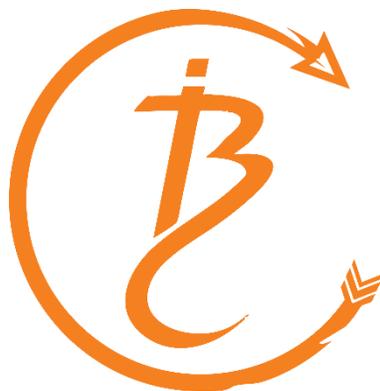


Indigenous Bible College

Historically Indian Bible College

2025-2026

CATALOG



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Dear Prospective Student,

Thank you for your interest in Indigenous Bible College (IBC). The fact that you are exploring this catalog indicates your interest in seeking information on one of the most important decisions of your Christian life—where to attend college.

Training at Indigenous Bible College will enable you to become a stronger believer and change the legacy of many Native Americans who desperately need a message of hope. Changing that legacy first means changing your mind to be more like Christ. That transformation mentioned by the Apostle Paul in Romans 12 is central to becoming a leader of legacy change for 21st century Native America. It is also central to the hopes and prayers of the staff at IBC. Once your mind is more like Christ's, you will be better situated to make a difference for many Native people who feel despair and hopelessness about their life situations. Due to this reality, the central goal of Indigenous Bible College is Christlikeness through discipleship, focusing not just on "filled heads" but also "changed lives" for the glory of God.

IBC is unique in that it is one of a few institutions that has as its central mission the training of Native Americans for Christian Leadership. This uniqueness is shown in the sensitivity of the staff in understanding the distinctive needs of Native students. Our goal is "a high standard with a unique application of grace." We are also constantly evaluating our curriculum in hopes of making it better for our students. Adjusting to the wide range of experience and cultural uniqueness of our students makes this quite a challenge. However, the centrality of Christ as the unifier of all cultures in the church makes this an endeavor that is worth the effort.

IBC is committed to students. Our desire is to see you become all God wants you to be. Feel free to contact our staff if we can be of further help in making this important decision.

Yours in Christ,



Dr. Jason Koppen,
President
Indigenous Bible College





GENERAL INFORMATION

Mission Statement

Indigenous Bible College exists to empower Indigenous Christ-followers for ministry to the Nations.

In order to accomplish this purpose, the GOALS of Indigenous Bible College are:

1. To provide the necessary training for accurate interpretation of God's Word so that students develop a BIBLICAL worldview and lifestyle.
2. To biblically develop and maintain RELATIONAL lifestyles and ministries through intentionally modeling, mentoring, and training students with grace and truth.
3. To cultivate TRANSFORMATIONAL change in the lives of students through the internalization of biblical and relational principles.

The IBC institutional OBJECTIVES are as follows:

- A. Students will understand the basic content and doctrine of the Bible.
- B. Students will develop their ability to cultivate interpersonal relationships in accordance with biblical principles.
- C. Students will grow in Christ-like character consistent with biblical teaching.
- D. Students will participate in the fulfillment of the Great Commission.

Educational Distinctives

A Bible college labors at one task above all others: teaching the Word of God. This central activity is our contribution to God's program. A Bible college links the Word to life, providing an intensive form of discipleship.

The Bible stands at the crossroads of our curriculum. Each program of study has three components:

1. Bible and theology—to help students know what God has said.
2. Ministry—to help students communicate that message to others.
3. General education—to help students apply the Word of God to every area of life and learning and draw insights from all areas of learning, enabling them to mature as well-rounded representatives of the gospel for their society.

Indigenous Bible College is distinct from other Bible colleges in that it specifically targets Native American students who are pursuing leadership in either full time Christian or secular vocations. The student/staff ratio is extremely low, allowing for individualized instruction and courses specifically designed for each particular audience, with a primary focus on discipleship. Remedial help is available for those struggling with English while the overall level of education is maintained according to generally accepted, college-level standards. Our conservative doctrinal stand sets us apart from other Native American Bible colleges.

Programs of Study

IBC offers certificate, associates, and bachelor programs. The Certificate of Biblical Studies (CBS) program is a basic Bible study program designed to meet the needs of bilingual or missionary students or those who simply want to learn more about the Bible. The Associate of Biblical Studies (ABS) program is offered for students who want to be equipped with basic ministry skills or who are unable to commit the time for a bachelor's degree or who wish to finish a degree at another college or university. The Bachelor of Biblical Studies (BBS) program is the centerpiece of the IBC curriculum. The BBS is a double major of Biblical Studies and Christian Ministry. This program is designed to give students a solid grasp of Bible interpretation, the contents of biblical books, theology, and to develop practical ministry skills.

IBC also offers extension courses which are primarily taught in reservation churches. These courses are designed to meet the needs of laypersons and ministers who are unable to relocate to an on-campus program for training. Often graduates of the school, pastors, or missionaries with sister missions teach in the extension program. The 18-credit Christian Ministry Certificate (CMC) is the centerpiece of this training and is offered through evening and extension formats.

IBC Staff and Faculty

Indigenous Bible College personnel are divided into several categories that reflect their position and duties within the school. The **Administrative Team** is composed of the President and Vice-Presidents of the school (usually the Dean of Men, Dean of Women, Business Administrator, Academic Dean, and Director of Advancement). The members meet to discuss and oversee the operation of the school. The Administrative Team is chaired by the President or by the Business Administrator in the President's absence.

A second tier of organization within the staff of IBC is reflected in the **President's Cabinet**. This body is composed of senior and veteran leadership of the College, including Vice Presidents and veteran staff. The Cabinet meets at least once per month to provide insight into issues that affect the entire College.

Core Staff at IBC are those staff members who are administrators and/or faculty members who are full time or close to it. These staff function as the leadership of the school. The President and Vice-Presidents of the school will always serve at this level; other roles are likely to include Registrar, Director of Admissions, Dean of Men/Women, and full-time faculty. Core Staff are provided with dedicated office space, but not necessarily private office space.

Support Staff—these are part-time workers (paid and volunteer) who are involved in the operations of the school at a lesser level than the Core Staff, but at a more consistent (i.e., weekly) or significant level than the adjunct faculty. These roles are likely to include librarian, bookkeeper, maintenance supervisor, information technology staff, employment coordinator, discipleship staff, etc.

Adjunct Faculty—these individuals teach one or two classes per year. IBC needs between eight and twelve adjunct faculty per year. These positions are entirely voluntary.

Please refer to the end of this catalog for a current listing of IBC staff and faculty.

Graduation Completion and Retention Rates

Indigenous Bible College is pleased to provide the following information regarding our institution's graduation completion and retention rates. The information is provided in compliance with the Higher Education Act of 1965, as amended. Some students who did not graduate transferred to another institution, but we currently do not have a means of tracking that information.

Due to our students needing to work and be involved in ministry while studying, graduation is not time critical at Indigenous Bible College. We are more concerned with eventual completion. Thus, Indigenous Bible College uses the following formulas to measure success.

Completion Rate																		
The following dataset contains information on full-time, degree-seeking students who enrolled between fall 2017 and spring 2023 and then graduated between spring 2018 and spring 2023. It includes both transfer and non-transfer students. This dataset is not time-dependent, meaning students who graduate beyond six years (150%) are included. The dataset was updated in July 2025.																		
School Year	2017-2018			2018-2019			2019-2020			2020-2021			2021-2022			2022-2023		
# Entering	12			12			5			5			8			10		
	# Completed	Overall	Per Program	# Completed	Overall	Per Program												
CBS	10	83%	83%	7	58%	58%	5	100%	100%	3	60%	60%	7	88%	88%	7	70%	70%
ABS	8	67%	80%	4	33%	57%	3	60%	60%	3	60%	100%	6	75%	86%	4	40%	57%
BBS	7	58%	88%	1	8%	25%	1	20%	33%	3	60%	100%	1	13%	17%	NA ¹		

¹The Bachelor program is designed to be a four to five year program, however, some students choose to extend their program to six years or more. Therefore, there are no graduates to report for these cohorts, as some students are still actively pursuing their degrees.

Overall Completion Rate: The number of entering students who complete an IBC Program. For example, in the 2017-2018 school year, ten of twelve students completed the CBS program (83%). Eight of the twelve students completed the ABS program (67%), and seven of the twelve students completed the BBS program (58%).

Per Program Completion Rate: The number of entering students who complete a sequential IBC Program. For example, in the 2017-2018 school year, ten of the twelve students completed the CBS program (83%). Eight of the ten students completed the ABS program (80%), and seven of the eight students completed the BBS program (88%).

Retention Rate

The following dataset contains information on new full-time-degree-seeking students who enrolled in the fall and spring semester and then returned the following fall semester. It includes transfer and non-transfer students. The dataset was updated in April 2025.

School Year	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
New Students	12	5	5	8	10	10
# Returned	7	5	3	7	5	4
Retention Rate	58%	100%	60%	88%	50%	40%

For information related to graduation rates and retention rates of certificate or degree-seeking, first-time, full-time undergraduate students, please refer to IBC's listing on the College Navigator website: <https://nces.ed.gov/collegenavigator/>, search for "Indian Bible College", located in Arizona with zip code 86004. Questions related to this report should be directed to the Indigenous Bible College Registrar at 928-774-3890.

Funding

Staff and Faculty Funding

Almost all staff and faculty at IBC serve on a faith-mission basis. This means that each staff member must raise his or her own support from friends and churches. The school is a non-profit 501(C)3 organization, enabling donations to be tax deductible. Donations made for the support of individual staff members are sent to the school which administers the funds and sets salary levels. The Native Staff Development Fund is also available to give small amounts of aid to Native American staff who may be struggling to raise funds.

Operational Funding

Primary funding for the operation of the school comes from the gifts of churches and individuals. This normally accounts for 75-85% of the operational funds in any given year. An affordable tuition and housing fee is charged to students each semester (see Financial Information section for details.) Other funds come from Pell grants, trusts, grants, and special projects. This allows IBC to be one of the most affordable institutions of higher education in the country! This low cost enables students to graduate from IBC **debt-free**, unhindered from following the Lord wherever He leads after graduation!

Scholarships

The low financial cost to attend IBC is one of the attractive features of the school. Our tuition and housing are some of the lowest available; and IBC maintains several scholarship funds to aid students with extreme hardship in paying tuition. These funds are supported by gifts from churches and individuals. Students may receive funds from Pell grants as well as scholarships from their tribes or other organizations to aid with the costs of their education.

Moral Issues

Indigenous Bible College's mission of training men and women for Native American Christian leadership and service involves the development of moral character based on conformity to the will of God as expressed in the Bible. Nothing less will qualify the student for leadership in the church or community. The Bible clearly teaches that certain practices which have gained acceptance in contemporary society are, nonetheless, contrary to the essence of Christianity. These practices

include such things as premarital sex, adultery, pornography, homosexual behavior, and the use of illegal drugs.

IBC believes that character is taught by example as much as by precept. Therefore, all staff, administration, and faculty at the College must reinforce the teaching of Scripture with lifestyles of Christian morality. The practices listed above are incompatible with the mission of the College.

Title IX Information

As a Christian institution of higher education, Indigenous Bible College is committed to providing a campus environment characterized by mutual respect among students, faculty, and staff. It is IBC's policy that any form of sexual violence or other offense, harassment, discrimination, relationship violence, retaliation or misconduct will not be tolerated. This policy applies to all members of the campus community: students, faculty, staff, and visitors. It applies to incidents that occur on campus property as well as any off-campus functions sponsored or supervised by the institution. This policy also applies to off-campus conduct that **has continuing** impact on the ability of a member of the IBC community to fully engage in, and benefit from, campus life.

All members of the Indigenous Bible College community are encouraged to report information about any form of conduct potentially prohibited by this policy involving a student or an employee. To access IBC's Title IX Policy and reporting resources, go to: www.indianbible.org/title-ix-2.



History of Indigenous Bible College

Indigenous Bible College was founded in 1958, first, to establish Native Christians into biblically strong, self-sustaining groups of believers, and secondly, for the purpose of equipping people to reach Native Americans with the gospel. The school has always been denominationally unaffiliated and committed to preparing Native Americans to use their spiritual gifts in the work of ministry.



The school is largely the result of the vision cast by Dr. Harry Ironside who had a great interest in the Native Americans of the Southwest. He invited several Native men into his home to receive Bible teaching. In addition, Dr. Ironside conducted Bible conferences in Flagstaff, Arizona. This prompted his concern and prayers for a Bible college for Native Americans. The founder of IBC, Gordon Fraser and his wife, Thelma, learned of Dr. Ironside's prayers early in their married life. While active in rural Sunday school work in Washington State, Gordon and Thelma developed a growing interest in the spiritual needs of tribes in the area. While writing an assignment for the book, *The Fields at Home*, Dr. Fraser researched the Southwest reservations and their need for Bible teaching. In 1958, the Frasers moved to Flagstaff and began teaching four Native American men around their kitchen table.

A year later the Frasers purchased the first of the few buildings that today are the campus of the Indigenous Bible College. Mrs. Fraser commented,

"In adventure for God, beginnings are small. One miracle follows another in provision in support growth. Remembering this, let us be encouraged. I Corinthians 15:57 says, 'Let nothing move you. Always give yourselves freely to the work of the Lord, because you know that your labor is not in vain in the Lord.'"

In 1960, the school was incorporated in the state of Arizona as the Southwestern School of Missions. In 1961, a board of directors and an advisory board were appointed representing fourteen mission agencies, the faculty of Arizona State College at Flagstaff (now Northern Arizona University), and the Navajo Tribal Council. In 1985, with the decision to grant a four-year baccalaureate degree, the name Indian Bible College was adopted as the operating name of the school.

Over the years, God has used the school in mighty ways to prepare the many Native American graduates who faithfully serve the Lord as leaders in reservation and urban churches. Indigenous Bible College is particularly well known on the Navajo Reservation where a large percentage of the pastors of evangelical churches are graduates of the school.

In February 2009, Jason Koppen was elected by the Board of Directors to serve as the tenth president of the school. Dr. Koppen's experience as a pastor provides passion and insight for training leaders for Native churches. His vision for the school is that IBC would see steady growth over the coming years. During this time, faculty and staff will be added, facilities improved, extension studies increased, and the spiritual discipleship of the students more actively addressed. In 2014, IBC was formally granted applicant status with the Association for Biblical Higher Education and in February 2021, the school was awarded initial accreditation status.



Dr. Jason Koppen (with his wife, Sarah), President of Indigenous Bible College

Since its beginning, IBC has been committed to the fundamentals of the Christian faith. In addition, the school is firmly committed to the Reformation's battle cry that salvation is by grace alone through faith alone based on Scripture alone. IBC believes that God communicated the content of the Bible to be understood by the original hearers, and it is still to be understood in a normal, straightforward manner. The Bible is, and always has been, the only necessary and inerrant source of Christian doctrine, reproof, correction, and instruction in righteousness (2 Timothy 3:16).

In late 2024, the name of the college was changed to Indigenous Bible College to more meaningfully honor the population we serve.

The Expansion of IBC

Indigenous Bible College has talked about campus expansion for decades. In 2011, additional student housing was purchased in the form of a private home adjacent to the existing property. A rapidly growing student body has recently made further expansion a must. In July of 2014, additional office space was purchased (the "Barn") on Cedar Avenue. In April of 2018, another complex of buildings was purchased for use as new library, chapel and student life area.

Doctrinal Statement

1. We believe that there is one God, eternally existing in three Persons — Father, Son and Holy Spirit.
2. We believe the Bible is the only divinely inspired and infallible Word of God; and that it is, therefore, the final authority in matters of faith and practice.
3. We believe in God the Father, Creator of all that exists, who is sovereign over all, active in and yet distinct from His creation.
4. We believe in the deity of our Lord Jesus Christ, in His virgin birth, in His sinless life, in His miracles, in His substitutionary death and atonement through His shed blood, in His bodily resurrection, in His ascension to the right hand of the Father, and in His future personal and visible return in power and glory.
5. We believe in the present ministry of the Holy Spirit by whose personal indwelling the Christian is enabled to live a godly life, and by Whom the Church is empowered to carry out Christ's great commandment and great commission.
6. We believe that man is created in the image of God, and that he was tempted by Satan and fell, and that now, because of the exceeding sinfulness of fallen human nature, regeneration by the Holy Spirit is absolutely necessary for salvation, which is by grace through faith.
7. We believe that there is a supernatural realm, composed of created beings (angels, Satan, and demons) who are engaged in spiritual conflict over mankind.
8. We believe in the bodily resurrection of both the saved and the lost: those who are saved unto eternal life with Christ and those who are lost unto eternal punishment.

Affiliations and Licensures



Accrediting Organization

Indigenous Bible College (historically known as Indian Bible College) is accredited by the **Association for Biblical Higher Education (ABHE)** Commission on Accreditation (5850 T.G. Lee Blvd., Ste. 130, Orlando, FL 32822, 407.207.0808) to grant certificates and degrees at the Associate and Baccalaureate levels.

Indigenous Bible College (under the historical name Indian Bible College) is listed on the websites of both the **United States Department of Education (USDOE)** and **The Council for Higher Education Association (CHEA)**.

State Authorization

Indigenous Bible College is licensed in the state of Arizona by the Arizona State Board for Private Postsecondary Education.

Arizona State Board for Private Postsecondary Education

1740 W. Adams, Suite 3008
Phoenix, AZ 85007
Phone: (602) 542-5709
email: info@azppse.gov
<https://ppse.az.gov/>

Other

Indigenous Bible College is a member of the Evangelical Council for Financial Accountability (EFCA), an evangelical organization established for the purpose of promoting “fiscal integrity and sound financial practices.”

In addition, IBC is an accredited mission with the Association of North American Missions (ANAM), a national organization that provides accountability, advice, and networking. The stated purpose of ANAM is: *assisting member organizations to operate with excellence, thereby maximizing their God-given ministry effectiveness in reaching the lost and making disciples.*

In addition, IBC is working to secure agreements with other institutions and seminaries that would allow students to further their education beyond IBC.

Student Management System – Populi

Technology presents tremendous opportunities to educational institutions; IBC utilizes Populi to maintain electronic records. This software allows students to apply for admission, register and pay for classes, and view their grades online. New students will be trained in the use of the software and receive their user ID number and password at New Student Orientation before the first day of class.

