

Institute for Creation Research  
**SCHOOL OF BIBLICAL APOLOGETICS**  
**Master of Christian Education Degree**

**Course Descriptions**

**Module 1: God's Role in Providing General and Special Revelation**

Note: Module 1 courses presuppose the academic equivalent, at the undergraduate level, of a completed minor in Bible, biblical studies, biblical theology, or the like.

**APOL 501 Many Infallible Proofs\***

Foundational apologetics are reviewed, in conjunction with special attention to the Gospel of John, to identify and analyze many of the infallible proofs that God has provided to verify His clear communications to mankind, including the truth of Christ as Messiah, the authenticity, accuracy, and authoritativeness of the Holy Bible, and God's identity as Creator via general revelation evidence. This course provides an introduction to the various kinds of biblical apologetics to be reviewed in this program. (3 semester hours credit)

**BIBL 505 Jesus the Master Teacher\***

This course focuses on Matthew's Gospel, with some parallel studies in the other Gospels. How Jesus Himself perfectly modeled teaching is reviewed in order to identify and analyze His teaching priorities, methods, messages, and techniques. Attention is given to the educational usage of discourses that dominate Matthew's Gospel, in conjunction with the chronicling of contextual events that aid the reader in appreciating the messages of Matthew's discourses. Special attention is given to how Christ used both the Scriptures and logical arguments when teaching, as He didactically fed, led, and protected His flock. (3 semester hours credit)

**THEO 501 Epistemology I: Comparing General and Special Revelation\***

General and special revelation are defined, compared, and contrasted, including an introduction to bibliology (especially inspiration and epistemology), in conjunction with studies in Romans, John, 2 Timothy, and 2 Peter. Presuppositional and evidential approaches to epistemology are analyzed, with special attention given to how the natural sciences pertain to biblical apologetics. Topics include creation of matter, creation of life, the age of the earth, the age of the human race, how Adam's fall in Eden triggered the law of entropy, how the curse of sin and death applies to the world of biology, the importance of the Genesis Flood to the understanding of the physical world and also to the understanding of world history, etc. (3 semester hours credit)

## **BIBL 510 The Uniqueness and Supremacy of Christ\***

The uniqueness of the Lord Jesus Christ is examined, using a general christology study enhanced by special attention to Christ's role as the Creator. Also, Christ's supremacy is examined in conjunction with studies in Hebrews, supplemented by studies in Colossians and John's epistles. Illustrative failures in church history to accurately recognize and properly emphasize Christ's interrelated roles as divine Creator and divine-human Redeemer will be analyzed as to their historic impact on both church and society. This course also considers how Christian education can provide remedies to counter inaccurate christology teachings. (3 semester hours credit)

## **Module 2: Preparation for Learning, Applying, and Teaching Truth**

Note: Module 2 courses generally presuppose completion of Module 1 coursework.

### **THEO 502 Epistemology II: Bibliology Applied to Teaching\***

This course advances the student's knowledge of the authenticity, accuracy, and authority of the Holy Bible, with practical perspectives on how this understanding of the Scriptures applies to teaching others. Building on the first epistemology course, the Bible's doxological and soteriological themes and purposes are examined, including studies in Philippians and 1 Peter, as well as the concept of "living epistles" in 2 Corinthians. The process of teaching, using Ezra's example (Ezra's formula for educational ministry), is also analyzed, with practical applications. (Prerequisite: Epistemology I; 3 semester hours credit)

### **THEO 510 Critiquing Secular and Religious Humanism\***

Because humanism appears both as secular humanism and as religious humanism, both are critiqued in contrast to teachings of the Holy Bible, including studies in Nehemiah, Galatians, Colossians, and 2 Timothy. The nature and impact of humanism, in both its secular and religious forms, is analyzed. Biblical teachings are specially contrasted with humanistic teachings about God, the Bible's importance, ultimate origins and destinies, mankind's basic nature, sin, judgment, redemption, social dynamics, nature, knowledge, education, religious liberty and religious organizations, the flow of human history, the problem of suffering, and other topics. Special attention will be given to the importance of the role of humanistic vs. biblical thinking in the Pre-Reformation, Enlightenment, Protestant Reformation, and Counter-Reformation, as well as in contemporary secular and religious thinking trends. (Prerequisite: Epistemology I; 3 semester hours credit)

## **Module 3: Research Skills, Evidence Analysis, and Methodology**

Note: Module 3 courses generally presuppose completion of Modules 1 and 2.

