

2023-2025
Catalog



Discipling the head, heart, and hands.

Faith Builders Training Institute
28527 Guys Mills Rd
Guys Mills, PA 16327

fbep@fbep.org

Office	814-789-4518
Office Fax	814-789-3396
FBCS	814-789-2303
CLR Bookstore	814-789-4769

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CALENDAR 2022-2025

Fall Semester 2022

Move into dorms	Saturday, August 20
Fall Semester begins	Monday, August 22
Mentoring	Tuesday-Wednesday, August 30-31
Labor Day (no classes)	Monday, September 5
Apprenticing Term	October 17-November 2
Thanksgiving break	November 23-29
FB Chorale Christmas program	4:00 PM, Sunday, December 11
Last day of Fall Semester classes	Monday, December 12
Fall Semester final exams	Tuesday-Wednesday, December 13-14
Mentoring	Thursday-Friday, December 15, 16
Christmas banquet	4:30 PM, Friday, December 16

Winter Term 2023

Orientation	7:00 PM, Monday, January 2
Winter Term classes begin	Tuesday, January 3
Staff-student social	Friday, January 13
Last day of Winter Term	Friday, February 3

Spring Semester 2023

Spring Semester begins	8:00 AM, Tuesday, February 14
Mentoring	Tuesday-Thursday, February 14-15
Choir Retreat	Saturday, February 18
Easter/Spring break	Thursday-Tuesday, April 6-11
Last day of Spring Semester classes	Wednesday, May 10
Spring Semester final exams	Friday & Monday, May 12, 15
Mentoring	Tuesday-Wednesday, May 16-17
FB Chorale Spring program	7:00 PM, Friday, May 19
FBTI Commencement Exercises	12:00 PM, Saturday, May 20
Choir Tour	Sunday-Sunday, May 21-28

Summer Term 2023

Summer Term Orientation	7:00 PM, Monday, June 26
Summer Term classes begin	Tuesday, June 27
College Student Weekend	Friday-Sunday, July 7-10
Staff-student outing	Friday, July 14
Last day of Summer Term classes	Wednesday, July 26
Summer Term final exams	Thursday-Friday, July 27-28

Fall Semester 2023

Move into dorms	Saturday, August 19
Fall Semester begins	Monday, August 21
Mentoring	Wednesday-Thursday, August 30, 31
Labor Day (no classes)	Monday, September 4
Apprenticing Term	October 16-November 1
Thanksgiving break	November 22-28
FB Chorale Christmas program	4:00 PM, Sunday, December 10
Last day of Fall Semester classes	Monday, December 11
Fall Semester final exams	Tuesday-Wednesday, December 12-13
Mentoring	Thursday-Friday, December 14-15
Christmas banquet	4:30 PM, Friday, December 15

Winter Term 2024

Orientation	7:00 PM, Monday, January 1
Winter Term classes begin	Tuesday, January 2
Staff-student social	Friday, January 12
Last day of Winter Term	Friday, February 2

Spring Semester 2024

Spring Semester begins	8:00 AM, Tuesday, February 13
Mentoring	Tuesday-Thursday, February 13-15
Choir Retreat	Saturday, February 17
REACH	March 13-15
Easter/Spring break	Thursday-Tuesday, March 28-April 2
Last day of Spring Semester classes	Wednesday, May 8
Spring Semester final exams	Friday & Monday, May 10, 13
Mentoring	Tuesday-Wednesday, May 14-15
FB Chorale Spring program	7:00 PM, Friday, May 17
FBTI Commencement Exercises	12:00 PM, Saturday, May 18
Choir Tour	Sunday-Sunday, May 19-26

Summer Term 2024

Summer Term orientation	7:00 PM, Monday, June 24
Summer Term classes begin	Tuesday, June 25
Staff-student outing	Friday, July 12
Last day of Summer Term classes	Wednesday, July 24
Summer Term final exams	Thursday-Friday, July 25-26

Fall Semester 2024

Move into dorms	Saturday, August 17
Fall Semester begins	Monday, August 19
Mentoring	Wednesday-Thursday, August 28-29
Labor Day (no classes)	Monday, September 2
Apprenticing Term	October 14-30
Thanksgiving break	Wednesday-Tuesday, November 27-December 3
FB Chorale Christmas program	4:00 PM, Sunday, December 8
Last day of Fall Semester classes	Monday, December 9
Fall Semester final exams	Tuesday-Wednesday, December 10-11
Mentoring	Thursday-Friday, December 12-13
Christmas banquet	4:30 PM, Friday, December 13

Winter Term 2025

Winter Term orientation	7:00 PM, Monday, January 6
Winter Term classes begin	Tuesday, January 7
Staff-student social	Friday, January 17
Last day of Winter Term	Friday, February 7

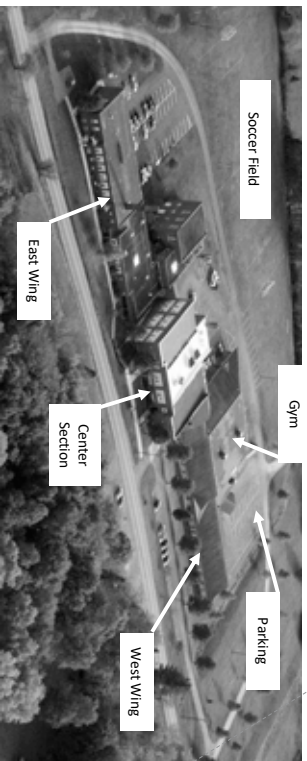
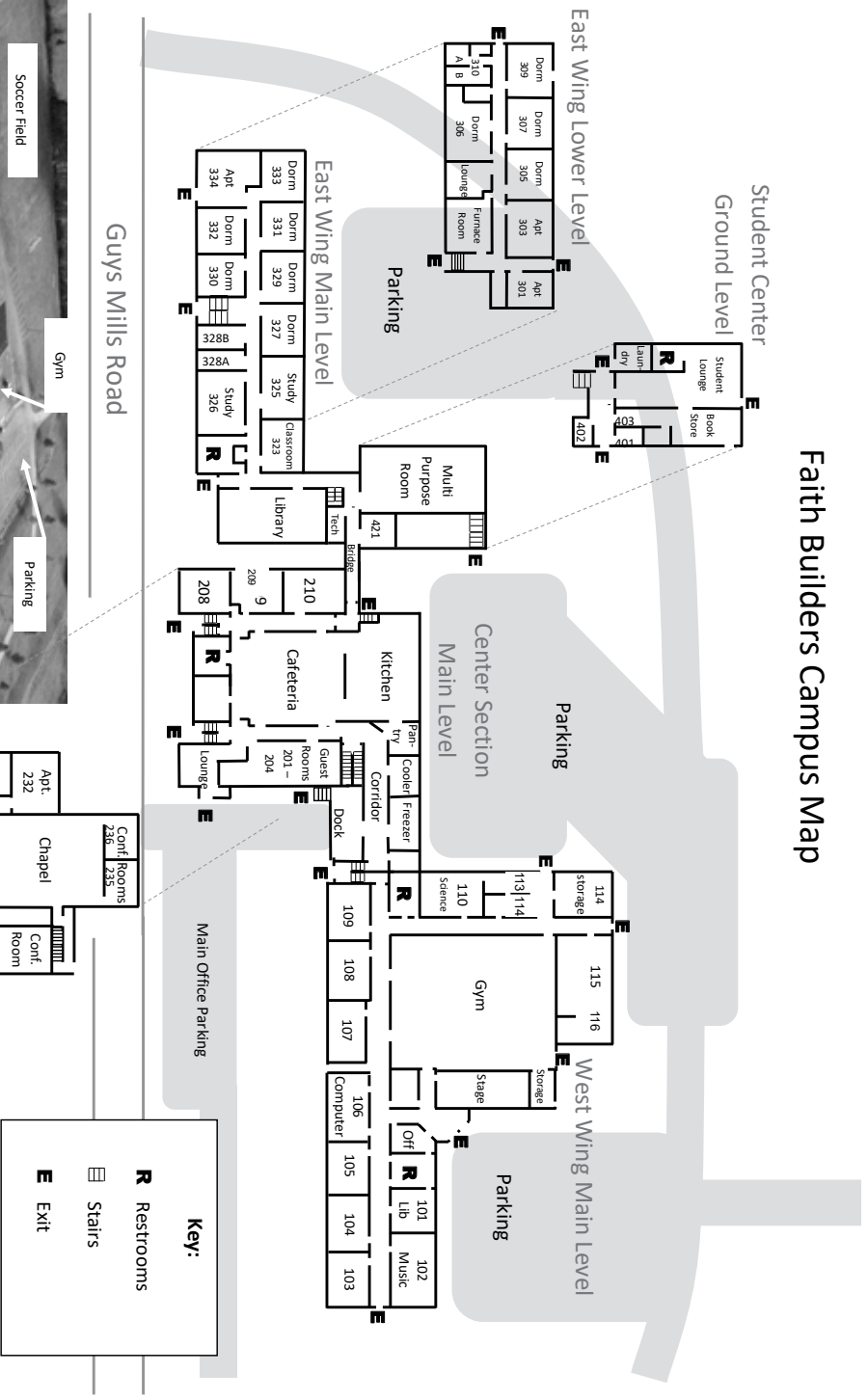
Spring Semester 2025

Spring Semester begins	8:00 AM, Tuesday, February 18
Mentoring	Tuesday-Thursday, February 18-20
Choir Retreat	Saturday, February 22
Easter/Spring break	Thursday-Tuesday, April 17-22
Last day of Spring Semester classes	Wednesday, May 14
Spring Semester final exams	Friday & Monday, May 16, 19
Mentoring	Tuesday-Wednesday, May 20-21
FB Chorale Spring program	7:00 PM, Friday, May 23
FBTI Commencement Exercises	12:00 PM, Saturday, May 24
Choir Tour	Sunday-Sunday, May 25-June 1





Faith Builders Campus Map



Dear friend,

Thank you for your interest in Faith Builders Training Institute! I consider it a tremendous privilege and honor to work with committed Christians here, and I'm delighted to introduce you to the Institute.

Faith Builders serves the conservative Anabaptist church, partnering with parents and church leaders on behalf of those they entrust to us. We are committed to offering a positive, counter-cultural approach to education, inspired by historic Christianity and Anabaptist practice.

We believe that our highest joy and fulfillment will be found in joining God's work in the world through His church. Devoting our energy, honing our skills, and sacrificing our time to the work of the church is what we are created for. This belief inspires and motivates our efforts at the Institute.

This catalog describes what we do, how we do it, and why we do what we do. The four sections of the catalog enable you to quickly find information relevant to your interests.

Learning about Faith Builders (page 11)

An introduction to our mission, our vision, our people, and aspects of Faith Builders beyond the Institute

Applying to the Institute (page 65)

Resources on the admissions process and financial information

Living at the Institute (page 79)

Expectations and guidelines for campus life

Studying at the Institute (page 95)

The details of the Institute's programs of study, academic policies, and course descriptions

We welcome you to join us for a weekend event, our five-week Summer Term for teachers, our five-week Winter Term, or our core offerings—two-year tracks of study in Teacher Apprenticing, Christian Ministries, and General Studies.

Our goal is to partner with churches, families, and schools to meet the challenges of this generation. Ultimately, we long to see flourishing churches, effective schools, and joyful homes across the world.

In His service,



Matthew Mast
Administrator

OUR MISSION

Faith Builders
Educational Programs
contributes to the growth
of Christian communities by
providing Christ-centered
training and resources.

We learn, to love.

We learn, to serve

God, His church,
and the world.

Learning about Faith Builders



A GUIDE TO FAITH BUILDERS



FAITH BUILDERS EDUCATIONAL PROGRAMS

Faith Builders Training Institute

Tracks of Study
Teacher Apprenticing
Christian Ministries
General Studies

Summer
Term

Winter
Term

Faith Builders Christian School

Elementary Education

Secondary Education

Faith Builders Resource Group

Christian Learning Resource

Servant Institute

Curriculum & Resource
Development

Mennonite School Services

Mennonite Community Services

MISSION AND VISION

Faith Builders serves the conservative Anabaptist church within the larger Christian church, partnering with parents and leaders on behalf of those they entrust to us.

Faith Builders aims to nurture persons who

- love God supremely and follow Jesus faithfully through the Spirit
- are prepared for and engaged in lifelong service
- are humble, competent, and faithful church members

We are motivated to invest in training students because

- we long to see flourishing churches, effective schools, and joyful homes across the world
- we hope to see the earth filled with the knowledge of the glory of the Lord
- we anticipate the day when the will of God is done on earth as it is in heaven

HISTORY OF FBEP

The birth and growth of the Christian school movement among conservative Mennonites has been accompanied by a growing need for qualified teachers. During the early 1980s, a few concerned brethren met to discuss the possibility of starting a Christian college for conservative Mennonites. The result of that discussion was a meeting in Hartville, Ohio, on February 13, 1982, which was attended by about 15 persons. From those present an ad-hoc committee composed of John D. Martin, Joseph Hostetler, Roman J. Miller, and Dale Heisey was formed and given the responsibility to develop a proposal for a Christian college. During 1983, this ad-hoc committee completed a document called "Proposal for a Christian College," which proposed a four-year college with the following emphases: a work-study program that provides a tuition-free education, a teaching program that equips people to live in the community of faith after finishing school, a discipleship program that encourages people to follow Christ in life and to use their gifts to build the Kingdom of God, and an educational program that equips people to serve the church and spread the gospel. Although a year-round, on-site educational program was not developed until after facilities were purchased in 1992, many of these emphases were incorporated into the developing program.

Between 1984 and 1992, the Board of Faith Builders Educational Programs (hereafter FBEP or FB) struggled to develop plans for a Christian college that a wide range of conservative Mennonites could support. Board

Landis, Milo Zehr, Enos Heatwole, Orval Zehr, Lyle Kropf, David Weaver, Paul Miller, Vernon Mullet, Joe Schmucker, and Melvin Lehman. As a step toward achieving the goal of establishing a year-round post-high-school program of study, the board decided to offer classes during the summers for two types of students: content classes for teachers and issues classes for students attending other schools. As a result of that decision, summer terms were held from 1987 through 1992 at rented facilities in Virginia, Kentucky, Pennsylvania, and Georgia. During these years FBEP received many calls for teachers. In 1991 the board decided that FBEP could not meet the great need for teachers by offering classes only during the summer. The decision was made to purchase a property and to develop a year-round teacher apprenticing program. The nineteen acres and 85,000 sq. ft. complex at Guys Mills, PA were purchased in July 1992, and renovation began soon afterward. In an attempt to develop work projects that would allow FBEP to offer a work-study educational program, a bakery was started in 1992 and plans were developed to open a personal care home. One year after renovation began, the year-round Teacher Apprenticing Program (TAP) became a reality in the fall of 1993 when a Christian school for grades 1-12 was established on site as a platform for the apprenticing process. Despite having limited financial and personnel resources, Faith Builders was able to make progress in building a program of instruction for teachers. During 1994 and 1995 a basic curriculum of core courses was developed, and Faith

Builders began to accept year-round students.

In 1999, an intensive self-evaluation of FBEP was initiated to strengthen Faith Builder's educational programs and discipling methods. This self-evaluation resulted in changes in the teacher-training curriculum, the addition of a two-year program for students interested in areas of Christian service other than teaching (Ministry Apprenticing Program, abbreviated as MAP), strengthening of mentoring methods, and a transition from quarter hours to semester hours.

In 2002, Faith Builders was approved to work with Pennsylvania's Educational Improvement Tax Credit program to provide scholarship funds to K-12 schools throughout Pennsylvania through business donors. The program has expanded consistently over the years.

To strengthen the apprenticing effort, a three-week Apprenticing Term was added during the 2003-2004 academic year. During the same year, terms were changed to twelve weeks of study with one week of focused mentoring. A five-week winter term during January was added to the school's offerings in 2004 with an emphasis on offering courses of biblical, theological, and practical ministry interest.

In 2006, the FBEP Board of Directors formed the FB Resource Group with the purpose of producing, publishing, and distributing books, audio, video, and live resources that promote an Anabaptist-Christian worldview.

From 2001-2010, Faith Builders worked with the American Council on Education to have courses reviewed to determine if they could be recommended for college credit. Since 2010, Faith Builders has worked

with the National College Credit Recommendation Service (NCCRS) to continue this periodic course evaluation process. This evaluation provides a way for students to transfer course work done at the Training Institute to colleges and universities.

In 2010, the Resource Group began distributing Living History Threads, a comprehensive history and geography curriculum for grades one through four. This curriculum prepares students for further historical weavings through living books and stories that are formative and informative.

In 2011 the board and administration of Faith Builders restructured the core programs of the Institute to bring greater clarity and real-world experience to the training in Christian ministries. The Institute began offering three tracks of study: 1) Teacher Apprenticing; 2) Christian Ministries (replacing the Ministry Apprenticing Program); and 3) General Studies, for those students who would like to pursue education beyond FB.

In October 2018, Servant Institute was launched. Servant Institute is a two-year program of study and experiences designed for those who have been called to serve as organizational leaders.

In 2018 and 2019, the apprenticing component of the Christian Ministries and General Studies tracks was revised. The apprenticing experience was focused on the development of three core skills: 1) Teaching the Bible, 2) Cross-cultural communication, and 3) Seeing and meeting needs.

In 2019, the board asked the administration to study the implications of the Resource Group becoming a fully-staffed curriculum developer. In 2020, the board decided

that additional energy should be devoted to the Resource Group, which resulted in the decision to build a new facility for the Resource Group. Ground for this facility was broken in the spring of 2022.

In 2020, the timing of the apprenticing term in the Fall Semester was modified in response to the Covid-19 pandemic.

It was a change that had various positive benefits, and the decision was made in 2021 to place the apprenticing term in the middle of the fall semester.

STATEMENT OF FAITH

God the Father and Creation

We believe in one God who is omnipresent, omniscient, omnipotent, infinitely perfect, and eternally existent in three persons: Father, Son, and Holy Spirit. We believe in God as creator and sustainer of all things, and accept the Genesis account of creation as authentic. We believe that man was created in the image of God but fell into sin and depravity through willful rejection of the known will of God. We believe that children become accountable before God when they reach a level of maturity in which they can make a voluntary choice to accept or reject Christ as their personal Savior and Lord.

Jesus Christ

We believe that Jesus Christ is the eternal Son of God and was born of a Virgin; that He lived a perfect life; that He died and shed His blood to redeem mankind from their sin; that Christ arose from the dead, ascended to the right hand of the Father, intercedes for believers, and empowers for service and victorious living. We believe that Christ will return as He went into heaven and that He will reward the

righteous, judge the unrighteous, and bring to fulfillment the restoration of all things.

Holy Spirit

We believe that the Holy Spirit works in the world to bring men to Christ and that He dwells in the believer to comfort and guide into all truth.

Evil

We believe that Satan is the personal enemy of God and all that is good, and that he is at work deceiving men and promoting evil. We believe Christians are called to resist the devil as well as to seek protection and victory over him through the life, presence, and power of Christ.

Scripture

We believe that the entire Bible is inspired by the Holy Spirit, inerrant in the original writings, authentic in its matter, and authoritative in its counsels. We believe that the Bible, as interpreted by the life and teaching of Christ, is the final authority for Christian living. Faith Builders Training Institute embraces the historic Anabaptist understanding of Christianity that emphasizes faith, repentance,

discipleship, unselfish living, and the application of the Word to daily life.

Salvation

We believe in a salvation theology that makes the life, death, and resurrection of Christ the heart of Christianity and the community of faith the arena through which God reigns in the world. We believe that our relationship with Christ brings us into harmony with the Father, the created order, and the community of believers. As believers surrender to the lordship of Christ and follow Him in obedience, they are delivered from the power of Satan and the practice of sin. Since they are citizens of the heavenly kingdom while they live on earth, believers work in harmony with Christ to bring all that is under their dominion into conformity to the purposes of God for the universe so that all things under their dominion might be reconciled to God. We believe that God has called Christians to flee sin, to follow righteousness, and to fight the good fight of faith (1 Timothy 6:11, 12). God is calling Christians to die to sin and to rise with Christ to a victorious life-style. The Biblical view of salvation emphasizes both faith in Christ and obedience in life (discipleship).

Church

We believe that the church is the body of Christ and is called to be a brotherhood that encourages, instructs, and disciplines God's people for the maintenance of purity and the promotion of spiritual growth. We believe that FBEP is responsible to assist the church and the home in their task of preparing people for Christian service.

Civil Government

We believe that the civil government is ordained of God to maintain order

in society and that it is the Christian's duty to honor and pray for those in authority. Followers of Christ love all men, witness to the lost and to those in authority, and resist evil without the use of carnal force.

Human Sexuality

We believe that God designed sexual relations to be an expression of love in the marriage between one man and one woman and that sexual relations outside of marriage are sinful. Therefore, homosexual or lesbian relations, bisexuality, transsexual expressions, bestiality, incest, fornication, adultery, and pornography are perversions of God's gift of sex. (Genesis 2.24; Genesis 19.5, 13; Leviticus 18; Romans 1.26-29; 1 Corinthians 5.1; 6.9; 7.1-5; 1 Thessalonians 4.1-8; Hebrews 13.4)

Marriage, Divorce, and Remarriage

We believe that the only Scriptural marriage is the union of one man and one woman for life. (Genesis 2.24; Romans 7.2; 1 Corinthians 7.10; Ephesians 5.22, 23) We further believe that God disapproves of divorce and intends marriage to last until one of the spouses dies. We understand Jesus to forbid divorce of one's lifelong marriage partner and to say that remarriage to another while one's lifelong partner is living constitutes adultery. (Malachi 2.14-17; Matthew 19.3-12; Romans 7.1-3; 1 Timothy 3.2, 12; Titus 1.6)

In addition to these brief doctrinal statements, we accept the historic creeds of the Christian church (e.g., Apostles and Nicene Creed) and the statement of Christian Doctrine adopted by the Mennonite Church in 1921 at Garden City, Missouri. We also have an appreciation for the Schleithem Confession (1527) and the Dortrecht Confession (1632).

EDUCATIONAL PHILOSOPHY

CHRIST

We believe

That the absolute authority for truth is found in the person and character of Jesus Christ as promised in the Old Testament, revealed in the Gospels, and interpreted by the Epistles.

That in Jesus Christ the supernatural and natural worlds (eternal and created) meet in a comprehensive, unified and reasonable understanding of all truth. In Christ, not only the "whats" and "hows" of reality can be understood, but also the "whys" and "what fors."

TRUTH

We believe

That because the triune God exists and has revealed Himself, persons can know Him and understand truth.

That the beliefs, methods and objectives of Christian education are based on and shaped by the person and will of Christ as revealed in the Scriptures.

That truth in every discipline (whether the humanities, social sciences, or natural sciences) is consistent with a Christian worldview.

That evil is a perversion and distortion of what is true.

That following Christ in obedience is essential to the ability to perceive truth.

PERSONS

We believe

That the discipleship of the mind, the discipleship of the heart, and the discipleship of the hands must proceed proportionally toward a unified person.

That a unified person is one who sees all of life from a Christian perspective and who applies a Christian worldview (biblical orientation) to work, leisure, church and family responsibilities.