Location

Indigenous Bible College is located in Flagstaff, Arizona, 90 miles from the south rim of the Grand Canyon. It is strategically placed in proximity to several Indigenous reservations and within two miles of Interstate 40.

Flagstaff is the hub of north central Arizona and a multicultural city known for its scenic beauty. Nestled beneath the towering San Francisco Peaks at 7,000 feet, Flagstaff is a favorite tourist destination because of its cool summers and snowy winters. The Peaks offer hundreds of miles of bike and hiking trails in addition to a ski resort.



Opportunities for ministry are plentiful. Numerous evangelical churches are located within a few miles of Indigenous Bible College, and several para-church ministries actively care for the community. Spanish-speaking congregations, Navajo-speaking groups, and churches with a high percentage of college-age members thrive in the Flagstaff area. Flagstaff provides opportunities to get involved with a variety of cultures. Northern Arizona University, temporary home to hundreds of Native Americans in addition to international students from all over the world, is located about four miles from Indigenous Bible College.

Campus Information

The College owns a sizable portion of an entire block of property in east Flagstaff. The campus has 11 buildings which house a library, administrative and faculty offices, classrooms, men's and women's dorms, an apartment for housing visiting professors, and several units for families. The newest acquisition houses a student center, expanded library and fitness center. A basketball court is also located adjacent to the classroom building. An empty lot between several of the married student houses provides possibility for future expansion. Men's and women's dorms have kitchen facilities, and a laundry area is located between the dorms.

The campus is situated close to a community recreation center where weightlifting, basketball, racquetball, ping pong, and foosball are readily available. Hiking trails within a mile of the campus lead to thousands of acres of high-altitude wilderness which serves as the habitat of elk, deer, mountain lion, bobcat, and various other wild game. The Flagstaff Urban Trail System or FUTS has 56 miles of interconnecting foot and bicycle paths. Many of our students make it a goal to climb nearby Mt. Elden, or Arizona's tallest mountain, Humphreys Peak. Also, in close proximity to the IBC campus is the Flagstaff Aquaplex which offers swimming, rock climbing, an indoor track, multipurpose gym, fitness area, and aerobics room. These facilities are available to the public during specific hours each day. Several miles further west is a year round ice-skating arena. In the winter, one can ski downhill at Arizona Snowbowl or cross-country ski at the Arizona Nordic Center.



Being situated close to Northern Arizona University (NAU) allows access to their impressive library facilities. In addition to Northern Arizona University, Coconino Community College provides opportunities for supplementary classes. Part of the community college's campus is located two blocks east of Indigenous Bible College.

Traveling to Flagstaff

Flagstaff is situated at the crossroads of Interstates 40 and 17, and is served by an airport, Amtrak train station, and Greyhound bus station. Traveling to the College may be accomplished by any of these modes of transportation with relative ease. Transportation costs will vary but, especially if planned in advance, may be reasonable. Students are responsible for arranging their own transportation to Flagstaff. The College may be able to assist an incoming student by providing transportation upon arrival in Flagstaff. Students should contact the College for more information.

Bus

Flagstaff's Greyhound station is located at 880 E Butler Avenue, several miles from the IBC campus. Travel fares and schedule information may be obtained from Greyhound at 1-800-231-2222 or online at www.greyhound.com. Their local number is (928) 774-4573.

Train

Amtrak provides daily service to and from Flagstaff. The station is located at 1 East Route 66, in downtown Flagstaff. Trains arrive from the west (Los Angeles, etc.) in the morning and continue east. Trains arrive from the east (Chicago, Kansas City, Albuquerque, etc.) in the evening and continue west. For schedules, fares and tickets you may contact Amtrak at 1-800-872-7245 or online at www.amtrak.com. The local station may be reached at (928) 774-8679.

Airline

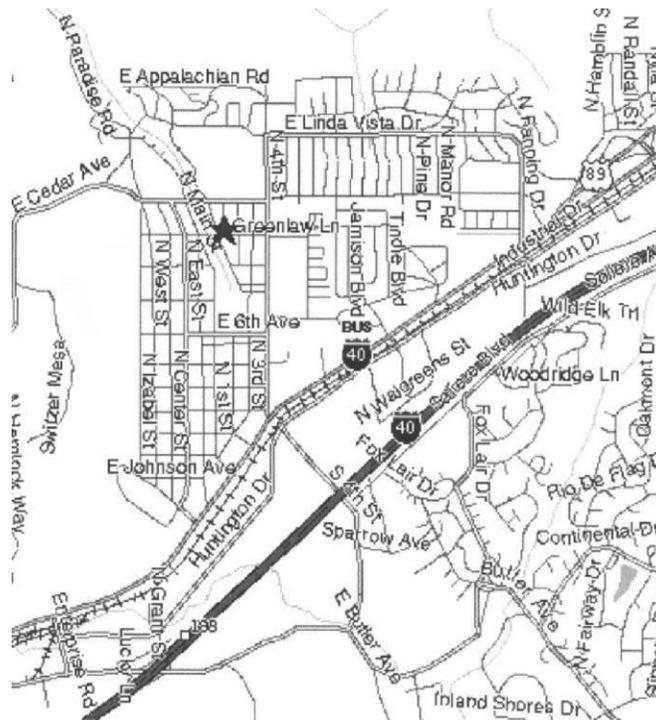
Air service into Flagstaff's Pulliam Airport is available via American Airlines. The airport is located five miles south of downtown Flagstaff, exiting off 1-17. For fares, schedules and tickets to Flagstaff via American Airlines, call 1-800-433-7300 or go online at www.aa.com.

Sky Harbor Airport in Phoenix, AZ is an international airport and serviced by numerous airlines. Travelers may schedule flights into Phoenix and arrive by shuttle in Flagstaff. Currently Groome Transportation offers service from the airport to several locations in downtown Flagstaff. The Greyhound bus operates a shuttle close to the airport in Phoenix to their station in Flagstaff. All have multiple shuttles, seven days a week. Further information about the airport can be found on their website at <https://www.skyharbor.com/> or by calling (602) 273-3300. Gateway Airport located in Mesa, Arizona, a suburb of Phoenix, also offers flights on Allegiant Air and Sun Country Airlines; however, no direct, affordable shuttle service is available from Gateway to Flagstaff.

Shuttles from Phoenix

- The Greyhound bus departs from the Phoenix Greyhound Station near Sky Harbor Airport. For more information on the Greyhound Shuttle contact Greyhound at 1-800-231-2222.
- Groome Transportation operates a shuttle from several locations between Flagstaff and Phoenix daily. For reservations, fares, and schedules contact Groome Transportation at (928) 350-8466 or online at www.groometransportation.com.

Map



Driving Directions to IBC

From Phoenix (via I-17) or West I-40

- ☐ Take I-40 East from the I-17 & I-40 interchange.
- ☐ Take exit 198 off I-40 (Butler Ave.).
- ☐ Turn right onto Butler Ave. at the bottom of the ramp.
- ☐ Proceed to the next light and take a left onto Fourth Street.
- ☐ Continue several miles on Fourth Street, crossing Route 66.
- ☐ Turn left at the second light after Route 66 onto Cedar Avenue.
- ☐ IBC’s administrative offices are located on the corner of Ellen St and Cedar Ave.
- ☐ To IBC’s main campus, turn left on the second street (Aris St.-between Polibertos Mexican Restaurant and the IBC Student Center/Learning Resource Center).
- ☐ IBC’s main campus is located in the middle of the block on the left.

From East I-40

- ☐ Take exit 201 (Country Club/ 89 north) off I-40.
- ☐ Turn right at the top of the ramp and cross the bridge over the railroad tracks.
- ☐ Turn left (west) onto Route 66.
- ☐ Turn right at the light after Postal Blvd., onto Fourth Street.
- ☐ Turn left at the second light onto Cedar Avenue.
- ☐ IBC’s administrative offices are located on the corner of Ellen St. and Cedar Ave.
- ☐ To IBC’s main campus, turn left on the second street (Aris St.-between Polibertos Mexican Restaurant and the IBC Student Center/Learning Resource Center).
- ☐ IBC’s main campus is located in the middle of the block on the left.





ADMISSIONS INFORMATION

General Information

Indigenous Bible College is open to everyone, regardless of ethnicity, but the primary focus of the school is on the development of Native American leaders for full-time Christian ministry. Therefore, IBC retains the right to admit students based on the purpose statement of the school. Further information and an application may be obtained by writing, calling, or visiting Indigenous Bible College, PO Box 30880, Flagstaff, AZ 86003-0880, phone (928) 774-3890, or by visiting the IBC website at www.indianbible.org.

On-campus housing is limited to availability and will be assigned on the basis of need with priority given to Native American students.

Visitors are welcome on campus any time but especially when school is in session. It is beneficial for prospective students to attend classes and talk with current students, staff, and administrators.

In examining entrance applications and references, admissions personnel first consider the Christian experience, commitment, and character of the applicant. Academic ability, involvement in school, church or community activities, and references are also considered.

Nondiscrimination Policy

Indigenous Bible College does not discriminate on the basis of race, sex, color, disability, age, or national or ethnic origin in the administration of its educational policies, admissions policies, scholarships and other school-administered programs except where required by specific religious tenets held by the institution. Additionally, since the foremost mission of Indigenous Bible College is the preparation of individuals for leadership in Native American Christian ministry, the school gives priority to Native Americans or to those whose focus or goal is to minister to Native Americans.

Indigenous Bible College Statement on Human Sexuality

Indigenous Bible College welcomes all students into a safe and supportive environment in which to discuss and learn about a variety of issues, including those of human sexuality. The college affirms the biblical understanding of sexuality as a gift from God. The Bible has commanded purity in singleness and fidelity in marriage between a man and a woman as the divine standard. Temptations to deviate from this norm include both heterosexual sex outside of marriage and homosexual behavior. IBC also believes that

humankind's sexual identity is established and defined by God alone as heterosexual (male and female) in Genesis 1:27. Therefore, any attempt of an individual to identify themselves other than how God originally created him or her is likewise considered sin against God's design. It is thus expected that IBC students will not participate in these activities, nor promote understandings of sexuality that are contrary to biblical teaching. The College encourages students struggling with these issues to avail themselves of opportunities for serious, confidential discussion, and support through the Student Life Department.

Application Due Dates

Applications and accompanying documents should be received by August 1st for the fall semester and December 1st for the spring semester. Prospective students will be notified by mail of their acceptance or non-acceptance within 15 days of the completion of the application. Any applications accepted after these dates will be subject to a late fee as per the fee schedule. Late applications may also be deferred to the following semester at the discretion of IBC and its leadership.

Application Procedure

Application for attending Indigenous Bible College can be accomplished through one of two ways: by an online process or by paper file. The student may choose either method and then follow the procedures appropriate to that system. See the following:

Paper Application Procedure

To make application to IBC, the prospective student must submit the following documents to the IBC Admissions Office by the deadline above:

1. *An official application and recent photo*: The applicant must send or bring in a completed and signed application along with a recent photo.
2. *Proof of educational entrance requirements*: Students enrolled in the certificate or degree programs are required to have a high school diploma or equivalency (GED). Documents to prove that a student has met educational entrance requirements include any one of the following: official high school transcripts**, a certificate of GED, or a copy of the student's high school diploma. High school equivalencies from home school students will be evaluated on a case-by-case basis. See below for additional international student requirements.
3. *Proof of course credit for previous education (if applicable)*: Course credit for previous education may be granted when official transcripts** are received from a student's previous institution.

***Official Transcripts: Transcripts from high school and all colleges attended must be sent directly from the institution from which they originate, to Indigenous Bible College, Admissions Office, PO Box 30880, Flagstaff, AZ 86003-0880. The student is responsible to contact past high school and/or colleges to request that transcripts be sent directly to IBC. If a student cannot procure official transcripts, alternatives may be evaluated on a case-by-case basis.*

4. *References*: Four references are required for a completed application: one from a pastor or missionary; and the other three from an employer, school staff, or a non-family friend who have known the individual for at least the past two years. Three references (including one from a pastor/missionary) are needed to process application for enrollment. Individuals who complete a reference should mail references directly to Indigenous Bible College, Admissions Office, PO Box 30880, Flagstaff, AZ 86003. Processing cannot be completed until all references are received.

5. *Doctrinal statement:* The applicant must certify agreement with the school doctrinal statement by reading and signing the doctrinal statement form.
6. *Autobiography:* An autobiography must be completed and signed. The applicant's personal background, conversion to Christ, and life experience must be included in the student's autobiography. It should also be stated how the applicant hopes to make use of the training attained at IBC.
7. *Application Fee:* The applicant must include a \$25 application fee with the application. This can be paid online or by check or money order made out to Indian Bible College. An additional \$25 late fee is required for applications received after the appointed semester deadlines (after August 1 for the fall semester and after December 1 for the spring semester).
8. *Financial payment policy form:* The financial payment agreement form states the applicant understands that all costs for attending and living at IBC are the responsibility of the applicant.

Online Application Procedure

To make application online to IBC, the prospective student must complete the following steps before the semester deadlines:

1. *Complete Part 1 of the online application:* The applicant can begin by applying online at <https://www.indianbible.org/admissions/apply/>
2. *Proof of educational entrance requirements:* Students enrolled in the certificate or degree programs are required to have a high school diploma or equivalency (GED). Documents to prove that a student has met educational entrance requirements include any one of the following: official high school transcripts**, a certificate of GED, or a copy of the student's high school diploma. High school equivalencies from home school students will be evaluated on a case-by-case basis. See below for additional international student requirements.
3. *Proof of course credit for previous education (if applicable):* Course credit for previous education may be granted when official transcripts** are received from a student's previous institution.

**Official Transcripts: Transcripts from high school and all colleges attended must be sent directly from the institution from which they originate to Indigenous Bible College, Admissions Office, PO Box 30880, Flagstaff, AZ 86003-0880. The student is responsible to contact past high school and/or colleges to request that transcripts be sent directly to IBC. If a student cannot procure official transcripts, alternatives may be evaluated on a case-by-case basis.

Complete Part 2 of online application: The student will be emailed a link to complete the rest of the online application. References, autobiography, personal information, church information, educational information and background may be submitted in Populi at this time.

4. *Application Fee:* A \$25 application fee is included in the application process. This should be paid online or by check or money order made out to Indian Bible College. An additional \$25 late fee is required for applications received after the appointed semester deadlines (after August 1 for the fall semester and after December 1 for the spring semester).
5. *References:* Four references are required for a completed application: one from a pastor or missionary; and the other three from an employer, school staff, or a non-family friend who have known the individual for at least the past two years. Three references (including one from a

pastor/missionary) are needed to process application for enrollment. References may also be submitted online.

6. *Doctrinal statement:* The doctrinal statement may be downloaded and read on the online application. Once the applicant has read the doctrinal statement, the applicant must certify agreement with the school doctrinal statement and submit the agreement form in the online application.
7. *Autobiography:* The autobiography must be completed and submitted in the online application. The autobiography includes the applicant's personal background, conversion to Christ, and life experience. It should also state how the applicant hopes to make use of the training attained at IBC. The completed autobiography should be uploaded to the online application in Populi.
8. *Financial payment policy form:* The financial agreement may be submitted in the online application. The financial payment agreement form states the applicant understands that all costs for attending and living at IBC are the responsibility of the applicant.

Applicant Standards

Spiritual Standards

Since the purpose of Indigenous Bible College is to prepare men and women to be leaders in Christian service, it is required that applicants confirm the fact that they have accepted Christ as personal Savior. It is important that the applicant give some indication of a lifestyle that is consistent with Christian principles. To assist in this evaluation, the college requires references (see above).

Academic Standards

Students enrolled in the certificate or degree programs are required to have a high school diploma or equivalency (GED). High school equivalencies from home school students will be evaluated on a case-by-case basis.

Students applying for the Christian Ministry Certificate (on campus or by extension) are exempt from the GED/high school requirement above but must maintain the academic standards stated below in **Academic Policies**.

All entering students have the option of taking academic assessments in reading and writing; strong performance on these tests will exempt the student from the more basic courses in these areas. Those lacking in English skills will be enrolled in a foundational English course and/or tutored in English. English-as-a-Second-Language courses are available in Flagstaff.

International Students

International student's credentials must be translated into English before submission to the school at the student's effort or expense; they will then be evaluated by admissions personnel. The applicants must meet the usual entrance requirements and follow the standard application procedure. In addition, their application must be accompanied by a TOEFL test to demonstrate ability to succeed educationally in the English language. They must enroll for a minimum of twelve credit hours. It is necessary for non-US students to secure visas before entering the US and/or matriculating (enrolling) at IBC. Students should contact IBC for information on gaining student visas.

Financial Standards

Resident students must demonstrate an ability to meet their financial obligations by paying the initial fees upon enrollment and by presenting a plan for future payment.

International students may be asked to demonstrate the ability to meet the expenses of nine months of residence study. They must show adequate funds already in deposit in an American bank or must deposit funds with the college as part of enrollment process or must obtain a statement from an American citizen guaranteeing payment of expenses. International students may be eligible for Indigenous Bible College scholarships.

As children of God, we are called by God to be responsible caretakers of His creation and participants in His designed order for work. Therefore, all new full-time students should be willing to work part-time jobs in order to grow as responsible, mature followers of Christ, faithful to His design and purpose for their lives.

Preparation for Studies at Indigenous Bible College

Prospective students should attempt to gain as much experience as possible in various ministries within their local communities and church. They should seek to perform well in high school, striving for academic excellence particularly in those subjects dealing with communication, and be consistent and disciplined in service opportunities within their local churches. They should maintain a clear biblical (or Christian) testimony in every area of life. Proper preparation for ministry is enhanced by familiarity with more than one language, but proficiency in English is always helpful.

Transfer Credit

Course credit for previous education may be granted when official transcripts are received from a student's previous institution. The Registrar and Academic Dean will examine such requests.

New Student Orientation

All new students (including transfers) are required to attend New Student Orientation. This usually begins the Thursday before the first day of class and includes training in the student information system (Populi), introduction to the staff and faculty, registering for classes, making the first payment on their student bill, placement testing, and an overview of school policy and the student handbook. Newly accepted students should pay close attention to orientation dates and times and prioritize moving to Flagstaff before it begins. Arrangements to move to campus should be made with the Business Office.

