diplomate-Certified Psychotherapist and Counsellor (D-CPC) by the Evangelical Order of Certified Pastoral Counselors.

Dr. Porter serves as pastor of Napanee Baptist Church in Napanee, Ontario, Canada

Teaching Experience

National Pastor Training Program, South East Asia (Closed Country) 2001-Present
Taught courses developed by Bible Training Centre for Pastors (Atlanta, GA) including Bible Study Methods & Interpretation, Old Testament Survey, New Testament Survey, Preaching Biblical Messages & Pastoral Ministry, Bible Doctrine Survey, Personal Spiritual Life, Church Ministry, Administration & Education, Teaching Principles and Methods

Global Pastors Network, Orlando, FL 2003
Developed and taught the internet course, Bible Biographies, as part of a global pastoral training program.

Canada Christian College, Toronto, Ontario 1992-1996
Director of International Development responsible for working with partner schools on five continents to develop and upgrade existing ministry training programs to meet North American standards.

- Taught and developed numerous courses in the fields of theology, Bible, ministry and research in various cross-cultural contexts.
- Wrote and published class notes, study guides and work texts for courses taught.

Luther Rice University, Lithonia, GA 1995
Developed the extension course, Educational Psychology, in consultation with Dr. George Benton Livesay.

Halton Heritage Christian Academy, Milton, Ontario 1988-1999
Responsible for administrative oversight of an ACSI Christian Day School and taught core academic subjects as needed in the secondary school.

Berean Baptist Academy, Brantford, Ontario 1987-1988
Senior Supervisor in a Christian Day School using ACE curriculum.

Liberty University, Lynchburg, VA 1981-1995
Research assistant to Dr. Elmer L. Towns in the areas of theology, church growth and biblical studies.

Baptist Bible College-Canada, Simcoe, Ontario 1979-1981
Developed and taught courses in Homelitics and Cults.

Professional Experience

Pastoral Ministry, 1974-Present.

Served in various roles on the pastoral staff of independent and Fellowship Baptist churches in Ontario. Senior Pastor of Napanee Baptist Church, Napanee, Ontario, since 1996.

Cross-Cultural Ministry, 1995-Present

Taught courses and preached through interpreters in American Sign Language, Cantonese, French, Korean, Mandarin, Portuguese, and Spanish.

Writing Ministry, 1981-Present.

Assisted in the writing of over seventy-five books for other authors.

Publications

Porter, D. and Towns, E.L. (2006). *Churches That Multiply: A Bible Study on Church Planting*. Beacon Hill Press: Kansas City. IBN: 083-412-0437.

Porter, D. (2006). *How to Develop and Use the Gift of Teaching*. Forest, VA: Church Growth Institute.

_____. (2006). *The Son of a Wandering Armenian Orphan: A Biography of Jacques Alexanian*. Montreal, QC: Editions SEMBEQ.

_____. (2003). *Churches that Multiply: A Bible Study on Church Planting*. Kansas City, MI: Beacon Hill Press of Kansas City.

Porter, D. and Towns, E.L. (2000). *The Ten Greatest Revivals Ever: From Pentecost To Present*. Servant Publications: Ann Arbor, MI. ISBN 1-56955-217-7.

Porter, D. (2000). *Revival and Church Growth Worktext*. New York: Harcourt College Publishers.

_____. (1997) *Study Guide for Putting an End to Worship Wars*. Nashville, TN: Broadman & Holman Publishers.

- _____ (1995). *Educational Psychology: A Study Guide*. Lithonia, GA.: Luther Rice Bible College & Seminary.
- _____ (1994). *Study Guide for The Names of the Holy Spirit*. Ventura, CA: Regal Books/
- _____ (1992). *How to Develop and Use the Gift of Evangelism*. Lynchburg, VA: Church Growth Institute.
- _____ (1991). *Study Guide for My Father's Names*. Ventura, CA: Regal Books.
- _____ (1991). *Ontario History and Geography*. Orillia, Ont.: Canadian Christian Academy.
- _____ (1991). *Investing in the Harvest*. Lynchburg, VA: Church Growth Institute.
- _____ (1991). *An Analysis of Evangelical Revival with Suggestions for Encouraging and Maximizing the Effects of an Outpouring of the Holy Spirit in Evangelism*. Doctoral dissertation. Liberty University: Lynchburg, VA.
- _____ (1982). "An Analysis of the Nature of Charismatic Leadership and its Role in Sectarian Fundamentalist Churches with Suggestions for the Development of Personal Charisma" Master's Thesis. Liberty University: Lynchburg, VA.
- How to Develop and Use the Gift of Administration*. Forest, VA: Church Growth Institute, currently in process of publication.
- How to Develop and Use the Gift of Exhortation*. Forest, VA: Church Growth Institute, currently in process of publication.