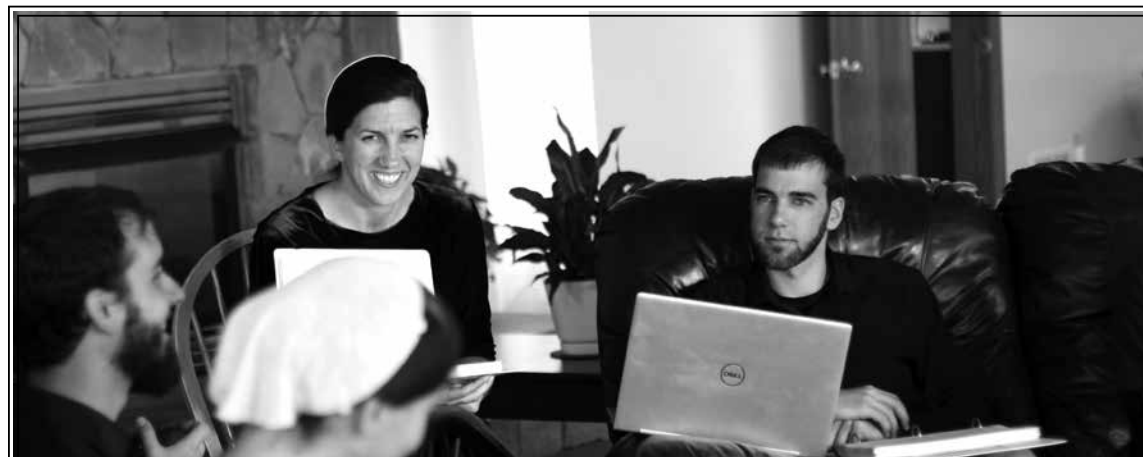
That man has been granted the privilege to make godly choices and that this privilege is to be exercised with joy and confidence.

COMMUNITY

We believe

That coming to Christ involves coming to the community of believers.

That education is best accomplished in community and is for the purpose of preparing persons for effective participation in community.



That education in the knowledge and values of the Christian life and tradition is best transmitted through the experience of community.

DISCIPLESHIP

We believe

That Christian education is accomplished only through relationship: between God and the individual and between the redeemed and the individual.

That discipleship—the passing of life, knowledge, skills and attitudes from one person to another—is the biblically mandated method of education.

EDUCATION

We believe

That salvation is the restoration of the image of Christ in men and women who trust in Christ and follow Him in obedience.

That “growing in knowledge” is essential to Christian growth and maturity.

That because man is a unified person, the aim of education is not only the development of the mind or body, but also the training of the will for a life of obedience to Christ as a whole person.

That living in a relationship with Jesus Christ is a prerequisite for adequate education.

That in our education the Holy Spirit is the one who teaches, corrects, and disciplines; in our discipling He is the one who convicts and comforts; and in our teaching the Holy Spirit is the “guide to all truth.”

That the primary responsibility for education and discipleship is held by the church and the home. Any authority that a school or mission has for education is delegated by the

church or home to serve them in this way.

That the marks of a truly educated person are humility and servanthood.

That the Christian should “bring every thought captive to Christ” by learning to think biblically (i.e., Christocentrically) about all fields of knowledge.

That the character of an educational community is largely determined by the character of the teacher-disciplers that work there. The faculty and staff must exemplify the values of the school.

LIFE & MINISTRY

We believe

That all believers, not only those in authority, are to be involved in ministry.

That the life of a leader is characterized by humility toward those he serves.

That the role of the individual in Christian community is to restore the Kingdom of God.

That the role of the Christian in contemporary society is to be redemptively prophetic – that is, to call rather than coerce people to the Kingdom.

That the focus of God’s redemptive work in our world is the building of the Church of Jesus Christ – this is the Kingdom of God.

EDUCATIONAL GOALS

Faith Builders Training Institute is committed to nurturing Christians toward effective service in the kingdom of God. In that nurturing, we want to honor the preceding work and goals of Christian parents and pastors who have poured many hours into the students and volunteers who come to FB. Our investment in these lives follows three tracks: Teacher Apprenticing Program (TAP), Christian Ministries, and General Studies. The Teacher Apprenticing track aims to prepare effective teachers for Mennonite Schools, Christian Ministries to prepare Christians for a lifetime of service, and General Studies to equip Christians to navigate college successfully.

Specific goals of the Institute include:

- To deepen faith in God, His Son Jesus, and His written Word
- To integrate knowledge and experience through rigorous apprenticing
- To shape a Christian worldview that is rooted in Anabaptist values and beliefs
- To strengthen local congregations by preparing men and women who have vision for Christ’s kingdom in homes, congregations, and communities
- To assist students who want to attend an Anabaptist school before they go on to other post-secondary schools
- To develop character through intentional discipleship, focusing on:
 - Valuing high moral character
 - Living honestly
 - Enduring faithfully under difficulty
 - Pursuing peace among God’s people
 - Protecting the young and weak, and ministering to the needy
 - Resisting sin and hypocrisy
 - Growing continually in Christ-likeness
 - Communicating truth effectively in love
 - Understanding the times
 - Valuing godly heritage



EDUCATIONAL METHODS

We are committed to whole-life discipleship as captured by our motto - discipling the head, heart, and hands. Although we describe each of these components here separately, in the Institute experience, there is much overlap.

Classroom Instruction: Discipling the Head

FBTI offers a wide range of classes in theology, philosophy, history, literature, science, music, mathematics, education, and communication. These courses include lectures, discussions, small group discussions, projects, experiments, and labs. All students take the same core courses, but in the second year and during short terms more divergence develops between courses offered to students in the three tracks.

Courses are rated by semester hours according to standard college credits, with an approximate ratio of one-to-two hours of out-of-class time for each hour of in-class time.

Mentoring: Discipling the Heart

Mentoring is the term used at the Institute for discipling the hearts of students and volunteers. Each volunteer and student is assigned to a mentoring group led by staff members. Activities include small-group sharing, journaling, prayer-partnering, telling life stories, soul searching, evaluating, setting goals, exercising personal disciplines, and making a life plan. These activities happen in both planned and unplanned ways, in settings both formal and informal. Students meet with their mentors in small groups as well as one-on-one.

In mentoring we invite people to bring who they are and all that they are to Jesus Christ. The experience is intense, life-changing, and rewarding. It is intense because people at FB live, study, work, play, and go to church together, which means that opportunities abound both to hear from others and to speak into others' lives. It is life-changing because the interaction takes place in real life situations among people

who learn to know each other well. And it is rewarding because change toward Christ-likeness is observed and affirmed intentionally and regularly. We believe in the power of life-on-life relationships of love and mutual respect.

The goal of discipleship, however, is not only to foster spiritual growth in students. It is also intended to equip people to disciple others. We want students who leave the Institute to have both a



commitment to lifelong change and the courage to engage others in the pursuit of God. We want the progress against unholy attitudes and actions in their lives to translate into messages of grace that encourage and empower others in the way of holiness.

Apprenticing: Discipling the Hands

Apprenticing is rooted in the belief that guided experience rounds out instruction. In the apprenticing relationship, students spend time observing, hearing, and then practicing. Our goal is to provide opportunities for students to practice in actual life situations what they are learning in the classroom.

For Teacher Apprenticing (TAP) students, this means spending time in the classroom observing an experienced teacher, recording and evaluating what one observes. It means then being responsible to plan and present lessons under the supervision and guidance of the teacher. In addition, TAP students spend five weeks interning at an off-site school. They are immersed in the culture of the school while observing, reflecting, teaching, and serving the school under the direction of school staff.

For Christian Ministries and General Studies students, apprenticing involves cultivating attitudes and skills of service through work projects in the Guys Mills community, developing the capacity to teach the Bible, practicing the skills of communicating

cross-culturally, and learning to work with a team to identify a need and plan a response to that need. In addition, Christian Ministries students complete a five-week internship at another ministry, participating in activities under the guidance and direction of the staff of the ministry. The combination of experiences at FB provides the student with a broad range of experiences from which to grow as a person, deepen vision for God's kingdom, and sharpen skills for teaching and ministry.



FBEP BOARD

FBEP is a para-church organization that serves the moderately conservative element of the Anabaptist church. A Board of Directors that solicits counsel from council members runs FBEP. The Board selects board and council members from various Mennonite churches, conferences, and fellowships. The board meets at least twice per year at the FBEP facility and confers by telephone other times as needed. An executive committee of three board officers meets an additional two times annually.



Board Members

Javan Bender, SC	Dwight Kratzer, OH	Linford Weaver, PA
Darrell Hershberger, MD	Matt Landis, PA	James Yoder, IN
Paul Horst, ON	Gary Miller, KS	Keith Zimmerman, PA

FBEP ADVISORY COUNCIL

The board and administration meets with the Advisory Council once per year and seeks input from Council members periodically throughout the year.

Advisory Council Members

Steve Burkholder, IN	John Perfect, VA	Larry Troyer, OH
Nathan Good, VA	Dave Rotelle, PA	Marvin Weaver, PA
Tyler Hochstetler, VA	Daniel Rutt, PA	Phil Yoder, AR
Richard Hoover, PA	Jonas Sauder, PA	Dan Ziegler, MN
Steven Overholt, GA	Byran Smucker, OH	Nathan Zimmerman, PA

FBEP PASTORAL COUNCIL

The Faith Builders Pastoral Council is composed of pastors from the FB constituency. Their purpose is to provide a link between FBEP and the churches who send students to FBEP. They pursue this purpose by reviewing the theological positions and sentiments of FBEP, by reviewing the texts that are used in classes taught at FBEP, and by representing the concerns and interests of the constituent community to the board and administration of FB.



Pastoral Council Members

Ken Gehman, PA	Laban Kaufman, OH	Ronald Miller, KS
Ernest Hochstetler, SC	John Miller, IN	Tim Myers, GA

FBEP LEADERSHIP TEAM

The FB Board of Directors has placed responsibility for the operation of Faith Builders in the hands of a leadership team.

The FB Leadership Team

Steven Brubaker, Administrator
 Sheldon Kauffman, Operations Administrator
 Gerald Miller, Faith Builders Christian School Administrator
 Matthew Mast, Faith Builders Training Institute Administrator
 Kendall Myers, Resource Group Administrator

VOLUNTARY SERVICE



Volunteer help is used in the kitchen, housekeeping, bookstore, and maintenance. Volunteers participate in FB activities such as campus church services, chapels, weekend events as requested, dorm meetings, and discipleship opportunities. Discipleship opportunities include required participation in mentoring. There is no charge for the required mentoring involvement. In addition to mentoring, volunteers may take one class per semester at no cost with permission from their work supervisor and the Academic Dean.

The Institute provides room and board to volunteers at no cost, but does not pay volunteers any wages or allowance. Volunteers are expected to request regular financial support from their home church during their term of service. We suggest that the volunteer's church provide a stipend of at least \$150 per month for the duration of service. This is intended to cover the volunteer's personal costs such as clothing, toiletries, gas for their vehicle, etc. Supporting churches should send the monthly payment directly to the volunteer. We will not receive or track monetary support, but we will confirm with the volunteer that personal needs are being met. The length of term of service for volunteers is normally a minimum of one year. The minimum age for volunteers is 18 years.



FAITH BUILDERS CHRISTIAN SCHOOL

History

Faith Builders Christian School (FBCS) began as an extension of Faith Builders Educational Programs (FBEP). Shortly after the 1992 purchase of the old Randolph-East Mead High School in Guys Mills, the decision was made to open a parochial school in the fall of 1993. The school was to provide a Christian education for community children and student-teaching opportunities for teacher apprentices.

The first school year opened with thirty-eight students from grades one through twelve. By 2020, the enrollment had grown to 103 students from 49 families, and 112 students had graduated.

Former FBCS principals include Melvin Lehman, Tim Kennedy, and Brandon Mullet. Gerald Miller is the current principal.

Purpose and Function

FBCS is an integral part of Faith Builders Educational Programs. FBCS provides teacher apprentices with a convenient and practical place to be involved in the teaching process, logging actual time in the classroom. Teacher apprentices spend significant time observing and apprenticing with experienced teachers. Not only does FBCS provide a school for intensive teacher apprenticing and training for teachers, but it also provides a forum through which FBEP can integrate its philosophy of curriculum and methodology.

Current Program

FBCS strives for excellence in all areas of its educational programs and activities. Careful selection of textbooks, annual achievement testing, weekly staff meetings, and regular devotional times for staff are important to the program. The school year begins with the "Back to School Celebration," involving parents and students.

A Christmas and a spring program are presented each year to the community as well. Two World Awareness Days are important activities each year, with a portion of those days spent doing volunteer work for the community. A fun day of field events caps off the end of the year, which includes a traditional tug-of-war between students and parents. High School commencement exercises are held at the end of each year as well.



School patrons sponsor the annual benefit auction held each May, with proceeds benefiting FBCS.

We believe that God instituted the home and the church. The Christian school does not supplant these institutions, but shares in the spiritual, moral, intellectual, emotional, and aesthetic development of children. The Christian school exercises its primary role in intellectual development with Christian purpose. In emotional and aesthetic development, it is responsible to the home. In spiritual, moral, and social development, its role is secondary to the role of the church. We consider it a privilege to be involved in Christian education. We believe the Christian school should offer certain invaluable benefits such as an appreciation and commitment to Scripture, academic excellence, training for Christian vocation, spiritual enrichment, and social opportunities. FBCS partners with local Christian families and churches to provide a nurturing environment for students and to equip the rising generation for effective service in the home, church, and community.



FAITH BUILDERS RESOURCE GROUP



FAITH BUILDERS RESOURCE GROUP

Faith Builders plans activities that complement the core mission of training students for service in the Kingdom. Activities that are not directly connected to the training of students (whether FBTI or FBCS) are organized in a division called the Faith Builders Resource Group.

However, these events do affect and involve students in the Training Institute at some level. This interplay enriches the student experience by bringing additional staff presence to Faith Builders, by connecting students to people working in ministries all over the world, and by providing development opportunities for Faith Builders' instructors.

The Resource Group is dedicated to building the Kingdom of God by partnering with conservative Anabaptist communities to identify needs and to address them with services and materials that strengthen His church. The Resource Group offers events and services to support churches, schools, and families.

On-Campus Events

Teachers Week

Teachers Week equips educators for effectiveness. The event provides an opportunity for hundreds of teachers to attend workshops and breakout sessions designed to grow their skills and character.

Teachers Conference

Teachers Conference nurtures faithfulness and excellence in conservative Mennonite schools by providing content and relationships for K-12 educators. Students from the Institute participate in the conference and assist with hosting.



Off-Campus Events

College Student Weekend

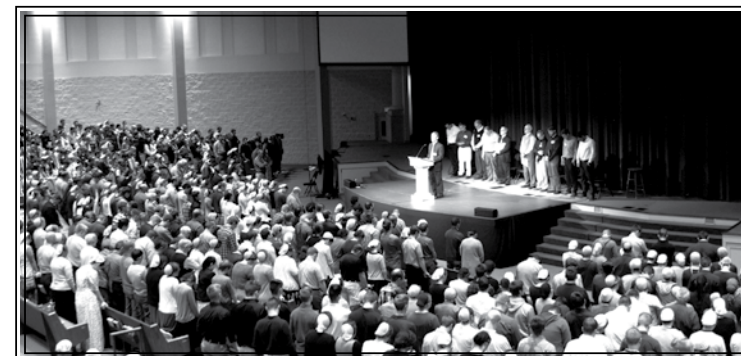
This is a retreat for Anabaptists attending college or university. The weekend creates an opportunity for students to think about their college or university experiences in light of the contrast and challenge those bring to the students' Anabaptist heritage and context. The College Student Weekend is hosted at a retreat center near Franklin, PA. Students in the General Studies track at the Institute attend the College Student Weekend in the summer after their first year of studies.

Administrators Conference & Retreat

The effectiveness of our schools depends significantly on the effectiveness of the school administrator. This retreat is designed to help administrators build vision for their schools and to help them become effective leaders. The event is held in January at a retreat center several hours from the Faith Builders campus.

REACH

REACH is a convention of conservative Anabaptist ministries held in March of even-numbered years. This gathering serves to connect the ministries with each other and with their supporting communities. The first day focuses on equipping personnel who are already serving in ministries around the world. The second day introduces attendees to opportunities for service and to the skills needed for effective ministry work. REACH is held in Lancaster County, PA, and students from the Institute help to host the convention.



Servant Institute

Servant Institute (SI) is a two-year program of study and experiences designed for men called to serve as organizational leaders. The goal of Servant Institute is the strengthening and extension of the body of Christ through the work of servants who become better stewards of God's resources to serve in schools, organizations, and churches. Seminars and peer meetings are hosted away from the Faith Builder campus in October, January, April, and July.

Publishing and Services

Living History curriculum

Living History is a literature-based history curriculum that incorporates church history, Anabaptist history, world history, United States history, and geography from the earliest grades. Living History Threads serves grades 1-4. Living History Weavings is under development for grades 5-6.

The Dock

The Dock is a website dedicated to providing an online platform for conservative Anabaptist educators to share resources, insight, and encouragement. The Dock is a cooperative project of the Conservative Anabaptist Education Committee and the Faith Builders Resource Group. Visit thedockforlearning.org for more information.

Christian Learning Resource

Christian Learning Resource (CLR) sells quality educational and inspirational resources. CLR operates the campus bookstore at Faith Builders and offers online shopping through christianlearning.org. The bookstore serves students from the Institute, teachers and schools, church leaders, and families at large. The bookstore also provides a platform for marketing products produced by the Resource Group.

Publishing

The Resource Group publishes books and other materials produced by Faith Builders staff and choirs. In addition to *Living History*, publications include *Journey into God*, *To Have and To Hold*, *Overcoming Evil God's Way*, *Math Openers*, *Simple Servings*, and several recordings of the Faith Builders Chorale.

ViewPoint

ViewPoint is a periodic paper that addresses current issues confronting Anabaptist churches. Reflecting the Anabaptist value of community wisdom, an executive group of older, ordained men choose topics to address and then forms subcommittees to study the topic and write the article. These articles are intended to assist and encourage church leaders in particular but are available to everyone.



Carlin & Kayleen Atkinson

Information Technology Coordinator

Birthdate: July 11, 1995 and September 26, 1996

Life verses: *Micah 6:8, Proverbs 16:9*

Carlin Atkinson was born in Lewisburg, Pennsylvania, and spent his early years alongside the sawdust and machinery of his father's lumber business. Homeschooled through the 12th grade, Carlin had ample time after finishing book work to build tree houses and find adventures in the great outdoors. He also tinkered with everything he could get his hands on, taking things apart to understand how they worked.

Eventually, this led to a love of technology and in his early teenage years, he began fixing computers for friends in his community. After completing high school and attending bible school, he worked as the IT Administrator at an accounting firm in New Holland, PA, for two and a half years. During his time in New Holland, he also assisted at 6th Street Mennonite Mission in Philadelphia, which gave him a passion for reaching young people in urban America. Later he volunteered at Faith Builders as Tech Assistant before assuming the Tech Coordinator role.

Kayleen (Martin) Atkinson was born in Kitchener, Ontario. She grew up on an apple farm, and attended Countryside Christian School for grades one through twelve. After graduation, she worked at CCS for two years as a teacher's aid and grade four teacher. She completed the Teacher Apprenticing Program in 2018 and returned to CCS to teach for another year.

Carlin and Kayleen were married on November 2, 2019. Together they enjoy taking walks, reading, traveling, making and eating delicious food, and serving people in their home. They desire to live lives that reflect the love, forgiveness, and service of Jesus.



Tina Beachy

Living History Curriculum Writer

Birthdate: October 9, 1986

Life verses: *Psalm 16:5-11*

Tina Beachy was born in the plains of Kansas, and grew up working with her family on their dairy farm near Hutchinson.

She received her education at Partridge Grade School and Meadowlark Christian School. After working in retail and food service for a few years, she taught at MCS for five years. She graduated from TAP in 2014, and returned to her former teaching position for three years. In the summer of 2017, she moved to Guys Mills to join the Living History team.

Tina enjoys sunsets in big skies, time with people, baking breads, and crocheting. Her goal is to follow Jesus wholeheartedly and to reflect His love and grace to others.



Julene Bender

FBCS Secretary

Birthdate: June 13, 1985

Life verse: *Ephesians 3:19 (AMP)* “[That you may really come] to know [practically, through experience for yourselves] the love of Christ, which far surpasses mere knowledge [without experience]; that you may be filled [through all your being] unto all the fullness of God [may have the richest measure of the divine Presence, and become a body wholly filled and flooded with God Himself]!”

The middle child in a family of seven, Julene was raised in Mifflinburg, PA.

After nine years of schooling at Shady Grove Christian School, she attended Calvary Bible School and Sharon Mennonite Bible Institute. She also served two years in voluntary service as secretary/receptionist at Mountain View Nursing Home in Aroda, VA.

Prior to her move to Faith Builders as FBCS Secretary, Julene was secretary for Global Tribes Outreach and Shady Grove School. In addition to being secretary in various places, she’s taught third grade and been an elementary teacher’s aide.

Julene enjoys growing green things, time outdoors, solitude, and quality time spent with people.

She has a heart for Christian education and is grateful to be involved in making school a place where children and young people can learn, thrive, and be equipped to serve their church and community.



Steven & Cynthia Brubaker

FBEP Administrator,
Instructor, Mentors

Birthdates: November 5, 1965 and November 15, 1961

Life verses: *Philippians 3:10-11* “I want to know Christ and the power of his resurrection and the fellowship of sharing in his sufferings, becoming like him in his death, and so, somehow, to attain to the resurrection from the dead.”

Steven Brubaker was born in Harrisonburg, VA, and grew up on a farm near Barnwell, SC. After his school years at Berea Christian, Denmark-Olar Public, and Barnwell Mennonite, he spent 2 years of voluntary service at Choice Books of Northern Virginia. He earned an A.S. in Electronics Engineering from Midlands Technical School (1991-1993), and a B.S. in Bible from Columbia International University (1986-1993). He also attended Sharon Mennonite Bible Institute (1984). For 10 years he was teacher and principal at Barnwell Mennonite. During this time he also started Computer Solutions, a computer retail and service company in Barnwell. Steven taught at FBEP for 2 summers (1997, 1998) before moving to Faith Builders in 1999.

Cynthia (Brenneman) Brubaker was born and raised in Lancaster, PA. After her school years at Little Britain Mennonite School and Faith Mennonite High School, she attended Sharon Mennonite Bible Institute (1980, 1986-1987), and taught for 8 years in various Christian schools.

Steven and Cynthia were married on June 27, 1987. They have 5 children and eleven grandchildren. The Brubakers are members of Shalom Mennonite Church. They enjoy reading, traveling, and spending evenings with family and friends. They look forward to the new heavens and earth where righteousness dwells and when the knowledge of the glory of God fills the earth.



Piper Burdge

FBCS teacher—Grades 7 & 8, Living History curriculum writer

Birthdate: June 26, 1983

Favorite verses: *Philippians 2:5-8*

The first of six children, Piper was born in Philadelphia, Pennsylvania. After living in Lancaster County, Pennsylvania, and Milford, Delaware, her family moved to Shippensburg, Pennsylvania, when she was eight. The daughter of two educators, she grew up in a home where school permeated the air. Her teen years revolved around her family, friends, and participation in a local children's ministry. She was sure she would never teach school.

After graduating as a homeschooled student in 2001, she quickly found her way to the classroom, teaching first and second grade. In 17 years of classroom teaching, she has taught across the grades, but has found her sweet spot in seventh and eighth grades. Sharing life with junior high students is a privilege and a delight.

Piper enjoys trying new recipes, low-key home projects, and talking “shop” with friends. She wants to practice joy and gratitude in a way that offers the love of Jesus to those around her.



John & Barbara Coblentz

Campus Pastor,
Instructor, Mentors

Birthdates: October 3, 1952 and July 3, 1950

Favorite verses: *Psalms 73:24* “Thou shalt guide me with thy counsel, and afterward receive me to glory.”