### **BIBL 620 Bible Study Methods\***

Proper methodology principles for reading and understanding Scripture are surveyed, with emphasis on text observation skills and practices, and on analyzing the literary (grammatical) meaning of biblical texts. Attention is also given to Scripture applications (including studies in Genesis, Esther, Psalms, Daniel, Acts, Romans, Jude, and/or Revelation) to illustrate observation and meaning analysis skills. Some attention is given to common errors in interpreting biblical texts. Biblical philology research skills are introduced, with attention to the unique value and practical methods for studying biblical words and phrases, assisted by standard reference materials, including specific philology studies in texts of Genesis, Daniel, Jonah, and/or Nahum. (Prerequisite: Epistemology I; 3 semester hours credit)

### **APOL 601 Logic, Evidence, and Forensic Apologetics\***

This course introduces syllogism analysis, especially recognition of logical fallacies, and insights from the rules of evidence, with special attention to practical apologetics contexts. The Gospel of John's teaching on Christ as the Logos is reviewed to provide a biblical perspective on the importance of careful reading and systematic study of the Bible, as well as to encourage the proper usage of sound logic, forensic analysis of evidence, and logical argument. This course also focuses on skills for critical analysis of criticisms of the Holy Bible, including exercises in identifying syllogism fallacies, misreadings of Scripture, false dichotomies, distractions, unwarranted assumptions, etc., with illustrations applicable to Genesis, Daniel, Isaiah, and the Gospels. Apologetic ministry applications are emphasized. (Prerequisites: Many Infallible Proofs and Epistemology I; 3 semester hours credit)

## **Module 4: Correlating the Dominion Mandate and the Great Commission**

Note: Module 4 courses generally presuppose completion of Modules 1, 2, and 3.

### **THEO 612 Creation, the Fall, and the Messianic Gospel\***

The historical record of God's creation of the cosmos, including mankind, is reviewed and analyzed, along with Adam's fall and the first Messianic promise of redemption (in Genesis, as amplified in light of Romans, 1 Corinthians, and other passages). Theological ramifications of those three historic events (creation, fall, and redemption) are reviewed and analyzed. Special attention is given to the Messianic basis for redemption and the Messianic prophecies that provide progressive special revelation about the Messiah's person and ministry. (3 semester hours credit)

### **BIBL 640 Genesis and Dominion Mandate Theology\***

The book of Genesis is reviewed regarding the original and renewed Dominion Mandate, along with other Scriptures (including Romans) that amplify, clarify, or otherwise relate to that fundamental decree to the human race. The Dominion Mandate provides a creationist foundation for stewardship in the natural and social sciences, education, discovery (research) and development

(technology), commerce, law, government, politics, and social ethics. Dominion Mandate applications in world history are examined. (3 semester hours credit)

### **BIBL 650 Romans and Great Commission Theology\***

The book of Romans provides the theological foundation and apologetic argument for the Gospel of grace (and for New Testament Christianity in general). This course also considers how the book of Romans uniquely connects the Lord's "believers-only" Great Commission (in Matthew's Gospel) with the universal Dominion Mandate (in Genesis). Episodes in the history of Christian missions will be examined, with special attention to how world history events illustrate relationships between the fulfillment of the Dominion Mandate and the fulfillment of the Great Commission. (3 semester hours credit)

### **APOL 670 Religious Liberty, Persecution, and Legal History\***

This course reviews historical examples of religious liberty and religious persecution, including legal history trends. Attention is given to the political history relevant to the First Amendment. Insights from Scripture, relevant to religious freedom vs. persecution issues, are considered from Genesis (e.g., Cain persecuting Abel) to Revelation (e.g., persecution among the churches of Asia Minor), with other biblical "case studies." (3 semester hours credit)

## **Module 5: Electives**

Note: Module 5 electives generally presuppose completion of Modules 1 and 2.