Admissions Requirements into Advanced Programs

Approved by the Board of Trustees on May 19, 2024

All traditional (non-transfer) students at IBC are accepted into the Certificate of Biblical Studies program. Upon completion of most of the courses of that program they have the option of requesting acceptance into the Associates (and then the Bachelors after that). Acceptance into the more advanced program is not guaranteed, however, and is based on the requirements below.

Admissions Requirements for ABS

1. Fulfills graduation requirements 1, 2, and 4 for the CBS.
2. Student in "good standing" as defined by Student Handbook.
3. Demonstrated positive impact on the student body, as evaluated by the IBC Administration.

Admissions Requirements for BBS

1. Fulfills graduation requirements 1, 2, and 4 for the ABS.

2. Student in “good standing” as defined by Student Handbook.
3. Demonstrated positive impact on the student body, as evaluated by the IBC Administration. The student’s character and impact on others must be Christlike enough that the student will be eligible for student leader roles beginning the following Fall semester.
4. Verbalized and demonstrated commitment to present and/or future ministry amongst Native Americans.

Note: taking advanced courses during a lower program (e.g. a student in the CBS program taking an ABS course) does not necessarily imply or guarantee acceptance into the more advanced program, even though such courses may count towards the requirements of the more advanced program.

Part-time and Concurrent Enrollment

Part-Time Enrollment

Indigenous Bible College welcomes students from the surrounding community who are interested in taking classes on a part-time basis (fewer than twelve credit hours). Housing is generally reserved for full-time students. Acceptance in specific classes will be contingent on class size and availability. Full-time students will be given priority in terms of enrollment.

If at any time a student who has registered as full time drops below twelve credits, he/she may need to seek off-campus housing. For extenuating circumstances, appeal may be made to the President’s Cabinet.

Students desiring to take only private instrumental lessons will be required to fill out a shortened application form and must pay the cost of that one class in addition to the registration fee. Students will receive a grade for private lessons.

Concurrent Enrollment for High School/Home Schooled Students

High school (including home schooled) students who are within a year or two of meeting high school graduation requirements may be allowed to enroll at Indigenous Bible College on a part-time basis. It is expected that such students will have demonstrated high academic achievement and will be capable of working at college level. High school students will be allowed to enroll in no more than two classes per semester, these being no higher than 200 level courses with 100 level being the norm. If prerequisites are listed for such courses, the student must secure the instructor’s permission before registering for the class.

Block Seminars and Courses

Indigenous Bible College periodically offers specific courses in accelerated format for those who wish to lighten their class load during the regular semester or for those with limited time who desire to take one course. Block courses are generally offered in the week or two preceding the start of regular classes each semester.

Students who are already enrolled at Indigenous Bible College need only register for that class. Those who are not already accepted as part- or full-time students at IBC will need to fill out a shortened application form for admission as part-time, non-degree-seeking students, and register for the block course.

Traditional Semester and Three-Term Semester Courses

Indigenous Bible College offers many courses in the traditional 15-week format to accommodate students and faculty. However, a limited number of courses are offered in 5-week terms that meet daily, Monday through Thursday. Three terms are in the fall semester and three in the spring semester.



FINANCIAL INFORMATION

School Funding

The cost of private higher education (college and university) in the United States is growing exponentially (average cost—not price—is over \$50,000 per year). At Indigenous Bible College, we keep our education costs lower than the national averages through using numerous volunteers in the classroom as faculty, on work projects, and serving in administration. The total cost of educating each on-campus Indigenous Bible College student is approximately \$30,000 per year. Of that total cost, the average on-campus student only pays a small part. The rest is subsidized by other sources including gifts and donations from individuals and churches that support the mission and vision of IBC.

Given that the average price for a private four-year college is over \$35,000 per year for tuition and fees *only* (not including housing), one of the best things about IBC is its affordability. We are dedicated to helping students attain the quality education IBC offers without generating a crippling debt.

Student Responsibility

On the other hand, Indigenous Bible College does depend on student revenue. Due to this reality, student costs and payment policies are strictly enforced. In the application process, students sign an agreement to take responsibility for their school bill. This becomes a matter of Christian character and a part of their witness and testimony.

Indigenous Bible College Fee Schedule 2025-2026

The following fee schedule is subject to revision without notice.

Tuition

Full-time 12 hours or more ¹	\$315 (per credit hour)
Part-time (fewer than 12 hrs.)	\$315 (per credit hour)
Audit fee	\$75 (per credit hour)

Housing

Singles housing (dorms)	\$2,000 per semester (approx. \$500 per month)
Family housing (per month, utilities included, max 3 ppl per BR) ² :	
1 BR apartment	\$900
2 BR apartment	\$1,000
2 BR house or duplex unit	\$1,150
Dorm cleaning/damage deposit (refundable)	\$200
Family housing/damage cleaning deposit (refundable)	\$400
Key deposit (refundable)	\$25
Dorm guest rent (per person per night, family apartments inquire at Business Office)	\$30
Block course / break housing (per night)	\$25

Administrative Fees

Application fee (long-form only)	\$25
Late application fee (in addition) ³	\$25
Registration fee (full-time and/or residing on-campus, per semester)	\$100
Part-time students	\$25
Late registration (in addition, full-time only) ⁴	\$25
Activity & services fee (full-time and/or residing on-campus, per semester) ⁵	\$400
Part-time students	\$100
Music lab fee (non-refundable)	\$50
Graduation fee ⁶ for Bachelor degree	\$150
for Associate degree	\$100
for Certificate of Biblical Studies	\$50
Transcripts (each, first is free)	\$7

¹ A 10% discount on tuition will be given to full-time students if entire bill is paid in full on the first day of class. If the student has arranged to make monthly payments (see student monthly payment policy for details), the first payment is due on the first day of class and the remaining on the first day of each month thereafter. Student accounts (including rent) must be paid in full by the end of the semester. A student will not be allowed to take classes in a new semester until their account is paid in full. There is a 50% tuition discount for spouses of full-time students. IBC's scholarships are primarily for full-time students.

² Rent for family housing units is due on the first of the month. Students must make their first payment (including deposits) before moving into family housing. Rent payments that are one month overdue will result in the student being suspended and evicted from campus housing. A partial payment (of at least 25% of the installment amount due) will extend this deadline to 2 months.

³ The application deadline is August 1st if applying for the fall semester and December 1st if applying for the spring semester.

⁴ The registration deadline for new students is the Monday of the first week of the semester; the deadline for returning students is the end of registration the semester before.

⁵ Includes IT services (internet, computer lab, etc.), library services, student activities (fall campout, conferences, recreational teams, etc.), lunch program costs, and non-credit requirements (chapel and Christian Service Assignment).

⁶ Graduation fees for each program are applied to a student's bill in their final semester of each program.

Estimated Cost of Attendance

The following costs include tuition, fees, housing and food, textbooks, and other related expenses. These figures do not account for financial aid or scholarships that students may receive. The actual amount students pay is typically much lower.

Indigenous Bible College 2025-2026 Cost of Attendance For One Year

**estimated costs*

Tuition, Fees, Books & Course Materials

Tuition	\$	10,395.00	Per credit hour \$315
Fees	\$	1,050.00	
Books, Course Materials*	\$	400.00	
Total	\$	11,845.00	Per academic year

Living Expenses

Resident Dorm Students			
Housing and food*	\$	5,509.00	Dorm \$4,000 per acad. yr.
Personal*	\$	2,239.00	
Transportation*	\$	3,050.00	
Total	\$	10,798.00	
Total All	\$	22,643.00	Per academic year

Married Students- 1 bdr apt			
Housing and food*	\$	11,460.00	Rent \$900/mo
Personal*	\$	3,723.00	
Transportation*	\$	2,720.00	
Total	\$	17,903.00	
Total All	\$	29,748.00	Per academic year

Married Students- 2 bdr house			
Housing and food*	\$	13,460.00	Rent \$1,150/mo
Personal*	\$	3,723.00	
Transportation*	\$	2,720.00	
Total	\$	19,903.00	
Total All	\$	31,748.00	Per academic year

Married Students- 2 bdr apt			
Housing and food*	\$	12,260.00	Rent \$1,000/mo
Personal*	\$	3,723.00	
Transportation*	\$	2,720.00	
Total	\$	18,703.00	
Total All	\$	30,548.00	Per academic year

Payments Made on Student Accounts

The school can only process payments designated for a student’s bills owed to the school or donations designated for the IBC General Scholarship Fund (donations cannot be designated for a specific student). IBC will not process funds for the personal use of students. Payments from outside sources will be applied to the student’s account, and any overage of funds may be dispersed to the student only at the direction of the payor. The school will administer IBC Scholarship Fund awards at the discretion of the IBC Scholarship Committee.

Donors may give to students directly and personally. However, tax-deductible receipts will only be issued for donations made directly to the IBC General Scholarship Fund (not to a specific student).

Student Payments

While some students are able to pay for their entire school bill at the beginning of the semester (and thus receive the 10% tuition discount), most need to make regular payments. The payment schedule is as follows:

<u>Payment</u>	<u>Fall Semester</u>	<u>Spring Semester</u>
#1	First day of class	First day of class in January
#2	October 1 st	March 1 st
#3	November 1 st	April 1 st
#4	December 1 st	May 1 st

Students living in family campus housing need to make their first rent payment upon moving in (rather than on the first day of class). Family housing rent is charged monthly (partial months will be charged on a pro-rata basis).

Delinquent Accounts

Student bills (tuition, fees, books, and dorm housing) will be due in four monthly installments over the course of a semester. School bills from the previous semester must be paid off in order to return the following semester. Special circumstances may cause the Business Office to approve a student to return while owing from the previous semester, but only if the outstanding debt is less than \$1,000.

Students are encouraged to make their first payment before moving into campus housing.

Students will not be allowed to run up bills and cannot live in campus housing or attend classes until bills are paid off according to the above policy. In addition, students cannot receive diplomas or certificates until all bills are paid in full. Due to IBC's biblically mandated commitment to discipleship, IBC reserves the right to allow a student to stay in school as they work to pay down a delinquent bill if they submit to corrective discipleship.

At the discretion of the school, a student with a poor financial record may be required to pay the full amount at the beginning of a semester.

Withdrawals and Refunds

Before dropping a course or withdrawing from IBC, students are strongly advised to speak with the Registrar and the Business Office to understand the academic and financial ramifications. Students first consult with the Registrar to begin the drop or withdrawal process. Refunds will be made according to the following criteria:

Institutional Cancellation and Refund Policy

Three-Day Cancellation: An applicant who provides written notice of cancellation within three days (excluding Saturday, Sunday, and federal and state holidays) of signing an enrollment agreement is entitled to a refund of all monies paid. No later than 30 days of receiving the notice of cancellation, the school shall provide the 100% refund.

Other Cancellations: An applicant requesting cancellation more than three days after signing an enrollment agreement and making an initial payment, but prior to entering the school, is entitled to a refund of all monies paid, less the \$100 registration fee.

Refund after the commencement of classes:

Procedure for withdrawal/withdrawal date:

- A. A student choosing to withdraw from the school after the commencement of classes is to provide written notice to the Registrar of the school. The notice is to indicate the expected last date of attendance and be signed and dated by the student.
- B. A student will be determined to be withdrawn from the institution if the student has not attended any class for 30 days.
- C. All refunds will be issued within 30 days of the determination of the withdrawal date.

Tuition charges/refunds:

- A. Before the beginning of classes, the student is entitled to a refund of 100% of the tuition. Registration fees will be deducted after the tuition refund.

- B. After the commencement of classes, the paid tuition refund amount shall be determined as follows:

Refund Schedule for 15-week Courses:

- 100% tuition refund by the end of the 2nd week
- 80% tuition refund by the end of the 3rd week
- 60% tuition refund by the end of the 4th week
- No refund during or after 5th week

Refund Schedule for 5-week Courses:

- 100% tuition refund by the end of the 1st week
- 80% tuition refund by the end of the 2nd week
- 60% tuition refund by the end of the 3rd week
- No refunds after the 3rd week of class

Refund Schedule for Block Courses:

- 100% tuition refund by the end of the first day of class
- 80% tuition refund by the end of the 2nd day
- 60% tuition refund by the end of the 3rd day
- No refunds after the 3rd day of class

Textbooks

The school takes great care in selecting textbooks that are affordable and useful as current and future resources. As such, the school does not offer a textbook buyback program, and, except in limited circumstances, books are not refundable.

Dormitory and Housing Refunds

Refunds for dormitory students will be calculated on a prorated weekly basis. Any refunds calculated will be repaid to each source that paid the original cost. No refunds are given after the fifth week of classes. Refunds for family housing residents will follow the guidelines in the lease for any overpayments on rent.

Refunds when Reducing Credits

Tuition refunds for students charged by credits taken will be handled according to the same schedule as withdrawal from college.

Financial Aid

There are several ways for students to obtain financial assistance, including federal financial aid (Pell grants only; at this time IBC does not process student loans) as well as tribal and institutional scholarships. The student will receive personalized assistance with everything from filling out a FAFSA, to finding scholarships for which they qualify, to filling out applications. Please contact the Financial Aid Administrator or the Accountant for more information.

Federal Financial Aid Program

To receive federal Title IV financial assistance, all students must be admitted to IBC, be enrolled in an eligible program of study, be in good academic standing, and be making satisfactory academic progress. The first step is to fill out the FAFSA found at www.fafsa.ed.gov. The student will then be contacted by the Financial Aid Administrator regarding eligibility for financial aid.

Return to Title IV Funds Policy (R2T4 Policy) For Students Who Receive Federal Title IV Financial Aid

General Information:

The U.S. Department of Education requires institutions to apply the Return to Title IV Funds Policy for students withdrawing from the College who receive Title IV financial aid. Title IV funds include the following financial aid programs: Direct Loans, Unsubsidized Direct Loans, Direct PLUS Loans, Federal Perkins Loans, Federal Pell Grants, Iraq and Afghanistan Service Grants, TEACH Grants, Federal Supplemental Educational Opportunity Grants, and other Title IV assistance. Currently, IBC participates only in the Federal Pell Grants program.

Title IV funding is awarded under the assumption that a student will complete course(s) for the entire semester and/or payment period for which the funds were awarded. When a student stops attending class, officially and/or unofficially, regardless of the reason, the student may no longer be eligible for the full amount of Title IV funds originally awarded.

The reimbursement schedule for Title IV program funds when a student withdraws from school is separate from the IBC refund policy. Therefore, the student may still owe funds to the school to cover unpaid institutional charges. IBC may also charge the student for any balance that might occur due to Title IV funds that were initially used to cover institutional charges having to be returned.

A student who withdraws after completion of more than 60% of a semester is entitled to retain all Title IV aid for that semester. However, if the student withdraws after completion of 60% or less of the semester, unearned Title IV funds, as determined by the federal policy, must be returned to the Title IV programs. These funds must be returned even if IBC provides no refund to the student. This means the student could owe IBC and/or the U.S. Department of Education a significant amount of money.

Determination of Withdrawal Date

The return of Title IV funds process begins when the student officially or unofficially withdraws from or stops attending classes. The withdrawal date used in the return calculation of a student's federal financial aid is the date the student began the official withdrawal process and/or the date of the student's notification that they wish to withdraw. If a student stops attending classes without notifying IBC, the withdrawal date will be the last date of academic activity as documented by the student's instructor(s).

Post Withdrawal Disbursement:

If the student did not receive all the funds that were earned prior to withdrawing, a post-withdrawal disbursement may be due. IBC may automatically use all or a portion of the post-withdrawal disbursement of grant funds for allowable institutional charges such as tuition, fees, books purchased from IBC Bookstore, and IBC campus housing charges. Permission is required to use the post-withdrawal grant disbursement for all other school charges. Students will be notified of post-withdrawal disbursement eligibility within 30 days of the date of withdrawal determination.

Documenting Attendance:

Before processing a Return to Title IV Funds, IBC must verify the student began attendance in all classes used to determine financial aid eligibility. IBC will contact all instructors to verify class attendance. If a faculty member indicates the student never attended, IBC will first adjust the disbursed aid, if there is a resulting change in eligibility, and then calculate the Return of Title IV Funds. As a result, the student

may end up owing the institution for the amount of unearned aid. If the student never attended any classes, all aid will be canceled, and the student billed for all outstanding charges.

Determining Earned Aid:

Title IV financial aid is earned by the calendar day, not class day. This includes weekends, holidays, and breaks of less than five consecutive days. IBC is required to determine the amount of Title IV aid the withdrawing student has earned and then either disburse any additional funds the student may be entitled to up to the amount earned, or return funds in excess of the amount earned which the student has already received.

If it is determined that funds will need to be returned to a federal program, then a further calculation will be made to determine how much of the amount needs to be returned by IBC and how much, if any, needs to be returned by the student. For example: If \$1000 in federal aid is disbursed, and the student withdraws at the 30% point of the term, \$700 of the aid is unearned and needs to be returned to the identified aid program.

Order of Aid to be Returned:

The amount to be returned will be distributed in a specified order - Unsubsidized Loan; Subsidized Loan; Perkins Loan; PLUS Loan; Pell Grant; SEOG; TEACH; other Title IV assistance; Tribal scholarships; other federal, state, institutional, and private aid; and last, to the student. Pell Grants are the only Title IV program that IBC participates in at this time.

Grant Overpayment:

Any amount of unearned grant funds that the student must return is called an overpayment. The maximum amount of a grant overpayment the student must repay is half of the grant funds that were received or scheduled to receive. The student does not have to repay a grant overpayment if the original amount of the overpayment is \$50 or less. Arrangements must be made with IBC or the Department of Education to return the unearned grant funds. The student will be notified of any grant overpayment within 30 days of the date the school determined the student withdrew.

Timeframe for Returning Title IV Aid:

The calculation and return of Title IV Funds will occur as soon as possible but no later than 45 days after the date that IBC determined the student withdrew.

Credit Balances When A Student Withdraws:

The school must determine the correct Title IV credit balance, taking into account the results from both the Return to Title IV calculation and the institutional refund calculation. If after the Return to Title IV funds and the institutional refund calculations are applied to the student's account a credit balance results, the credit balance will be disbursed as soon as possible but no later than 14 days after the date of the Return to Title IV calculation is performed.

Notification to Student:

The student will be notified by the Financial Aid Officer once the Return to Title IV Funds calculation has occurred. The results of the calculation, the aid that was returned, and any outstanding balance now due to the institution will be delivered to the student's campus mailbox or mailed to the student's address on file if the student is no longer on campus.