Proverbs 14:26 “In the fear of the LORD is strong confidence: and his children shall have a place of refuge.”

John Coblentz was born in Canton, Ohio, and grew up in Hartville. He graduated from Hartville Christian and later attended Rainy River Community College in International Falls, Minnesota. After working for Christian Light Publications as a writer and editor for 16 years, he served as a marriage counselor at Deeper Life Ministries for 12 years.

Born in Washington, Iowa, Barbara (Yutzy) Coblentz grew up in Kalona. At age eight she moved with her family to International Falls, Minnesota, where she attended Loman Elementary and Indus High. She enjoys her life as a housewife and mother.

John and Barb have seven children, John Jr, married to Rose Mullet; Sharilyn, married to Ryan Zook; Marjean, married to Josh Nisley; Benjamin, married to Heather Coby; Joshua, married to April Stoltzfus; Andrew, married to Jessica Stoltzfus; and Theodore. Their family enjoys camping, traveling, and reading. Together they desire to glorify God, dedicating their resources to His kingdom, experiencing His redeeming grace, and guiding their family and as many others as possible into loving relationship with God.



Lucas & Anne Hilty

Resource Group Project Manager

Birthdates: July 1, 1984
and September 21, 1982

Life verses: Titus 2:11-14

Lucas grew up in northern Michigan and northern Maine, where he worked in the family retail business. In 2003, he moved to Berne, Indiana, where he again worked in retail and became part of the body of Christ. After spending a year at Faith Builders as a student, Lucas earned an English teaching certification and tutored English learners from Asia and Europe. He also served as a freelance editor and curriculum researcher in the areas of ESL and history. He earned his bachelor's degree in liberal studies, with a concentration in history and languages, from Charter Oak State College in 2015. He pursues languages as a window into the experiences of others, and enjoys history, philosophy, and the outdoors.

Anne Marie Yoder was born in Montgomery, Alabama, where her father served as a volunteer prison chaplain. Her first stop on the way home from the hospital was the prison, where her father introduced her to his friends. She moved with her family to Lancaster County when she was five, and spent most of her formative years in that area. Anne has more than eight years' experience in teaching, including time spent in El Salvador and Indonesia. She has attended SMI and TESOL training. She graduated from Faith Builders' Teacher Apprenticing Program in 2012, and earned her bachelor's in English from Thomas Edison University in 2013. She loves mothering and homemaking, and in her spare moments, she writes, edits, and gardens.

Lucas and Anne married in 2011, and spent part of their first year of marriage at Faith Builders. They have four sons, Judson, Elliot, George, and Robert. Together, they look for time to spend outdoors, and to participate in the ways God shapes and matures the people He calls into His kingdom.



Sheldon & Joann Kauffman

Administrator of Operations, Mentor

Birthdates: July 29, 1974,
and December 9, 1971

Favorite verses:

*2 Timothy 1:7-10,
Romans 1*



Sheldon Kauffman was born in Sarasota, Florida, but grew up in Lancaster County, Pennsylvania. He attended Weavertown Mennonite Elementary, Faith Mennonite High, and Lock Haven University of Pennsylvania. He has worked on the family farm (Kauffman's Fruit Farm), and also served at Bald Eagle Boys Camp.

Joann (Bontrager) Kauffman was born and raised in Millersburg in Holmes County, Ohio. She attended West Holmes Public School and later worked as a secretary for Holmes Lumber Company and Bald Eagle Boys Camp. She also served as a cook at Fair Play Wilderness School.

Sheldon and Joann have four children—Annie, Sara, Christian, and Katy. Their family enjoys camping and picnicking in the great outdoors. They want to be involved in ministering to people's spiritual needs while fostering a family life that is a witness of the love of Christ, both in the world and in the church.

Tim & Lucinda Kauffman

Bookstore manager

Birthdate: March 4, 1992 and April 12, 1994

Favorite verses: *II Corinthians 3:18; Philippians 3:10-11*

Tim Kauffman was born in central Georgia but grew up in Alabama and Arkansas. After graduating from high school as a homeschooler, he worked part-time in his family's cake factory and part-time in construction work for several years.

Since 2013, Tim spent fourteen months as a maintenance volunteer at Penn Valley Christian Retreat, taught school for two years in northeastern Ohio, then taught for another half year in his home community in Arkansas, and finally spent two years at FBTI as a student. After graduating from the Teacher Apprenticing Program in 2020, he stayed at Faith Builders as a staff member.

Lucinda (Bender) Kauffman was born and raised in Mifflinburg, Pennsylvania. She attended and graduated from Shady Grove Christian School. After her high school graduation, she worked at home on the farm, helped with a lawn care business, worked at a candy shop, and taught school. In 2018 she enrolled in the Teacher Apprenticing Program at Faith Builders, then returned to her home area and taught school for two more years before marrying Tim.

Tim and Lucinda were married on June 4, 2022. Together they enjoy coffee, cooking, picnicking, biking, and exploring. They desire to see and celebrate Christ's work in the world and in the people around them and want to draw others with them into this adventure.



John Mark & Desiree Kuhns

FBCS Teacher – Grades 9-10

Birthdate: June 24, 1984 and June 9, 1991

Favorite verse: *Hebrews 11:1 "Now faith is the substance of things hoped for, the evidence of things not seen."*



John Mark Kuhns was born in Arthur, Illinois, and spent most of his developing years near Middlefield, Ohio. He earned a bachelor of arts in biomedical humanities from Hiram College in 2006, with a view toward pursuing a career in medicine. Instead, his 2008 detour into teaching led him to a career in education. He currently teaches grades 9-10 at Faith Builders Christian School.

Desirée (Brubaker) Kuhns was born in South Carolina. Her family moved to Guys Mills, Pennsylvania, when she was 8. She graduated from Faith Builders Christian School in 2009 and then completed the Teacher Apprenticing Program offered by FBTI in 2012. She taught one year at Barnwell Christian School in Barnwell, South Carolina before marrying John Mark.

John Mark and Desirée were married in 2013. They have four children (Nevaeh, Shane, Asher, and Zoe). They enjoy solving crossword puzzles, reading out loud to their children, being involved in school activities, and spending time with family and friends. It is their desire that God's work would be accomplished and His kingdom established through their work.

Kyle & Joy Lehman

FBCS Teacher – Grades 11-12

Birthdate: December 18, 1986 and
July 12, 1992

Favorite verse: *1 John 4:18 "There is no fear in love; but perfect love casteth out fear: because fear hath torment. He that feareth is not made perfect in love."*

Kyle Lehman was born in Chambersburg, PA, the fifth of seven children, and moved to Guys Mills at age 8 with his parents, Melvin and Shelia. After homeschooling for grades 1-8, Kyle enrolled at Faith Builders Christian School for grades 9-12, graduating in 2005. He completed the Teacher Apprenticing Program in 2008 and taught three years at Anchor Christian School in Chambersburg. He also has experience in cabinetry and carpentry at Heritage Millworks and RJL Construction.

Joy (Rotelle) Lehman grew up in Honey Brook, Pennsylvania. She graduated from Terre Hill Mennonite High School in 2010. After completing the Teacher Apprenticing Program in 2012, she worked for her family's business, September Farm, and taught fourth grade at Weavertown Mennonite School.

Kyle and Joy were married in 2015 and have two sons, Collin and Ryder. They enjoy timespent with family and friends, farming, choral music, and distancerunning. Kyle and Joy want to ultimately see God's will done on earth just as it'sdone in heaven, and specifically to see the Kingdom on earth expand and grow through the generation that follows them.



Melvin & Shelia Lehman

FBTI Instructor, Mentor

Birthdates: November 10, 1955, and
January 17, 1956

Life verse: *Joshua 24:15*

"As for me and my house, we will serve the Lord!"

Melvin Lehman was born and raised on a farm near Chambersburg, Pennsylvania. After his schooling at Portice Elementary, J. Frank Faust Junior High, and Chambersburg Area Senior High, he worked for 5 years as a mechanic of agricultural equipment. He then began teaching at Anchor Christian School near Chambersburg. He came to FBEP (1993-1994) as the first principal of FBCS to launch the first year of school, going back to Anchor Christian for one year before returning to FBEP to serve as director. Melvin has been a teacher for 42 years.

Shelia (Martin) Lehman was born and raised in Shippensburg, Pennsylvania. After her schooling at Nancy Grayson Elementary, Orrstown Elementary, Shippensburg Area Junior High, and Shippensburg Area Senior High, she worked as a bookkeeper at First National Bank in Shippensburg for several years.

Melvin and Shelia were married in 1975. They have seven children: Jolynn, married to Andrew Schmucker; Ryan, married to Linda Yoder; Shannon married to JoElla Beiler; Shaunda, married to Amos Stoltzfus; Kyle, married to Joy Rotelle, Erikson, married to Marilyn Kauffman; and Jordan, married to Laura Gehman. It brings them great joy and delight to have their 25 grandchildren enjoy their home and Felsenheim Farm while keeping them young at heart.

As a couple they want to know their Creator and how to cooperate with Him in the work He is doing on the face of the earth. Melvin wants to partner with Shelia in creating a culture of holiness in their home and in the church as an example to others and for the glory of God.



Marilyn Martin

FBCS Teacher – Grades 5-6

Birthdate: March 7, 1983

Favorite verse: John 14:23 “If a man love Me, he will keep my words: and my Father will love him, and we will come unto him, and make our abode with him.”

The second of seven children, Marilyn was born in central Wisconsin. At age ten, she moved with her family to Lancaster County, PA, where she completed high school at the Blue Rock Mennonite School. When she was eighteen, her family moved to New Mexico, but she soon returned to the East to teach at the French Creek Mennonite School in northwestern PA. After fourteen years with the middle elementary grades there, she took a year's sabbatical then enrolled at Faith Builders in the Christian Ministries track (2017-2019.)

She loves poetry, singing, and conversation and is committed to participating in God's kingdom with joy. In her work among children, she finds confirmation for Christ's words—“Of such is the kingdom of heaven.”



Matthew & Larisa Mast

Training Institute Administrator, Mentor

Birthdates: December 9, 1978, and November 2, 1976

Favorite verse: Zephaniah 3:17 “The LORD your God is with you, he is mighty to save. He will take great delight in you, he will quiet you with his love, he will rejoice over you with singing.”

Matthew Mast was born in Mountain View, Arkansas, and grew up in that area. Several years after completing high school at Shady Lawn Christian School, he returned as a teacher for three years. Matthew completed the Teacher Apprenticing Program at Faith Builders in 2003, then spent a year in Poland teaching English. In 2006, Matthew joined the newly-formed Resource Group as administrative assistant.

Larisa (Zehr) Mast was born in Haiti when her parents were serving there in mission work. She grew up in south-central Virginia, attending a Christian day school and home school. When her family moved to the Guys Mills area in 1999, she took classes part-time at Faith Builders. She also taught elementary music and art for two years at Faith Builders Christian School.

Matthew and Larisa were married in 2005. They have four children: Karlin, Adrian, Annaliese, and Caleb. As a family, they enjoy reading, singing, and taking walks.



Vivian Mast

Receptionist

Birthdate: November 13, 1968

Favorite verse: II Timothy 1:7 "For God hath not given us the spirit of fear, but of power and love, and of a sound mind."

Vivian Mast was raised in Hayward, Wisconsin. She attended Northwoods Mennonite School for grades 1-10, and Maranatha Bible School (1988-1989). Vivian spent nine years working in a bookkeeping and tax office and six years teaching at her church school in Northwoods. In addition, she participated in Los Angeles street ministry and taught summer bible school in various places. Vivian graduated from the Ministry Apprenticing Program in 2003. She continued at Faith Builders filling various roles and currently serves as receptionist.

Vivian enjoys reading, baking, organizing, and spending time with people. She desires to walk with God in an ever-growing relationship with Him, while bringing hope to the lives of others.



Gerald & Cathy Miller

FBCS Principal, FBTI
Instructor

Birthdates: November 29, 1974, and February 28, 1976

Life Verse: Philippians 1:6 "Being confident of this very thing, that he which hath begun a good work in you will perform it until the day of Jesus Christ."

Gerald Miller was born in Partridge, Kansas. After his schooling at Elreka Grade School and Pilgrim Christian High, he worked on a farm that sold certified seed until 1995. During this time, he attended several terms at Calvary Bible School. Gerald taught junior-high at Barnwell Christian School a year before moving to Indiana where he taught at United Christian School. He then helped start a new school, Bourbon Christian, where he was the principal and high-school teacher until his move to Guys Mills. Gerald studied for a year at Faith Builders before taking his current position.

Cathy (Burkholder) Miller was born in Nappanee, Indiana. She attended and graduated from United Christian School. Cathy attended Calvary Bible School in 1994, 1995, and 1996. She has worked as a secretary as well as in retail.

Gerald and Cathy were married in 1996. They have five children—Brendan, Kara, Tyler, André, and Alex. As a family, they enjoy playing table games, biking, camping, taking walks, reading, and traveling. They desire to see the kingdom of God advanced, and want to fully participate in His work as a family.



Jaran & Sara Miller

Resource Group Assistant

Birthdate: June 20, 1995 and March 25, 1995

Prior to his employment at Faith Builders, Jaran lived in Tennessee. He received his K-12 education via homeschool. After 12th grade, Jaran was employed with building roof and floor trusses, processing material at a recycling plant, being a summer camp counselor, and studying literature and pedagogy.



In time away from work, Jaran spends time playing the piano and reading books. He believes that love for Christ has practical implications and that those who seek a path of discipleship should have access to models of how it can tangibly look. To this end, in addition to his day job, he works to represent those who do life well within the conservative Anabaptist churches in accessible internet media such as YouTube and podcast.

Sara (Hershey) Miller was born in Sparta, Wisconsin. Since graduating from high school, Sara has dedicated much of her time to working with children and youth. She was employed at Boys & Girls Clubs of Wisconsin, volunteered as a summer camp counselor, and volunteered for three years at a local Native cultural center in Toronto, while involved with a church plant in the area. She is passionate about building networks to facilitate individuals joining and growing in Christ's communities.

Jaran and Sara married each other in 2020. When they are not reading books at home, you might find them reading books while swinging from hammocks. They also enjoy hiking, hospitality, and harmonizing together.

Kara Miller

FBCS Teacher – Grade 2

Birthdate: November 11, 2000

Life verse: *Isaiah 43:1-2*

Kara Miller was born in Nappanee, Indiana. When she was a young toddler, her family moved to Guys Mills, PA where she spent all her growing up years with her four brothers. She graduated from Faith Builders Christian School in 2019. She then worked at a Christian daycare ministry for two years, first assisting with the infants and then becoming a lead teacher in the one-year old room.

Kara enjoys photography, traveling, babysitting, campfires, and conversations with friends. She has a heart for children and wants to be a safe, caring presence in their lives. She's grateful that the love of Jesus gives her the ability to do so.



Lucy Miller

Bookkeeper

Birthdate: December 9, 1961

Life verse: *Mark 10:45 "Even the Son of man came not to be ministered unto, but to minister, and to give His life a ransom for many."*

Lucy Miller was born and raised with five siblings in Holmes County, Ohio. She moved to Plain City, Ohio, in 1986 to work at Sunnyside Children's Home. There she served as a houseparent for mentally handicapped adults. Plain City became her home for the next twenty-nine years, with Bethesda Fellowship as her home church. During her twenty years of teaching junior high and high school at Plainview Christian school there, she attended summer term at Faith Builders in 2012, as well as a number of Teachers Week and Teachers Conference events. In 2016, she terminated her teaching career and moved to northwest Pennsylvania to be part of the Faith Builders office team.

Lucy enjoys baking, logic puzzles, reading, and gardening. She also enjoys spending time investing in the lives of others, young and old. She can imagine no greater goals than making God look good and hearing Him say, "Well done, good and faithful servant."



Brandon & Marie Mullet

Instructor, FBCS Teacher – Grades 9-12, Mentors

Birthdates: July 13, 1964 and September 6, 1962

Life verse: *Philippians 1:6* “Being confident of this, that he who began a good work in you will carry it on to completion until the day of Christ Jesus.”

Brandon Mullet was born in Goshen, Indiana, the oldest in a family of nine. After high school he worked in a recreational vehicle factory for two years. He earned a B.S. from Grace College in Choral Music Education (1989) while teaching part-time at United Christian. Brandon taught at FBEP during several summer terms (1989-1991, 1994), and was the principal and high-school teacher at United Christian School for five years (1991-1995). He worked as a self-employed painting contractor for two years before coming to FBEP in August 1997 as the principal of Faith Builders Christian School. In May 2003 he resigned as principal to teach full time.

Marie (Hochstetler) Mullet was born in Bremen, Indiana, and grew up on a farm. She attended United Christian School and completed her schooling via correspondence. Marie attended Maranatha Bible School (1981) and spent a year in voluntary service at Northern Youth Programs (1982). She has worked in retail food stores, her mother’s bakery, and as a bookkeeper. Marie also serves as a mentor.

Brandon and Marie were married in 1986. They have four sons: Patrick and Annie, Kipp and Jessica, Stuart and Natalie, and Christopher and Keianna. They want to share the truth and love of Jesus Christ through service, music, and friendships.



Kendall & Janelle Myers

Resource Group administrator

Birthdates: January 21, 1981 and June 8, 1981

Life verses: *Hebrews 1:1-3*; *Matthew 6:33*

Kendall's roots are in Burke County, Georgia, where, with the exception of three years at a Puerto Rican mission, he grew up, helping in his family's strawberry farm and working with his dad in construction. After graduating from high school, he did trim work for a year before returning to Puerto Rico for two years of voluntary service. He attended Faith Builders for the following two years. After completing the Ministry Apprenticing Program, he returned to his home community to teach high school and serve as administrator of Waynesboro Mennonite School for thirteen years. He also earned a B.A. in English through studies at Augusta State University. Kendall enjoys reading and writing on topics related to theology, church history, and literature.

Janelle (Kauffman) grew up in a southern Iowa, where she enjoyed the rural landscape, the local farming culture, and frequent workdays and social events with her extended family. After completing high school, she taught school for a number of years. Beginning in 2004, she volunteered in the kitchen at Faith Builders for a year and then completed a two-year track of study at Faith Builders. She enjoys making her home a warm and welcoming place for her family, neighbors, and anyone else who needs a place to put their feet, and she makes sure that they do not leave hungry. She is energized by thoughtful conversations.

Kendall and Janelle married in the summer of 2008. They have six children: Alecia, Gideon, Karina, Justus, Raquel, and Gianna. They enjoy reading books together and doing outdoor activities. Their prayer is that God would form Christ's image in them and that He would use their lives to strengthen the Anabaptist church.



Josh & Jean Nisley

Instructor, writing program coordinator

Birthdates: August 22, 1988 and September 4, 1984

Guiding verse: *Ps. 111: 2*
"Great are the works of the LORD, studied by all who delight in them."

A native son of Crawford County, Josh Nisley was born at Meadville Medical Center, discipled at Plainview Gospel Fellowship, and educated at Faith Builders Christian School from grades 6 – 12. After graduating from the Teacher Apprenticing Program in 2010, Josh taught upper grades at Faith Christian School in Catlett, Virginia for several years before taking a hiatus to continue his own education. In 2016, he earned a BA in English from Regent University while working for Christian Aid Ministries in Jerusalem. Before returning to Faith Builders in 2020, he completed a two-year teaching fellowship at Duquesne University in Pittsburgh while earning an MA in English.

Jean (Coblentz) Nisley was born and raised in International Falls, Minnesota but spent most of her childhood and teen years in Plain City, Ohio, where her parents served at Deeper Life Ministries. After completing her high school education at home, she worked a variety of jobs, including a few years as elementary teacher at Waynesboro Mennonite School in Georgia. She completed the Ministry Apprenticing Program at Faith Builders in 2010.

Josh and Jean were married on June 18, 2011, a year after they graduated from Faith Builders. They enjoy traveling and experiencing the world together, but more recently they have been focused on making a home in Meadville for their three children, Harper Wynn, Alastair George, and Caedmon John—an adventure all of its own. As a family, they enjoy participating in and anticipating the new creation of Jesus.



Louise Nisly

Kitchen supervisor

Birthdate: October 29, 1993

Favorite verses: *II Corinthians 13:11*,
II Corinthians 12:9, *Psalms 27:14*, *Phillipians 4:6*

Louise Nisly was born & raised in Hutchinson, KS where she attended Pilgrim Christian School for all 12 years. After graduating, she worked as a customer service representative and dispatcher for her family's waste management company for four years.

She volunteered in the kitchen at Faith Builders during the 2017-18 year then returned home to her previous position at the family business. In addition to assuming her previous roles, she took on the lead role of office manager. After three years in that position, she returned to Faith Builders in the fall of 2021 as kitchen supervisor.

Louise loves cooking, but baking is her passion and she loves the challenge of experimenting with new flavors, recipes, and designs for cakes, cupcakes, and pastries. She also loves puzzles, sleeping, and spending time with and investing in friendships. She is grateful for the opportunity to not only plan and work with food for a job, but to also bless and share her love for food with those around her.



Stephen Russell

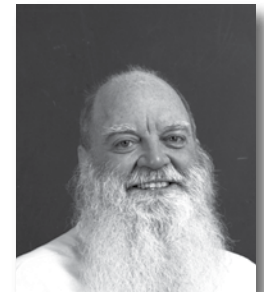
Instructor, Mentor

Birthdate: November 11, 1953

Life verse: *I Corinthians 15:58* *"Therefore, my beloved brothers, be steadfast, immovable, always abounding in the work of the Lord, knowing that in the Lord your labor is not in vain."*

Stephen Russell earned a degree in European Studies at George Mason University (1986-1988), and an M.A. in Church History and Theology at Wheaton Graduate School (1989). His voluntary service experiences include two summers in Germany (1978, 1982), Choice Books (1981), and a halfway house for parolees (1980). He taught in Christian schools for five years and worked at Choice Books for seventeen years. During a seven-month stay in Israel (2006), he wrote a book on nonresistance, *Overcoming Evil God's Way*.

The opportunity to teach at Faith Builders has been the culmination of a longtime dream. He has taught church history, Bible, theology, and seminars since 2000.



Kyle & Marlene Stoltzfus

FBTI Academic dean, Instructor

Birthdates: August 16, 1982
and June 16, 1986

Favorite verses:

II Corinthians 3:18, Psalm 24:1
Psalm 16:11, Deuteronomy 6:4

Kyle Stoltzfus is a native of Lewisburg, Pennsylvania. After graduating from Maranatha Christian School in 1999, he earned an A.S. in Computer Science and also attended Sharon Mennonite Bible Institute for several terms. Following this, Kyle worked for a number of years as a network administrator and electrical controls technician. Marlene and Kyle were married in 2008 and, a year later, they moved to Faith Builders. Kyle graduated from Faith Builders' Ministry Apprenticing Program in 2011 before coming on staff at FB. Kyle continued his education by completing Bachelors and then Masters studies focused on Church history and theology. He is now the Institute Academic Dean, an instructor, mentor, and the communications supervisor. Kyle enjoys reading, aviation, gardening, and parenting.

Marlene (Schrock) Stoltzfus was born and lived in South Carolina until her family moved to a church plant in Athens, Tennessee. She was homeschooled through grade 12 and left the South for a number of terms at Sharon Mennonite Bible Institute and to teach school for several years in Lancaster County. Marlene has worked in a variety of jobs, including librarian, secretary, and teacher. She enjoys music, literature, and time in the kitchen and garden.

Kyle and Marlene have four children: Elia, Devin, Charlotte and Charis. They want to continually learn and grow in the many dimensions of life and to share God's grace with others.