Publications Translated into Other Languages

French

- Porter, D. (2006). *The Son of a Wandering Armenian Orphan: A Biography of Jacques Alexanian*. Montreal, QC: Editions SEMBEQ.

Korean

- _____ (2006). *Churches that Multiply: A Bible Study on Church Planting*. Seoul: Word of Life Press
- Porter, D. and Towns, E.L. (2002). *The Ten Greatest Revivals Ever: From Pentecost To Present*. Seoul: Garion Publishing Co.
- _____ (1994). *How to Develop and Use the Gift of Evangelism*. Seoul: Korean Church Enrichment Institute.



Timothy M. Skinner, Th.M.

Assistant Professor of Bible

Th.M., Dallas Theological Seminary
B.S., Baptist University of America

Mr. Skinner is Assistant Professor of Bible for the American Leadership Institute and Seminary as well as Luther Rice University. He is former Professor at Carver Bible College where he was awarded the Professor of the Year Award in 1997 and 2001. He is an active member of the Journal of Evangelical Theological Society and teaches Bible training classes at First Baptist Church of Atlanta. His research interests include New Perspective on Paul and the New Age Movement.

Publications

“Will the Real Jesus Please Stand?”(Midnight Call, May 2004)

“The Genesis of Deception” (Midnight Call, Oct. 2001)
“Masters of Deception”(Midnight Call, Dec. 2001)

Courses Taught

Bible and Theology courses including: Christology, Corinthian Epistles, Ecclesiology, Eschatology, Hermeneutics, John, Life of Christ, Daniel, New Testament Survey, Revelation, Romans, Old Testament Survey, and Theology I and II.

Alfred C. Soldavini, M.Sc.M.E., P.E.

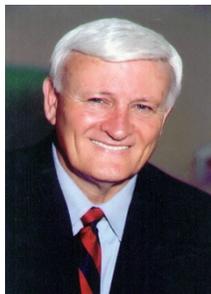
Assistant Professor of Mathematics and Physical Sciences

M.Sc.M.E., Stevens Institute of Technology
B.S.M.E., New Jersey Institute of Technology
Teacher certification requirements, Mercer University
Professional Engineer (P.E.), Georgia, Illinois, New Jersey

Mr. Soldavini taught for a number of institutions, including DeVry University and the North Metro Technical Institute. He has extensive engineering, operating, and managerial experience in the telecommunications industry, including international work.

Courses Taught and Tutoring include:

Algebra I, II, 032, 092, 114
AP Physics
Business Math
Calculus-based Physics
College Physics
Electronics
Geometry and Trigonometry
Mathematics
Physics
Pre-Calculus



Jerry L. Spencer

Pastor and Director of Missions and Pastor Development

Institutions Attended: Immanuel Theological Seminary, Liberty University, Southwestern Baptist Theological Seminary, Union University, University of Tennessee

Professional Experience

Jerry Spencer has been active in Christian ministry since 1957. He is currently holding leadership positions with several Christian organizations. He is Vice President-Missions for

Christian Light Foundation in Jacksonville, Florida. He presently serves as President of both Emmanuel Housing and All-India Prayer Fellowship. He is Vice President of Fires of Revival and Pastor of Sharon Baptist Church, in Savannah, Tennessee. He is actively involved in local church revivals, area crusades, Bible conferences, conventions, pastors' conferences, and overseas crusades.

Jerry served for 12 years as pastor of the 3,000 member Ridgecrest Baptist Church in Dothan, Alabama. He has preached in some of the leading churches of America, including:

- Bellevue Baptist, Memphis, TN;
- First Baptist, Dallas, TX;
- First Baptist, Jacksonville, FL;
- First Baptist, Orlando, FL;
- First Baptist, Woodstock, GA;
- First Southern, Del City, OK
- Prestonwood Baptist, Dallas, TX; and
- Thomas Road Baptist, Lynchburg, VA

He has conducted over 1,500 revivals and over 100 area-wide crusades in over 20 foreign countries. In India, within only a 5 year period of time, he has seen over 250,000 souls saved. In the past 14 months, he has conducted crusades in the Philippines, Costa Rica, Africa, Nicaragua, Jamaica, and India. Over 15,000 precious souls were converted during these crusades.

One of his most effective ministries is conducting pastor's conferences around the world. He has spoken to thousands of pastors motivating them to reach the lost with the Gospel, plant new churches, and live powerfully by the Word in the anointing of the Holy Spirit.

His special thrill is to see young people catch the vision of serving joyfully in the Kingdom of God and knowing the fulfilling excitement of being involved in evangelizing this generation worldwide.