IBC strongly encourages students and parents to consult with the Financial Aid Officer to determine the financial impact of withdrawing before making a final decision.

Unofficial Withdrawals:

Title IV aid recipients who fail to withdraw but stop attending class are considered unofficial withdrawals. The last day of academically related activity as recorded by faculty who assign an "F" grade will be used to determine the amount of Title IV assistance that must be returned. If the student stopped attending prior to the 60% point of the term, the student will be billed for the outstanding charges as a result of the Return of Title IV funds. The last date of attendance for unofficial withdrawals will be calculated within 30 days of determining the student was an unofficial withdrawal and the return of Title IV funds will be processed within 45 days.

Institutional Financial Assistance

Scholarships/Student Assistance

IBC's tuition and housing fees are some of the lowest available. Additionally, a limited number of scholarships are available through IBC. To receive financial assistance from the IBC Scholarship Fund, a student must be degree-seeking and enrolled in at least twelve credits in a traditional semester program, including certificate programs, and be willing to perform four hours of volunteer service to the school per semester. Some scholarship funds are available for part-time students as well. The student must be able to demonstrate financial need and maintain satisfactory academic progress.

Students need to be aware that scholarships usually do NOT cover all of a student's bill, and institutional scholarships are not awarded until after the semester begins. Therefore, a student should always start the semester with enough money for at least the first payment.

The Scholarship Committee awards all institutional scholarships administered by IBC. Scholarship applications are evaluated according to a student's financial need, commitment to an IBC education, and commitment to Native American ministry. The Committee may modify scholarship requirements to meet available funds and other special situations; its deliberations and decisions are confidential.

Academic Honors Scholarships

Indigenous Bible College desires to recognize and reward solid academic performance. Students who receive a 3.0 or higher Grade Point Average (GPA) for a semester will be eligible for the Dean's List scholarship of \$300. Students who receive a 3.5 or higher GPA for a semester will be eligible for the President's List scholarship of \$400. The President's List scholarship will be increased by \$50 for consecutive semesters (2nd and beyond). A GPA of 4.0 will increase these amounts by an additional \$50. All academic honors scholarships will be applied to the following semester.

Student Employment

Some on-campus jobs are available each semester, please contact the Business Office for open positions and job applications. Schedules and duties will be set by the Business Office, and students employed will be required to work scheduled hours. If student employment positions are limited, preference will be given to students with greater financial need.

Wages will be paid on the 15th and last day of the month. If payday falls on Saturday or Sunday, wages will be paid on the preceding Friday. If payday falls on a holiday, wages will be paid on the preceding business day. Paychecks may be released only to the employee unless other arrangements have been made.



Students who have fallen behind on their school bills are encouraged to direct a portion of their IBC paycheck towards payment on their account- this may be arranged with the Business Office.

Theology of Work and Work Pathways

Work and IBC

We believe and teach that meaningful work has a divine purpose unique to each individual. While at IBC it is hoped that students experience the following:

- ✓ A level of health that comes from good hard work.
- ✓ A productive way to fit into the community.
- ✓ A positive step in battling dependency and healing broken economies.
- ✓ A model for peer and community leadership.
- ✓ A preparation for future ministry by development of needed work skills in light of the likelihood of a need for bi-vocational work.

Work Pathways at IBC- An Overview

A student's Work Pathway at IBC begins with a class designed to provide an opportunity for the student to explore individual abilities and strengths, begin developing a resumé, and practice filling out work applications and doing job interviews.

The Work Pathway continues with the opportunity to obtain campus employment designed to provide some oversight, guidance, and motivation in mostly simple work skills. For students pursuing an associate's degree, Ministry Funding Strategies expands on the foundational class and work experiences. This class introduces bi-vocational concepts and exercises which are useful for both strategic ministry and personal livelihood. Students in the bachelor's program can take the elective Business Building Strategies, which trains students in the mechanics of starting and operating their own business.

Fifth Wind and IBC

The next Work Pathway steps are picked up through the evolving project known as Fifth Wind. Fifth Wind is the trade name attached to several products created by IBC students and marketed in various places around Flagstaff and elsewhere. Students have opportunities to use their gifts and backgrounds to produce quality items or in providing valuable services, such as tool sharpening.

Other Financial Assistance Sources*IBC Scholarship Fund Awards*

Applicants may be new or returning students at IBC. Awards are primarily based on financial need. Applicants should demonstrate academic progress and a desire for Native ministry. Applications may be obtained from the Business Office. Amounts vary depending upon the level of designated support from churches or individuals.

Hutchcraft Ministries Scholarship

Applicants for this scholarship must be team members of On Eagles Wings. Applications may be obtained directly from Hutchcraft Ministries.

Western Navajo Bible Fellowship Scholarship

This scholarship is open to new and current students with a GPA of 2.0 or higher. Applications may be obtained by contacting Western Navajo Bible Fellowship.

Tribal Scholarships

Many tribal governments will provide scholarships or other educational assistance to IBC students. The student should contact their tribal government to check on availability and eligibility requirements.

The American Indian College Fund Scholarships

The American Indian College Fund provides scholarships to American Indian and Alaska Native college students enrolled in certificate, undergraduate, or graduate programs at tribal colleges and other nonprofit, accredited schools. See <https://collegefund.org/students/scholarships/>.

Local Church Scholarships

Many local churches will provide scholarships or aid to IBC students. Check with your local church to see if they have any assistance available.

Other Financial Assistance Resources

The following list of websites related to scholarships and financial assistance is not associated with Indigenous Bible College. IBC disclaims responsibility for its accuracy. This information is designed to help the student in the process of searching for financial assistance. A student should contact the Business Office for assistance in determining his/her eligibility for financial assistance.

www.finaid.org – The Smart Student Guide to Financial Aid

www.fastweb.com – Read instructions carefully for the scholarship search engine. You may or may not have to pay for this service.

Business Office

Business Office hours will be posted on the door of the office. The office is normally open Monday through Friday 8:00 am to 5:00 pm except on major holidays. Summer hours are 8:00 am to 4:00 pm.



STUDENT LIFE

Philosophy of Transformation

One of the great weaknesses of the Bible college movement is that schools have tended toward being heavy on information and light on assisting in true transformation. Our motto at Indigenous Bible College is that we are not just about filled heads but changed lives. Students who only want an education often struggle at IBC; students who want to become more like Jesus will find they are in the right place!

IBC has three non-credit requirements in its curriculum that are essential pieces to the student's personal and spiritual growth:

Spiritual Mentoring

The spiritual mentoring process at IBC has been individually designed and written by IBC staff and students, integrating with the IBC curriculum and campus life to help its Native American students grow into powerful men and women of God. This process incorporates weekly meetings, regular chapels, and weekly devotionals, giving the student every opportunity to become more like the Savior they worship and follow.

Students meet weekly, either individually or in small groups, with an assigned mentor—a staff member or upperclassman—who is available to provide personal shepherding and guidance. The purpose of this meeting is to provide a safe environment for in-depth interaction on personal issues affecting spiritual growth and character development. Mentors pray with and for their student(s) and plan periodic outings such as lunch together.

The Student Life department is also available for guidance and counsel upon the student's request.

Life Coaching

Over the years, IBC has desired to see students grow spiritually, academically, and socially. At one point it became apparent that training is still needed to cover several other important aspects of life that students needed for success. Many students lacked experience in applying for or keeping a job. Many were unfamiliar with the concept of personal responsibility in regard to school debt or other bills accrued in the past. Some students were in need of help and/or accountability in passing their classes. Keeping track of

necessary tasks during their time at IBC presented a challenge in the area of time management. Students were often in need of developing life skills not only for their time at IBC but in the future.



An IBC Life Coach (LC) will walk alongside each freshman student during their time at IBC and help in various areas of their lives as students and individuals. Life Coaches will normally meet with their students once per week for at least one hour. The LC might help students adopt new work habits. The LC will help the student identify an appropriate ministry assignment and help hold them accountable to attend both church and their ministry on a regular basis. They will encourage the student to meet financial obligations, including their school bill.

MINISTRY experience, training, and church involvement--“How do I serve Jesus by serving people in my community, town, or city?”

ACADEMICS-- “Which classes should I take, and how do I succeed in them?”

WORK decisions and development -- “How do I honor God with my work?”

FINANCIAL management and planning -- “How will I eat and pay my school bill?”

TIME MANAGEMENT – “How do I manage my time to accomplish everything the Lord has called me to?”

Ministry Requirement

It is not enough to simply grow spiritually at IBC. In addition, IBC is a ministry training center. The scriptures define the mature follower of Christ as someone who has a vital impact upon the lives of other people. The IBC ministry requirement comes in two forms: Christian Service Assignment (CSA) and Internships.

Semesters one through four at IBC will include an adequate fulfillment of weekly ministry involvement. This will be done within the context of local church or para-church ministry, or involvement in a secular organization that provides ministry opportunities in the community. These ministries will be under the oversight of a ministry coach (from within that ministry) or supervisor, and with weekly accountability to the CSA Director (usually a staff person). The ministry requirement for semesters five through eight will involve a one-credit internship that gives the student an opportunity for increased leadership and ministry coaching in the ministry field of their interest and calling.

Chapel Services

Twice weekly, students are required to attend a chapel service designed to expose them to various ministry opportunities, provide occasion for leadership development, and encourage spiritual growth. Chapel services also provide an opportunity for local pastors or other ministry leaders to connect with the school. Chapel is a place where students and staff meet as a community and where information may be disseminated throughout the entire school. All Tuesday chapels are open to the community, but Thursday chapels are sometimes restricted to the IBC community since sensitive information appropriate only for IBC students and some staff may be shared. Some Thursday chapels are restricted to Spiritual Formation mentors and full-time students, resulting in a more intimate atmosphere within which students feel safe to

be vulnerable and open. At the beginning of each term a chapel service provides introductory material for the next section of Spiritual Formation.

After proving themselves as willing to humbly serve as needed, students who are skilled in music are encouraged to assist in the music portion of chapels through instrumental and/or vocal accompaniment. Others are recruited to run the video and/or audio equipment and lighting. Occasionally, upperclassmen will also serve as main speakers or will lead the music portion.

Several times each semester there may be special chapels during which a specific focus will be highlighted such as on Good Friday or Reformation Day. Twice per year there will also be extra chapels as part of a mini conference. Some of these chapel sessions may involve extended meeting times and additional opportunities for participation through drama. During the fall semester the conference will focus on spiritual growth, alumni stories, or on Native church development. The spring emphasis week focuses on world missions.

Student Activities

Social Life

Each semester the entire school is invited to participate in an informal time of fellowship, games, or movies. In the past, the student body has participated in events like paintball, hiking, talent shows and trips to Arizona Diamondback baseball games. Most Tuesdays and Thursdays, lunch is provided after chapel for the students by the generosity of local believers. Formal dinners may be planned for conferences and around some holidays. Most of these events are paid for out of the activities and service fee and so are either low- or no-cost for the student. Each fall, all full-time students, Spiritual Formation leaders, and the student life staff attend a “Kick-off Kampout” which provides opportunity for Spiritual Formation groups to bond. There is plenty of fun available in the form of swimming, boating, tubing, water skiing, or hiking in addition to times of serious reflection and instruction.



Thursday Night Lights

Special events are planned on various Thursday evenings throughout the semester. Some of these evening events are strictly social while others are opportunities for additional training in life skills or ministry.

Ministry Immersion Trip

Every spring semester students participate in an outreach ministry planned, implemented, and financed by the student body in consultation with the Dean of Students. This trip is typically to Native American reservations. The great value of this week is the opportunities for applying ministry skills learned in the classroom.

Sports

When student interest dictates, various forms of student sports are made available. In recent years, co-ed volleyball and basketball teams have been assembled for competition in city league play. Students are encouraged to make use of the basketball court and local community facilities near the school to maintain consistent exercise programs. Within walking distance of the school, numerous opportunities for physical recreation exist (see page 10).

Student Council

Each spring the student body leaders will suggest officers for the next year, which will be decided upon for the upcoming school year by the Administrative Team. Student Body Officers will conduct business meetings to plan activities (TNL, Fundraisers, MIT, etc.), and discuss matters related to student life. The Dean of Students will attend all student council meetings and act as student body advisor.

Alumni Association



Indigenous Bible College maintains a list of names and addresses of graduates and attendees from past years. Alumni are encouraged to continue to be involved in the life of the school through serving on the Board of Advisors or Board of Trustees, attending special meetings of the school and graduations, as well as in recruiting students. Alumni are also encouraged to assist with raising school funds through their local churches, ministries, and through personal contributions of money and time. These will allow future generations to enjoy similar experiences from which the alumni have benefited. Alumni who are involved in full-time ministry are sometimes asked to speak in chapel, to serve on staff, or volunteer as class instructors.

Resident Life

The goal of our resident life program is to provide an atmosphere that is conducive to academic, spiritual, and relational growth. Living in community provides opportunity to develop deep relationships that spur one another on as we seek to exalt His name together. Students enrolled in at least twelve hours may live in campus housing. Students enrolled for eleven hours or fewer are not eligible for campus housing unless granted an exemption by the Business Office.

No firearms or other weapons are allowed on campus.

Single Student Housing

Housing for single students is provided in separate dormitories for men and women. Space is limited and requests are filled on a first-come first-served basis. Returning students' housing deposits will be held until they withdraw from college. Rooms will be assigned by the Business Office.

Dormitory rooms are furnished with bunk beds, dressers, and desks. Students must supply their own pillows, mattress covers, sheets, pillowcases, bedspreads, blankets, towels, and clothes irons. Students are not allowed to have refrigerators, hot plates, or personal heaters in their rooms.

Each dorm is equipped with a full kitchen for students to prepare their own meals. Dishes, pots, pans, utensils, and dish cloths are provided. Students must furnish their own food and cleaning supplies and do their own cooking.

Family Housing

Families may apply for family housing by sending a housing request application. After their request has been processed, they will be informed of the availability of housing. If housing is available, a \$400 deposit will be required to reserve housing. IBC has one- and two-bedroom units. Housing is limited, and long-term student families are encouraged to attempt to locate off campus within the first two years.

Resident Assistants

Student resident assistants (RAs) are selected from the student body to serve as guides and coaches for the individuals in dorms as well as family housing. RAs help new students adjust and settle in, as well as promote a positive living environment. Other RA responsibilities involve calling regular dorm meetings for communication and prayer, establishing and overseeing a dorm cleaning schedule, assisting in the enforcement of IBC housing policies, and serving as liaisons to the Dean of Students and staff.

Facilities

Administration Building

The administration building (the “Barn”) houses the offices of the President, Director of Admissions, and business personnel as well as a reception area. Administrative offices are located at the corner of Ellen Street and Cedar Avenue at 2237 E Cedar; look for the sign!

Student Center

The Student Center is located at 2229 East Cedar Avenue where the Student Lounge, student mailboxes, and recreational equipment are located. It is also where the campus kitchen is located; this area is available for snacks, meals, or just to visit. Directly off the Student Lounge area the Dean of Students, Dean of Men, and Dean of Women offices are located. These offices are open Monday through Friday year-round except on posted holidays. During the school year office hours are 8:00 am until 5:00 pm. Summer hours are 8:00 am until 4:00 pm, Monday through Friday.



Classroom Building

The classroom building contains classrooms, faculty offices, and an art and music room on the first floor. Two apartments and dormitory (usually women’s) space are located on the upper floor. This building is open during class hours and after hours as well to accommodate students’ needs.

Computer Lab

IBC provides students with access to computers and the Internet for research, completing papers, and keeping in touch with friends via email and social media. The computer lab is located in the LRC.

Learning Resource Center (LRC)

The LRC is available for IBC student use in completing research and assignments. Its 10,000+ volumes are a valuable resource for study. The LRC contains research and reference material for classes and is open for student use daily Monday through Friday with evening and weekend hours also. Private and group study areas are also available in the LRC.

Staff Lounge

The Staff Lounge is located at 2920 North Aris Street. This houses mailboxes, a kitchen, and meeting space for the staff. The Academic Dean, Registrar, and shared offices are in this building.

Lounge and Common Areas

Each dorm has a common lounge for use by residents of that specific dorm. The lounge is a good place for students to meet and relax together. The common areas have couches, tables, and televisions. Students are welcome to use these areas for socializing, eating dinner together, watching movies, and playing games; however, each individual should be respectful of others making use of the common areas for study purposes.

There is also an outdoor common area between the buildings on North Aris and Ellen streets where students are encouraged to enjoy some relaxation time on the grass. This is a great area for personal reflection or Bible study as well as a place to eat a leisurely lunch.