Glendon & Starla Strickler

FBCS Asst. Administrator,
FBTI Instructor, Mentor

Birthdates: March 3, 1978
and January 3, 1973

Life Verse: Isaiah 42:3 A
bruised reed He will not
break, and smoking flax
He will not quench; He will
bring forth justice for truth.

Glendon Strickler is from Mount Joy, PA and spent his growing up years in Lancaster County. He attended grade 1-10 at Rheems Mennonite School and spent his last two years of high school at Mt. Hope Mennonite School. Glendon attended a January-March term and a Summer Term at Faith Builders in 1997. He then taught at Mt. Hope Mennonite School for one year before earning his B.S.E. in Social Studies education at Millersville University. Glendon taught middle and high school Social Studies at Conestoga Christian School in Morgantown, PA for five years. He then moved to Ephrata Mennonite School where he served as administrator for 8 years. Concurrent with his educational work, Glendon served for approximately 12 years as an Amish country tour guide via horse and buggy, from the seat of Belgian horse-drawn wagon and from the driver's seat of a motorcoach. Glendon participated in several education-related boards including Tidings of Peace Christian School, Urban Mennonite Ministries and the Faith Builders board. In June of 2015, Glendon's family relocated from Ephrata to Guy Mills where he joined the FB team.

Starla (Groff) Strickler is from Bird-in-Hand, PA where she spent her growing up years on a vegetable farm and selling produce at Central Market in Lancaster city. She attended Weavertown Mennonite School for grades 1-8 and then graduated from Faith Mennonite High School. Starla served as school secretary for 10 years at Weavertown Mennonite School. In addition to caring for their five children, Starla enjoys doing part-time office work from home.

Glendon and Starla were married on January 6, 2001. Their five children are Sierra, Janae, Brooke, Erika and Brendon. The family enjoys raising Scottish Highland cattle, Greater Swiss Mt dogs, sheep, goats and a variety of other critters on their farmette in Guys Mills. Their hope is that they can be an encouragement to students who are developing their talents for service in the Kingdom of God.



Katrina Weaver

Dean of Women, Housekeeping Supervisor

Birthdate: August 10, 1982

Life verses: *II Timothy 1:7 For God hath not given us the spirit of fear; but of power and of love and of a sound mind.*

II Corinthians 12:9 And he said unto me, My grace is sufficient for thee: for my strength is made perfect in weakness. Most gladly therefore will I rather glory in my infirmities, that the power of Christ may rest upon me.

Katrina Weaver was born and raised in Lancaster County, Pennsylvania, where she attended Pleasant Valley Mennonite School for all twelve grades. After graduating, she worked as a secretary at Christian Aid Ministries for 1 ½ years. She moved to 6th Street Mission in Philadelphia and served as a personal worker there for two years. Back in Lancaster, she taught 2nd grade at Pleasant Valley Mennonite for five years and then spent another five years as secretary and teacher for various junior high and high school classes.

Katrina enjoys creating beauty by celebrating people and organizing events. She is grateful that her responsibilities at Faith Builders give her many opportunities to incorporate these joys into her daily life. She wants to keep walking with people in their discovery of Jesus's character.



Abby Wingard

FBTI Librarian

Birthdate: March 5, 1998

Life verses: *James 3:13-18*

Abby Wingard was born in Virginia and lived in Catlett for the first several years of her life. When she was five, she moved with her parents and four older siblings to Thomas, Oklahoma, where she grew up amidst agriculture and beef cattle.

At 18 years old, Abby started college at Southwestern Oklahoma State University. She graduated in December of 2020 with a Bachelor of Science in Psychology. She moved to Guys Mills, Pennsylvania at 22 years old to begin working in the scholarship program at Faith Builders. She later transitioned into a position as



Anita Yoder

Communications Assistant, Mentor

Birthdate: June 19, 1974

Life verse: *And the Lord will guide you continually and satisfy your desire in scorched places and make your bones strong; and you shall be like a watered garden, like a spring of water, whose waters do not fail. Isaiah 58:6-14*



Anita Yoder was born at Faith Mission Home, Virginia where her parents served at a residential home for mentally handicapped children.

At age 21, Anita moved to Ireland with her parents and siblings to a church planting mission, where her most of her family now lives. She served there 14 years, working in retail and interacting with locals. From 2010-2015, she lived in Poland and taught English as a second language.

She was women's dean at Calvary Bible School, and later taught there for four terms. She has written one book, and loves to be creative with words, color, and texture. She cares most about living in wholeness, simplicity, and walking beside Jesus, and wants to spend her life enabling others to do the same.

Karen Yoder

FBCS Teacher – Grades 1-2

Birthdate: July 12, 1980

Life verse: Blessed is the woman that trusteth in the LORD, and whose hope the LORD is. For she shall be as a tree planted by the waters, and that spreadeth out her roots by the river, and shall not see when heat cometh, but her leaf shall be green; and shall not be careful in the year of drought, neither shall cease from yielding fruit.

Jeremiah 17:7-8



Born in a little red cabin in the Blue Ridge Mountains of Virginia, Karen grew up among nine siblings, gardens, kennels, campouts, and a bakery. She loves the adventure of learning with children and began teaching at Faith Mission School. She taught grades 2-3 in Cayo for four years, leaving a piece of herself in Belize, then worked six years at Christian Light. In 2014, she moved with a small outreach to Fincastle, VA and taught across the grades until 2021 when she moved to the first and second grade classroom at Faith Builders Christian School, completing fifteen years.

As opportunity gifted, she set foot on the equator, Arctic Circle, Thames River, sang with Oasis Chorale in their première years, and attended CBS and Music Camp.

Hobbies include gardening, reading, traveling, hiking, and writing poetry. She is working on an Associate's degree in Creative Writing from Liberty University.

Anna Zehr

FBCS Teacher – Grades 3-4

Birthdate: August 30, 1978

Favorite verses: Ephesians 5:1-2 "Be imitators of God, therefore, as dearly loved children and live a life of love, just as Christ loved us and gave himself up for us as a fragrant offering and sacrifice to God."



Anna Zehr was born in Waterloo, Ontario, and grew up on a dairy farm near Millbank. She attended Cedar Grove Christian, Morningstar Christian, and Fairhaven Christian, obtaining her GED in 2002. Following four summer terms at Faith Builders, she earned a bachelor's degree in elementary education from Grace College and Theological Seminary in 2006. In addition to her varied vocational background (including work as a waitress and receptionist), she has eighteen years' teaching experience in elementary education.

Besides thinking deeply about the learning process of her students, Anna also enjoys roller-blading, ice skating, reading, learning, and participating in stimulating conversations. She desires to pursue a relationship with a loving God and to grow in knowledge and understanding of His work on earth, while living a life of love that blesses children and others around her.

Applying to the Institute





QUALIFICATIONS FOR APPLICANTS

Applicants to FBTI should evidence Christian character and commitment, a commitment to family and church, some potential for effectiveness in Christian ministry, and the academic achievement and ability necessary for assignments. The purpose of these requirements is not to exclude potential students but to ensure that students will succeed. Prospective students may call or write us to discuss their plans, goals, and questions. Call (814) 789-4518 or contact us by e-mail at admissions@fbep.org.

The primary criteria for student selection include the following:

1. **Spiritual condition:** Of primary concern to the school is the spiritual and emotional condition of students. We are fully committed to the preparation of the whole person. In order to accomplish our goals, students must express 1) a desire to follow Christ in discipleship and service, 2) a willingness to be disciplined, and 3) a commitment to uphold the standards of the school.
2. **Age:** The applicant should be at least eighteen years of age when studies begin. Older students are often better prepared to benefit from the training program of the Institute.
3. **Relationship with home church and parents:** We are concerned that students maintain contact with their home church and parents. Students must be church members in good standing. We need a commitment from a student's home and church to stay in contact with the student on a regular basis while the student is at the Institute.
4. **Academic achievement and ability:** Applicants must demonstrate the ability to meet the academic requirements of a student must have. Some indicators of academic ability include:
 - A 2.0-grade-point average from a high school or post-secondary institution.
 - Graduation from high school, certificate of high school equivalency (e.g., home-school), or a G.E.D. certificate. NOTE: We recommend a college-preparatory high school curriculum that includes 4 units of English, 3 units of math, 3 units of science, and 3 units of history.
 - Completion of college readiness test:
 - SAT Evidence-Based Reading and Writing Score of 550 or higher
 - SAT Total Score of 1100 or higher

ACT/SAT completion is not necessary if the applicant has 30 semester hours of transferable college credit with a GPA of 2.0 or higher, is over 24 years of age, or is an international student. We may also waive this requirement if the applicant has studied previously at FB's Summer or Winter Terms.

Other considerations in the enrollment process are as follows:

1. **Doctrine:** An applicant will not be admitted who denies or is unwilling to receive instruction about any teaching in the doctrinal statement.
2. **Lifestyle:** the Institute reserves the right to deny or revoke the admission of any candidate whose behavior or lifestyle is inconsistent with the doctrinal statement, biblical principles, or standards of the Institute community.
3. **Relationships:** Engaged or married applicants are welcome. The spouse or fiancée of an applicant should be involved in and supportive of any decision to seek admission to the Institute.
4. **Race, nationality, ethnic origin, gender, and disability** are not factors in the selection process.

HOW TO APPLY

Here are the steps involved in the application process for two-year tracks of study:

1. Request application forms from the Admissions Department by writing to Faith Builders Training Institute, ATTN: Admissions, 28527 Guys Mills Rd, Guys Mills, PA 16327, or calling 814-789-4518. You may e-mail your request to admissions@fbep.org or fax it to 814-789-3396.
2. Complete the application form. Answer all questions that apply to you.
3. Distribute the three reference forms to the appropriate people with a stamped envelope addressed directly to FBTI. The person completing the reference form should mail the completed form to our admissions office. Do not use family members as references. For example, if your pastor is related to you, please use another church official. If you have recently been in college, voluntary service, or other ministry, ask a representative of that organization to complete a reference.
4. Mail the completed admissions packet to FBTI.
5. Have your official high school transcripts sent to FBTI by the school. You should also have records sent from any school attended after high school. All academic records must be sent directly from the academic institution to be official.
6. Have your SAT (code number 3711) or ACT (code number 3571) scores sent to FBTI. These scores are not necessary if you have 30 semester hours of transferable college credit with a GPA of 2.0 or greater, are over 24 years of age, or are an international student.

Application deadlines are December 1 and March 1. Unless we require additional input on an application, applicants will receive a letter of acceptance or denial by January 15 or April 15, depending on when their application was submitted. FBTI does have a limit on the number of students who will be accepted. Early applications have the best chance of acceptance. Admissions decisions are based on a number of factors. If the available positions are filled on any of the application periods, additional applications will be considered for that term on a waiting-list basis.

The Institute reserves the right to refuse admission or readmission to any prospective or returning student. Any applicant who intentionally withholds pertinent information or who falsifies such information may be required to withdraw from FBTI. The regulations listed herein are subject to change after date of publication through established procedures. FBTI reserves the right to make necessary changes without further notice.

MARRIED STUDENTS

The two-year programs of study are designed to serve unmarried students. However, many married students have successfully completed the two-year programs. It is important to discuss the unique challenges during the application process.

We want the experience to benefit both people in the marriage, not only the primary student. Our goal is that the two years at the Institute can provide spiritual connection and growth for both spouses. While married students are not able to participate in all student activities, we look for ways to include both spouses in the student experience.

Mentoring

To encourage spiritual growth and provide connection and belonging, spouses of students are expected to participate in a discipling/mentoring relationship while at Faith Builders Training Institute. Typical options include:

1. Participate in the complete mentoring experience with all assignments. This is typically only available for couples that do not have children.
2. Participate in the mentoring experience as an auditor, with reduced assignment expectations. This typically works better for couples who have children.
3. Participate in a customized mentoring experience (may be one-on-one or group).

We will work with each couple to decide on the best option. The cost is the same for all options described above. Student spouses receive a 50% discount on tuition.

Lodging

Married students without children have the option of living in an apartment in the main building, in other Faith Builders-owned properties, or in lodging they arrange elsewhere. Married students with children are asked to live in Faith Builders-owned properties outside the main building or to arrange lodging elsewhere. Please contact us for information about Faith Builders-owned lodging options.

SHORT-TERM APPLICANTS

The application process is much simpler for those interested in taking classes during Summer and Winter Terms. There are no reference forms or academic requirements. However, we strongly encourage applicants to consider their level of academic preparation and to discuss any questions with the admissions staff. Do not let uncertainty about whether you can do the work hinder you from talking to us. We offer a number of options to help people develop in areas of deficiency. Some candidate students prefer to take a short-term course to explore whether longer-term study at the Institute is desirable.

FOREIGN STUDENTS

FBTI has been approved by U.S. Immigration and Customs Enforcement (ICE) to accept foreign students through the Student and Exchange Visitor Program (SEVP). After admission to the Institute, a student from a country other than the United States should contact the admissions office for information about the process to request a student visa from SEVP. International students should begin their applications early to allow adequate time to obtain the documentation for immigration.

Students from Canada have a simpler immigration process and fewer cultural barriers to overcome. However, because of visa requirements and practical issues of cross-cultural living, we ask that foreign students from countries other than Canada include the following with their application:

1. Name and contact information of his US sponsor. This sponsor should be committed to assisting the student with holiday plans, travel needs, and cultural challenges. We may request that the sponsor visit Faith Builders and meet with admissions staff.
2. A plan for paying for the costs of studying at the Institute; this plan should include verification of all sources of funds.
3. A letter from his pastor describing the applicant's purpose in life and how the specific training offered by the Institute will assist the student in fulfilling that purpose.
4. A summary of acquaintance with Anabaptists, including church affiliation, pastor or missionary reference, and personal history of interaction and interest.
5. Score report from an English proficiency exam, such as IELTS (International English Language Testing System) or Cambridge English: Advanced (CAE). We require a score of 6 on the Academic module of the IELTS, or equivalent score on another exam. This requirement is waived for those whose first language is English.



EXPENSE INFORMATION

Please contact the Institute office for a current schedule of tuition rates and fees.

Application Fee

A nonrefundable and nontransferable fee must accompany the application for admission.

Tuition

Tuition is due upon billing, typically during the first two weeks of term.

Deposit

A deposit is to be paid to secure campus housing. This deposit is credited to the student's account and may be refunded until May 1 of each academic year if we are notified in writing. This deposit is nontransferable, and after May 1 of each academic year, this deposit is nonrefundable.

Personal Needs

Laundry, cleaning, spending money, items related to personal grooming, towels, sheets, pillow, off-campus transportation, etc., vary with the individual and are the individual's responsibility.

Unpaid Accounts

A student who has an unpaid account balance may be suspended from classes and may not be eligible to take final examinations or to receive an official report of grades, transcripts, or diploma. A student with an outstanding balance from a prior semester may not be allowed to re-enroll unless the account is paid in full. The student may be responsible for any collection fees incurred in collecting the account.

Withdrawal

Any student who withdraws from the Institute and completes the official withdrawal procedure will receive a refund as follows:

Tuition:

- (1) 75% will be credited during the first week of classes
- (2) 50% will be credited during the second week of classes
- (3) 25% will be credited during the third week of classes
- (4) None will be credited after the third week of classes.

If a student officially withdraws from the Institute during the first three weeks (beginning with the first day of check-in) of the semester, the dormitory fee will be charged per week for any part of a week in which he resides in the dormitory. There will be no refund for the room portion of the dormitory fee after the first three weeks; however, the meals portion will be refunded at a flat rate per week for the unused portion of the semester.

Withdrawal Fee

A fee will be charged for the processing of an official, unofficial, or administrative withdrawal.

Graduation Fee

Students planning to graduate need to complete a graduation application at least 60 days prior to commencement. A fee is added to the semester invoice which goes toward the cost of the diploma.

Refund Policy (Enrolled Students)

Refunds are issued upon request when an overpayment (credit balance) exists.

Lab Fees

In certain courses, fees will be charged in addition to tuition.

Returned Checks

A student will be charged a fee for returned checks.

Payments

The room fee (applicable to on-campus students only), meal fee, tuition, and all other costs for the full semester are payable within 30 days of invoicing, which is done within a week after the final day to drop or add courses for each semester. There will be a finance charge of 1% on all past due or unpaid accounts twice per semester (maximum annual interest rate of 4%). A prior year's account must be settled for a student to receive permission to reenroll at the institution. Additionally, the Registrar will not release an official transcript of the academic record, or a diploma, without proof of payment of all institutional charges.

Textbook Purchases

Textbook costs range from \$10-\$100 per class depending on the course. The cost of textbooks is not included in the tuition. Textbooks may be purchased from Christian Learning Resource.

SCHOLARSHIP PROGRAM

Faith Builders Training Institute offers scholarships to assist students with the cost of education. This financial assistance is intended to complement personal initiative and responsibility on the student's part. Our desire is to nurture heartfelt gratitude in scholarship recipients and to equip them to serve their communities with humility and joy.

We offer four categories of scholarships:

1. **Universal Scholarship:** This scholarship is offered to all students equally in the form of discounted tuition. The universal scholarship is equal to approximately 40% of the actual cost of education at the Institute.
2. **Situation Scholarships:** This scholarship is offered to students who are or have been involved in voluntary service programs, ordained ministry, or missions, as well as to their children under 21. Situation scholarships are figured at \$120-140 per week. Voluntary service and missionary scholarships are awarded to students enrolling at the Institute during the year following the termination of service. (Additionally, spouses of current full-time students are eligible for a 50% scholarship of class tuition and full scholarships of audited classes.)
3. **Financial Need Scholarships:** Awards are based on the relative financial needs of students and available funds. Average awards for the last three years were \$6,400 per student per year. Financial need scholarships are only offered to students enrolled in a two-year track of study. Criteria for financial need scholarships include an annual income under \$65,000 and submission of the most recent IRS Form 1040.
4. **Specialty Scholarships:** These scholarships are offered to students based on the student's interest, church affiliation, and geographical location. Specialty scholarships are only offered to students enrolled in a two-year track of study.

For information about current scholarship availability, eligibility guidelines, scholarship applications, or application deadlines, please contact us or visit fbep.org/admissions/scholarships.

STUDENT LOANS

We offer a student loan program to second-year students. If the student wishes to obtain a loan, tuition and board charges for the second year of studies do not become due until the week of graduation. A 1% fee is charged on the unpaid balance twice per semester. At the completion of studies at FB, we arrange a payment plan and charge a non-refundable 3% loan origination fee (maximum of \$90.00) on the remaining account balance. (If a loan is originated, the 1% late fee(s) will be waived.) Payment can be made up to two months after this point with no interest accrued. Contact the business office for full details on this program.

Qualifying students must be entering their final study year at the Institute and be planning to graduate in May of their final year of studies. Exceptions may be granted by special request in extreme situations, but in no case will a student's initial semester costs be covered by the loan program.



Living at the Institute



COMMUNITY LIFE & CONDUCT



SOCIAL LIFE

One of the major goals of the Christian life is the cultivation of wholesome and positive relationships with others. We believe that spiritual growth is promoted through healthy interaction with fellow believers. Because of this, our goal is to promote mutual honor and respect toward those with whom we live and work. Students, staff, and volunteers are therefore expected to be thoughtful and courteous in their relations with each other, especially when discipling others. We believe that sharing in meaningful group activities is a better way to build relationships than casual dating. We encourage people to concentrate on developing meaningful relationships with as many people as possible. We also realize that life can become very intense and that people need time alone. We expect everyone to respect the needs of others for privacy.

General conduct and relationships

If you have difficulty getting along with someone, we encourage open, kind discussion with the person himself. If additional help is needed, we suggest including someone in a position to bring healthy resolution, such as a dorm leader, the dean, or your mentoring group leader.

RECREATION

Scripture implies that one ought to maintain our bodies because they are the temple of the Holy Spirit. Since physical fitness and well being are conducive to mental concentration and comprehension, we expect students to be involved in regular physical activity. We will normally schedule organized recreation two or three times per week.

This emphasis in recreation will be on personal involvement and development rather than on competition. Our goal is to provide wholesome exercise so people experience relaxation and refreshment.

SPIRITUAL LIFE

An important Institute goal is to encourage genuine acquaintance with God and a personal desire to please God from the heart. The staff intentionally encourages open-heartedness with God and each other, both to stimulate spiritual growth and to foster accountability. When we practice accountability, we desire to address not only sinful conduct, but also root problems and sinful attitudes that produce sinful behavior.

Each student and volunteer has a prayer partner. The purpose of the prayer partner relationship is to foster openness and accountability in relationship with another person. Prayer partners talk and pray about daily happenings, spiritual needs and questions, and relational issues.

Students who have unusual situations related to church membership should discuss these matters during the application process. We are committed to supporting students' local church and involving the local ministry in any discussion with staff or students about church-related issues. An attempt is made to arrange leaves so that staff and students can be present at their home church for communion and other important church functions. Students and volunteers participate in the Faith Builders Campus Fellowship for Sunday worship during semesters and short terms. They also visit local churches several Sundays each semester.



STANDARDS

Overview

A clear understanding of what is acceptable behavior is necessary when people from various backgrounds live and work together. We have intentionally tried to focus on principles and restrict the number of details that we address. We expect personnel to cooperate with the guidelines given here and with other regulations as they are developed and announced. Our goal is to foster self-control, respect, God-consciousness, and voluntary compliance. Students are expected to maintain and exemplify at all times a standard of conduct in harmony with a full commitment to Christ and the ideals of the school. We expect staff and students to speak with each other according to the pattern in Matthew 18 when addressing sins or violations of standards and policies. Although the goal of all discussion and disciplinary actions is repentance and restoration, any person who persists in disregarding school regulations and the combined counsel of staff and students may be asked to leave.

FBTI serves the conservative Mennonite community and does not see itself as a catalyst for change. Although we recognize that the principles and guidelines expressed here may not represent those held by any particular church or organization in our constituency, our goal is to honor the traditions and practices of the constituency we serve. The purpose of these standards is to honor our tradition, to express the kind of behavior we expect at FB, and to provide structure within the academic program. Our goal is neither to make a statement about who is a conscientious Christian nor to defend our standard on the basis of it being the best or most perfect guideline. In addition to upholding FBTI guidelines, students and volunteers are expected to uphold the guidelines of their home churches.

Dress Standards

General

Our choice of clothing communicates our character and tastes to those around us. Clothing also affects how we think about and conduct ourselves. Our goal is to promote attire that is tasteful, simple, and in keeping with our understanding of biblical modesty and nonconformity to fads and styles. We seek to support the expectations of the churches represented by our student body.

No prominent logos, designs, or writing on clothes are allowed. Flip flops/slides are not to be worn on campus outside the dorm areas. They may be worn on picnics and other outdoor outings.

Ladies

- Hair shall be uncut and put up in a simple style. Veilings other than the traditional white net veiling must be approved by the home church and parents. Hanging veils must be made of cloth, but may have a narrow lace border for a hem. If a non-traditional scarf veil is worn, we ask that a single color and style be worn. The veil must be large enough to cover the hair similar to the traditional cap veiling. All coverings must meet the approval of the FBTI administration.
- The wearing of a plain, modest cape is encouraged. A loose-fitting cloth vest, jacket, or sweater should be worn if a modest cape is not worn. Skirts and blouses or jumpers are not permitted. Cape dresses and sweaters should be modest and loose-fitting. Sleeves shall be long enough to reach near the elbows. Dresses must be long enough to reach a minimum of halfway between the knee and the ankle. Dresses shall be worn outside the dorm, but leggings may be worn under the dress if working conditions or weather require.