### **APOL 520 The Genesis Flood\***

This multidisciplinary course considers and analyzes the Genesis Flood, including how the biblical study and scientific analysis of that unique and global cataclysm provide important information and insights for understanding both world history and the natural sciences. This course also reviews the historical impact of Flood study on the modern revival of biblical creation science and also on creation theology, including insights from the Gospels and Peter's epistles. Attention is given to user-friendly methods and materials, both scientific and historical, for teaching the apologetic importance of the global Flood. (Prerequisite: Epistemology I; 3 semester hours credit)

### **APOL 530 Creationist Apologetics and Human Life**

This multidisciplinary course examines human life as evidence of God's creatorship, to be appreciated at the personal level and for apologetic education to benefit both believers and unbelievers. Topics include the human eye, ear, teeth, skin, circulatory system, skeletal system, digestive system, respiratory system, nervous system, reproductive system, endocrine system, and/or biogenetic family histories. Insights from Genesis, Psalms, Proverbs, the Gospels, 1 Corinthians,

and/or Jude will be considered. Attention is given to user-friendly methods and materials for teaching the apologetic importance of human life. (3 semester hours credit)

### **APOL 533 Creationist Apologetics and Animal Life**

This multidisciplinary course examines animal life as evidence of God's creatorship, to be appreciated at the personal level and for apologetic education to benefit both believers and unbelievers. Topics include mammals, birds, insects, fish, reptiles, and/or amphibians, as well as their anatomies, physiologies, behaviors, and ecological relationships. Insights from Genesis, Job, Psalms, Proverbs, the Gospels, and/or Peter's epistles will be considered. Attention is given to user-friendly methods and materials for teaching the apologetic importance of animal life. (3 semester hours credit)

### **APOL 536 Creationist Apologetics, Entropy, and the Physical Universe**

This multidisciplinary course examines the physical universe and the law of entropy as evidence of God's creatorship and judgeship, to be appreciated at the personal level and for apologetic education to benefit both believers and unbelievers. Topics include Mount St. Helens' catastrophist geological dynamics, the two laws of thermodynamics, biochemical instability, and probability analysis. Insights from Genesis, Job, the Gospels, and/or Acts will be considered. Attention is given to user-friendly methods and materials for teaching the apologetic importance of entropy and the physical universe. (3 semester hours credit)

### **APOL 622 Metabolic Information Systems and Providential Ecology**

This multidisciplinary course examines many of life's "big pictures" (ecology) and "little pictures" (microorganisms and biochemistry), especially their informational systems, as evidence of God's creatorship, to be appreciated at the personal level and for apologetic education to benefit both believers and unbelievers. Topics include metabolism basics (in humans, animals, plants, and microorganisms), the dynamics of a "simple" cell, and how various life forms interact with their physical environment and with other life forms. Insights from Genesis, Deuteronomy, Job, the Gospels, and/or the Pauline epistles will be considered. Attention is given to user-friendly methods and materials for teaching the apologetic importance of metabolic information systems and providential ecology. (3 semester hours credit)

### **APOL 624 Creationist Apologetics and Microscopic Evidence**

This multidisciplinary course examines the importance and characteristics of providential ecology as evidence of God's creatorship, to be appreciated at the personal level, as well as to be used in apologetic education for the benefit of believers and unbelievers. Examples of topics to be considered (from a biblical creationist apologetics perspective) include the design and dynamics of "simple" cells, as well as the design and dynamics of inanimate microscopic substances (such as snowflakes). Insights from Genesis, Deuteronomy, Job, Psalms, and/or the Gospels will be

considered. Attention is given to user-friendly methods and materials for teaching the apologetic importance of the “world” of microscopic life. (3 semester hours credit)

### **APOL 630 Providential World History and Geography**

This course investigates the providential working of God in relation to time and place, as God’s gracious care of mankind (and His sovereign orchestration of events in human history) is apologetically shown to be carefully and providentially planned for, contrary to contemporary aberrant theological teachings. Critical events (including illustrations in Genesis, Ruth, Acts, and 2 Timothy) are shown to involve not only God’s prepared people, but also prepared places at prepared times, proving that with God’s providence, there are “no little people, no little places, no little decisions.” (3 semester hours credit)