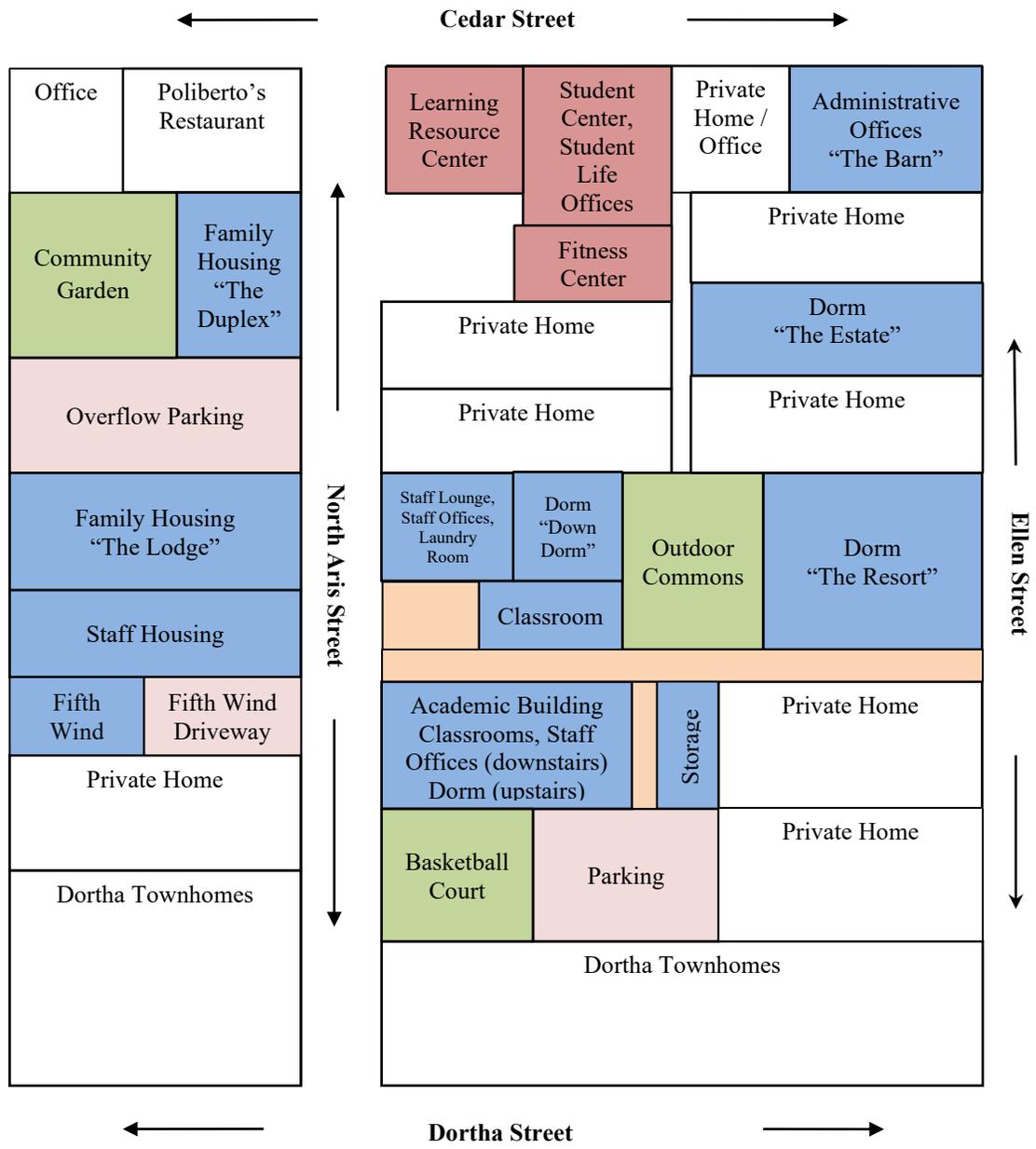
Laundry

A common laundry room with coin operated washers and dryers are available at a central location on campus. The laundry is open daily until 10 pm and is available to all students.

Basketball Court

An outdoor basketball court is available on campus for student use. The court is also available for recreation and neighborhood outreach.

Campus Map



ACADEMIC INFORMATION

General Academic Information



Registration

Students should register for upcoming classes according to the dates posted by the Registrar.

Academic Resources

IBC has various resources available to the students to assist in their studies, including a Learning Resource Center (LRC) and after-hour study areas. Regularly scheduled study circles where a staff or student is available to assist with academic questions are also available for student academic needs. The LRC is open for students to use as they have need.

Class Schedules

The class schedule for fall semester will be available by the first week in August and for the spring semester by the first week in December. Class schedules may change to meet the needs of students and faculty teaching courses. When a student is not able to schedule a needed class, he/she may have the option of taking it on an independent study basis.

Credit Defined

For each credit, classes that meet in a face-to-face format must include one 50-minute period with the instructor and two hours outside-of-class work per class contact hour for 15 weeks.

1-credit = 50 minutes per week in class + 120 minutes outside work for a period of 15 weeks equals a total of 2,550 minutes (or 43 hours) of student effort.

2-credits = 100 minutes in class + 240 minutes outside work per week (5.6 hours a week) over the course of 15 weeks = 85 hours of student effort.

3-credits = 150 minutes in class + 360 minutes outside work per week (8.5 hours a week) over 15 weeks = 128 hours of student effort

Classes that do not have the required face-to-face contact time (for example, internships or independent study courses) meet the credit standard if they meet one of the following criteria:

- The course covers the same material to the same depth as a face-to-face version of the same course.

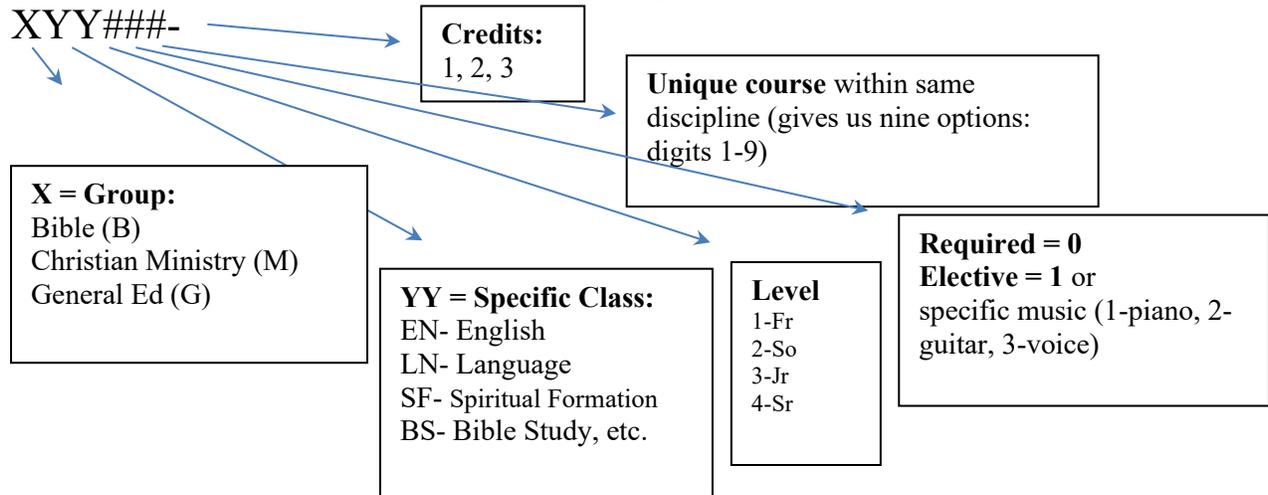
- The course has been evaluated by the College for content and rigor, and the College has approved the credit to be awarded.

In either case, **the same number of student effort hours are required for all courses no matter their format.**

Course Loads

Twelve to fourteen credits per semester are considered a full academic load. The student registering for more than fourteen credits must have earned a grade point average (GPA) of 3.0 or better the previous semester and have special permission from the Academic Dean. Students taking fewer than twelve credits are classified as part-time for that semester. Course Numbering

The college code for course identification uses a six-digit code with a hyphen to identify course codes.



Specific Class codes

- AN Anthropology
- BC Biblical Counseling
- BS Bible Study
- CF Christian Family
- CO Communication
- DI Discipleship
- EL Elective
- EN English
- ET Ethics
- IN Internship
- LF Lifetime Fitness
- LN Language
- MA Math
- MF Ministry Funding
- MI Missions
- MU Music
- NM Native Masculinity
- NT New Testament
- OT Old Testament
- PD Personal Development
- PH Philosophy

- SF Spiritual Formation
- SS Senior Seminar
- TH Theology

Number codes:

- 000-099 Practicum and special courses
- 100-199 First-year level courses
- 200-299 Second-year level courses
- 300-399 Third-year level courses
- 400-499 Fourth-year level course

Course Prerequisites

Some classes require completion of prerequisite courses. These courses are identified with the course descriptions. If students have not met the stated prerequisites for a specific class, they may not enroll in that class unless given prior approval from the instructor.

Class Changes

The college reserves the right to withdraw classes for which there is insufficient enrollment, to add classes for which there is a demand, to revise teaching and time assignments, and to regulate class size.

Class Repeat

If a student wants to repeat a class for an improved grade, the following policies will apply. A failure will result if the original grade of “F” was received and recorded on the student’s transcript and no credit was issued for that class. However, a student may secure permission from the Registrar to take a class again. The original failing grade will not affect the GPA once the class has been repeated with a minimum passing grade of “C.” A student may also take a class again when they have earned a previous grade of “D.” In either case credit will be given for the better grade but both grades will remain on the transcript. No student may repeat a class more than twice and no more than a total of five classes may be repeated.

Enrollment Status

Matriculating Student—Any student who makes application and is admitted to Indigenous Bible College is considered a matriculating student. These students are expected to be pursuing a degree or diploma program and to declare a degree during new student orientation. Matriculating students may be full or part time.

- **Full-time Student**—A student who is enrolled for at least twelve semester credits is considered full time.
- **Part-time Student**—A student who is enrolled in eleven semester credits or fewer is considered part time and may not be eligible for campus housing or scholarships.
- **Non-degree-seeking Student**—Any student who has not made a full application or been admitted to Indigenous Bible College and who wishes to enroll for certain classes without pursuing a degree or certificate is considered to be a non-degree-seeking student. He or she is limited to 6 class hours per semester as a non-degree-seeking student. A student desiring an official transcript of work done as a non-degree-seeking student will be required to provide the college with an official high school transcript, G.E.D., or other college transcript and will pay the transcript fee. A student meeting the regular admission requirements may later petition to enter a degree program by completing a full application and having it accepted by the admissions committee.

Classification of Students

Students are classified at the beginning of each academic year by the number of credits they have earned: Freshmen: fewer than 32 credits; Sophomores: 32-62; Juniors, 63-95 credits; Seniors: 96 credits and over.

Transcripts

Official transcripts will be mailed upon the student's request. The first transcript is free. A \$7.00 fee is charged for each additional transcript. Transcripts will not be released until all accounts are paid in full.

Transfer of Credits

Students transferring from another institution of higher education will ordinarily receive credit for any courses that meet the curriculum requirements of Indigenous Bible College. Moreover, only those credits that carry a grade of at least “C” or its equivalent may be transferred. The transfer student must request

that official transcripts be sent to Indigenous Bible College from all colleges previously attended. Students desiring to obtain associate or bachelor's degrees from IBC must complete a minimum of 32 of their final 40 credits at IBC regardless of how many credits have been transferred from another institution.

General Transfer of Credit Policies:

1. Only those credits that carry a grade of at least "C" or its equivalent may be transferred, provided those credits meet the program requirements. Pass/Fail courses do not transfer (except in the area of Christian Service Assignments).
2. The Academic Dean and Registrar determine the applicability and credits awarded by reviewing coursework transferred from other institutions. Students may be asked to validate equivalent courses taken at non-accredited schools.
3. A Transfer of Credit Worksheet will be compiled that demonstrates the courses that IBC accepts as transfer credits and the comparable course they replace at IBC. This worksheet will become a part of the student's record and kept in their file.
4. Transfer students do not transfer in GPA. Their cumulative GPA consists of classes taken only at IBC.
5. Up to half of the credits for any degree program may be transferred to IBC for graduation completion: CBS = 16 allowable transfer credits, ABS = 32 allowable transfer credits, BBS = 60 allowable transfer credits. At least 32 credits must be earned at IBC for the ABS degree, and at least 60 credits must be earned at IBC for the BBS degree.
6. In certain cases, credits may be granted for life experience. Indigenous Bible College recognizes that college-level learning occurs in settings other than the traditional classroom; and therefore, IBC may grant credit to students who can demonstrate the academic merit of such experiences. A student may be eligible for experiential learning credit when the student's educational, ministerial, or occupational background or life experience closely parallels those experiences and objectives required by the following college courses: Personal Development, Work Pathways, and Christian Service Assignment II.

Transfer of Credits from Institutions following the Quarter System

Students wishing to transfer credits from a college employing the quarter system may do so. The credits will be evaluated according to the following criteria which was established by the Arizona Transfer Articulation Support System for the community college system.

1. 1.00 quarter credit = 0.67 semester hours
2. Quarter-credit classes must be equivalent to a class in IBC's class list.
3. Quarter-credit classes may be applied using the following formulae:
 - a. Three quarter-hours of coursework are required to fulfill a 2-semester-hour class.
 - b. No fewer than 4 quarter-hours of coursework are required to fulfill a 3 semester-hour class (4 quarter credits = 3 semester credits).
 - c. No fewer than 5 quarter-hours of coursework are required to fulfill a 4 semester-hour class (5 quarter credits = 4 semester credits).

Transfer of Credits from IBC to other Institutions

Several colleges and seminaries in the U.S. have accepted transfer credit from IBC. Please check with the Academic Dean for a list of these institutions.

Graduation Requirements

A degree or diploma candidate should carefully study the requirements for that degree/diploma as well as any special requirements in the curriculum as displayed in this catalog (or its successors). Careful attention to these requirements will enable the student to avoid doing work that will not apply to the chosen degree or diploma.

It is the student's responsibility to follow the curriculum and fulfill all requirements for graduation as follows:

1. **Evidence a life of commendable Christian character and conduct in accordance with the College's guidelines as noted in the Student Handbook.**
2. Sign a statement of general agreement with the College's Doctrinal Statement.
3. Complete all specific requirements of the chosen degree as described in the College catalog.
4. Maintain a cumulative grade point average of not less than 2.0 (C).
5. Pay all student accounts in full including the graduation fee.

Commencement Attendance

Commencement exercises are held only in May on the Saturday after the semester ends. Attendance at the commencement is mandatory for all graduating students. All underclassmen are expected to attend and show their support for the graduating students.

Student Rights and Privacy

The College recognizes student rights of access and privacy. Students may request copies of information kept in their files. Upon proof of their eligibility, parents who claim students as dependents for federal income tax purposes may request copies of grades and other academic information. Student or applicant information is available only to designated College personnel for official business and is otherwise held in strict confidence. IBC maintains records of student grades and transcripts for a minimum of three years.



Academic Policies

Attendance

Students are expected to attend every class session in which they are enrolled. Attendance is important for the learning experience of the student and for their participation in the “growth journey” shared by the class as a whole.

Students are permitted to miss up to 20% of class time. This means that a student must be present for at least 80% of the class.

Absences are classified as:

- **EA = Excused Absence.** The instructor can grant a student a certain number of excused absences (EA); these can only be given if the absence is unavoidable AND the student communicates with the instructor about it as soon as possible. All other absences (or those exceeding the number of available EA’s) will be considered unexcused (UA). If the student has a certain number of UA’s it will result in an automatic fail for the entire course (F).
- **UA = Unexcused Absence.** If a student does not inform the instructor either before or soon after the absence of the reason for the absence, it is automatically considered unexcused. Excuses such as oversleeping, working on an assignment for another class, or another related activity do not constitute an acceptable excuse.
- **SA = School Absence.** In certain unique situations, students may be permitted absences due to college-related activities (representing the college at a conference, etc.). All SA will be approved by the administration and will be the student’s responsibility to inform the instructor. SA may not be counted against the total number of absences a student is permitted in a specific class.

It is the student’s responsibility to consult with the instructor regarding what (if any) work must be made up for any absences. The following chart gives the required number of class sessions and absences permitted. Any additional absences above those permitted will result in an automatic failure of the class.

# Credits	# Weeks Meet	# Times meet each Week	# of Class Sessions	80% of classes	Total # of Absences Permitted
3/2	15	2	30	24	6
3/2/1	15	1	15	12	3
3/2/1	5	4	20	16	4
3/2	2	8	16	13	3
3/2	1	8	8	7	1

The attendance policy will vary depending upon the level of the course (100-400). Participation will also be counted as a part of the attendance grade.

100-Level Classes – Attendance and participation will be worth 30% of the grade. For a 100-level course the percentage applied to attendance and participation will be split between a minimum of 5% to a maximum of 15% for participation, with the remainder counting toward attendance. Attendance simply means being present for class. Participation is calculated by the attention of the student (not looking at a cell phone or other devices), active answering of or asking of questions, and remaining in the class for the duration of the class time (not leaving for bathroom breaks or any other purpose).

200-Level Classes – Attendance and participation will be worth 30% of the grade. For a 200-level class the percentage applied to attendance and participation will be split 10% minimum to 20% maximum for participation, and the remainder for attendance.

300/400-Level Classes – Attendance and participation will be worth 30% of the grade. For a 300/400-level course the percentage applied to attendance and participation will be split 20% minimum and 25% maximum for participation, and the remainder for attendance.

Full-time students are expected to attend chapel, life-coaching, CSA check-in or internship check-in, and church. Part-time students are encouraged to attend chapel. See Student Handbook for specific attendance requirements.

Participation Rubric

100-Level Courses

- Active and appropriate contributions in class – 90 to 100
- Attentive to class activity – 80 to 90
- Distracted by outside influences (including laptops and handheld devices) – 70 to 80
- Distracting others during class – 50 to 70
- Disruptive and disrespectful behavior of others in class – 50 or below

NOTE: Regular and/or prolonged departures from class time will lower the score 5 to 10 points.

200-Level Courses

- Regular and constructive contributions in class (without lots of prompting) – 90 to 100
- Occasional contributions to class (sometimes with prompting) – 80 to 90
- Attentive to class activity – 70 to 80
- Distracted by outside influences (including laptops and handheld devices) – 60 to 70
- Distracting others during class (including frequent departures from class) – 50 to 60
- Disruptive and disrespectful behavior of others in class – 50 or below

NOTE: Regular and/or prolonged departures from class time will lower the score 10 to 20 points.

300/400-Level Courses

- Consistent, meaningful, and insightful contributions (without prompting) – 90 to 100
- Regular contributions that are occasionally insightful (some prompting) – 80 to 90
- Occasional contributions to class with lots of prompting – 70 to 80
- Attentive to class activity – 60 to 70
- Distracted by outside influences (including laptops and handheld devices) – 50 to 60
- Distracting others during class (including frequent departures from class) – 40 to 50
- Disruptive and disrespectful behavior of others in class – 40 or below

NOTE: Regular and/or prolonged departures from class time will lower the score 10 to 30 points.

Student Tardiness

The course instructor will utilize the following rules to determine absences. Only tardiness of fewer than 20 minutes may be counted as a tardy; three tardies count as one absence, and tardiness of more than 20 minutes counts as an absence.

The course instructor will report to the Academic Dean and the appropriate Dean of Men or Dean of Women any student who habitually comes in tardy or leaves early, misses the whole class session for four meetings in succession, or misses 20% or more of the classes of a particular course.

Plagiarism Policy

Plagiarism is using someone else's ideas, thoughts, or words without properly documenting the use of the material in the paper being written or in any type of presentation. All the following are considered plagiarism:

- turning in someone else's work as one's own.
- copying words or ideas from someone else without giving credit.
- failing to put a quotation in quotation marks.
- giving incorrect information about the source of a quotation.
- changing words but copying the sentence structure of a source without giving credit.
- copying so many words or ideas from a source that it makes up the majority of the student's work, whether or not credit is given.