Men

- A plain suit is encouraged but not required. Neck ties or bow ties are not allowed.
- More than one button at the shirt collar should not be opened. Sleeves should be long enough to reach near the elbows.
- T-shirts and sweat pants may not be worn outside the dorm as an outer garment. Wind pants may be worn only when jogging. Tight fitting

clothes should not be worn. Men should keep their hair neat and avoid hairstyles that allow hair to hang down over the collar or ears.

Weekdays (Breakfast through supper)

We seek to dress in ways that are appropriate to a serious learning environment. The following guidelines are in addition to the general guidelines above. For men, dress or casual dress pants (no blue jeans) should be worn and shirts should be tucked in. Full-button dress shirts with stand-up collars shall be worn. For women, closed shoes may be worn without hosiery. If open shoes or sandals are worn, socks or hosiery must be worn. We recognize that since some weekdays include activities where dress clothes would not be appropriate, there are legitimate exceptions to classroom dress expectations. There may be situations in which hosiery may be expected (e.g., student teaching in FBCS, ministry situations).

Evenings & weekends

The general dress expectations apply but not the weekday expectations. For ladies, socks and hosiery are not required. For men, polo shirts (several buttons with collar) and blue jeans may be worn.

Sunday morning worship services

We encourage FBTI personnel and students to wear more formal dress for Sunday morning worship services, with the weekday expectations as a minimum. We expect students to dress for Sunday morning worship in ways that would be appropriate at one's home congregation.

Music

Because of our commitment to honor God in everything we do, music at the Institute is an important issue. We believe that music listening habits contribute significantly to a person's spiritual growth and discernment. We encourage a general atmosphere of worship, an appreciation for our heritage, and a high standard of excellence in music. We feel a strong obligation to honor and support the parents and churches represented in the staff and student body.

This policy is not intended to be a definitive statement on acceptable music styles. Rather, it reflects our attempt to provide a worshipful context for personal growth that is clearly positive and uplifting.



We therefore offer the following statement as a guiding policy for music listening at FBEP:

No student or FB staff person shall bring or listen to Country, Rock, CCM, New Age, R&B, Rap, and other similar styles during their stay at FB. Only classical, traditional sacred, and choral genres are considered acceptable for private listening.

Because of our commitment to certain standards of quality and worship, we will choose the music to be played in public areas such as the cafeteria or student lounge.

None of these guidelines negates the necessity for exercising personal discernment in our listening practice. Growth in discernment can include fasting from, or doing without, certain things or activities for a period of time to discern their impact on us. We encourage students and volunteers to be proactive with the guideline and to view it as an exercise in personal growth, discernment, and discipline.

Video/movie use

Students, staff, and volunteers are permitted to watch educational videos in a classroom or informal context. Other video and movie viewing is limited to the family and classroom context. Thus, staff apartments and homes are the only acceptable places for viewing videos, films, and movies unless it is an FB-approved event. Only videos, films, and movies that families with children could watch are considered acceptable. Staff must take responsibility for any videos or movies being viewed in their apartments or homes. Staff persons are defined as full-time, salaried employees of FBEP.

We consider the following to be legitimate uses of videos and movies:

- Education – Much information is available in the form of lectures, documentaries, etc. Like a good story, videos can raise significant issues for discussion and analysis.
- Home videos – Capturing memories on video camera
- Cultural awareness and analysis – Understanding the dominant ideas and values that influence our times.
- Recreational viewing – Experiencing a story visually.

The amount of time one spends watching videos should be limited. In any leisure activity, self-discipline is vital. Watching a video with friends should not become a primary social activity, the one main activity you often do together. The amount of time spent in any sensory experience significantly affects the depth of impact. We develop tolerance levels that require more and more to satisfy us. Research and experience indicate that it is possible to become addicted to watching videos. When a person feels the need to watch a video for his life to be interesting or worthwhile, it indicates a possible addiction.

Email and Web Use

The computer network serves the administrative needs of Faith Builders Educational Programs and the educational needs of its staff and students. A content-filtered connection to the internet is provided for school administrative needs, communications, and an extension of the library research materials in the the Institute library. Gmail, Yahoo, or other internet-based e-mail is accessible over shared public-use computers in the library. Although all access is filtered and monitored, primary responsibility for filtering content remains with end-users. Students may connect their personal computers to Faith Builders' computer network for a per-term fee. We do not offer dial-up internet access on campus. All network-connected computers—including personal computers belonging to students and staff—are subject to inspection by IT staff upon formal request.

Computer Games

We recognize that computers may be used for relaxation and recreational purposes, and we believe that Christian moral standards apply to our recreation as they do to all other areas of life. We also believe that the use of even morally acceptable computer games can tend toward social isolation, individualism, and mental and spiritual stagnation. Therefore, the following guidelines will apply to computer games at Faith Builders:

Games are not to be installed on Faith Builders-owned computers or played across the internet connection or the Faith Builders network.

Since spiritual growth and relationship-building are specific goals of the Institute, we discourage gaming that consumes excessive personal time. Students who wish to play computer games should discuss this with a mentor and set up guidelines and accountability for what they play, how long, and how it may be affecting them. Those who play games need to heed the concerns expressed by those around them.



Games not permitted at Faith Builders include:

- Those that are violent in nature (e.g., games involving warfare, police action, criminal activity, or disregard for moral authority, etc.)
- Those that have occult overtones (e.g., games containing charms and spells or elements of witchcraft, etc.)
- Those that involve any form of gambling or lewd sexual imagery are unacceptable for the Christian in any forum.

LIVING ON CAMPUS

Housing

All single students are required to live in the dorms. New students may apply for an exception to this policy during the application process or returning students may apply for an exception by June 1. The bases for possible exceptions include living with the family of a relative, being at least 25 years old, or having personal needs or issues that prohibit living in the dorm.

Meal schedule

The kitchen normally serves breakfast, lunch, and supper. The kitchen serves brunch and supper on Saturdays. Brunch, breakfast, and lunch are come-and-go. Supper is served promptly at 5:15 and everyone is expected to be there for prayer before supper.

Meal plans

On-campus students are required to purchase the full meal plan, which is paid through the student bill. Purchase of the full meal plan entitles the student to eat at any meal served in the cafeteria during their stay. Students will not be reimbursed for meals that they choose to miss. Off-campus students may purchase meals on a per-meal basis. Pay-per-meal plans are built on the assumption that the student will eat most meals at home and occasionally eat at the cafeteria.

Visitors

Lodging and meals for visitors are available on a donation basis, but may be limited, especially during special events. Students



are responsible to make arrangements with the lodging coordinator, sign in their visitors for meals, make their visitors feel at home, show them the visitors' policy, and give them a campus tour.

Dorm furnishings

Make prior arrangements if you want to bring furniture into your dorm. Requests for chairs, desks, and other furniture are handled on a per-individual basis. To hang things on the walls, use removable hooks provided by the deans. Do not use tape or sticky putty.

Phone use

For incoming calls, give your friends and family this phone number: (814) 789-4518.

Use of FB vehicles

Instructions for the use of Faith Builder's vehicles are on the internal FB website.

RELATIONSHIPS

Cross-gender Interactions

We want relationships between men and women to be rich, nurturing, and above reproach.

- "But among you there must not be even a hint of sexual immorality, or of any kind of impurity, or of greed, because these are improper for God's people. Nor should there be obscenity, foolish talk or coarse joking, which are out of place, but rather thanksgiving." Ephesians 5:3, 4 NIV
- "Treat younger men as brothers, older women as mothers, and younger women as sisters, with absolute purity." 1 Timothy 5:1, 2 NIV

Although we want single women and men to have the freedom to talk with each other about significant ideas and life issues without either person thinking about the relationship developing into a special friendship, we actively resist ongoing heart discussions between single men and women. We expect men and women to be friendly, respectful, and unselfish in their relationships with each other. Single men and women may not counsel each other about relationship issues. We also discourage teasing and flirting and discussions between men and women about personal interest in one another.

Our general policy is to advocate same-gender counseling for problems of living, particularly those kinds of problems that have to do with marriage and sexuality. For the most part, students should receive help from their mentoring groups or from their respective dean.

Courtship

Anyone who is dating or is pursuing a dating relationship with someone not at FBTI should declare his or her interest during the application process. If you are already dating and your boyfriend/girlfriend will come to visit, talk with the appropriate dean.

While enrolled, students should talk with the appropriate dean before pursuing a dating relationship with a person not enrolled at FBTI. Students who are not dating when they enroll may not initiate a dating relationship before completing their first year of studies. A dating relationship may not be initiated during a term or semester. FBTI students may not initiate courtship relationships with other FBTI students while enrolled at FBTI.

Courtship relationships must be approved by both sets of parents, and we strongly encourage students to speak with a mentor as well. We expect a student who is dating not to allow the dating relationship to interfere with academic work or with the development of normal relationships with fellow students. We ask, therefore, that dating students try to develop relationships with other students during normal school activities.

Guidelines for dating on campus

Students should be in communication with their respective dean about their dating plans. Couples may date in lounges, other public rooms, and off campus as approved by the deans. Dates may not be held in dimly lit areas, in parked vehicles, in dorm rooms, or behind closed doors. Curfew and reporting guidelines are the same for dating couples as for other dorm residents.

SEXUAL MISCONDUCT

Faith Builders Training Institute provides procedures for employees, students, volunteers, board members, or any other victims or witnesses of sexual misconduct or harassment to report such acts. No employee, student, volunteer, board member or other person, regardless of his or her title or position, has the authority to commit or allow sexual misconduct or harassment. Failure to comply with these standards for sexual behavior is grounds for dismissal.

What is sexual harassment?

Sexual harassment is defined as any unwanted physical, verbal, or visual sexual advances, requests for sexual favors, and other sexually-oriented conduct which is offensive or objectionable to the recipient, including, but not limited to: epithets, derogatory or suggestive comments, slurs, gestures, offensive posters, cartoons, pictures, or drawings. Sexual harassment does not refer to occasional compliments of a socially acceptable nature.

What to do if sexually harassed?

A recipient of sexually harassing behavior should report it immediately to a dean or a member of the Institute administration. It is preferable to make this report in writing, but it is appropriate to accompany or follow a written report with a verbal report.

What is sexual misconduct?

Sexual misconduct may include, but is not limited to:

- Child sexual abuse: any sexual activity, involvement, or attempt of sexual contact with a person who is a minor (under 18 years old).
- Sexual activity with another who is legally incompetent or otherwise unable to give consent.
- Sexual activity outside of marriage as defined in Faith Builders' Statement of Faith.
- Physical assaults or violence, such as rape, sexual battery, abuse, molestation, or any attempt to commit such acts.

What to do if suspected misconduct occurs?

Immediately report suspected sexual misconduct to a dean, a member of the administrative team, or the FBEP administrator. It is not required to directly confront the person who is the source of the report, question, or complaint before notifying any of the individuals listed. Faith Builders will take every reasonable measure to ensure that those named in a complaint of misconduct or those too closely associated with those involved in the complaint will not be part of the investigative team.

Faith Builders prohibits retaliation made against any employee, volunteer, board member, or other person who lodges a good-faith complaint of sexual abuse or misconduct or who participates in any related investigation.

Making knowingly false or malicious accusations of sexual abuse or misconduct can have serious consequences for those who are wrongly accused. Faith Builders prohibits making false or malicious sexual misconduct allegations, as well as deliberately providing false information during an investigation. Anyone who violates this rule is subject to disciplinary action including dismissal.

Faith Builders will take all allegations of sexual misconduct seriously and will promptly, thoroughly, and equitably investigate whether misconduct has taken place. The organization may utilize an outside third party to conduct an investigation of misconduct. Faith Builders will cooperate fully with any investigation conducted by law enforcement or other regulatory/protective services agencies. Faith Builders will make every reasonable effort to keep the matters involved in the allegation as confidential as possible while still allowing for a prompt and thorough investigation.

Faith Builders is committed to following state and federal legal requirements for reporting allegations or incidents of sexual abuse or misconduct to appropriate law enforcement and child or adult protective services organizations.

Interactions with children

Faith Builders staff and students should seek to avoid being alone with children in situations where they are isolated from other people or in places that lack transparency (e.g., behind solid or locked doors).

SCHEDULES AND FREE TIME

Evening schedule

Attendance of recreational activity is optional.

Monday	No recreation planned
Tuesday	Planned recreation 7:00-9:00 PM
Wednesday	First and third, no activity planned Second and fourth, dorm meetings (attendance required)
Thursday	No recreation planned
Friday	Activity planned by Student Council 7:00 PM
Saturday	Volleyball 7:00 PM; singing in the little gym (attendance encouraged) 9:30 PM
Sunday	First, activity planned by Student Council Second, no planned activity Third, activity planned by Student Council Fourth, activity planned by Student Council Fifth, no planned activity

Free time and personal activities

You should bring a sleeping bag and a lawn chair for some recreational activities. There will also be opportunities for camping and hiking.

You may engage in personal recreation (e.g. basketball, walking) as you wish. Ladies may not take walks off the grounds by themselves after dark. Attendance of tanning booths, public or mixed swimming, and other similar activities are prohibited.

Curfew

On all evenings except Friday and Saturday, curfew is 10:30 PM in the dorm area and 11:00 PM in one's own dorm. On Friday evening, curfew is 12:00 AM in one's own dorm. On Saturday evening, curfew is 10:30 PM in the dorm area and 11:30 PM in one's own dorm. Doors are locked at curfew time each evening and unlocked again the next morning at 6:30 AM. Doors are unlocked at 7:30 AM on Saturday. We have no lights-out policy. Many issues related to dorm life are respect issues that are resolved in each dorm.

Students, volunteers, visitors, and non-residents who are not on staff and do not live at FB must observe curfew guidelines by leaving campus by 10:30 Saturday-Thursday nights and 12:00 on Friday nights.

Neither students nor volunteers may be in a work area after curfew unless they are scheduled to work or have permission from the Dean of Men or Dean of Women.

Attendance expectations

Students and volunteers are required to attend Sunday services, chapels, mentoring group meetings, dorm meetings, and other spiritual activities. Persistent absenteeism may result in dismissal. Check with the Dean of Men or Dean of Women if you want to attend a non-FB service.

Weekday chapels: twice per week during semesters and daily during summer and winter terms. Attendance of chapels is monitored by mentoring group leaders per guidelines given to mentoring group leaders.

All FB students and volunteers attend a two-semester-hour mentoring class each semester that meets 80 minutes per week.

Sunday morning: Faith Builders Campus Chapel service begins at 9:30 AM.

LEAVING CAMPUS

Signing out

For safety and contact purposes, students and volunteers always sign out when leaving campus for any reason.

- Sign out on the bulletin board in the cafeteria for weekend leaves and in the dorms for other leaves.
- When taking short walks or going only a short distance away, always tell someone where you are going.

Weekend leaves

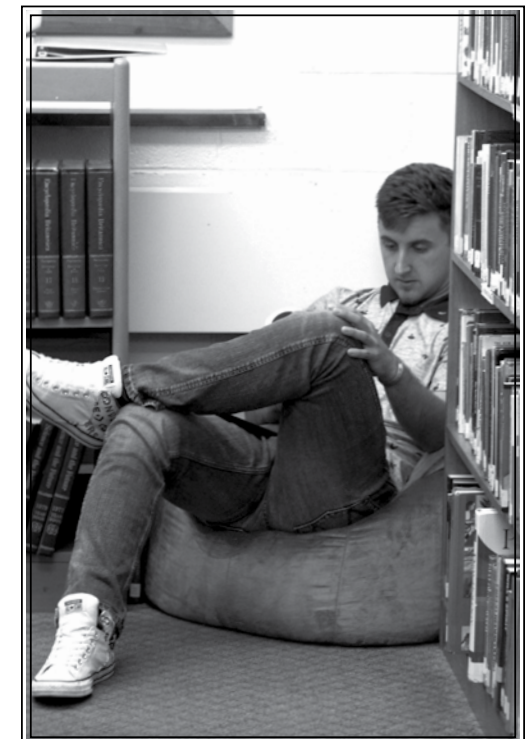
Weekends on which workshops are held are closed weekends for students unless otherwise announced.

Reporting

When going away overnight, leaving for the weekend, or attending Sunday services off-campus, report to the Dean of Men or Dean of Women.

Between terms

All students and volunteers go home or to a friend's home during term and holiday breaks. We expect students and volunteers to leave and return within one day of the end and beginning of classes. Any students who wish to stay on campus during these times should talk with the Dean of Men or Dean of Women.



STUDENT COUNCIL

Student Council represents students to the administration, plans recreational activities, plans student-led spiritual events, and plans outings like the canoe trip.

PUBLICITY

Photographs or video footage taken by staff or students and copied to FB computers become the property of Faith Builders, under management of the yearbook staff. Faith Builders may use photographs or similar documentation of students or staff for print-or-web-based publicity with or without name identification. Students may request in writing that their photo likeness not be used in publications by Faith Builders.

Faith Builders does not offer livestreaming for most of its events. We value physical presence; therefore, we encourage and reward the sacrifice needed to be present. We value participation, and watching an event tends to make observers rather than participants. We value quality. To offer livestreaming regularly with the desired level of quality would require significant investment.



Studying at the Institute





PROGRAM OVERVIEW

The post-secondary training programs at FBEP are organized under Faith Builders Training Institute (The Institute).

Terms

Life at the Institute is structured with five annual terms. The academic year begins in August with the Fall Semester and ends with a Summer Short Term.

	When It Is	What Happens	Who is Involved
Fall Semester	13 weeks in Sept-Dec	Courses Mentoring Apprenticing	All Institute students
Apprenticing Term	two-and-a-half weeks in Oct-Nov	Apprenticing	All Institute students
Winter Term	5 weeks in Jan-Feb	Courses	Christian Ministries and General Studies students as well as non-program students
Spring Semester	13 weeks in Feb-May	Courses Mentoring Apprenticing	All Institute students
Summer Term	5 weeks in July	Courses	Non-program students Teachers, college students, general students

The Institute offers the following options for students wishing to study with us:

1. Enroll in a two-year track: Teacher Apprenticing Program, Christian Ministries, or General Studies. These students engage a two-year curriculum which has been planned to develop spiritual postures, intellectual capacities, and practical skills. In addition to our two-year programs, students may request to enroll as one year, non-program students.
2. Enroll in the five-week Winter or Summer Short Terms. Because students attending our short terms are not enrolled in a prescribed course of study, they have freedom to choose classes in their area of interest. Our Winter Short Term specializes in Bible, theology, and music courses. Our Summer Short Term focuses on courses of interest to K-12 educators and general-education students.

Core Curriculum

Our core curriculum prepares students to see themselves as part of God's story, with God's people, in the times distinctly theirs. All students enrolled in a track of study at the Institute take these core courses. Additional requirements apply for each track of study.

	First Year		Second Year	
Fall	Old Testament Survey	3	Introduction to Worldviews	3
	English Composition I	3	World Literature	3
	World History I	3	Mentoring III	2
	Mentoring I	2	Choir	1
	Choir	1		
Spring	Intro to Human Understanding	3	Anabaptist Life & Thought	3
	Principles of Science	3	Ethics (or senior project)	3
	English Composition II	3	Public Speaking	3
	World History II	3	Mentoring IV	2
	Mentoring II	2	Choir	1
	Choir	1		
	Internship (6) or short term			



FB TRAINING INSTITUTE PROGRAMS

FBTI offers three tracks of study: Teacher Apprenticing Program, Christian Ministries, and General Studies. These tracks incorporate our integrated approach to education: head, heart, and hands.

Two-Year Track in Teacher Apprenticing

The Institute offers the two-year Teacher Apprenticing Program for those wishing to be equipped as teachers. This track is designed to accommodate the introductory-level needs of students preparing to teach in Mennonite, inner city, mission, or other church schools. Students in the Teacher Apprenticing track can select from three concentrations: 1) Elementary, 2) Secondary, or 3) Administration. A concentration in TAP indicates the area of apprenticing and the focus of the senior project rather than a concentration in course work. The courses required for this track are shown in the following table.

Course Schedule for Teacher Apprenticing Track

	First Year		Second Year	
Apprenticing Term	Introduction to Teaching w. practicum*	5	Development of Teaching w. practicum*	5
Fall Semester	Old Testament Survey	3	World Literature	3
	English Composition I	3	Introduction to Worldviews	3
	World History I	3	Math Elective	3
	Mentoring I	2	Mentoring III	2
	Choir	1	Choir	1
	Electives	(3)	Electives	(3)
Winter Term			Internship	6
Spring Semester	English Composition II	3	Public Speaking	3
	Intro to Human Understanding	3	Anabaptist Life & Thought	3
	Principles of Science	3	Ethics or Senior Project	3
	Principles of Science Lab	1	Current Issues in Education	1
	World History II	3	Mentoring IV	2
	Bible or Writer Seminar	1	Choir	1
	Mentoring II	2	REACH	
	Choir	1		
	Teaching Practicum	1		
Summer Term	Foundations of Education	3		
	Electives	3		

*Apprenticing requirements extend throughout the Fall Semester, with a focal point of apprenticing activity mid-semester during the Apprenticing Term.

A total of 80 hours is required for this track.

Two-Year Track in Christian Ministries

The Christian Ministries track is designed to prepare students to serve with zeal and vision at home or across the world. We want students to emerge with skills, knowledge, and experience for faithful service, whether ministering to the spiritual or material needs of people, living at home or in a foreign land, working as a mechanic, or as a career missionary. Apprenticing activities for students in the Christian Ministries track focus on the formation of three capacities: reading and teaching the Bible, relating across cultural boundaries, and seeing and meeting needs. Students also intern with an existing ministry to gain practical experience in an area of interest to them. The courses required for this track are shown in the following table.

Course Schedule for Christian Ministries Track

	First Year		Second Year	
Apprenticing Term	Introduction to Servanthood*	4	Intentional Servanthood*	3
	Reading & Teaching the Bible*		Cross-Cultural Communication	4
Fall Semester	Reading & Teaching the Bible	4	Congregational Church Life	2
	English Composition I	3	Introduction to Worldviews	3
	Old Testament Survey	3	World Literature or Senior Project	3
	World History I	3	Mentoring III	2
	Mentoring I	2	Choir	1
	Choir	1	Electives	(3)
Winter Term	Apprenticing*		Apprenticing*	
	Electives	6	Internship (during Summer or Winter Term)	6
Spring Semester	Intro to Human Understanding	3	Anabaptist Life & Thought	3
	Principles of Science	3	Ethics	3
	English Composition II	2	Public Speaking	3
	World History II	3	Mentoring IV	2
	Mentoring II	2	Choir	1
	Choir	1	REACH	
	Apprenticing*			

* Apprenticing requirements for "Reading & Teaching the Bible," "Intro to Servanthood," and "Intentional Servanthood" extend through Fall and Spring Semesters.

A total of 80 hours is required for this track. Some concentrations require an additional hour of coursework.

Two-Year Track in General Studies

The General Studies track is designed for those students who want to spend two years in preparation for further education. It is designed to equip students to navigate college successfully. Apprenticing in the General Studies track is similar to that in Christian Ministries. In addition, this track requires a number of specialized educational opportunities in preparation for college. The courses required for this track are shown in the following table.