He is former President of the Conference of Southern Baptist Evangelists. He served as Vice President of the Southern Baptist Convention. He served as President of the Pastors' Conference of the Southern Baptist Convention. He served as a member of the Executive Committee of the Southern Baptist Convention.

Publications

Jerry Spencer has authored several books and articles. His most recent book is *Soul Chasers*.

Personal

As a young man Jerry was an active sportsman. He was an all-star 4-year letterman in baseball, boxing, track and field, and football. He attended college on a baseball scholarship. He was a Golden Glove boxing champion in the Mid-South. Today he enjoys golf and fishing. For four years, he had his own TV fishing show called, Timeout.



Laura M. Tucker, M.P.A., D.H.A

Vice President for Academic and Student Affairs

Assistant Professor of Government

Assistant Professor of Leadership

A.B.D., M.P.A, B.S., Georgia State University

Completing Ph.D., in Organizational Development and Change, Fielding Graduate University

Ms. Tucker has over 30 years of experience in higher education as a member of faculty of the School of Business and Government of Liberty University and adjunct professor at Georgia State University. She is Vice President for Institutional Effectiveness, Planning, and Research, a faith-based higher education institution in Northern Virginia. Previous experience includes Associate Vice President for Finance and Administration of Liberty University, Director of Financial Planning and various other administrative management positions at Georgia State University, and higher education consultant to Luther Rice University as well as other public and private higher educational institutions. She is completing her Doctor of Philosophy in Political Science at Georgia State University.

Publications

Epstein, P.D., Campbell, W., and Tucker, L. (2002). "City of San Jose: Use and the effects of using performance measures for budgeting, management, and reporting." Case Assessment for SEA Research Study for the Governmental Accounting Standards Board, Norwalk Connecticut available via the GASB Web Site on Performance Measurement: <http://accounting.rutgers.edu/raw/seagov/pmg/>

Epstein, P.D., Campbell, W., and Tucker, L. (2002). "City of Sunnyvale, California: Use and the effects of using performance measures for budgeting, management, and reporting." Case Assessment for SEA Research Study for the Governmental Accounting Standards Board, Norwalk Connecticut available via the GASB Web Site on Performance Measurement: <http://accounting.rutgers.edu/raw/seagov/pmg/>

Tucker, L. (2002). "State of Arizona: Focus on performance." Case Assessment for SEA Research Study for the Governmental Accounting Standards Board, Norwalk Connecticut available via the GASB Web Site on Performance Measurement: <http://accounting.rutgers.edu/raw/seagov/pmg/>

Tucker, L. (2002). "State of Illinois: Emphasis on accountability for managing for results." Case Assessment for SEA Research Study for the Governmental Accounting Standards Board, Norwalk Connecticut available via the GASB Web Site on Performance Measurement: <http://accounting.rutgers.edu/raw/seagov/pmg/>

Tucker, L. and Campbell, W. (2002). "State of Maine: Use and the effects of using performance measures for budgeting, management, and reporting." Case Assessment for SEA Research Study for the Governmental Accounting Standards Board, Norwalk Connecticut available via the GASB Web Site on Performance Measurement: <http://accounting.rutgers.edu/raw/seagov/pmg/>

Tucker, L. (2002). "State of Texas: Use and the effects of using performance measures for budgeting, management, and reporting." Case Assessment for SEA Research Study for

the Governmental Accounting Standards Board, Norwalk Connecticut available via the GASB Web Site on Performance Measurement:

<http://accounting.rutgers.edu/raw/seagov/pmg/>

Willoughby, K. and Tucker, L. (2002). "DeKalb County, Georgia: A measured approach to system implementation," Case Assessment for SEA Research Study for the Governmental Accounting Standards Board, Norwalk Connecticut available via the GASB Web Site on Performance Measurement:

<http://accounting.rutgers.edu/raw/seagov/pmg/>

Willoughby, K. G. and Tucker, L. (2001). "DeKalb County, Georgia: A Measured Approach to System Implementation," Case Assessment for SEA Research Study (Governmental Accounting Standards Board, Norwalk Connecticut).

"Treat or Opportunity: Globalization" (1995) – Paper presented to Executive Leadership Series sponsored by Small Business Administration, Atlanta, Georgia.

"Can Demographic Characteristics Be Used To Predict Political Ideology?" (1994). Paper presented to Annual Conference of the Southeastern Society for Public Administration, Lexington, Kentucky.

"Polish Investment Opportunities" (1994). Institute for EastWest Studies, European Center, Atlanta, Georgia.

Courses Taught

American Government, The Bureaucracy, Administrative Rule Making, Public Budgeting, Statistics, and various short courses on use of various Microsoft software.