In other words, plagiarism is an act of fraud. It involves both stealing someone else's work and lying about it afterward. If a student has any question as to what constitutes plagiarism, they should speak to their instructor or the Academic Dean. A good rule of thumb to follow is this: when in doubt – cite it.

IBC believes that honesty and integrity are the foundation for all we do in life, including our coursework (Col. 3:17). All students are responsible for their own work. Students who plagiarize will face the following consequences:

- i. First offense: the instructor may fail the student for the assignment or require a rewrite of the same assignment or require another assignment. The Academic Dean and the Dean of Men or Dean of Women will be notified of the offense, and the student will be required to meet with each dean.
- ii. Second offense while at IBC: the student will be immediately dismissed from class and receive a failing grade for the course in which he/she used plagiarized material. The Academic Dean and the Dean of Men or Dean of Women will be notified of the offense, and the student will be required to meet with each dean.
- iii. Third offense while at IBC: the student will be immediately dismissed from IBC by the Academic Dean and possibly receive failing grades for all the classes he/she has taken that semester.

Based on the severity of the offense of plagiarism, especially as accompanied by an attitude of apathy, disrespect, and/or lack of repentance, the above procedure may be by-passed, and immediate referral made to the Academic Dean and the Dean of Men or Dean of Women for dismissal.

Students have the right to appeal to the Academic Dean and Administrative Team regarding an accusation of plagiarism by a faculty member. The decision of the Administrative Team will be final.

Student Use of Artificial Intelligence (AI)

IBC recognizes the powerful tool artificial intelligence (AI) can be--a tool for great blessing or for great harm. Like any tool, people must learn how to use AI appropriately and with great wisdom--which requires maturity. Due to the school's commitment to helping students learn how to think for themselves, any use of AI must first be approved by the instructor and any approved use of AI must be cited.

Late work

Turning in work on time helps the student prepare to engage with wisdom in the “growth journey” that the class is going on together; it also enables the student to remain on the same pace as the rest of the class. However, IBC would rather have the student receive the benefit of doing the late work rather than not at all. Therefore, IBC has the following expectations and policies regarding late work.

- All assignments are expected to be turned in to the instructor (physically or digitally) at the **beginning of class** on the date specified in the syllabus or by the instructor.
- Instructors of all classes will apply a penalty of a specific percent per day based on the number of days an assignment is late (see below).
- An assignment turned in after the beginning of class will be penalized for each day it is tardy (including that class period, but not including Saturdays, Sundays, or other days classes are not in session).
- Please note that an absence on the date that an assignment is due according to the course syllabus will still require a late penalty.
- Points will continue to be removed until the student reaches the maximum deduction for the assignment.
- The assignment is to be graded as usual, and then the appropriate penalty will be applied to determine the final grade for the assignment.
- Any deviation from this policy on the part of the instructor must first be approved by the Academic Dean.

The following points will be deducted because of lateness:

- 100-Level Courses = 1 percent per day, to a maximum of 40 percent off.
- 200-Level Courses = 2 percent per day, to a maximum of 50 percent off.
- 300/400-Level Courses = 5 percent per day, to a maximum of 60 percent off.

Assignments Due at the End of the Class Term/Semester

The last day to turn in late work for a 15-week (or term 3) class is the Wednesday following the end of the semester (Wednesday of in-service in the fall; Wednesday of Finals/Graduation Prep Week in the spring). Normal late penalties apply. To turn in an assignment AFTER this date requires an extension, which must be approved by the Academic Dean. The Student Life Department will be informed if the extension is approved. The extension will be approved for a certain period, not to exceed one month. The extension will only be approved in the case of extenuating circumstances or to ensure a capstone project (Research & Writing, Contemporary Theology, Anthropology & Sociology, Apologetics, Senior Seminar) can be adequately completed. No additional late penalties will be applied after the extension is approved.

Capstone Projects for 300-400 Courses

Certain major projects for particular classes must be completed in order for a student to pass the class. Since these projects are typically due at the end of the semester, up to a month extension may be

requested by the student and extended by the instructor upon approval by the Academic Dean. An original grade (before the deduction of late penalties) of 70% (C-) must be earned for the successful completion of the assignment and class. Major projects in this category will include the projects for GAN400-3 Anthropology & Sociology, BTH400-3 Apologetics, GEN300-2 Research & Writing, and MSS405-2 Senior Seminar.

Major assignments for 100/200-level courses will follow the policy for Assignments Due at the End of the Semester (above). Please note that the instructor should place a higher percentage value on this assignment to emphasize the fact that it is a major assignment.

Block & Term Classes

Classes that are held during the block format (1-2 weeks) or the term format (5 weeks) may contain assignments for the first day of class by means of a syllabus that is distributed beforehand. If no syllabus is distributed to the students before the first day of class, the Academic Dean may, at his discretion, formulate an assignment prior to the beginning of the first class (normally in the form of reading). It is also expected that some assignments may be due after the class sessions are completed, according to the following recommended pattern:

- 1-credit block class = two weeks after the completion of the class.
- 2-credit block class = three weeks after the completion of the class.
- 3-credit block class = four weeks after the completion of the class.
- 5-week term class = two weeks after the completion of the term.

The same penalty for late assignments will be in effect for block and term classes as for semester classes.

Final Examinations

Indigenous Bible College schedules the last day of class for final exams during the winter semester and during additional days of finals week of spring semester. Rescheduling of exams will require prior approval by the Academic Dean of the College and the course instructor.

Grading System

Grade Point Average

The student's semester GPA is figured by dividing the total number of grade points per class by the number of credits per semester.

$$\frac{\text{Total grade points per course}}{\text{Total number of credits}} = \text{GPA}$$

Grading Systems

Indigenous Bible College follows the 4.0 grade point system and requires a 2.0 (C) average for graduation.

Percentage	Letter	Per unit hours (<u>Grade Points</u>)
98-100	A+	4.0
92-97	A	4.0
90-91	A-	3.7
88-89	B+	3.3
82-87	B	3.0
80-81	B-	2.7
78-79	C+	2.3
72-77	C	2.0
70-71	C-	1.7
68-69	D+	1.3
62-67	D	1.0
60-61	D-	0.7
59-below	F	0.0

Letter Grades

A	Excellent	CR	Credit Received (pass)
B	Above Average	NCR	No Credit Received (fail)
C	Adequate	AUD	Audit
D	Unsatisfactory	R	Repeat Course
F	Failure	VWD	Voluntary Withdrawal
I	Incomplete	VWP	Voluntary Withdrawal (was passing)
		VWF	Voluntary Withdrawal (was failing)

Audit

A student desiring to audit courses for his/her own benefit is permitted to do so each year if classroom space is available. No credit is granted in such cases, and the student must conform to the standards of the college in all respects. He/she must also pay all applicable tuition and fees. The student is encouraged to attend class regularly and participate in a satisfactory manner but is not required to complete written assignments or exams. It is at the teacher's discretion whether to allow the audit student to participate in class; the instructor also chooses whether or not to interact with any written work the audit student produces.

*Pass/Fail*

For some courses (at the instructor's discretion, with the Academic Dean's approval), an "A", "B", "C", "D" will appear on the records as a "CR" (Pass), and hours toward graduation requirements granted. The grade of "NCR" (Fail) for the course will be so marked on the record and zero figured in the grade point average. A grade of Pass/Fail also applies to Spiritual Formation and Christian Service Assignments. Chapel attendance, church attendance, as well as participation in Life Coaching and the Ministry Immersion Trip are tracked and monitored for completion.

Incomplete & Contract

An "Incomplete" course may be completed after making a contract with the instructor of that course. The contract form is available from the Registrar's office and is approved by the Administration Team. The contract must be made and filed with the Registrar by the end of the week prior to semester final exams. The required work must be completed by the extended due date not to exceed a year (this will generally range from two to twelve months) after the completion of the class, or the grade for that course will be reduced accordingly. This may reduce a student's grade to "F." Initiation of the contract is the student's responsibility. If there is no contract, the instructor of the course will send the Registrar a final grade even if it is "F."

Grade Replacement

Failing grades may be voided by repeating a course and earning a passing grade (see course repeat).

Grade Appeals

A student may request that a course grade be reviewed by appealing first to the course instructor. If the course instructor and student are unable to work out an arrangement satisfactory to both of them, an appeal may be made to the academic committee.

Academic Problems

GPA Notification – Students are encouraged to track their GPA on a regular basis in Populi (the Student Management System). The Registrar will inform students of their current GPA at the time of registration so they will be aware of any potential for graduation.

Academic Warning – Students who drop below a GPA of 2.0 for a semester will be placed on Academic Warning. This student is required to receive Academic Assistance (collaborative study or peer tutoring) during the semester at least twice per week and develop a Student Learning Plan (SLP).

Academic Probation – Students who do not raise their GPA above a 2.0 after being on Academic Warning for a semester will be placed on Academic Probation. In addition to receiving Academic Assistance, this student may only be permitted to enroll in less than twelve credit hours, reduce the number of hours that they are employed, re-take a class, and/or meet weekly with an accountability partner.

Academic Dismissal – If after a semester on Academic Warning AND Academic Probation without raising their GPA above a 2.0, the student may be asked to leave IBC for a minimum of one semester. A student will be considered for readmission when he/she gives evidence of his/her ability and eagerness to do college level work.

Please also refer to the Satisfactory Academic Progress (SAP) Policy below.

Academic Honors

Dean's List—Full-time students with a GPA of 3.0 or higher in the previous semester are placed on the Dean's List and are eligible for an Honor's Scholarship.

President's List—Full-time students with a GPA of 3.5 or higher in the previous semester are placed on the President's List and are eligible for a President's Scholarship.

Graduation Honors

Meritorious work toward the baccalaureate degree receives recognition at graduation as follows:

- 3.500-3.649 cumulative grade point average, graduation with honors
- 3.650-3.799 cumulative grade point average, graduation with high honors
- 3.800-4.000 cumulative grade point average, graduation with highest honors

All work applied toward meeting degree requirements, including transfer work, is considered in figuring the grade point average for graduation honors. However, this combined grade point average may not exceed the cumulative GPA earned at IBC. Transfer students must have earned at least 32 credits at IBC with a minimum grade point average of 3.5 to qualify for honor recognition.

Satisfactory Academic Progress (SAP) Policy

The U.S. Department of Education requires that, to receive student financial aid under the programs authorized by Title IV of the Higher Education Act, a student must maintain satisfactory progress in the course of study being pursued according to the standards and practices of the institution in which the student is enrolled.

The Title IV program administered by IBC is the Federal Pell Grant program.

The academic department, in cooperation with the financial aid office, monitors students for compliance according to qualitative, quantitative, and maximum timeframe standards outlined by the D.O.E. Student progress is monitored at the end of every semester. Failure to meet the required standards may result in the loss of federal financial aid eligibility. Earned credits are only applied toward SAP once a degree program has been declared.

- Students must successfully meet the minimum cumulative GPA of a 2.0 to fulfill the *qualitative* standard. The following grades do not count towards the GPA:
 - Incomplete
 - Withdrawal

- Transfer credits
- Students must successfully complete 67% of the cumulative units attempted to fulfill the *quantitative* standard. This percentage is calculated using the following formula:

$$\frac{\text{Cumulative number of credits successfully earned}}{\text{Cumulative number of credits attempted}}$$

Transfer credits that count towards a student’s program are included in both attempted and earned units in the SAP calculation. Audits do not count as attempted or earned units in the SAP calculation. However, the following courses do count as attempted (but not as earned) units in the SAP calculation:

- Incomplete
 - Failed
 - Withdrawn
 - More than one repeat of any previously passed class.
- Students attending IBC must be making progress toward a degree. To quantify academic progress, Indigenous Bible College sets a *maximum time frame* of 150% of the program’s expected finish length. For IBC programs, this percentage in credit hours is as follows:

Program	Min. Credit Hours	Max. Credit Hours (SAP Timeframe Standard)
Certificate of Biblical Studies (CBS)	33	49
Associate of Biblical Studies (ABS)	63	94
Bachelor of Biblical Studies (BBS)	120	180

Federal Financial Aid SAP Status

Meets SAP Status: Student has met all the SAP standards.

Warning Status: The first time a student does not meet SAP standards, the student will be placed on financial aid “warning” status. This means the individual is one semester away from losing federal financial aid eligibility. The student is still eligible for federal financial aid.

Suspension Status: If a student is on financial aid warning status and does not meet SAP standards, the student is immediately moved into federal financial aid “suspension” status. The student will not receive federal financial aid. This status may be appealed.

Probation Status: If a student has successfully appealed a financial aid suspension, the individual will be placed on federal financial aid “probation” status for one semester. The financial appeal does not supersede any academic appeal for academic suspension. If the student meets the SAP standards at the end of the probation term, the SAP status will reset back to “Meets SAP.” If the student does not meet the SAP standards at the end of the probation term, the student will be placed back into suspension and will not receive federal financial aid.

Over Hours Suspension Status: If a student has exceeded 150% of the maximum time frame allotted for their program of study, the individual will be placed on federal financial aid “over hours suspension” status. This student will not receive federal financial aid, and this status cannot be appealed.

SAP Suspension Appeal Process

If a student loses federal financial aid eligibility because of not meeting SAP standards, the student may appeal to regain federal financial aid eligibility in the following way:

- Obtain a Federal Financial Aid Satisfactory Academic Progress (SAP) appeal form from the Financial Aid Administrator. *The form must be submitted to the Academic Dean by the published date on the academic calendar.*
- On the appeal form, the student must explain the reason for the appeal and provide supporting documentation. Medical reasons require documentation from a doctor. Non-medical reasons may include foreseen and unforeseen circumstances verified by signed and dated documentation.
- Submit the form with supporting documentation to the Academic Dean. The President's Cabinet will make the decision on the appeal and inform the student in writing delivered to the student's campus mailbox (or mailed to the student's address on file if the student is no longer on campus).
- If a student is also on academic suspension, the student must additionally provide a letter from the Academic Dean approving their appeal of the academic suspension and request for readmission.

If the Satisfactory Academic Progress (SAP) appeal is approved, the student will be awarded federal financial aid for the following semester subject to the federal financial aid eligibility and the availability of funds.

Course Changes and Withdrawals⁷

For course changes and withdrawals, please also refer to the Return to Title IV Funds Policy in the Financial Information Section.

Dropping/Adding a Course

Dropping courses: A course will be deleted from a student's record if it is dropped before the end of the fourth week of the semester for 15-week courses, through the fifth day for 5-week courses, and only on the first day in 1-week block courses. Withdrawal or drop after these periods will result in a grade of WP being recorded if passing; if failing, a grade of WF will be recorded for that course.

Adding courses: Courses may not be added after the second week for 15-week courses, after the third day for 5-week courses, or the first day for 1-week block courses. The student will be responsible for all material missed due to late registration or absences.

See Registrar to drop or add a course.

Changing from Credit to Audit or Audit to Credit

With the instructor's consent, a student may change his/her registration in a course from audit to credit-bearing or from credit-bearing to audit if the changes in registration occur before the published deadline for adding courses. See *School Calendar* (Appendix A and B) for a deadline date.

Non-Degree-Seeking and Part-Time Students

Indigenous Bible College recognizes the demands and unforeseen nature of non-degree-seeking and part-time students who are living off-campus. Therefore, their status as a student is subject to change from enrolled to withdrawn, credit to audit, or audit to credit within the first ten weeks of the semester for the following reasons:

⁷ Exceptions apply to non-degree-seeking part-time students in need.

- The student does not attend class.
- The student attends class but does not meet the 80% attendance requirement.
- The student does not consistently submit class assignments.
- The student demonstrates attentiveness and desire to grow and learn.

Voluntary Withdrawal from College

The student must complete the formal withdrawal process according to the withdrawal checklist which can be obtained from the Registrar or Academic Dean. Failure to make an official withdrawal may disqualify the student from readmission later or from financial reimbursement. The formal withdrawal process includes but is not limited to:

- Visiting the Academic Dean or the Registrar to withdraw from classes.
- Making satisfactory housing and financial arrangements with the Business Office.
- Praying with Student Life.

Please reference the withdrawal checklist for the complete process.

Involuntary Withdrawal from College

The student is required to leave campus for a certain amount of time due to unforeseen circumstances, academic probation, or financial stipulations. A withdrawal form will be signed by each department head and filed in the student's file

Voluntary Dismissal

The student is offered restoration through disciplinary measures but refuses to acknowledge and/or submit to the stipulations in the Restoration Discipline contract written for the student. Therefore, the student volunteers to be dismissed from Indigenous Bible College.

Involuntary Dismissal

The student is expelled from Indigenous Bible College due to extreme circumstances and may not reapply for admission.

Leave of Absence:

A student who requires a temporary break of enrollment in their program of study due to medical or other reasons may qualify for a leave of absence (LOA), pending approval from the Dean of Students and President's Cabinet. An LOA must meet certain conditions to be counted as a temporary interruption in a student's education rather than being counted as a withdrawal from the school. There must be a reasonable expectation that the student will return from the LOA in order for the leave to be approved. A request for an LOA must be submitted in writing, be signed and dated, and must specify the reason for the student's leave request. An LOA must be requested in advance; however, IBC may grant an LOA to a student who did not provide the request prior to the LOA due to unforeseen circumstances if the school documents the reason for its decision and collects the request from the student at a later date. An LOA is required for an absence from campus of greater than one week. An LOA, together with any other additional leaves of absence, may not exceed 180 days within a 12-month period. This 12-month period is a rolling time frame starting from the date of the first day of the first LOA. Students may obtain an LOA form from the Registrar's office.

An approved LOA will cause all unfinished active classes to be classified as "incomplete". Students are considered withdrawn if they don't return on or before the pre-approved return date. (Example: If the

student is approved for 90 days but doesn't return until after the 91st day, he/she is considered withdrawn.) The withdrawal date is the last day of attendance.

A medical LOA requires documentation from a licensed medical professional. Non-medical reasons for a LOA may include foreseen and unforeseen circumstances such as jury duty, military duty, or serious extenuating circumstances verified by signed and dated documentation.

The student is responsible for completing the request form for leave of absence and turning it into the Registrar's office. The Dean of Students, in conjunction with the President's Cabinet, will then determine if a LOA can be approved and how long the LOA will remain intact. A student may not request a leave of absence after the maximum allowed number of absences; in this case he/she will receive a withdrawal instead of an incomplete. The Dean of Students will cooperate with the President's Cabinet to make a decision in the best interest of the student subject to the capacity of the school to meet those needs. Requests will either be confirmed or denied, and decisions delivered in writing to the student's campus mailbox (or mailed to the student's address on file if the student is no longer on campus) within 3-4 business days. If denied, the student has the option to amend and resubmit their request.