Course Schedule for General Studies Track

	First Year		Second Year	
Apprenticing Term	Introduction to Servanthood*	4	Intentional Servanthood*	3
	Reading & Teaching the Bible*		Cross-cultural Communication	4
Fall Semester	Reading & Teaching the Bible	4	Introduction to Worldviews	3
	Old Testament Survey	3	World Literature	3
	English Composition I	3	Mentoring III	2
	World History I	3	Choir	1
	Mentoring I	2	Math Elective	3
	Choir	1	Apprenticing*	
	Apprenticing*			
Winter Term	Electives	6	Electives (may take courses during Summer Term instead)	6
Spring Semester	Intro to Human Understanding	3	Anabaptist Life & Thought	3
	Principles of Science	3	Ethics	3
	World History II	3	Public Speaking	3
	English Composition II	3	Mentoring IV	2
	The Christian & College	1	Choir	1
	Mentoring II	2	Online Course or CLEP Exam	3
	Choir	1	REACH	
	Apprenticing*			
	Seminar	1		

* Apprenticing requirements for "Reading & Teaching the Bible," "Intro to Servanthood," and "Intentional Servanthood" extend through Fall and Spring Semesters.

A total of 83 hours is required for this track.

GRADUATION REQUIREMENTS

Hours Requirement

To graduate, a student must complete 80 semester hours to complete Teacher Apprenticing, 80 hours for Christian Ministries, or 83 hours for General Studies. These hours include courses needed to complete our core curriculum, mentoring requirements, and track requirements.

Core Curriculum Requirement

Our core curriculum is designed to cultivate the skills, knowledge, and experiences which are useful to all of God's children. To this end we expect that every student graduating from our programs will have profited from the following components.

A Christian Mind

All Institute students are expected to spend significant time developing a Christian worldview. Our objective is the formation of a mind trained to perceive all academic disciplines and issues in life from a Christocentric viewpoint. The following courses are focused toward this goal and are required for all programs of study.

Anabaptist Life & Thought (3)
Introduction to Human Understanding (3)
Introduction to Worldviews (3)
Old Testament Survey (3)
Principles of Science (3)
World History I (3)
World History II (3)

Communication Skills

In addition, all students are required to take courses that foster writing and speaking skills.

English Composition I (3)
English Composition II (3)
Public Speaking (3)

Track Requirement

In addition to our core curriculum, a student is expected to specialize in one of three tracks: Teacher Apprenticing, Christian Ministries, or General Studies. The courses and electives needed to complete the track requirement are listed with the track description.

Mentoring and Apprenticing Requirement

A distinguishing feature of all Institute tracks is an emphasis on personal discipling and apprenticing. To graduate from the Institute a student must complete the track-specific apprenticing requirements. Eight hours of mentoring are required for all tracks. These courses are offered only during a two-year residency on-campus.

Grade Requirement

A cumulative grade point average of at least 2.00 is required for graduation from the Institute.

Work Requirement

Consistent with Faith Builders' commitment to the proportional development of the head, heart, and hands, all graduates of the Institute will have been involved in some form of service to the school community while on campus.

Graduation Application

A graduation application must be completed and submitted to the Institute administrator 60 days prior to graduation.



SHORT TERMS

In addition to our two-year tracks, we offer a number of additional opportunities for personal growth and development.

Winter Short Term

During the month of January, the Institute offers a five week term. The courses offered during this term are focused in the areas of Bible, theology and music. This term is designed to address the needs of students not served by Bible schools or colleges, such as older students and church leaders. For instance, some courses run for as little as two weeks. The typical course load is 6-8 semester hours. Some courses run the entire five weeks while others may run for as little as one week. Please visit our website or request a Winter Term brochure for a current listing of courses.

Courses may include the following:

Bible / Theology		Music	
Anabaptist History	3	Beg. Choral Conducting	1
Anabaptist Theology	3	Beg. Class Voice	1
Anabaptist Worldview	1	Choir	1
Bible Book Seminars	1	Music in the life of the Church	1
Church History: Early & Medieval	3	Music Fundamentals	3
Church History: Modern	3	Music History & Apprec.	1
Understanding Depression	3	Practical	
Historical Theology	3	Growing into a Godly Woman	1
Nonresistance	1	Life and Leadership for Men	3
Reading the Bible	2	Sermon Preparation & Delivery	1
Sermon on the Mount	2	Life-giving Places in a Dysfunctional World	1
Systematic Theology	3		
The Kingdom of God	1		



Summer Short Term

We offer a five-week term during the month of July. We offer courses during this term designed to prepare and equip teachers in K-12 settings. Courses suitable for first-time teachers are available as well courses for the seasoned teacher looking for continued professional development. The typical course load is 6-8 semester hours. Please visit our website or request a Summer Term brochure for a current listing of classes.

Courses offered may include the following:

General		Math & Science	
Child Development	3	Algebra	3
Choir	1	Biology	3
Course Development Practicum	3	Music History & Appreciation	3
Foundations of Education	3	Teaching Elementary Math	3
Principles of Teaching	3	Teaching Secondary Math	3
The Exceptional Learner	3		
History & Geography		English & Literature	
Geography	3	American Literature	3
Teaching History & Social Studies	3	Children's Literature	3
US History	3	Creative Writing	3
		English Literature	3
		Teaching Language Arts	3
		Teaching Reading	3

Historical Tour / European Choir Tour

During the month of June, FBEP may offer a three-week study and/or choral tour of Europe. The themes will vary from year to year. Information will be provided in the FB newsletter.



COURSE REGISTRATION AND CHANGES

Course Audits

Students who wish to audit a course must indicate their intention at the time of registration. Auditors will not be expected to take quizzes or examinations. Courses audited cannot be counted toward meeting graduation requirements. Some courses may not be available for audit. For example, courses requiring labs or private instruction may not be audited. Questions about audit availability can be directed to the Training Institute Administrator.

Semester Load

The normal semester load for full-time students is 12-16 hours. Winter and Summer Short Term students have a normal term load of 6-8 hours.

Dropping/Adding Courses

No course can be added after the first week of classes. A standard thirteen-week course may be dropped without a grade and tuition and fee charges refunded within the first five days of class. From the sixth day of class until the end of the tenth week, a thirteen-week block course may be dropped with a grade of withdrawn (W) or withdrawn failing (WF). The student will pay the tuition and fees for the course. All drops will be recorded as W or WF, depending upon the student's standing at the time the course is dropped. Neither a W nor a WF is used in calculating a GPA.

Exceptions to the drop/add deadline may be granted by the Registrar in unusual circumstances. In order for a change to be processed, a drop/add form must be completed and submitted to the Registrar. Students who never attend a course for which they are registered will have the course dropped without a grade, and the tuition will be credited. An administrative fee of \$25 will be charged to the student's account for this adjustment.

Any course without sufficient enrollment may be cancelled.



Course Selection

Winter and Summer Short Term students who are not enrolled in a program of study may take courses based on personal preference. Summer Term students will be assigned an advisor if necessary to plan courses of study. Students in two-year programs of study must take courses according to their course sequence and the plans that were made during the application process. Faculty mentors will give continuing assistance in course selection and planning. The Training Institute Administrator or advisors must approve all course selections and changes.

Independent Studies

Independent or private studies allow Institute students to pursue interests outside of regularly scheduled courses. We offer two ways for students to pursue such study:

Independent Studies

With the help of an instructor, students construct a course which will engage them in learning activities appropriate to their area of interest. Students have pursued independent studies in personal leadership, piano, guitar, voice, and other areas. Credit is awarded by the Institute upon successful completion of the course.

- Independent studies are typically one credit hour. However, it is possible to propose two- or three-credit hour studies.
- Independent studies include a mix of direct instruction and independent student work. Because of their nature, many studies require a significant investment of independent work by the student with proportionally less direct instruction than a traditional course.
- Independent studies conducted with FBTI instructors are billed in the same way as typical FBTI courses. When instructors not employed at FBTI direct studies, students provide payment directly to the instructor. For example, while our staff may coordinate an independent study in private voice lessons, students are responsible to compensate the private voice instructor.
- Independent studies may incur additional fees to be paid by the student, such as accompanist fees.*
- When successfully completed, independent studies are listed on student transcripts and are available to satisfy pertinent track requirements.
- Independent studies must be declared before registration closes for the pertinent semester.

Students should approach the instructors, academic advisors, or the academic dean to explore the possibility of developing an independent study.

Private Studies

While students may be advised on ways to structure private studies, these studies are not supervised or assessed by instructors. Because of this, FBTI does not award credit for private study and does not normally pay for costs associated with private study.

*Note: When students register for voice lessons, whether with FBTI instructors or non-FBTI instructors, during Semester studies or a short term, an accompanist fee is added to the invoice for that term/semester. After the recital, the FBTI instructor administrating the course will ask the bookkeeper to pay the accompanist(s) for the recital.



ACADEMIC POLICIES

Assignments

It is the responsibility of the student to see that class assignments and projects are turned in when due. An instructor is not obligated to accept late work and may access penalties for late submissions. An instructor may grant an extension in some cases. No term course assignments (essays, projects, reading, etc.) will be accepted after the last day of final exams. Mentoring assignments for the days after final exams are due on the day of the final mentoring session. No assignments will be accepted after that day. Any exceptions need the approval of the academic dean.

Examinations

Students are expected to take all examinations on their assigned dates. As a rule, if examinations are missed, they may not be taken later. However, if the student receives approval from the instructor and the academic administrator and pays the late examination fee, the student may make up the examination.

Recording of Grades

Instructors are responsible to provide timely and accurate grading of course requirements. Academic staff record and maintain grading records in the Institute office. Once grades are recorded, requests for changes must be submitted in writing by the instructor. Any extra credit assignments that are a part of the instructor's syllabus must be assigned and completed prior to the final exam for the course. A student may not obtain extra credit assignments after the semester has ended and a final exam has been given.



Grading Scale

A	4	95-100
A-	3.7	93-94
B+	3.3	91-92
B	3	88-90
B-	2.7	86-87
C+	2.3	83-85
C	2	80-82
C-	1.7	78-79
D+	1.3	75-77
D	1	72-74
D-	0.7	70-71
F	0	69 and below

The percentages listed are recommendations. Instructors have the right to modify these percentages for specific classes.

Grade Reports

Reports of grades will be issued to students within three weeks after the end of each term.

Grade Appeal Process

Sometimes a student may feel that there is an error on their grade report. If so, the student must begin the appeal process within the first 30 days of the following semester. This process is as follows:

1. Talk to the course instructor. The instructor can submit a request to change a grade.
2. In the event that the instructor does not recognize an error and the student feels there is still a problem, the student should write the complaint and present it to the Training Institute Administrator.

Grade Security and Confidentiality

Records of student grades are maintained permanently in secure locations in both physical and digital formats. Staff with access to student grade records include the Registrar and Registrar's secretary, the Institute Administrator, and academic advisors. Additional disclosure of detailed student grade records requires the consent of the student. Directory information, including student name, enrollment status, track of study, and date of completion, may be released at the discretion of the Institute.

FBTI Academic Misconduct and Restitution

Academic Integrity

Students at Faith Builders Training Institute are expected to display high standards of academic integrity in the entire range of learning activity undertaken at the Institute. This includes examinations, self-reported learning activities, and writing. We expect students to honor the parameters of examination, to be just in their use of sources, and to exemplify honesty in their self-evaluation.

Cheating

Cheating gives the impression of a level of knowledge which the student has not actually obtained. Cheating includes:

- Falsely reporting incomplete assignments as completed
- Referencing prompts, sources, or notes during examination, unless otherwise directed by an instructor
- Borrowing heavily from one's previous work without permission or citation. We recognize that many secondary schools do not prepare students to seek permission before copying previous work. We expect original work for every assignment unless indicated otherwise.

Cheating results in a failure of the assignment and a reprimand from the instructor. Repeat offenses are grounds for more severe sanction.

Plagiarism

Plagiarism is literary theft in which an outside source is incompletely attributed. Plagiarism includes:

- The omission of quotation marks
- Paraphrasing a passage without appropriately attributing that passage to its author
- Changing key words or sentences of a passage while retaining its essential content

We recognize that there can be confusion regarding appropriate ways to integrate sources into academic projects. Because of this, there are varying degrees of plagiarism. The following policy is intended to address a range of plagiarism and assign sanction appropriate to the degree of the offense.

1. Minimal Plagiarism

There is frequently no intent to misrepresent borrowed content as one's own. Frequently, plagiarism is the result of carelessness or simple inexperience. Assignments exhibiting minimal plagiarism will be returned to a student. Instructors will advise the student to rewrite the assignment in an acceptable form. No grade will be assigned until adequate revision is made.

2. Substantial Plagiarism

Substantial plagiarism exists where complete phrases, sentences, or ideas are drawn from a source without citation. The minimum penalty for substantial plagiarism is the rewriting of the paper with a one-letter grade deduction from the work. Substantial plagiarism is grounds for failure of the course.

3. Complete Plagiarism

Complete plagiarism exists where a student copies an entire work from another person and represents it as his or her own. Complete plagiarism results in a failing grade for the course. The instructor will issue a letter of reprimand to be filed on the student record. A repeat offense is grounds for expulsion.

Restitution

We welcome students who have engaged in past academic misconduct to confess their misconduct and submit themselves to restitution. The terms of restitution are established by the FBTI Administrator and FBTI Academic Dean. The administrator and dean will determine the severity of misconduct before designating appropriate measures for academic restitution.

1. Minimal Misconduct

Students may confess that, while they were enrolled at FBTI, they engaged in occasional cheating or minimal plagiarism. Restitution may consist of forgiveness and/or the adjustment of the student's transcript.

2. Gross Misconduct

Students may confess that, while they were enrolled at FBTI, they intentionally and habitually cheated or engaged in substantial or complete plagiarism. These students may have their diplomas revoked until they have completed remedial work assigned by the FBTI administrator and FBTI academic dean.

Student Classification

The classification of students at the Institute depends on their application status and number of earned semester hours.

Freshman

0-35 semester hours earned

Sophomore

35+ semester hours earned

Summer Student

student taking classes only during the Summer Term

VS Student

student during Fall or Spring Semester that is not a part of the one or two-year programs

Winter Student

student taking classes only during the Winter Term

Academic Standing

Students must maintain satisfactory academic standing in order to remain at FBTI. Students must maintain a grade point average (GPA) of 2.00 for satisfactory academic standing.

Course Repeat Policy

Students who want to repeat a course and have the first grade removed from the cumulative GPA must satisfy each of the following guidelines:

1. Any course taken at the Institute must be repeated at the Institute to activate the policy.
2. The second grade of A, B, C, D or F will apply toward the student's cumulative GPA.
3. The grade that has been deleted from the computation of the cumulative GPA will not count toward quality hours or hours earned, but will remain on the record as a course attempted.

Value of Hours

FBTI operates on the semester system. The unit for counting course work is the semester hour. A semester hour consists of the equivalent of one fifty-minute period of class work per week for fifteen weeks, with an assumption of two hours of outside preparation, or two fifty-minute periods of laboratory work per week for each semester hour.

To determine the GPA, the quality points earned are divided by the semester hours attempted (quality hours). Quality points are determined by multiplying the course numerical grade by the number of semester hours the course includes. For example, if a student earned a "B" in a course that represented 3 semester hours of work, he would receive 9 quality points. If a student has completed 15 semesters

hours of work and has 45 quality points, he would have a GPA of 3.0. Only grades earned at FBTI are included in the GPA. The only grades used for calculating the GPA are "A, B, C, D and F" and associated letters (e.g., "A-").

Withdrawal from the Institute

For students withdrawing from FBTI within the first 21 calendar days of classes, the record will show a date of withdrawal, but no grades will be recorded. If withdrawal occurs after this time, the student will receive grades of "W." If a student withdraws without prior administrative approval, an unofficial withdrawal will result which will forfeit any financial refunds otherwise due. Grades of "F" will be given for all courses in which the student is officially registered.

Violation of the disciplinary system which results in a suspension will be treated as an administrative withdrawal. Grades of "W" will be recorded in all courses for which the individual is officially registered. There is a \$25 fee for the processing of an official, unofficial, or administrative withdrawal. The last day to withdraw from a semester is the last day of class. A student may not withdraw after final exams begin.

Transcript of Records

Official transcripts are made only at the written request of the student concerned. There is no charge for the first copy. A fee for each additional transcript should accompany the request. No transcript will be issued for anyone who has failed to meet all financial obligations to the Institute. Official transcripts are not released directly to the student; they will only be sent to the Registrar of a school.

Transfer Credits

Courses from some other post-secondary institutions will be accepted on a per case basis toward fulfilling the requirements of an Institute program. Coursework may be accepted for courses that are equivalent to courses offered at the Institute. Applicants must request official transcripts to be sent directly from the Registrar(s) of the previous school(s) to the Institute admissions office. When these transcripts are received, we will decide which courses are eligible for transfer.

Course Work at Other Institutions

Students who wish to take a course at another institution and transfer the credit to must receive permission from the Registrar.

Attendance

All students taking a course, regardless of classification, are expected to attend all scheduled classes. Classes missed the day before and/or after holidays are counted as double absences. Students missing more than the number of scheduled classes shown in the table below automatically lose one full letter grade. Students missing more than two weeks receive an "F" for the course unless otherwise exempted by Institute administration. Three unexcused latenesses count as one absence.

	Fall or Spring Semester	Winter or Summer Term
3 Hour Course	3	2
2 Hour Course	2*	1
1 Hour Course	1	1
*Only one absence is allowed for mentoring courses.		

GRADUATION

Graduation Requirements

All candidates for graduation must complete all core course work with at least a C average and fulfill all requirements for the program of study in which they are enrolled. In order to qualify for graduation, a student must be within nine hours of completion of the program and have specific plans made for completing any remaining requirements within nine months of graduation. Conditions such as transfer credit and incomplete grades should be removed by the opening of the candidate's last semester.

In addition, students should express a cooperative spirit throughout the apprenticing process, exhibit ethical behavior in harmony with biblical Christianity, be a church member in good standing, and demonstrate an ability to teach and serve.

Attendance at Faith Builders Training Institute is a privilege. This privilege may be forfeited by not conforming to its policies and regulations or by being unwilling to adjust to its environment.

COURSE TEXTBOOK POLICY

Reading is a major component of study at the Institute. We commit to teach our students how to read with discernment. To accomplish this, we ask students to read some books which do not totally align with the belief or practice of Anabaptism. We include assignments for many of the books used in FB classes that require students to summarize the major premises and make an assessment of the books' value and truth. Some books are chosen because of their alignment with our beliefs and practices. Others are used to increase student awareness of influential writings and authors who have shaped the thinking and living of people today. Some books are used to contrast with a Christian understanding.

Books complement the material presented in class by instructors. A book is rarely used as the outline for a course.

We promote community involvement in the discernment of reading material by asking our administrative team and, when deemed necessary, our Pastoral Council to review new reading material. As part of the review process, we will consider compatibility with a Christian worldview, academic level, appropriateness for the Faith Builders mission, acceptability to the Faith Builders constituency, and overall quality of the materials. The materials will be compared with the positions outlined in our current course catalog to make a determination of their acceptability.

The following assessments will be used to evaluate new reading material:

Acceptable

No further action needed. This must be a unanimous choice.

Unacceptable

Will not be used as core material at the Institute.

Not enough data

Additional reading needs to be done before a decision can be made. If there is not enough data to make a judgment, assignments will be made to members of that committee to collect the necessary data. The academic committee will then repeat the process.

Provisional acceptance

May be used but the materials will be evaluated further by a broader base. If a provisional acceptance is granted, the Instructor may use the materials until further notice. The materials will then be sent (along with specific questions for consideration) to people who can help evaluate them in the areas of question. We will consider the responses of the additional reviewers and make a final determination.

If any student, alumnus, or constituent has a concern about any textbooks that are used, they are invited to submit their concern in writing to the Academic Dean.

FBEP LIBRARY

The Institute Library has a variety of print and electronic resources available for faculty and student use. More than 17,000 books, a variety of periodicals and CDs, and several computers are available.

PELLETIER LIBRARY

Students and faculty of the Institute have access to the Lawrence Lee Pelletier Library on the campus of Allegheny College in Meadville, Pennsylvania. It has combined resources of 350,000 volumes of books and journals, over 35,000 journal titles, and over 1,000 periodical subscriptions.

Library Hours

These hours are in effect when classes are in full session.

Monday - Thursday

8:00 AM to midnight

Friday

8:00 AM to 8:00 PM

Saturday

9:00 AM to 6:00 PM

Sunday

2:00 PM to 11:00 PM

TRANSFER OF CREDIT

Students often ask if they can receive credit at colleges and universities for classes they take at the Institute. There are several aspects to this question:

1. Numerous colleges accept courses taken at the Institute. A transcript from FBTI is sufficient for these schools to grant credit.
2. In 2010 we began working with the National College Credit Recommendation Service (National CCRS) to determine whether courses offered the Institute are comparable to college courses and to establish credit recommendations. National CCRS established specific college credit recommendations for the courses they evaluated. These recommendations can be viewed on their website at www.nationalccrs.org. To transfer credit from FBTI to a college or university using the National CCRS recommendations, contact the Institute Registrar to have an official transcript sent to the college or university of your choice. Upon application to a college or university, meet with an academic advisor and review your transcripts. Tell them about National CCRS's online directory should they need detailed information about the course and credit recommendation. To view the Institute courses that were evaluated and the credit recommendations of National CCRS, visit www.nationalccrs.org/ccr and select "Faith Builders Educational Programs, Inc."
3. Some colleges may not honor any transcripts from institutions that do not have national accreditation. In this situation students may be able to use the credit banking services of Thomas Edison State University of

New Jersey. Credit banking services allow students to consolidate courses completed at the Institute into an official Thomas Edison State University transcript. This service is only available for courses recommended for college credit. It is the student's responsibility to ensure that the receiving institution's academic policy will allow transfer of each credit. Credit banking involves a fee based on the number of semester hours consolidated.

4. There are no guarantees in any of the previous options. The best way forward is to be in contact with the schools where you plan to attend and become familiar with transfer policies.

Is Faith Builders Training Institute accredited?

Colleges and universities use accreditation to signal their credibility to the state and other academic institutions. While we value and abide by many of the standards and practices of accreditation, we seek our credibility from the church. Because we feel that certain accreditation criteria undermine the authority of the church or undermine our educational aims, we are unwilling to accept those criteria. We have not pursued accreditation.

Still, individual courses offered by the Institute may be transferred to other schools. Our courses are designed to meet academic standards for post-secondary education and, with the help of the NCCRS, about forty courses offered at the Institute transfer to other schools.

CLEP Information

In 2008 we began administering the College-Level Examination Program® (CLEP®), a credit-by-examination program which gives students the opportunity to earn college credit by earning qualifying scores on exams. CLEP exams are computer-based and administered on-site at Faith Builders. Each college sets its own CLEP policy, so it is important to determine the specifics of an institution's policy, such as the exams for which they grant credit and how many credits they grant. However, it is not necessary to be enrolled in college in order to take a CLEP test. The Institute offers course exemptions for selected CLEP exams. Up to 12 credits from CLEP examinations may be applied to requirements in the Institute's tracks of study. Contact our office to request a brochure showing the examinations available and FBTI course exemptions.

CLEP exams offer a low-cost method for earning college credit. The 90-minute, computer-based exams are offered in more than 34 subjects, ranging from U.S. History, Spanish, and College Algebra to American Literature, Western Civilization, and Financial Accounting. Students receive their scores immediately upon completion of the exam (except for College Composition).

For more information about CLEP, visit www.collegeboard.com/clep. To schedule an exam at Faith Builders, contact the Academic Department at (814) 789-4518 or academics@fbep.org.



COURSE OFFERINGS

Not all courses will be offered on a regular schedule.