### **APOL 647 Creationist Bioethics and Public Policy**

Bioethical issues, as taught in Genesis, Acts, and Romans, are investigated, especially as to the basic factual and ethical issues involved in the “bookend” events of human life, life’s conception and death, as well as other bioethical issues tied to the sanctity of human life as uniquely created in God’s image. The course considers biomedical policy and practices like human sexuality, procreation, third-party assisted reproduction, contraception, legalized infanticide (abortion), euthanasia, patient and family autonomy (competency, legal accountability, free and informed consent issues, etc.), biomedical research controversies, social ethics ramifications of promiscuity, and the law of privacy. (3 semester hours credit)

### **THEO 625 Protestant Reformation Lessons and Biblical Creationism**

This course compares theological and ecclesiastical controversies during the Protestant Reformation with analogous controversies applicable to the modern revival of biblical creationism. Topics include historical controversies over the principles of Sola Scriptura and Soli Deo Gloria, as applied to the Reformation era, and as applied to modern controversies about creation (such as the origin and age of the earth or humanity) and the Genesis Flood. The course analyzes the respective epistemological (and moral accountability) roles of general revelation, special revelation, and human authorities. Insights from Ezra, Nehemiah, Daniel, John, and/or Galatians will also be considered. Some attention is also given to historical examples of compromising biblical truth for pragmatic purposes. (3 semester hours credit)

### **APOL 680 Apologetic Studies in Biblical Archaeology**

This interdisciplinary course introduces an apologetics approach to the study of biblical archaeology, including review of the importance of its connections to biblical history and biblical languages. Because Bible critics have tried to use archaeological studies to contradict information in Genesis, Joshua, Isaiah, Daniel, etc., archaeological data are carefully reviewed to show how such criticisms are refuted. Topics include archaeological evidence of the global Flood, Genesis 1-11 concepts preserved in Chinese pictographs, extra-biblical texts (such as the Moabite Stone) and

artifacts (such as ancient artwork) that corroborate historical information provided in the Old and New Testaments, and archaeological data that aid understanding of biblical persons, places, events, or vocabulary. (3 semester hours credit)

### **APOL 635 Apologetic Critique of Science Education Methods**

This analysis-oriented course begins by recognizing the scientific method as an epistemological and methodological approach to acquiring and interpreting empirical (observation-based) information, used as a foundation for popular trends in science education. The typical limitations of empirical science practices, as well as those of science education practices, are analyzed, especially the “human factor” (as it is better understood by teachings in John, Romans, and 1 Timothy). Critiques of science education methods (and materials) are compared or otherwise correlated to forensic science analysis (such as critiquing assumptions, logical syllogisms, and evidence reliability factors). (Prerequisites: Logic, Evidence, and Forensic Apologetics, and Critiquing Secular and Religious Humanism; 3 semester hours credit)

### **THEO 626 Critiquing Criticisms of Genesis**

Building on the foundation and framework provided in prerequisite courses, this course critically examines (and apologetically responds to) the challenges of Genesis critics. This course uses scriptural content and logical analysis (as well as corroborative general revelation-based apologetics) to identify syllogism fallacies, misreadings of Scripture, false dichotomies, distractions, and unwarranted assumptions. Insights from other books of the Bible, such as Romans and Galatians, are also used to refute criticisms of Genesis. (Prerequisites: Bible Study Methods, and Logic, Evidence, and Forensic Apologetics; 3 semester hours credit)

### **BIBL 514 Human Character Studies in Genesis**

Genesis is examined to learn about human character, such as the nature of mankind, human family relationships, and how the promised redemption through the Messiah can restore fallen humans to a blessed human experience, including redemptive relationships with God and with other humans. Specific character studies will include human character lessons from the lives of Adam, Eve, Cain, Abel, Enoch, Noah, Abraham, Sarah, Lot, Isaac, Rebekah, Esau, Jacob, Leah, Rachel, and/or Jacob’s children. Cross-references to texts in Obadiah, the Gospels, Romans, Hebrews, Peter’s epistles, 1 John, and/or Jude will also be considered. (3 semester hours credit)

### **BIBL 603 Geographic Studies in Genesis**

Building on basic principles covered in Providential History and Geography, this course examines the particular information and importance of geographic places mentioned in Genesis, such as specific sites, cities, rivers, mountains, countries, and regions. The providential orchestration of people and events, in specific geographic contexts, is analyzed, with special attention to providential history ramifications. As in Providential History and Geography, the non-randomness of world history is analyzed, with special attention to the fact that in God’s providence there are “no

little places.” The demographic migrations after the Tower of Babel are also considered, including attention to place-names relevant to the study of the Genesis Table of Nations. (Recommended prerequisite: Providential World History and Geography; 3 semester hours credit)