No additional charges can be assessed to a student while on an approved LOA.

Title IV loans cannot be disbursed to a student while on an LOA; Title IV grants and Perkins loan funds can be disbursed to a student while on an LOA. Pell Grants are the only Title IV program that IBC participates in at this time.

Practicum Programs

The educational experience at Indigenous Bible College includes practicums which take students out of the classrooms into a ministry setting with the goal of developing their practical ministry skills. This goal is carried out through the following programs: Christian Service Assignments, Internships, Life Coaching, attendance at church-related activities, weekly sessions in ministry mentoring and accountability, and the Ministry Immersion Trip. One semester of ministry orientation (observations), three semesters of ministry practicums, and four semesters of ministry internships are required for degree-seeking students.

Christian Service Assignments (CSA)

Students are required to complete a minimum of 9 weeks of CSA during a semester. The student should choose a CSA assignment and submit the paperwork by the end of the third week of classes. Failure to complete a CSA and/or turn in paperwork by the end of the semester will result in the student being placed on probation and no credit being given for CSA that semester, unless arrangements have been made with the CSA Director and Academic Dean for an extension.



Internships

Students, in consultation with the Internship Director, choose to work under a ministry mentor/supervisor for one semester at a time. Final approval for that assignment will come from either the Academic Dean or the Internship Director. The program is designed to enable the student to acquire experience in a ministry with which he/she hopes to be involved on a full-time basis after graduation, working one-on-one with a mature spiritual leader who is already experienced in that field.

Life Coaching

Incoming freshmen will be paired with “life coaches” who will assist them in finding employment, handling finances, succeeding academically, and organizing their time. The life coach will also provide accountability regarding the student’s church attendance and ministry involvement.

Church Attendance

Students may use the first semester of enrollment to find a local church body with which to be associated during their time at IBC. Faithful attendance at one local church during their time as a student is encouraged.

Accountability Sessions

All students involved in CSA or Internships will meet weekly with an accountability overseer (generally the CSA Director) to report on their ministry engagement and church attendance the previous week.

Ministry Immersion Trip (MIT)

Description

The Ministry Immersion Trip is a required practicum for full-time students, emphasizing learning and serving within a cross-cultural context. Every spring semester of the school year the student body takes one week to travel to an area where cross-cultural ministry is possible. The students come alongside the local church and assist with projects and community outreach, as the church desires. Student leadership is essential and is under the authority of the assigned staff advisor (usually the Deans of Students) and Student Life.

Purpose

The primary purpose of the Ministry Immersion Trip is to provide field experience by providing an opportunity for students to share the gospel of Jesus Christ in a cross-cultural setting and to acquaint them with other tribal or cultural groups. The planning and execution of the trip will also provide experience in working together and in preparing for a major event. A secondary purpose is the assistance of local churches in reaching out to their immediate community. **The MIT is a part of the curriculum of IBC, providing practical experience to supplement classroom learning.**

Objectives

1. To gain experience in cross-cultural ministry.
2. To assist local churches in reaching their community with the gospel of Jesus Christ.
3. To train students in the steps involved in carrying out an outreach event, in preparation for future ministry.
4. To learn to work as a team through planning, implementing, and evaluating the exercise.
5. To promote the reputation of the school and the value of biblical higher education among local churches.

Spiritual Formation (SF)



Purpose

The purpose of the spiritual formation process is to develop the character of students through discovery and evaluation of flaws in their spiritual foundation, to implement a plan to repair or compensate for those flaws, and to build an identity that is centered on Christ and not on their career, heritage, or experience.

All full-time students are required to participate in the spiritual formation process each semester they are registered at IBC. Continuity and consistency are of great importance for the program to succeed. The spiritual formation process is one of the most important pieces of the educational process at Indigenous Bible College since personal spiritual maturity is an essential prerequisite to having an influential ministry.

The ultimate goal of the SF process for the 4-year student is to be discipled for two years and then to help in discipling others for two years. One of the greatest needs of the church today is for mature individuals who can disciple others; the SF process seeks to graduate students that have both received and given spiritual mentoring.

Definition

Spiritual Formation is a process that is planned and integrated into the curriculum by which students develop spiritual discipline and character leading to a Christ-centered identity through small group and one-on-one interaction.

Structure

Students will be discipled weekly by their Spiritual Formation mentors through a combination of small group meetings and one-on-one sessions for two years. They will then have the opportunity to become a peer SF mentor themselves. In addition to weekly devotionals and occasional chapels, the SF process includes the Kickoff Kampout, a camping trip held during the fall semester.

Programs of Study



PROGRAMS OF STUDY

Bachelor of Biblical Studies (BBS)

120 credits total: Four- or Five-year program

Mission Statement

The IBC Bachelor of Biblical Studies graduate will be equipped for church leadership through a comprehensive knowledge of God and His Word and dedicated participation in ministry.

Objectives

The BBS graduate will:

- Have developed a comprehensive understanding of the content and doctrines of Scripture, an ability to equip others to study the Bible and serve, and an aptitude for mentoring and reproducing Christ followers.
- Be able to communicate effectively in both oral and written forms in a variety of settings.
- Embrace the IBC Core Values and will demonstrate them in ministry.
- Be able to articulate a biblical philosophy of ministry and spiritual transformation.
- Have the ability to analyze their own and other cultures in order to minister in a culturally appropriate manner.

Progression

One great strength of the IBC curriculum is that it is progressive: the one-year certificate is the first year of the associate's degree, and the two-year associate's degree is the first two years of the bachelor's degree. This allows students to progress in their education with some level of uncertainty as to the ultimate length of their education at IBC. It also allows for commencement to be a yearly celebration of those who have been faithful up to that point.



2019 Bachelor of Biblical Studies Requirements

BACHELOR OF BIBLICAL STUDIES (BBS) 4-YEAR			
Fall Semester		Spring Semester	
First Year (Certificate)			
BOT100-3	Old Testament History & Lit	BNT100-3	(January) New Testament History & Lit
BBS105-3	Elements of Bible Study	MDI100-3	Evangelism & Discipleship
GEN100-3	English Composition I	MCF105-3	Christian Family
GHR100-2	Human Relationships	BTH105-3	Basic Theology
GPD100-2	Personal Development	GEN105-3	English Composition II
GWP110-1	Work Pathways	GMA105-2	Personal Finance
MSF100-1	Spiritual Formation I	MSF105-1	Spiritual Formation II
15	Total Credits	18	Total Credits
Second Year (Associates)			
BNT205-3	Life of Christ	MBC200-2	(January) Intro to Biblical Counseling
BBS200-2	Intermediate Bible Study Methods	MMF200-2	Ministry Funding Strategies
GET200-3	Introduction to Christian Ethics	MBC205-3	Biblical Communication
GCO200-3	Principles Of Verbal Communication	BBS205-2	Advanced Bible Study Methods
BTH200-3	Man, Sin, and Salvation	MMI205-3	Introduction to Missions
MSF200-1	Spiritual Formation III	BEL215-2	Bible/Theology Elective
		MSF205-1	Spiritual Formation IV
15	Total Credits	15	Total Credits
Third Year			
MDI300-2	Advanced Discipleship	MEL315-2	(January) Ministry Elective
BTH305-3	Angels, Church, & Last Things	MCM305-2	Creative Ministry Methods
GHI300-2	Church History	BEL315-2	Bible Theology Elective
GHI305-3	North American History	GEL310-2	General Education Elective
GEN300-2	Research and Writing	BEL310-2	Bible/Theology Elective
MSF300-1	Spiritual Formation V	BOT301-3	Genesis and Creation
MIN300-1	Internship I	MSF305-1	Spiritual Formation VI
		MIN305-1	Internship II
14	Total Credits	15	Total Credits
Fourth Year			
BTH416-2	Contemporary Theology	MEL410-2	(January) Ministry Elective
GAN400-3	Anthropology & Sociology	BTH400-3	Apologetics
BTH415-3	Christ and Culture	MSS405-2	Senior Seminar
MCL400-2	Christian Leadership	GMA405-2	Applied Math and Finance
GLN410-3	Language Elective	MEL415-2	Ministry Elective
MIN400-1	Internship III	MIN405-1	Internship IV
MSF400-1	Spiritual Formation VII	MSF405-1	Spiritual Formation VIII
15	Total Credits	13	Total Credits
			Cumulative Total
			120

Four-Year Program (BBS)

Bible and Theology	42 Credits
Christian Ministry	42 Credits
<u>General Education</u>	<u>36 Credits</u>
Total	120 Credits

Biblical & Theological Studies 42 Credits

BBS105-3	Elements of Bible Study
BBS200-2	Intermediate Bible Study Methods
BBS205-2	Advanced Bible Study Methods
BEL215-2	Bible/Theology Elective -2 nd year
BEL310-2	Bible/Theology Elective- 3 rd year
BEL315-2	Bible/Theology Elective- 3 rd year
BNT100-3	New Testament History & Lit.
BNT205-3	Life of Christ
BOT100-3	Old Testament History & Literature
BTH105-3	Basic Theology
BTH200-3	Man, Sin and Salvation
BOT301-3	Genesis and Creation
BTH305-3	Angels, Church and Last Things
BTH400-3	Apologetics
BTH416-2	Contemporary Theology
BTH415-3	Christ & Culture

General Education Studies 36 Credits

GEN100-3	English Composition I
GEN105-3	English Composition III
GHR100-2	Human Relationships
GPD100-2	Personal Development
GWP110-1	Work Pathways
GCO200-3	Principles of Verbal Communication
GET200-3	Introduction to Christian Ethics
GEN300-2	Research and Writing
GHI300-2	Church History
GHI305-3	North American History
GEL310-2	General Education Elective
GLN410-3	Language Elective
GMA105-2	Personal Finance
GMA405-2	Applied Math and Finance
GAN400-3	Anthropology & Sociology

Christian Ministry 42 Credits

MDI100-3	Evangelism and Discipleship
MCF105-3	Christian Family
MSF100-1	Spiritual Formation I
MSF105-1	Spiritual Formation II
MBC200-2	Introduction to Biblical Counseling
MMF200-2	Ministry Funding Strategies
MMI205-3	Introduction to Missions
MCO205-3	Biblical Communication
MSF200-1	Spiritual Formation III
MSF205-1	Spiritual Formation IV
MDI300-2	Advanced Discipleship
MCL400-2	Christian Leadership
MCM305-2	Creative Ministry Methods
MEL315-2	3 rd Year Ministry Elective
MEL410-2	4 th Year Ministry Elective
MEL415-2	4 th Year Ministry Elective
MSF300-1	Spiritual Formation V
MSF305-1	Spiritual Formation VI
MSF400-1	Spiritual Formation VII
MSF405-1	Spiritual Formation VIII
MSS405-2	Senior Seminar
MIN300-1	Internship I
MIN305-1	Internship II
MIN400-1	Internship III
MIN405-1	Internship IV

Associate of Biblical Studies (ABS)
63 Credits total: Two-or Three- year program

Mission Statement

The IBC **Associate of Biblical Studies** graduate will demonstrate a growing knowledge of God and His Word, active involvement in ministry, and basic leadership skills.

Objectives

The ABS graduate:

- Will have developed a more complete understanding of the content and doctrines of Scripture, a basic ability to lead others in a study of the Bible, and an expanded capacity to apply its message in practical ways to themselves and others.
- Will have a basic competency in oral and written communication.
- Will have a growing comprehension of personal giftedness, passion, and place in ministry.
- Will have developed a commitment to serve individuals with grace and truth in and through the church.



2019 Associate of Biblical Studies Requirements

ASSOCIATE OF BIBLICAL STUDIES (ABS) 2-YEAR			
Fall Semester		Spring Semester	
First Year			
BOT100-3	Old Testament History & Lit	BNT100-3	(January) New Testament History & Lit
BBS105-3	Elements of Bible Study	MDI100-3	Evangelism & Discipleship
GEN100-3	English Composition I	MCF105-3	Christian Family
GPD100-2	Personal Development	BTH105-3	Basic Theology
GWP110-1	Work Pathways	GEN105-3	English Composition II
GHR100-2	Human Relationships	GMA105-2	Personal Finance
MSF100-1	Spiritual Formation I	MSF105-1	Spiritual Formation II
15	Total Credits	18	Total Credits
Second Year			
BNT205-3	Life of Christ	MBC200-2	(January) Intro to Biblical Counseling
BBS200-2	Intermediate Bible Study Methods	MMF200-2	Ministry Funding Strategies
GET200-3	Introduction to Christian Ethics	MBC205-3	Biblical Communication
GCO200-3	Principles of Verbal Communication	BBS205-2	Advanced Bible Study Methods
BTH200-3	Man, Sin, and Salvation	MMI205-3	Introduction to Missions
MSF200-1	Spiritual Formation III	BEL215-2	Bible/Theology Elective
		MSF205-1	Spiritual Formation IV
15	Total Credits	15	Total Credits
Cumulative Total			63

Two- or Three-Year Program (ABS)

Bible and Theology 24 Credits

Christian Ministry 20 Credits

General Education 19 Credits

Total 63 Credits

Bible and Theology 24 Credits

BOT100-3 Old Testament History & Literature

BNT100-3 New Testament History & Lit.

BBS105-3 Elements of Bible Study

BTH105-3 Basic Theology

BTH200-3 Man, Sin and Salvation

BNT205-3 Life of Christ

BBS200-2 Intermediate Bible Study Methods

BBS205-2 Advanced Bible Study Methods

BEL215-2 Bible/Theology Elective -2nd year

General Education Studies 19 Credits

GEN100-3 English Composition I

GEN105-3 English Composition II

GPD100-2 Personal Development

GWP110-1 Work Pathways

GHR100-2 Human Relationships
 GMA105-2 Personal Finance
 GCO200-3 Principles of Verbal Communication
 GET200-3 Introduction to Christian Ethics

Christian Ministry 20 Credits

MDI100-3 Evangelism and Discipleship
 MCF105-3 Christian Family
 MSF100/5-1 Spiritual Formation I & II
 MBC200-2 Introduction to Biblical Counseling
 MMF200-2 Ministry Funding Strategies
 MMI205-3 Introduction to Missions
 MCO205-3 Biblical Communication
 MSF200/5-1 Spiritual Formation III & IV

Certificate of Biblical Studies (CBS)
33 credits total: One- or two- year program

Mission Statement

The IBC **Certificate of Biblical Studies** graduate will be enabled to grow in relationship with God and others through a foundational knowledge of God and His Word.

Objectives

The CBS graduate:

- Will have developed a basic understanding of the content and doctrines of Scripture, an elementary capacity for personal Bible study, and a foundational ability to apply its message in practical ways.
- Will possess a growing ability to develop loving, healthy relationships for evangelism and discipleship, church unity, work, and a godly life.
- Will learn basic life skills for success as a college student and beyond.

2019 Certificate of Biblical Studies Requirements

CERTIFICATE OF BIBLICAL STUDIES (CBS) 1-YEAR			
Fall Semester		Spring Semester	
First Year			
BOT100-3	Old Testament History & Lit	BNT100-3	(January) New Testament History & Lit
BBS105-3	Elements of Bible Study	MDI100-3	Evangelism & Discipleship
GEN100-3	English Composition I	MCF105-3	Christian Family
GPD100-2	Personal Development	BTH105-3	Basic Theology
GWP110-1	Work Pathways	GEN105-3	English Composition II
GHR100-2	Human Relationships	GMA105-2	Personal Finance
MSF100-1	Spiritual Formation I	MSF105-1	Spiritual Formation II
15	Total Credits	18	Total Credits
Cumulative Total			33

One-Year Program (CBS)

Bible and Theology	12 Credits
Christian Ministry	8 Credits
General Education	13 Credits
Total	33 Credits

Bible and Theology 12 Credits

BOT100-3	Old Testament History & Literature
BNT100-3	New Testament History & Lit.
BBS105-3	Elements of Bible Study
BTH105-3	Basic Theology

Christian Ministry 8 Credits

MDI100-3	Evangelism and Discipleship
MCF105-3	Christian Family
MSF100/5-1	Spiritual Formation I & II

General Education Studies 13 Credits

GEN100-3	English Composition I
GEN105-3	English Composition II
GPD100-2	Personal Development
GHR100-2	Human Relationships
GMA105-2	Personal Finance
GWP110-1	Work Pathways

Christian Ministry Certificate (CMC)
18 hours total: One-, Two-, or Three-year program

Mission Statement

The IBC Christian Ministry Certificate graduates will be empowered with a foundational understanding of Scripture and with how to foster healthy relationships through biblical principles.

Objectives

The CMC graduate:

- Will have developed a basic understanding of the content in Scripture, an elementary capacity for personal Bible study, and a foundational concept to apply its message in a practical way.
- Will have adopted biblical principles for loving and healthy relationships within the family and the local church.
- Will have embraced a fundamental understanding of evangelism and discipleship.

One, Two, or Three-Year Program (CMC)

Bible and Theology	12 Credit Hours
<u>Christian Ministry</u>	<u>6 Credit Hours</u>
Total	18 Credit Hours

Christian Ministry Certificate		
BOT100-3	Old Testament History & Literature	3
BNT100-3	New Testament History & Literature	3
BBS105-3	Elements of Bible Study	3
MDI100-3	Evangelism & Discipleship	3
MCF105-3	Christian Family	3
BNT205-3	Life of Christ	3
Total Hours:		18

Bible and Theology 12 Credits

BOT100-3	Old Testament His. & Lit.
BNT100-3	New Testament Hist. & Lit.
BBS105-3	Elements of Bible Study

BNT205-3 Life of Christ

Christian Ministry 6 Credits

MDI100-3	Evangelism and Discipleship
MCF105-3	Christian Family

CMC Core Course Descriptions**BOT100-3 Old Testament History & Literature**

This course is a general introduction to and survey of the Old Testament, emphasizing its unity and diversity and in its historical framework. The student will learn a basic vocabulary for the study of the Old Testament as well as the basic contents of each book, basic geography, customs and cultures of the Old Testament.