Bible (BIB)

- 101 Old Testament Survey (3)
- 102 New Testament Survey (3)
- 150 Reading the Bible (2)
- 170 Reading & Teaching the Bible (4)
- 320 Life of Christ (3)

Bible Book Seminars

- 331 Sermon on the Mount (1)
- 355 John (1)
- 356 Romans (1)
- 357 First Corinthians (3)
- 376 Ephesians (1)
- 379 Hebrews (1)
- 384 Minor Prophets (1)
- 388 Themes from Women in the Bible (2)

Communication (COM)

- 201 Public Speaking (3)

Education (EDU)

- 201 Foundations of Education (3)
- 202 Principles of Teaching (3)
- 204 Course Development Practicum (3)
- 210 Child Development (3)
- 211 Teaching the Middle Grades (1)
- 220 Research Skills (1)
- 230 Teaching Reading (3)
- 237 Current Issues in Education (1)
- 240 Teaching Diverse Learners (3)
- 302 Principles of Teaching II (3)
- 320 The Exceptional Learner (3)
- 326 The Life of the Teacher (1)
- 333 Teaching Language Arts (3)
- 334 Teaching Literature (1)
- 335 Teaching Secondary English Language Arts (3)
- 350 Teaching History/Social Studies (3)
- 360 Teaching Secondary Math (2)
- 376 Science for the Non-Scientist (3)
- 380 Teaching Music – Elementary (3)
- 382 Teaching Music – Secondary (2)
- 397 Art for Teachers (3)
- 398 Drawing (1)
- 399 Watercolor
- 401 Educational Administration

Teacher Apprenticeship Courses

- 101 Introduction to Teaching with Practicum (5)
- 142 Teaching Practicum I (1)
- 240 Development of Teaching with Practicum (5)
- 310 Education Internship (6)

English (ENG)

- 101 English Composition I (3)
- 102 English Composition II (3)
- 105 Writing to Communicate (1)
- 310 Creative Writing (3)

History (HIS)

- 101 World History I (3)
- 102 World History II (3)
- 230 Anabaptist History (3)
- 240 Integrated Studies (2)
- 310 American Church History (3)
- 315 Themes in American Mennonite History (3)
- 320 World Geography (3)
- 340 Church History: Early and Medieval (3)
- 341 Church History: Modern (3)
- 360 Art Appreciation (1)

Intercultural Studies (ICS)

- 241 Cross-Cultural Understanding (1)
- 320 Understanding Muslims: History, Faith, and Culture (3)
- 342 Cross-Cultural Communication (4)

Languages (LAN)

- 103 Bible Study Greek (1)

Literature (LIT)

- 110 World Literature (3)
- 240 Children's Literature (3)
- 250 Reading & Responding to Literature
- 310 Poetry Appreciation (1)

Mathematics (MAT)

- 020 Math Independent Study (NC)
- 030 High-School Algebra (NC)
- 101 Algebra (3)
- 102 Survey of Mathematics (3)

- 201 Mathematics for Elementary Teachers (3)

- 211 Geometry (3)

- 220 Calculus (3)

Ministry (MIN)

- 328 Understanding Abuse (3)
- 331 Pastoral Care (1)
- 333 Understanding Depression (2)
- 334 Discipleship in the Local Church (1)
- 335 Issues in Church Leadership (1)
- 336 Women Caring for Women (2)
- 337 Preparing & Delivering Devotionals & Sermons (1)
- 338 Issues in Human Sexuality & Gender (1)
- 350 Starting and Running a Christ-centered Business (1)
- 351 Creating a Business Plan for Start-up and Existing Businesses (1)
- 352 Business by the Numbers (1)
- 353 People and Business (1)
- 354 Kingdom-Centered Business (1)
- PSY 101 Introduction to Human Understanding (3)

Ministry Apprenticeship Courses

- 160 Introduction to Servanthood (4)
- 170 Intentional Servanthood (3)
- 310 Ministry Internship (6)

Music (MUS)

- 101 Choir (1)
- 110 Music Fundamentals (3)
- 201 Music Theory I (3)
- 301 Listening to & Enjoying Good Music (2)
- 310 Beginning Class Voice (1)
- 320 Beginning Choral Conducting (1)
- 331 Music in the Life of the Church (1)

Personal Formation (PER)

- 121 The Christian & College (1)
- 161 Marriage & Family (2)
- 260 Life & Leadership for Men (3)
- 261 Marriage & Mothering (1)
- 262 Growing into a Godly Woman (1)
- 265 Creating Life-Giving Spaces (1)
- 268 Serving as Women (1)
- 270 Developing as a Servant (2)

- 271 Servant Leadership (1)
- 320 Interpersonal Relationships (3)

Mentoring Courses

- 180 Mentoring I (2)
- 181 Mentoring II (2)
- 280 Mentoring III (2)
- 281 Mentoring IV (2)

Philosophy (PHI)

- 201 Introduction to Worldviews (3)
- 210 An Introduction to Apologetics (1)
- 260 Anabaptism as Worldview (1)
- 310 Ethics (3)
- 350 Pascal Seminar (1)
- 351 Augustine Seminar (1)
- 352 C. S. Lewis Seminar (1)
- 353 British Christian Writers Seminar - 20th Century (1)
- 354 Plato's *Republic*
- 355 Utopian & Dystopian Writers (1)
- 356 Christians & the Arts (1)
- 357 Reason & the Christian (1)
- 358 The Christian Virtues (1)

Science (SCI)

- 140 Biology (4)
- 210 Principles of Science (4)
- 221 Chemistry for the Non-scientist (3)

Theology (THE)

- 210 Historical Theology (3)
- 220 Systematic Theology (3)
- 232 Anabaptist Life & Thought (3)
- 234 Early American Menn. Thought (2)
- 235 An Anabaptist Understanding of Salvation (1)
- 240 Congregational Church Life (2)
- 242 Current Church Issues (1)
- 310 The Freedom of Contentment (1)
- 320 Nonresistance (1)
- 321 An Anabaptist View of Peace, Violence, & Politics (2)
- 322 The Kingdom of God (1)
- 324 Knowing God (1)
- 331 Early Anabaptist Writers Seminar (1)
- 350 Menno Simons Seminar (1)
- 351 Pilgram Marpeck Seminar (1)
- 370 Church Planting (1)
- 371 Church Growth (1)

BIBLE (BIB)

BIB 101 Old Testament Survey (3)

A chronological, geographic, and thematic overview of the Old Testament with an emphasis on the overall unity of purpose. Attention will be given to developing a working knowledge of essential facts as well as to exploring pertinent issues surrounding Old Testament studies.

BIB 102 New Testament Survey (3)

An introductory study of the authorship, date, and content of the New Testament books. Major events in the life of Christ and in the early Church are reviewed. Attention is given to New Testament lessons in character and spiritual life.

BIB 150 Reading the Bible (2)

Reading the Bible is a course that cultivates the attitudes, discipline, concepts, skills, and intention necessary for reading the Bible, moving toward the intended meaning, and making the response God desires.

BIB 170 Teaching & Reading the Bible (4)

This course cultivates the attitudes, discipline, concepts, skills, and intention necessary to faithfully read and teach the Bible. The activities of reading and teaching the Bible are inseparable. As we come to biblical text, moving toward its intended meaning and responding in the way God desires, we are transformed and prepared to teach the text. Students in this course practice two approaches to teaching - expository teaching and discovery learning - and employ teaching methods to facilitate these approaches. Students can apply what they learn in this course in settings such as Sunday school, home Bible studies, and the classroom.

BIB 320 Life of Christ (3)

Jesus Christ stands at the center of the redemptive work of God. His short earthly life has altered the course of world events like no other person in history. In this course, we look at the life of Jesus on earth in the context of the panoramic plan of God, from the beginning of history to its end, to redeem a people to Himself through His Son for His glory.

BIBLE BOOK SEMINARS (BIB)

BIB 331 Sermon on the Mount (1)

A study of Jesus' longest recorded discourse. We will begin with an overview of the historical and cultural context of Jesus' ministry and note how the Sermon on the Mount brings His ministry to a focal point before moving to a verse-by-verse study of this amazing passage.

BIB 355 John (1)

This course is a straight-forward study of the book of John that focuses on the text, its meaning, and its implications for our lives today. The Bible is the primary text with teacher handouts providing a framework for the study.

356 Romans (1)

This study is aimed at unpacking the basics of Christian theology as understood and communicated by Paul. Of particular interest is Paul's anthropology and his soteriology. A Gospel soteriology is compared and contrasted with the Pauline soteriology in Romans. The approach is exegetical with reading in selected commentaries, particularly in J.C. Wenger's text *A Lay Guide to Romans*.

BIB 357 First Corinthians (1)

This course will examine and apply biblical principles and applications for wholesome brotherhood relationships couched in the context of carnal and independent human inclinations.

BIB 376 Ephesians (1)

More than any other of Paul's letters, Ephesians shows us the glory of God's plan for the church. In this course, we will explore the major themes outlined in the first three chapters of Ephesians and then the practical instruction for Christian living in the last three chapters, considering insights from other New Testament letters as well.

BIB 379 Hebrews (1)

This study is an exposition of the book of Hebrews, with an emphasis on the superiority of Christ to all that was before or after him. The format is lecture and discussion, with students doing several writing assignments.

BIB 384 Minor Prophets (1)

The purpose of this course is to introduce students to the significance of the "word of the Lord" as it breaks forth into the Minor Prophets, and to project some parallels to our own era. It is assumed that this is not possible without an understanding of the time and geographical context wherein these words were written and compiled.

BIB 388 Themes from Women in the Bible (2)

Through a survey of biblical women's interactions with their culture, the history of Israel, the ministry of Jesus, and the beginning of the early church, this course focuses on what their stories reveal about living as a daughter of God.

COMMUNICATIONS (COM)

COM 201 Public Speaking (3)

This course is an introductory level study of the theory and practice of effective spoken communication. Lectures contain practical advice and communication theory with applications in public and small group settings. Classroom exercise and student speeches are designed to help students evaluate and develop their speaking skills. The overall approach gives special consideration to unique opportunities Christians have to impact the world and the Church by using the God-given gift of speech.

EDUCATION (EDU)

EDU 201 Foundations of Education (3)

An introduction to the major issues of the philosophy of Christian day school education and the history of education. The course focuses on significant terminology and the development of student positions.

EDU 202 Principles of Teaching (3)

Principles of Teaching is an introductory methods course that identifies time-honored principles of teaching and their application in the classroom. The course focuses on four domains of a teacher's work that coalesce to promote effective teaching: planning, instruction, assessment, and classroom management.

EDU 204 Course Development Practicum (3)

This course follows Principles of Teaching with a practical emphasis on conventional course development by active teachers. Each student will prepare a course that he or she will be teaching in the upcoming school year and teach portions of that course. Both the preparation and the teaching will include peer and instructor feedback. Prerequisites are EDU 202 Principles of Teaching and plans to teach in the following school year. The students must bring materials for two courses that they will be teaching during the following school year.

EDU 210 Child Development (3)

Part one is a study of children's spiritual, physical, social, and intellectual development and needs, examining the role of parents and teachers in cultivating healthy growth in each aspect of the child's life. The second part examines a variety of learning theories embedded in our curriculums, considers how they fit children of various ages, and how they affect our approaches to teaching. Particular attention is given to

applying these theories from a Christian mindset. Parallel components of the course include student readings in areas of individual choice related to some segment of the course, making observations on time spent with a child to observe aspects of child development, and an introspective study of one's own development as a person.

EDU 211 Teaching the Middle Grades (1)

Students in grades 5-8 bring a varied set of opportunities and challenges, which can at times frustrate the teacher. This course offers an alternative to wishing for them to "just grow up." The course will explore spiritual and emotional aspects of students in grades 5-8, the challenges of adolescence, and the transition from child to teenager. Attention will be given to practices and strategies that effectively meet these students and contribute to their learning.

EDU 220 Research Skills (1)

This course aims to increase teachers' efficiency at finding and evaluating information. Among the topics we consider will be online sources, offline sources, primary sources, and non-Western sources.

EDU 230 Teaching Reading (3)

This course introduces students to basic reading theory and methods. It includes the topics of phonemic awareness, phonics, vocabulary, comprehension and fluency. Students learn to think like reading teachers by completing informal reading inventories, utilizing comprehension strategies in reading assignments, evaluating oral reading, doing read-alouds and preparing reading lesson plans.

EDU 237 Current Issues in Education (1)

This course takes a look at the educational landscape that surrounds us, including public, private, and Anabaptist education. The content of this course will be developed primarily by class discussion. Students will have an opportunity to directly connect current issues to their own setting and school.

EDU 240 Teaching Diverse Learners (3)

This course will equip teachers with practical strategies for meeting the diverse needs of students in the classroom. Developing an understanding of the learning process will provide context for problem-solving and intervention. Methods for building attention, memory, and thinking skills will be explored. *Prerequisites: Principles of Teaching or two years of classroom experience.*

EDU 302 Principles of Teaching II (3)

Principles of Teaching II is a methods course that further develops and expands on themes introduced in Principles of Teaching I. The course is a workshop-style class where students focus on becoming effective teachers characterized by joy and rigor. The course has two distinct components. The first half focuses on specific techniques used by effective teachers in setting high standards, planning and delivering instruction, and engaging students in classrooms with a strong culture of rigor, structure, character, and trust. The second half of the course focuses on four

distinct topics: using textbooks effectively, teaching reading across the curriculum, differentiated instruction, and assessment. *Prerequisites: EDU 202 Principles of Teaching or several years of teaching experience.*

EDU 320 The Exceptional Learner (3)

This course is an introduction to learning disabilities and other exceptional learning situations typically encountered in Anabaptist schools. Students will develop a conceptualization of how learning occurs and breaks down. They will gain a repertoire of tools for challenging situations, including informal assessments, instructional strategies, intervention programs, and more.

EDU 326 The Life of the Teacher (1)

An effective teacher is an artist. Every teacher-artist is an individual, and brings a unique set of attitudes, expectations, style, and habits to the classroom. We'll study how the teacher's personal life, vision, habits of character, and stance as a teacher can be developed for more effective results regardless of the school's choice of curriculum materials or methods to be used. *Prerequisite: at least one year of teaching experience.*

EDU 333 Teaching Language Arts (3)

This course is designed to introduce the theoretical background of language arts and effective instructional methodologies and assessments in language arts. The course emphasizes integrating the six basic components of language arts: listening, talking, reading, writing, viewing, and visually representing with other academic disciplines.

EDU 334 Teaching Literature (2)

Classic short stories, essays, poetry, and excerpts from book-length literary works are the foundation for this integrated study of literature. Students read for understanding, insight, inspiration, and appreciation. They develop their own writing skills by studying literary samples, their expressive skills by responding to the models they study, and their teaching skills by developing writing assignments based on reading selections.

EDU 335 Teaching Secondary Language Arts (3)

Blending theory, practice, and inspiration, this course considers the why, what, and how of high school English. As students engage classic literature in a variety of contexts, they gain the content knowledge and skills necessary to inspire their high school students to become perceptive readers and writers in an increasingly post-literate society. Topics include leading class discussions, writing study questions and assignment prompts, planning and integrating authentic activities, teaching research-based writing, and navigating sensitive issues.

EDU 350 Teaching History/Social Studies (3)

This course lays both a philosophical and practical foundation for teaching history and social studies. Students will explore what defines the effective social studies class while developing and practicing diverse instructional strategies in a seminar and "workshop-style" setting. An overarching question driving the course through

both theory and practice is, "What does it mean to be a Christian history teacher?" The course progresses through three stages or units: (1) developing a philosophy of teaching social studies, (2) methods of planning, instruction, and assessment, and (3) practicum.

EDU 360 Teaching Secondary Mathematics (1)

This course is designed to equip the high school teacher with the basic tools needed for teaching math at the secondary level. Some course time will be given to content, ensuring a proper grasp of the material in algebra, geometry, and trigonometry. However, the primary focus will be pedagogy—providing techniques for teaching mathematics effectively.

EDU 376 Science for the Non-scientist (3)

This course will provide a broad foundation in the methods and findings of science. Students will learn the big ideas of chemistry, physics, and biology, and will gain valuable lab skills that will give confidence to teach.

EDU 382 Teaching Music – Elementary (3)

This class will offer teachers the experiences, knowledge, and resources to successfully teach engaging and effective elementary music classes.

EDU 382 Teaching Music – Secondary (2)

This course surveys the content and skills necessary for successful junior and senior high school comprehensive integrated music instruction. Various approaches to choral method, conducting, music theory, sight singing, ear training, and voice training are considered, with topics addressing developmental and pedagogical concerns, vocal considerations, and curriculum and repertoire selection.

EDU 397 Art for Teachers (3)

The objective of this course is to introduce students to the basic concepts of art education. The student will gain knowledge about artistic media, lesson preparation, and age-appropriate project planning.

EDU 398 Drawing (1)

This course is an introduction to principles and techniques in drawing. Students will gain a working knowledge of line, shape, perspective, proportion, value, and composition. Students will be introduced to different mediums used in drawing including graphite, charcoal, pen and ink, and colored pencil.

EDU 399 Watercolor (1)

This class provides an introduction to the fundamentals of painting with watercolors. The students will be introduced to a variety of techniques both classic and contemporary and practice building skills in capturing detail in different subject matter.

EDU 401 Educational Administration (3)

This course will seek to give hope, vision, and direction for teachers who also manage some administrative responsibilities. We will explore resources and practices that can be adapted to schools with a small teaching staff to foster institutional health and growth. Discussion of each participant's specific situation and brainstorming for solutions will play important roles in this course.

TEACHER PRACTICUM COURSES

The following courses constitute the Institute's apprenticeship offerings for prospective teachers. EDU 101 and 240 are offered during the Fall Semester. EDU 310 is offered off-site during January and February.

EDU 101 Introduction to Teaching with Practicum (5)

EDU 142 Teaching Practicum I (Spring) (1)

EDU 240 Development of Teaching with Practicum (5)

EDU 310 Education Internship (6)

ENGLISH (ENG)

ENG 101 English Composition I (3)

A lecture-workshop course in basic college-level writing. Stresses development of basic expository writing skills: sentence making, paragraph construction, grammar, and mechanics. Emphasis is placed on the writing process: prewriting techniques, drafting, and revising. Attention is given to rhetoric and style.

ENG 102 English Composition II (3)

This is a lecture-workshop course in writing a college research paper. It is designed to enable students to write research and term papers for other classes. For those in World History, their research papers will cover topics in world history and will be submitted in World History as part of the requirements for that class. *Prerequisite: ENG 101 or equivalent.*

ENG 105 Writing to Communicate (1)

This course explores the building blocks of effective communication and practices ways to approach the terrifying blank page with confidence.

ENG 310 Creative Writing (3)

The creative writer lives life deeply, cares about his neighbors, sees events with perception, meditates on meanings, and writes so that others may experience what he has known. This class focuses on the various elements necessary to write creatively: daily reading and journaling to provide inspiration, information, patterns, and ideas; concentrated study of texts to provide understanding and develop processes; and frequent writing to develop personal ability. Students also practice developing writing assignments in preparation for being teachers of writing.

HISTORY (HIS)

HIS 101 World History I (3)

The purpose of this course is to help students build a Christian worldview through the study of world events both past and present. Our study begins by focusing on how to think about history. Various models of thought are examined in Nash's book *The Meaning of History*. Then the flow and events of history are explored in *The Essential World History*. World History I takes us back to the dawn of history and covers material up to and including the Renaissance and Reformation. Since the perspective is Christian, history that is recorded in the Bible is considered valid and is taken seriously. Parallel stories from the Bible and the characters involved are considered at appropriate points on our journey through history. Reformation history includes a special look at where the Radical Reformers (The Anabaptists) fit in 14th-century Europe.

HIS 102 World History II (3)

World History II breaks into post-reformation history and carries us forward to the present era. Our primary perspective is from the Christian worldview. Significant time is taken considering how the Christian story, particularly the Anabaptist story, intersect with the larger events of the world. The purpose of this course is to help students build a Christian worldview through the study of world events both past and present.

HIS 230 Anabaptist History (3)

A study of the roots, founding men and women, branches, and ideas of sixteenth-century Anabaptism, including the similarities and differences among Anabaptism, Protestantism, and Catholicism. This survey explores the origins, development, struggle for survival, maintenance, and changes in Anabaptism up to the present time.

HIS 240 Integrated Studies (2)

By taking brief looks at a given historical period through the lenses of various disciplines of study, the student is introduced to the content of each discipline and enabled to see how they illuminate and build upon each other.

HIS 310 American Church History (3)

This course will explore the development of Christianity and the church in those parts of North America that became the US and Canada. We will begin with the coming of the Spanish and the French, but our main concentration will be with the English colonies and the two nations they form.

HIS 315 Themes in American Mennonite History (3)

A simple survey of Anabaptist life in North and South America raises the question: how and why did the current Anabaptist landscape happen? The intent of this class is to explore that question. We will begin with a broad survey of the Anabaptist diaspora in north and south America during the 18th – 20th centuries, then look at several local histories (Lancaster/Franklin County and others) to explore the nuances of these movements.

HIS 320 World Geography (3)

This course is a study of the earth, its people, their cultures, and the present geopolitical landscape within the context of their historical developments. The student will be introduced to the concepts of geography, the use of maps, and the physical and human foundations of our contemporary world. This course is meant primarily as a content course for geography teachers in elementary and secondary schools.

HIS 340 Church History: Early and Medieval (3)

This course is a survey of the history of the church up to the time of the Reformation. The course is divided into two periods, Early and Medieval. The purpose of the course is to enable the student to gain a general understanding of the development of church institutions, doctrines and movements, and to become acquainted with important actors in the history of the church up to the time of the Reformation. We will look at those things that unite us, as well as those things that divide us.

HIS 341 Church History: Modern (3)

This class is a survey of church history beginning with the Reformation and continuing up to today. This survey is divided into two periods: the Reformation and the Modern Church. The purpose of the course is to enable the student to gain a general understanding of the development of church institutions, doctrines, and movements, and to become acquainted with important actors in the history of the church up to modern times. We will look at those things that unite and divide us.

HIS 360 Art Appreciation (1)

Examine, savor, and study a variety of visual art and illustrations including portraits, landscapes, still life, and people at work. Notice color, light, balance, and form. Meet a few artists and illustrators along with some schools and periods of art and architecture. Look at some current popular art and discuss ways to teach art appreciation in the classroom.

INTERCULTURAL STUDIES (ICS)

ICS 241 Cross-Cultural Understanding (1)

The ever-increasing work of urban ministries, foreign missions, refugee work, and teaching in other communities requires us to understand, appreciate, and interact with people whose ways of thinking, feeling, and acting differ from ours. This course will focus on how teachers can develop their own cross-cultural understanding and help their students do likewise.

ICS 320 Understanding Muslims (3)

This course provides an overview of Muslims in order to encourage compassion, understanding, and preparation for reaching out to Muslims in the United States and abroad. It particularly considers the unique connecting points between the Muslim mindset and the Anabaptist worldview.

ICS 342 Cross-Cultural Communication (4)

This course will take students on a journey from the basics of initiating conversations through increasingly sustained dialogue with people different than themselves. A specific focus will be on communication of the Christian faith to nonbelievers. Students will practice the skills of communication in a variety of settings culminating with time in an urban setting, interacting with ministries and ethnic groups.

LANGUAGES (LAN)

LAN 103 Bible Study Greek (1)

Does learning Greek seem exciting—but daunting? Learning a language takes time, but the process can be filled with insights. In just two weeks, you can learn essential skills to enrich your reading of the New Testament:

- Learn to read (some) Greek: We will be reading Bible verses by the second day, and throughout the course will cover the basic ideas that make the language work.
- Go beyond Strong's: Use software and Bible study tools to study the original writings of the New Testament.
- Embrace humility in Bible study: Avoid the pitfalls of knowing “a little Greek.”