### **APOL 610 Themes of Genesis in World Literature**

The “great literature” of the world, including political historical literature, adventure epics, biography, poetry, etc., attempts to portray the human experience, with its grand themes of human existence, such as God’s role in the universe, human origin and identity, human failure and success, human love and hatred, the meaning and purpose of life and death, societal conflict, loyalty and betrayal, selfishness and altruism, adventure and conflict, how the natural world can be a blessing or a curse, etc. Yet these experiences and issues are “nothing new under the sun” because they are all illustrated in Genesis. This course compares a wide-ranging inventory of world literature that repeats (or even alludes to) the great themes of Genesis. Emphasis is given to how non-biblical literature, while painting similar themes as Genesis, contrasts in literary message, moral values, and epistemological perspective. (3 semester hours credit)

### **THEO 660 Jude, Church History, and Apologetics**

Building on the foundation and framework provided in its prerequisite courses, this course critically examines what has been called “the acts of the apostates,” including their typical truth-opposing tactics, stereotypical lifestyle habits, and distinctive doctrinal deviations. The content of Jude’s epistle is compared to episodes in church history, as also to “emerging” trends of the present. Some attention is given to Jude’s parallels with 2 Peter. Jude’s urging, that believers “contend” for the faith given once-for-all to the saints, is addressed as a challenge for personalizing and promoting biblical education and apologetics. Jude’s allusions to the Genesis Flood are also examined regarding their relevance to apologetic defense of the biblical faith. (Prerequisites: Logic, Evidence, and Forensic Apologetics, and Critiquing Secular and Religious Humanism; 3 semester hours credit)

### **BIBL 680 Hebrew Philology Studies in Genesis**

Building on the foundation and framework provided in Bible Study Methods, this course focuses on the nature and value of Hebrew philology, primarily as such studies apply to Genesis. Attention is given to practical skills and exercises using various standard reference materials for Old Testament Hebrew studies. Assigned exercises will emphasize translation challenges and solutions, cross-referencing methods, word studies, topical studies, the importance of Hebrew parallelism, and some Hebrew grammar insights (geared for “English-only” Bible students). Philological principles and insights for Genesis-related apologetic ministry applications will be highlighted. (Prerequisite: Bible Study Methods; 3 semester hours credit)

### **THEO 670 Epistemology III: Biblical Apologetics and the Social Sciences**

General concepts common to the social sciences are examined, with special attention to epistemological assumptions and methodologies practiced within the secular and religious

counterparts of social science. Students will analyze major social science topics, such as family dynamics, community, language, nationhood, culture, class consciousness, motivations for human behaviors (including the false dichotomy of nature vs. nurture), social roles and hierarchies, quantifying and predicting human behavior, social conflicts, social authority dynamics, social economics, etc. Social science topics are analyzed according to biblical principles, and with insights from Genesis, Exodus, Ruth, Nehemiah, Esther, the epistles of Paul and John, and other relevant Scriptures. Also, historic and contemporary impacts of social science practitioners are considered, as to how those impacts relate to the epistemological assumptions about real-world social contexts. (Prerequisites: Epistemology I and Epistemology II; 3 semester hours credit)

### **APOL 675 Christian Education and the Regulatory Environment**

This course builds upon the foundation provided by Religious Liberty, Persecution, and Legal History. Topics of study include in-depth analysis of recent (and not-so-recent) First Amendment case law, the implications of Administrative Law and Family Law to Christian education, trends in applying international law to domestic Christian education contexts, and legal aspects of financing Christian education ministries. Attention is given to analyzing biblical texts involving civil government authority, including texts in Genesis, the Gospels, Acts, Romans, 2 Timothy, and Philemon. This course considers how Paul defined civil magistrates (“powers that be”) as God-appointed “ministers” (or “deacons”), although some of these “deacons” are unaware of their God-ordained service roles. Attention is also given to the moral and jurisdictional challenges faced by a godly magistrate. (Prerequisite: Religious Liberty, Persecution, and Legal History; 3 semester hours credit)