Seon (Karen) Yi, B.A.

Coordinator of English for Speakers of Other Languages (E.S.O.L.) - Korean

Email: AmericanLS@bellsouth.net

B.A., Yuin University

National Music School, Moscow, Russia

Ms. Yi is a member of the Philharmonic Orchestra of New Jersey and performs each year at Carnegie Hall in Manhattan, New York. She has conducted church choirs in Korea and the United States. She was the Director and Conductor of the Child Choir for the Korean School in Oradell, New Jersey. She performs as a Mezzo Soprano.

American Leadership Institute and Seminary
Application for Admissions



PERSONAL INFORMATION

Name: _____
Last First Middle Former/Maiden

Street/Rural Route/PO Box City State/Province Zip/Post Code Country

Telephone: Home () _____ Work () _____ Cell () _____

Email: _____

County of Residence: _____

DESIRED ENROLLMENT

Anticipated Beginning Semester: Fall Spring Summer Year 20_____

Prior college experience: Freshman, no prior college work Transfer student or prior college credit

Desired Enrollment (*Please check all that apply*):

Degree seeking student Anticipated Major: _____

Dual Enrollment; Name of high school or college in which you will be dually enrolled _____

Audit Courses Only (no degree credit)

Non-Degree

What are your educational goals? _____

EDUCATIONAL INFORMATION

HIGH SCHOOL: Yes No GED: Yes No

Name of High School: _____ Graduation/GED Date _____

City/State _____

Test Scores: Composite ACT _____ Eng _____ Math _____ Reading _____ Sci _____ SAT: Math _____ Verbal _____

COLLEGE & UNIVERSITY: Yes No

Please List ALL Colleges, Universities or Vocational-Technical Schools Attended (Please use additional paper if necessary.)

College/University or Vocational-Technical Schools Attended	City & State	Dates Attended	Credit Hours	Degree Awarded

EMERGENCY CONTACT INFORMATION

Name _____ Relationship _____

Street/Rural Route/PO Box City State/Province Zip/Post Code Country

Telephone: Home () _____ Work () _____ Cell () _____

INTERNATIONAL APPLICANTS

(To be completed by International Students and Non-U.S. Citizens ONLY)

Country of Citizenship: _____ Country of Residence: _____

Birth City: _____ Birth Country: _____ Birth State/Province: _____

Type of Visa: _____ Expiration Date: _____ Green Card/Alien Registration #: _____

Is English your native language? Yes No Second Language: _____

Test Scores: TOEFL (Paper) _____ (Computer) _____ (Internet) _____

DEMOGRAPHIC INFORMATION

Gender: Male Female Date of Birth: ____/____/____ Social Security Number: _____
mm dd yyyy

Marital Status: Single, Never Married Married Divorced Widowed

Are you a US citizen? Yes No *(If your answer is "No", please complete the International section above).*

How did you hear about American Leadership Institute and Seminary? *(Please specify location or name, if applicable)*
 Church Friend Web Campus Event Community Event Conference

Religious/Church Preference: _____ Church/Pastor: _____

Please provide the name and relationship of anyone in your family who has attended American Leadership Institute and Seminary?

Have you ever been convicted of a felony? Yes No

If Yes, when? _____ If Yes, please provide documentation regarding charge and conviction.

OPTIONAL

ETHNICITY

A person who is Cuban, Mexican, Puerto Rican, South or Central American, or another Spanish culture or origin, regardless of race, is considered to have an ethnicity of Hispanic, Latino, or Spanish Origin.

Do you consider yourself to be of Hispanic/Latino/Spanish Origin? Yes No

RACE

Which of the following racial categories most closely describes your race?

American Indian or Alaska Native (A person having origins in any of the original peoples of North and South America (including Central America), and who maintains a tribal affiliation or community attachment.)

Asian (A person having origins in any of the original peoples of North and South America (including Central America), and who maintains a tribal affiliation or community attachment.)

Black or African American (A person having origins in any of the Black racial groups of Africa.)

Native Hawaiian or Other Pacific Islander (A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.)

White (A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.)

I certify that the information provided on this Application for Admissions is true and complete and hereby authorize American Leadership Institute and Seminary to verify this information. I am requesting transcripts from all high schools, seminaries, technical schools, colleges, and universities I have attended to be sent to American Leadership Institute and Seminary. If admitted, I agree to abide by the Statement of Faith, Code of Conduct, and the policies and procedures of American Leadership Institute and Seminary.

Signature of Applicant _____

Date _____

American Leadership Institute and Seminary • 54 Blowing Rock Rd, Dawsonville, Georgia 30534 • 678.364.2318 •
www.americanls.org