LITERATURE (LIT)

LIT 110 World Literature (3)

A reading-intensive introduction to the fundamentals of reading and literature. The course is a study of the forms and interpretation of fiction, poetry, allegory, and non-fiction literary prose with a special emphasis on Christian writers.

LIT 240 Children's Literature (3)

A course in reading and teaching literature to children, including the study of a variety of books, stories, and poems written for children. Oral reading in the classroom, the needs and interests of children at various age levels, and criteria for judging the value of children's books are examined. The course seeks to model literary analysis: finding purpose, theme, artistic quality, and classroom use of literature for children.

LIT 250 Reading and Responding to Literature (1)

This workshop-style course explores the three major genres of imaginative literature—story, poetry, and drama—through active reading and various modes of engagement, including discussion, journaling, formal analysis, and creative response. Along the way, we'll consider the role literature plays in cultivating a Christian imagination. Integrated with EDU 335, the course is designed for both personal enrichment and professional development.

LIT 310 Poetry Appreciation (1)

Poems covering a wide range of themes and forms will be studied to develop the student's understanding and appreciation of the value of poetry. The course will include oral readings, recitations, and a bit of writing.

MATHEMATICS (MAT)

MAT 020 Math Independent Study (NC)

Math Independent Study is a course tailored to meet the readiness, needs, interests, and capabilities of the learner. A course of study is designed to advance the student's grasp of mathematical concepts and skills. Courses can include or specialize in algebra, geometry, trigonometry, or calculus.

MAT 030 High-school Algebra (NC)

Algebra II includes the material covered in a high school algebra II course. The amount of time expected for this course is equivalent to a 3 hour course. (Those interested may take the CLEP College Algebra exam to attempt to receive college credit for the study.)

MAT 101 Algebra (3)

This course includes the study of exponentials, radicals, rational expressions, linear and quadratic equations, and applications. *Prerequisites: high school algebra 1 and 2.*

MAT 102 Survey of Mathematics (3)

This course offers a broad-based overview of mathematics intended for non-math majors. Major categories covered include number theory, algebraic concepts, plane geometry, and statistics. Themes from the history and philosophy of mathematics are also included.

MAT 201 Mathematics for Elementary Teachers (3)

This math course is designed to provide the student with a basic mathematical understanding in preparation for teaching math in the elementary classroom.

MAT 211 Geometry (3)

Overall view of the structure of geometry proceeding from the basic axioms of Euclidean geometry.

MAT 220 Calculus (3)

This course presents introductory topics through differentiation and integration of algebraic functions and applications.

MINISTRY (MIN)

MIN 328 Understanding Abuse (3)

Abuse is an unfortunate part of human relationships. In this course, we look at physical, verbal, emotional, and sexual abuse, creating awareness and understanding. We review Pennsylvania abuse laws. We also explore Biblical understanding of how to respond to human sin, suffering, and sorrow.

MIN 331 Pastoral Care (1)

In this course, we will consider how the pastor learns to identify personal and interpersonal needs in the church and how he is to respond to those needs. We will study how to practice openness wisely, how to listen well, and what are healthy and unhealthy ways to respond to needs in the lives of God's people.

MIN 333 Understanding Depression (3)

Depression has been called the common cold of psychological disorders. In this class we explore the causes and symptoms of depression. Then we explore helpful ways of relating to and caring for people who are depressed. We draw from biblical, historical, and current sources for case studies in depression as well as to observe and practice skills of a care giver.

MIN 334 Discipleship in the Local Church (2)

This course focuses on being intentional about helping others grow spiritually. Although the course is directed toward church leaders, there will be many practical applications for all Christians. We will describe how a church leader should relate to Christians at different maturity levels. We will identify groups of people who are often neglected in our churches and who end up leaving unless we are proactive about helping them find their place in the church. We will wrestle with how a church can empower each member to freely work in their areas of giftedness.

MIN 335 Issues in Church Leadership (1)

Church leadership has always been a challenge. The contemporary world presents a special set of challenges. This course offers a discussion forum for pastors to raise questions and share their administrative/pastoral experiences with one another.

MIN 336 Women Caring for Women (2)

Through Scripture study, experiential learning, and reflective writing, this course helps women explore their God-given relational resources, cultivate awareness and change of personal coping behaviors, and develop skills in compassionate listening and prayer ministry. A main goal of the course is to equip women to return to their communities strengthened in their awareness of God's relational presence and prepared to bless others with His grace.

MIN 337 Preparing & Delivering Devotionals & Sermons (1)

Understanding and teaching Scripture is an important and weighty opportunity. This course is for men who want to learn new skills and sharpen old ones. It includes hands-on, interactive experience with tools to present God's word.

MIN 338 Issues in Human Sexuality and Gender (1)

This course is designed to increase understanding and compassion for those who struggle with same-sex attraction and/or gender confusion. We explore biblical understanding of gender differences and sexual behaviors as well as cultural influences and consider how Christians should relate to current cultural positions.

MIN 350 Starting and Running a Christ-Centered Business (1)

As Christians we are expected to perform with excellence in all that we do. Yet to many, work or business is not considered a high calling. We hope to develop an understanding that Jesus is "Lord of the Market" and that some are called to serve in it. We will discuss principles that can help those in business and those desiring to start a business to focus on ideas that enable them to fulfill their mission and purpose with excellence.

MIN 351 Creating a Business Plan for Start-up and Existing Businesses (1)

This course equips the student to write and use a business plan for start-up and existing businesses, centered around six elements of an organization: 1. Strategy, 2. Systems, 3. Structure, 4. Skills, 5. Culture, and 6. Budget. The process of planning helps the business owner to study and research when the facts are unknown, to look critically at the assumptions, and to evaluate carefully all aspects of the business.

MIN 352 Business by the Numbers (1)

This course equips students with an understanding of the basics of accounting, then shows how to incorporate financial data into the business decision-making process.

MIN 353 People and Business (1)

Customers, suppliers, and employees are all people with varied personalities, needs, skills, and aptitudes. A key role of a business leader is to understand people and bring their various qualities, skills, wants, and needs into alignment. Effective business leaders are always learning how customers, suppliers, and employees make decisions and why and when they perform at their best. They learn how to avoid decision making traps, fraudulent actions, and poor hiring practices as they interact with the people of their businesses.

MIN 354 Kingdom-Centered Business (1)

This course takes a close look at the exciting kingdom potential that exists in our occupations. We will examine basic principles that should define a Christian business and explore creative ways we can use business to reach out in America, in foreign settings, and in restricted countries.

PSY 101 Introduction to Human Understanding (3)

In the past two centuries, the Western world has seen significant shifts in the understanding of man. This course begins with laying a foundation of the Biblical view of man as created in the image of God, fallen and damaged by sin, but still a complex being having both physical and spiritual dimensions. We will then trace the development of human understanding in the past two centuries, giving an overview of some of the most prominent thinkers and their theories. We will examine recent research in human development, perception, learning, and personality as well as various mental and emotional disorders. Then we will explore various Christian responses to the findings and theories of psychologists, and provide a Biblical framework for discernment and evaluation.

MINISTRY PRACTICUM COURSES (MIN)

The following courses constitute the Institute's apprenticeship offerings for the tracks in Christian Ministry and General Studies. MIN 160 is offered during four weeks in October and November. These courses are designed to develop ministry skills and experience through intensive apprenticing opportunities. Ministry Apprenticing is designed to give students opportunities for exposure to and involvement in need-based ministries. Emphasis is placed on effective and helpful communication across cultural and religious lines.

MIN 160 Introduction to Servanthood (3)

A study of calling and servanthood in the body of Christ, with special attention to the qualifications for ministry, the exercise of spiritual gifts, and practical discussions about the temptations and abuses associated with ministry.

MIN 170 Intentional Servanthood (3)

This is a one-year, 3-credit sophomore course to cultivate the service skills of identifying needs, planning solutions, and teamwork. In the context of a project that teams design and execute, students give one another feedback on their work skills and capacities.

MIN 310 Ministry Internship (6)

Ministry internship is required for all two-year Christian Ministry students.

MUSIC (MUS)

MUS 101 Choir (1)

The Faith Builders choral experience is designed to combine artistic excellence with inspirational musical expression. Worship in song that is acceptable to God is the result of a heart that is in tune with God and gifts and skills that are developed and committed to bringing glory to God.

MUS 110 Music Fundamentals (3)

Emphasizes elementary theory (chord structure), music reading, and ear training skills. The purpose of this course is to instill a basic working knowledge of the language of music and to develop skill in pitch reproduction.

MUS 201 Music Theory I (3)

A continuation of Music Fundamentals, including ear training, sight-reading skills, keyboard and staff application of harmonic elements including traditional four-part chordal harmonization of melodies using various triads, accessory tones, and modulations; analysis of songs that illustrate the concepts taught. The lab emphasizes sight-reading skills. *Prerequisite: MUS 110 Music Fundamentals.*

MUS 301 Listening to and Enjoying Good Music (2)

This course provides the student with the background necessary to develop an appreciation for good music. Guidance is given in listening and learning to appreciate church, choral, and classical music. The basic vocabulary, forms, and genres are taught, as well as brief histories of the periods of music and the composers of great music from each of these periods.

MUS 310 Beginning Class Voice (1)

Students are instructed in the fundamentals of good singing. This course is designed for anyone who is interested in learning to sing correctly.

MUS 320 Beginning Choral Conducting (1)

A practical, hands-on approach to choral conducting, focusing on clear communication of musical ideas with the conducting gesture and on efficient and effective rehearsal techniques. The repertoire used will be selected from all historical periods and will be appropriate for high school and church choral ensembles. All participants will spend substantial time conducting. Some sessions will be videotaped.

MUS 331 Music & the Life of the Church (1)

Worship is a primary function of the gathered community. This course develops a framework for thinking about the role of music in the church. In addition, students explore the practical implications of this framework for the life of the church.

PERSONAL FORMATION (PER)

PER 121 The Christian & College (1)

The Christian & College guides students into a number of experiences that raise the issues Christians face as students in collegiate settings. Opportunities are given to process these issues and to make plans for growing in faith through the college years. A number of practical ways to maximize the college experience are explored.

PER 161 Marriage & Family (2)

The purpose of this course is to help students think about and plan for their niche in the social fabric of the world we live in. The perspective is Christian with an emphasis on the practical side of living. Students will be helped to build a vision of what they want their life in family and community to be.

PER 260 Life & Leadership for Men (3)

The purpose of this course is to help men think about and plan for their niche as men and leaders in their homes and communities. Classes will be divided into lecture and discussion components. Small group activities are designed to explore important questions in a group context. *Disciplines of a Godly Man* by Kent Hughes provides the basic framework for the study and is supplemented by parallel reading and other materials. The Bible is the benchmark to which all ideas are compared. The course includes an exploration of twelve leadership maxims from the story of Nehemiah.

PER 261 Marriage & Mothering (1)

As married women we are called to live with purpose, loving our husbands and our children. No matter where we are, we want the world and our children to see Jesus in our lives. This includes being a wife and mother out of who God created us to be, a unique person, intentionally created "for such a time as this." Topics to be discussed: how sin entering the world affects how we relate to each other, becoming soul-mates, intimacy, honoring/loving, contentment, and mothering. We will look at women from Scripture and see how they were women like you and me.

PER 262 Growing into a Godly Woman (1)

God does not call me to perfection but to continual growth into who He created me to be—a woman who loves her Redeemer. This includes living a life of prayer, trust, ministry/serving, living in relationship with Christ and the people around me. We will examine the lives of women of Scripture in order to learn from them what it means to be a godly woman.

PER 265 Creating Life-giving Spaces

"The vision of home as a place to flourish and grow fully into healthy persons has too often been lost in the busyness, distraction and brokenness of both our secular and our Christian cultures" (Sally Clarkson). Homes need to be much more than a motel, whether inhabited by one person or a family. They can be life-giving oases of refuge and restoration in a world that has lost its way. If you are a single, married, or future homemaker, this class is for you as together we cultivate the vision for women creating vibrant, joyful homes that enable the members to flourish.

PER 268 Serving as Women

This class is meant to address issues like getting along with others when working closely together, recognizing one's calling and life purpose, identifying misconceptions about full-time ministry, maintaining spiritual vitality, understanding the role of friendships in ministry and clarifying vision in ministry when the going gets tough. The course is intended to fit women in a variety of roles, from wives of pastors to participants in local church outreach, to full-time workers. The class is meant to be discussion-based, inviting participation from each student.

PER 270 Developing as a Servant (2)

Servanthood, servant hearts, and servant leadership are all common terms that are often glibly spoken. This course will take a closer look at the attitudes and actions that are essential in the life of a dynamic servant.

PER 271 Servant Leadership (1)

According to Jesus in Mark 10, worldly leaders like to exercise power and authority over others, but in Jesus' Kingdom the leaders are servants. This course will examine the character, beliefs, attitudes, and actions of the servant leader.

PER 320 Interpersonal Relationships (3)

God is relational. We are made in God's image. Sin and selfishness mar the image of God in us and likewise mar our relationships. We are restored to God and to one another through spiritual regeneration, cleansing, restoration of soul, and rebuilding of relationships.

MENTORING (PER)

The following four courses constitute the Institute's mentoring program. Each course involves an intensive interaction with a mentor team as well as programmed experiences that continue the development of the learner into a servant of the Kingdom. Each class meets for a maximum of two days at the beginning of the semester, two days at the end of the semester, and an average of one hour per week during the semester. During the weekly meetings students will continue thinking, talking, and praying about current life issues.

PER 180 Mentoring I (2)

Theme: Living in Community

PER 181 Mentoring II (2)

Theme: Knowing Myself

PER 280 Mentoring III (2)

Theme: Letting Go and Receiving

PER 281 Mentoring IV (2)

Theme: Looking Ahead

Volunteers typically complete a modified mentoring experience. Volunteers who enroll as students will need to complete the four mentoring courses listed above.

PHILOSOPHY (PHI)

PHI 201 Introduction to Worldviews (3)

An exploratory course that seeks to identify and wrestle with some of the fundamental questions of life and existence. In each arena of thought, the spectrum of possible answers are considered and the Christian viewpoint is explored.

PHI 210 An Introduction to Apologetics (1)

A search for valid responses to the questions asked of the Christian faith in our generation in order to cultivate mature thinking and a well-reasoned faith. We seek to demonstrate this foundation by a thoughtfully-ordered, Spirit-guided life and so equip the church for its ministry to those who inquire.

PHI 260 Anabaptism as Worldview (1)

An exploration of the values and beliefs of the Anabaptist worldview.

PHI 310 Ethics (3)

What determines moral standards? What guides us to view human behavior as morally right or wrong? This class will begin with the premise that morality is rooted in the character of God, and that moral being finds expression in moral words and actions. We will then examine a number of ethical systems. We will read and discuss three books that address the subject of ethics. We will also wrestle with ethical and explore the ethics of Jesus.

WRITERS SEMINARS (PHI)

PHI 350 Pascal Seminar (1)

This seminar will read and discuss in class using the traditional seminar format Pascals' *Pensees* as organized in Houston's *The Mind on Fire*.

PHI 351 Augustine Seminar (1)

This class will be conducted as a traditional seminar. The classes will involve discussions among the participants covering the reading for that week. Students will lead several of the discussions. Augustine is a pivotal character in Christian history and theology. His works still influence us to this day. Insight into his thinking can thus help us understand current issues and discussions in the church, church history, and in western civilization in general.

PHI 352 C. S. Lewis Seminar (1)

C.S. Lewis was among the most influential British Christian writer of the 20th century. He has been deeply influential with Christians and non-Christians. The range of his writing is unique for a modern Christian writer, covering topics as diverse as literary criticism, theology, the medieval thought world, fantasy, and science fiction.

PHI 353 British Writers Seminar – 20th Century (1)

Students will read and discuss seminal works by four of the 20th century's most influential British writers. Dorothy Sayers and G.K. Chesterton were key shapers of British Christianity. They were both influential with C.S. Lewis who was also a dominant shaper of British Christianity in the 20th century. These three in turn affected N.T. Wright, who was perhaps the most important British Christian writer at the beginning of the 21st century. All of these writers made significant contributions to Christian thinking and apologetics. Their influence continues to today.

PHI 354 Plato's Republic (1)

It has been said that all philosophy (except for the most modern, perhaps) stems from the works of Plato. Students will read one of Plato's most important writing in the *Republic*, which has shaped not only philosophy, but also political thinking.

PHI 355 Utopian & Dystopian Writers (1)

This seminar will explore the various utopian and dystopian schemes that have been popularized in literature, starting with Sir Thomas More's *Utopia* and going to more recent visions of the 20th century.

PHI 356 Christians and the Arts (1)

We discuss several modern writers who evaluate the Christian's relationship to the arts and to beauty. We discuss how to approach art, and what the nature of beauty is.

PHI 357 Reason & the Christian (1)

We will discuss several modern writers who evaluate the Christian's relationship to reason and its proper use. We will discuss the proper place of reason in the life of a Christian.

PHI 358 The Christian Virtues (1)

In this class we will read and discuss seminal works by a modern European Christian philosopher, Joseph Pieper.

SCIENCE (SCI)

SCI 140 Biology (4)

Biology is the study of life. In this course, we will be exploring the unity and diversity of life by identifying unifying principles in a wide variety of life forms. We will begin by laying a philosophical foundation for the study of science, and continue with the molecular and cellular components of life. As the course progresses, we will study progressively more complex life forms, culminating in a brief study of human anatomy and physiology.

SCI 210 Principles of Science (4)

A historical and philosophical development of the major concepts of physics, chemistry, biology, and the earth sciences. This overview of science includes the development of an integrated understanding of the place science takes in a Christian worldview. "How things work" will be a focal point of numerous lectures. Attention will be given to the equipping for elementary and junior-high science teaching.

SCI 221 Chemistry for the Non-scientist

This course provides a broad foundation in the methods and findings of science with a particular focus on chemistry. Students will learn the foundational ideas of chemistry, such as the atomic structure of matter, principles of chemical reactions, and ideal gas laws. Regular lab exercises will introduce valuable hands-on skills for working safely with dangerous chemicals.

THEOLOGY (THE)

THE 210 Historical Theology (3)

This course will investigate the beginnings of Christian theology, how the church developed expressions for her beliefs concerning Christ and the Trinity, the division of the Great Tradition between East and West, medieval and Reformation developments, and the effects of modernity on the expressions of the beliefs of the church.

THE 220 Systematic Theology (3)

A development of the major themes of theology from an Anabaptist perspective. We will study the essential doctrines of the Christian faith in a systematic way, seeking to show the relationships among them. We will focus on the study of God, his revelation, and his relationship with man. We will structure our study after the Apostles' Creed. Our course takes a confessional approach (also known as dogmatic) which focuses on the Anabaptist tradition within the larger orthodox Christian tradition.

THE 232 Anabaptist Life and Thought (3)

This course is an exploration of the values and beliefs of the Anabaptist worldview. There are two parts to this course. The first part of the course involves a descriptive and analytical (lecture, reading, and discussion) study of sixteenth-century Anabaptist theology within the context of other Reformation theologies with reflections on the relevance of this heritage for contemporary doctrinal, congregational, and personal life. The second part deals broadly with writings, stories, and practices of Mennonites from diverse traditions and times, also with reflections on the relevance of this heritage for our own times.

THE 234 Early American Mennonite Thought (2)

This course examines several key American Mennonite theological texts, starting with Henry Funk, *A Mirror of Baptism*, to John M. Brenneman's *Pride and Humility*. Other authors will include Christian Burkholder, Peter Burkholder, and John F. Funk. We study how the authors understood salvation, ethics, church, nonresistance, and nonconformity.

THE 235 An Anabaptist Understanding of Salvation (1)

Sincere followers of Jesus have different understandings of what it means to be saved. In this course we will explore the Anabaptist and Biblical roots of a non-imputation understanding of justification, how this understanding differs from the common Protestant view, and the implications of this view for a faith that works.

THE 240 Congregational Church Life (2)

We will begin by examining New Testament teaching and experience of church life. Then we will explore what it means to live in community as the body of Jesus, discussing the following issues: baptism, communion, church structure, leadership, statements of faith, church standards, discipleship, aid programs, and community outreach.

THE 242 Current Church Issues (1)

This course is a study of the common problems, challenges, and changes facing conservative Anabaptist churches today. Class assignments and activities will seek to identify and analyze these issues as well as equip students to participate in these issues in practical and positive ways.

THE 310 The Freedom of Contentment (1)

Overcoming the appeal of advertising, the bondage of peer pressure, and the tyranny of materialism through contentment.

THE 320 Nonresistance (1)

This course investigates the historical and biblical foundations for the doctrine of nonresistance. The wider implications of nonresistance are looked at and each student is required to establish concretely his own position on the doctrine.

THE 321 An Anabaptist View of Peace, Violence, and Politics (2)

This course will provide a historical survey of how Anabaptists have addressed the topics of violence and peace and how they have related to political structures. It will begin with 16th century Anabaptism and will trace how their approaches developed through to the 21st century. The course will include readings in original sources and will follow a mixed format of lecture and class discussion.

THE 322 The Kingdom of God (1)

The purpose of this course is to consider the biblical concept of the Kingdom of God and its place in history and eternity. It has always been God's intent to establish His rule throughout the earth and the cosmos through His people. This truth is presently embodied and expressed in the Church, the body of Christ. The Church and its call to redemptive suffering through love is in step with God's original purpose and plan for His creation. Central to our study will be pertinent Bible passages that give us glimpses of what the Kingdom of God is about. We will examine these passages in an effort to see what God has told us about this important subject. Reading includes *The Kingdom of God* by Melvin Lehman, Bercot's *The Kingdom That Turned The World Upside Down*, and Wright's *Surprised By Hope*.

THE 324 Knowing God (1)

This course is conducted as a traditional seminar with one lecture at the beginning. The rest of the classes involve discussions among the students and the instructor covering the assigned reading for each class period. To facilitate discussion, the students will be asked to write at least two questions or observations before class that they would like to discuss concerning that day's reading.

THE 331 Early Anabaptist Writers Seminar (1)

The class will read and discuss significant writings from the 16th-century Anabaptists including the *Schleitheim Confession*. The instructor will provide background material for each reading.

THE 350 Menno Simons Seminar (1)

This class looks at the writings of one of the most significant and influential early founders of Anabaptism, Menno Simons. We will discuss his writings and thought under eight major headings: his early writings, his basic teachings, his reasons for resisting the magisterial reformers, incarnation, baptism, toleration, cross, and excommunication. This class is a traditional seminar involving discussions among the students and the instructor covering the assigned readings for that day. To facilitate discussion the students will maintain a brief outline of the reading for the day or else take notes on the reading, as well as one or two questions prepared before class that they would like to discuss concerning the day's reading.

THE 351 Pilgram Marpeck Seminar (1)

Pilgram Marpeck is a lesser-known and unique voice in early Anabaptism. This course locates Marpeck in his own historical context and studies his writings as responses to the social, ecclesial, and political challenges he faced. Through close reading of his writings and vigorous class discussion, we will seek to better understand his contribution to early Anabaptism and the relevance of his thought for the church today.

THE 370 Church Planting (1)

Students will be given an overview of the biblical basis for church planting, the character traits necessary in a church planter, practical challenges faced in church planting, and an introduction to a variety of models and methods being employed in church planting.

THE 371 Church Growth (1)

Students will explore approaches a local church can use to impact its community for Christ. In addition, students will learn to share the Gospel with actual experience in witnessing. We will discuss strengths and weaknesses of various approaches and dream together of ways we can encourage our congregations to become more proactive in reaching out to unchurched people around us.