### **MCED 681 Genesis Studies Practicum**

This course is designed primarily for students pursuing a Genesis Studies minor. The work is completed outside of the classroom, being monitored and evaluated (while in progress) by the assigned faculty/mentor. Periodic status reports and a final summary report are required to verify that the student has accomplished a graduate-level practicum directly related to Genesis studies. This practicum must directly involve an educational and/or apologetic ministry project that promotes the message of some part of Genesis, preferably some apologetically important aspect of Genesis chapters 1-11. (3 semester hours credit)

### **MCED 683 Creation Research Practicum**

This course is designed primarily for students pursuing a Creation Research minor. The work is completed outside of the classroom, being monitored and evaluated (while in progress) by the assigned faculty/mentor. Periodic status reports and a final summary report are required to verify that the student has accomplished a graduate-level practicum directly related to creation research. This practicum must directly involve an educational and/or apologetic ministry project that promotes the message of some part of Genesis, Job, one of the Gospels, Acts, or some other part of the Bible that describes a particular aspect of the world of nature. (3 semester hours credit)

## **MCED 685 Christian School Teaching Practicum**

This course is designed primarily for students pursuing a Christian school teaching minor. The documented teaching is completed outside of ICR, and is monitored and evaluated (while in progress) by the assigned faculty/mentor, with attention given to Christian teaching principles revealed in relevant Scriptures (such as Ezra, Nehemiah, the Gospels, Acts, and/or 2 Timothy). Documentation of formal or semi-formal teaching program activities, within a Christian school context, should demonstrate both audience-appropriate practicality and outcomes-assessable achievement. Periodic status reports and a final summary report are required to verify that the graduate-level practicum directly and successfully relates to Christian school teaching. (3 semester hours credit)

## **MCED 687 Sacred Humanities Practicum**

This course is designed primarily for students pursuing a Sacred Humanities Studies minor. The work is completed outside of the classroom, being monitored and evaluated (while in progress) by the assigned faculty/mentor. Periodic status reports and a final summary report are required to verify that the student has accomplished a graduate-level practicum directly related to sacred humanities (e.g., a biblically guided interaction with providential history, literature, language(s), antiquities, philosophy, argument, law, cultural geography, cultural arts, etc.). Recommended books of the Bible, to be integrated into this practicum course, include the Bible's "wisdom books" (such as Proverbs or James); the Psalms; the Bible's historical narrative books (such as Genesis, Judges, or Ruth), the Gospels, Acts; the New Testament's epistles (such as the Pauline epistles or the seven letters of Christ recorded in Revelation chapters 2-3). Apologetics-relevant theodicy portions of Romans chapter 1-11 are also recommended. (3 semester hours credit)

## **Module 6: Capstone Project/Thesis**

### **MCED 690 Educational Apologetics Ministry Capstone Project**

This educational apologetics ministry project is completed outside of the classroom, being monitored and evaluated (while in progress) by the assigned faculty/mentor, with attention given to Christian teaching principles revealed in relevant Scriptures (e.g., Ezra, Nehemiah, the Gospels, Acts, and/or 2 Timothy). Periodic status reports and a final summary report are required to verify that the student has accomplished a graduate-level "capstone" project demonstrating educational apologetics ministry. Some meaningful aspect of the "capstone" project should promote the communication of biblical truth, in general, and of truths taught in Genesis 1-11, in particular. (Prerequisites: all coursework in Modules 1, 2, 3, and 4 must be completed prior to completing this "capstone" course; 6 semester hours credit)

## **MCED 695 Biblical Creationist Apologetics Thesis**

This biblical creationist apologetics thesis is completed outside of the classroom, being monitored and evaluated (while in progress) by the assigned faculty/mentor, with attention given to Christian education principles revealed in relevant Scriptures (e.g., Ezra, Nehemiah, the Gospels, Acts, and/or 2 Timothy). Periodic status reports, and a scholarly penultimate (i.e., pre-final) draft, are required, to verify that the student has accomplished a graduate-level thesis demonstrating biblical creationist apologetics comprehension and scholarship. Some meaningful aspect of the thesis should generally promote the accurate and insightful communication of biblical truth, as well as particularly promote specific truths taught within Genesis 1-11. (Prerequisites: all coursework in Modules 1, 2, 3, and 4 must be completed prior to completing this thesis course; 6 semester hours credit)