BNT100-3 New Testament History & Literature

This course will introduce students to the history and literature of the New Testament. The twenty-seven books of the New Testament are studied with an emphasis on the genre, author, particular dates, major events, and an outline of each book. Geography, customs, and historical background are interwoven throughout the course.

BBS105-3 Elements of Bible Study

This is an introductory course which emphasizes the inductive approach to Bible study. The student will learn the basic steps from observation to application, as well as how to use the basic study tools and some basic interpretive principles and methods.

MDI100-3 Evangelism and Discipleship

The student will examine the Biblical principles of effective relational evangelism and discipleship while collecting and analyzing gospel sharing methods and discipleship study materials. This course emphasizes a practical and relational approach to evangelism in the context of making disciples as a way of life and facilitating spiritual growth in one's own life as well as the one being disciplined. Barriers to the gospel and how to overcome them, specifically among Native people will be considered.

MCF105-3 Christian Family

This course will examine the family from a biblical perspective. God's design for singleness, marriage and the family will be explored. It will give attention to key family issues such as commitment, communication, roles, intimacy, and conflict. It will examine family systems and life-cycle theories. The student will grow in understanding of his or her own family of origin and be able to establish goals for their current and future families.

BNT205-3 Life of Christ

This survey of the four Gospels deals with the ministry, character and personal claims of Christ. It includes a study of the chronology of Christ's ministry, his parables, miracles, teaching and discipleship. Introductory materials include a study of religious and social background of that period. It will also demonstrate how Jesus is the model for both ministry and life and explain how a study of his life exemplifies the core values of IBC.

CMC Guidelines

The CMC program is designed to give Native students who do not have the means to move into a resident program the opportunity to receive serious training in Bible, theology, and ministry, either in their home area or on campus in a part-time capacity. Courses are sometimes offered in conjunction with a local organization or church and are on an open-enrollment basis. They are designed to be equivalent to on-campus courses but not identical.

Credit may be applied to a resident IBC program (CBS, ABS, BBS) provided the student received at least a grade of "C" in the course.

Students who complete the Christian Ministry Certificate program (CMC) will be eligible to participate in a graduation ceremony held each May in Flagstaff, provided they complete the requirements, file the necessary forms, and pay the graduation fee.

CMC Delivery Modes

There are three ways to obtain the Christian Ministry Certificate:

1. On campus—IBC offers these six classes every year in Flagstaff during regular class hours or in an evening format.
2. Online – IBC offers a synchronous-hyflex learning environment via Zoom for these six hybrid courses, combining in-person and online student participation. Credit may be received for these courses by completing assigned reading and semester projects. These credits can also be applied to the rest of IBC's degree programs. A syllabus will be provided by the course instructor. Students will choose between audit and credit when they register for class.
3. On reservation—IBC has offered courses locally in Arizona as extension classes if there are at least five students enrolled for credit, or ten for audit. These Courses will be offered at various sites as supply and demand dictates. The courses offered are the six courses that are a part of the Christian Ministry Certificate and can also be applied to the IBC certificate degree program.

Christian Ministry Certificate classes are priced at an affordable level and made available on an open-enrollment basis. Institutional and some tribal scholarships are available for CMC students; however, Title IV (Pell Grant) funds are not available. Students should call (928-774-3890) or e-mail (info@indianbible.org) for further details, or access the IBC web site at <http://www.indianbible.org/>.

COURSE DESCRIPTIONS

Bible and Theology

BBS105-3 Elements of Bible Study

This is an introductory course which emphasizes the inductive approach to Bible study. The student will learn the basic steps from observation to application, as well as how to use the basic study tools and some basic interpretive principles and methods.

BBS200-2 Intermediate Bible Study Methods

This is a course that builds upon the Elements of Bible Study course (BBS105-3) and integrates both the general and inductive methods of Bible study. It emphasizes the normal (grammatical-historical-cultural) method of interpretation and provides the student with a complete methodology that he or she can use to study any book of the Bible.

BBS205-2 Advanced Bible Study Methods

This is a course that builds upon the methods of Bible study learned in both the Elements of Bible Study (BBS105-3) and Intermediate Bible Study Methods (BBS200-2). Special emphasis is given to the various genres of Scripture and their proper interpretation and application.

BBS311-2 Cultural Backgrounds of the Bible

A survey of major cultures existing during biblical time periods will be examined. This course will teach the student to better interpret the Bible within its own culture. A survey of geography, history, and daily life during the time of the Bible will be studied.

BNT100-3 New Testament History & Literature

This course will introduce students to the history and literature of the New Testament. The twenty-seven books of the New Testament are studied with an emphasis on the genre, author, particular dates, major events, and an outline of each book. Geography, customs, and historical background are interwoven throughout the course.

BNT205-3 Life of Christ

This survey of the four Gospels deals with the ministry, character and personal claims of Christ. It includes a study of the chronology of Christ's ministry, his parables, miracles, teaching and discipleship. Introductory materials include a study of religious and social background of that period. It will also demonstrate how Jesus is the model for both ministry and life and explain how a study of his life exemplifies the core values of IBC.

BNT215-2 Gospel of John

This course is designed to acquaint the student with the Gospel of John. The student should become familiar with Johannine themes and theology through the study of key words and phrases in the fourth

Gospel. The Johannine letters will be used as secondary sources in the study of Johannine theology and doctrine. The major thrust of the course will be the study of the text itself.

BNT216-2 Acts

This course will provide an analysis of the book of Acts, giving emphasis to its transitional nature. It will explore the themes of early church history, the work of the Holy Spirit in this dispensation, and the ministry and life of the Apostle Paul. Careful consideration will be given to the ecclesiological and missiological perspective and methods of the early church.

BNT217-2 Romans, 1 and 2 Corinthians

This course is a survey of Romans and 1 and 2 Corinthians. It will cover the major sections and themes of each book while emphasizing cultural background and major theological passages.

BOT100-3 Old Testament History & Literature

This course is a general introduction to and survey of the Old Testament, emphasizing its unity and diversity and in its historical framework. The student will learn a basic vocabulary for the study of the Old Testament as well as the basic contents of each book, basic geography, customs and cultures of the Old Testament.

BOT211-2 Old Testament Historical Books

From the foundation of the nation of Israel in the land to the division of David's kingdom, the persons and events of Israel's experience are examined for timeless spiritual truths. This course will also continue an analysis of the history of Israel until the beginning of the New Testament period.

BOT216-2 Psalms

This course offers an introduction to Hebrew poetry in the Psalms. The student will develop an understanding of the different types of psalms and their relevance to his/her life. The Psalm of Lament will be especially highlighted.

BOT300-2 Old Testament Wisdom Books

This course will include a review of Hebrew poetic form as an interpretive tool for this genre of literature. The purpose of various styles of wisdom sayings will be surveyed. The Book of Psalms will be shown to be the worship book of the O.T. and various categories of psalms will be analyzed, especially those typical or prophetic of the Messiah.

BOT301-3 Genesis and Creation

This course will study the Genesis account of creation, comparing and contrasting it with the creation stories of other Ancient Near Eastern people groups, as well as those of Native American tribes, for the purpose of developing strategies for discussing the biblical story with Native Americans. Pertinent theological themes will be reviewed. The class will spend time out in nature in field experience to better understand God's creation.

BOT414-2 Jeremiah and Lamentations

This course on the Books of Jeremiah and Lamentations will present an overview of themes that form a crucial foundation for understanding the New Covenant. The course will focus on the historical, geographical, cultural and spiritual contexts of the prophet's life, ministry and writings. The student will be encouraged to apply the message of Jeremiah to his/her own current context.

BOT416-2 Daniel

The historical and religious conditions of the times in which this important prophetic book was written will be examined. The literary structure will be investigated, and the practical implications considered.

BTH105-3 Basic Theology

This course will introduce the student to the nature and development of theology and will address the inspiration and authority of God's written revelation. The being and nature of God, including the Trinity and the work of God in creation, His preservation, and His providence will be surveyed.

BTH200-3 Man, Sin and Salvation

This course is a study of man's creation and constitution, of the doctrine of sin, and of man's fall and its results in the individual and the race. The discussion of salvation will include the nature, purpose and result of Christ's redemptive work for mankind.

BTH300-3 Triune God, Pneumatology & Spiritual Gifts

This course will focus on the nature, attributes and uniqueness of God in His triune nature, with an emphasis on the doctrine of the Holy Spirit. This class will also focus on how to live a Christ-centered life in the Spirit.

BTH305-3 Angels, Church and Last Things

This course is a study of the origin, nature, fall, work, and destiny of angels and Satan/demons. There will be a study of the person and work of the Holy Spirit and the church He has initiated universally. The course will examine the church in her local organization, offices, and operation, including issues faced today. There will be a study of biblical prophecies emphasizing the development of a premillennial system of eschatology and evaluating other systems. Concentration will be upon the second advent of Christ, on the Jews, the land of Palestine, the end times, and the relationship of prophetic truths to the life of the Christian. Prerequisite BTH105

BTH312-2 Intertestamental Period

This course is a survey of the history and literature of the intertestamental period and its importance for understanding the background to the New Testament.

BTH316-2 Modern Cults

This course will survey the beliefs of many of the modern non-Christian cults and give the student opportunity to interact and answer objections and problems to the historic Christian faith as raised by such cults.

BTH345-2 World Religions

In our increasingly multi-cultural and multi-religious society, a basic knowledge of various religious traditions other than Christianity is essential for anyone wishing to interact with society in general. This course provides an introduction to the study of various religious traditions from around the world.

BTH400-3 Apologetics

This course contrasts the biblical concept of apologetics with various alternative positions, both theistic and non-theistic. It will consider some major problem areas, such as authority, miracles, evil, sin nature, and evolution. Native apologetics will be researched as well. A biblical method for apologetics will be set forth, which is theologically and historically sound.

BTH415-3 Christ and Culture

This course will look at contextualization principles for applying Scripture to Native culture. The student will study how the authors of Scripture made God's Word relevant to the audiences for which they were writing and then evaluate how to make Scripture more relevant to the Native context.

BTH416-2 Contemporary Theology

This course is designed to equip the student to investigate and evaluate contemporary theological trends, spanning from post-World War I to the present. Roughly covering the twentieth century to today. The major modern theological categories addressed in this course include fundamentalism, neo-orthodoxy, Pentecostalism, neo-liberalism, post-Vatican II Catholicism, liberation theology, feminist theology, and various others.

Ministry

MBC200-2 Introduction to Biblical Counseling

This course introduces the student to the nature of counseling within the body of Christ. It will show ways to care for people one-on-one through the revelation of God's Word. A survey of common problems and issues in ministry will be examined.

MBC311-2 Teaching the Stories of the Bible

Simply the Story is an oral inductive Bible study method that empowers the student to teach the Scripture's narratives in a way that is engaging and discussion-based. Since 80% of the world are preferred oral learners (do not prefer to learn from reading), this method can be an effective means of communicating the Gospel.

MBC315-2 Christian Family Counseling

This course is designed to acquaint the student with the information necessary to adequately counsel Christians and serve the local church. Developmentally appropriate assessment of issues and disorders related to family and adolescence will be examined. Methodologies for counseling families will be evaluated considering scripture and current research. Attention will be given to key family issues such as commitment, communication, roles, intimacy, and conflict. The student will grow in understanding his or her own family of origin by examining the Family of Origin paper written in MCF105-3 Christian Family and be able to establish goals for their current and future families.

MBC317-2 Crisis Counseling

This course will introduce the student to the rationale and practical consideration for crisis response from a biblical perspective, as well as different types of crises that they may encounter. As a primary outcome, students will be trained and certified as a chaplain in the International Fellowship of Chaplains (IFOC).

MCF105-3 Christian Family

This course will examine the family from a biblical perspective. God's design for singleness, marriage and the family will be explored. It will give attention to key family issues such as commitment, communication, roles, intimacy, and conflict. It will examine family systems and life-cycle theories. The student will grow in understanding of his or her own family of origin and be able to establish goals for their current and future families.

MCL400-2 Christian Leadership

This course will examine leadership in the early Church with a view toward developing principles that may be applied to any culture; it will be developed from a matrix of leadership qualities and skills that are necessary to lead in a Christian context; and will seek to apply these generally to the student for individual, as well as congregational improvement.

MCM305-2 Creative Ministry Methods

This course will provide the student with opportunity to explore various creative methods of presenting biblical truth, including use of media, drama, computer usage, storytelling, creative writing, and using a sketch board.

MCO205-3 Biblical Communication

This course teaches the student how to organize and develop sermons, messages, or Bible study lessons based upon careful biblical interpretation that will meet the needs of the audience.

MDI100-3 Evangelism and Discipleship

The student will examine the Biblical principles of effective relational evangelism and discipleship while collecting and analyzing gospel sharing methods and discipleship study materials. This course emphasizes a practical and relational approach to evangelism in the context of making disciples as a way of life and facilitating spiritual growth in one's own life as well as the one being discipled. Barriers to the gospel and how to overcome them, specifically among Native people will be considered.

MDI300-2 Advanced Discipleship

This course trains the student to be an intentional and effective discipler of others. Attention will be given to spiritual formation theory, discipleship essentials, and personal commitment to living a life of spiritual influence. Discussion will focus on small-group and one-on-one discipleship. This course serves as essential training for the Spiritual Formation student mentor, student housing resident assistant positions (RAs), and student body chaplain, president and vice-president positions.

MDI301-2 Intro to Youth and Children's Ministry

This course will study the role of the youth worker in relation to the unique characteristics of today's youth and children. Children's ministry will be addressed through workshops from KidZ at Heart International training modules. These classes will emphasize the spiritual formation of the child and the children's ministry leader. Active and interactive methodologies will be used. Youth ministry will be studied from an Incarnational approach using Jesus and other biblical examples of disciple-making. There will be an emphasis on biblical strategy for reaching and discipling youth. Practical examples of team work in setting goals, calendars, and budgets for ongoing youth ministry will be offered.

MEP416-2 Expository Preaching

Methods of moving from the Bible study to the preparation and delivery of expository sermons will be studied. The function of each part of the sermon will be studied in relation to carrying the theme of the sermon through to a logical conclusion calling for a specific response by the audience. This course will cover three different styles of expository preaching in order to prepare the student to share in any environment.

MSF411-2 Business Building Strategies

As a sequel to Ministry Funding Strategies, this class strives to develop the tools and mindset for creating business options in Native American communities and churches that often exhibit dysfunctional and dependent economic patterns. Microenterprise opportunities can provide finances for the individual in ministry and serve the church and community by providing livelihood possibilities for many.

MIN100-1 Christian Service Assignment I

The Christian Service Assignment (CSA) exists to provide individualized guided service opportunities for every full-time student enrolled at IBC.

MIN105-1 Christian Service Assignment II**MIN200-1 Christian Service Assignment III****MIN205-1 Christian Service Assignment IV****MIN300-1 Internship I**

Each junior and senior student is required to be involved in an internship. The individual student, in consultation with the internship director, chooses to work under a ministry supervisor for a time. The program is designed to enable the individual to acquire experience in a ministry with which he/she hopes to be involved on a full-time basis after graduation and involves working one-on-one with a mature spiritual leader who is already experienced in that field..

MIN305-1 Internship II**MIN400-1 Internship III****MIN405-1 Internship IV****MMF200-2 Ministry Funding Strategies**

Small churches often are unable to pay the pastor fulltime, let alone a youth or music minister. This course examines creative ways of funding ministry and missions, specifically through support-raising and micro-enterprise.

MMI205-3 Introduction to Missions

This course will define missions, present a biblical foundation, briefly explore the history of missions, provide introductory information regarding cultures and worldviews, and challenge the student to become personally involved in missions.

MNM316-1 Native Masculinity Collaborative I

This class is designed to discover, explore, and contribute useful resources to the struggles and spiritual calling of Native Christian men. Each week students will engage in a collaborative effort to discuss the historical and present-day reasons why Native men are not living according to their calling and to prescribe meaningful answers moving forward.

MNM317-2 Native Masculinity Collaborative II

This class is designed to take the four pillars of Native Masculinity I (Relationship, Responsibilities, Representatives, and Reflectors) and develop a devotional resource to be used in Native churches. Each week students will discuss and research problems related to Native men and how to create an effective devotional that is cultural, biblical, relational, and transformation for the Native man.

MSF100-1 Spiritual Formation I

The purpose of Spiritual Formation (SF) is to help students grow in their walk with Christ through being part of an accountability/shepherding group. The process uses large group, small group, and 1-on-1 discipleship to facilitate spiritual mentoring. SF groups usually develop a high level of trust so that students can share their struggles. SF1 and SF3 examine Intimacy with God, Identity in Christ, and

Relationships with Others. SF2 and SF4 study Stewardship, Integrity, and Spiritual Warfare. Since good discipleship has to be sensitive to the spiritual condition and needs of the student, the upper-division SF semesters tend to be individually assigned. SF5-6 is designed to meet the student right where they are through Mending the Soul or Freedom in Christ studies. SF7-8 will ideally include some form of SF leadership, either as an SF Assistant or an SF Mentor for a first year group.

MSF105-1 Spiritual Formation II**MSF200-1 Spiritual Formation III****MSF205-1 Spiritual Formation IV****MSF300-1 Spiritual Formation V****MSF305-1 Spiritual Formation VI****MSF400-1 Spiritual Formation VII****MSF405-1 Spiritual Formation VIII****MSF410-1 Spiritual Formation IX**

SF9-10 will include SF leadership, either as an SF Assistant or an SF Mentor. Credits earned may fulfill a ministry elective for the bachelor's program.

MSF415-1 Spiritual Formation X**MSS405-2 Senior Seminar**

This course is a seminar for students soon to graduate from the Bachelor's program. It focuses on the future application of IBC's Core Values and personal understanding of ministry. This course will also include a practical study of establishing healthy churches on Indigenous reservations or in urban settings where the uniqueness of Native cross-cultural ministry exists.

MTS315-2 Introduction to TESOL

This is an introductory TESOL course that presents potential opportunities for students at IBC in this field of study. *The students will learn practical and interactive skills for teaching, such as: principles of language learning, learning strategies and styles, TESOL methods, lesson planning, communicative language instruction, how to teach listening, speaking, reading, writing, vocabulary, grammar, and culture.

*Adapted from Moody Bible Institute's Introduction to TESOL course by Professor Wally Cirafesi

MTW310-2 Biblical Theology of Womanhood

This course explores the biblical theology of womanhood. The woman's identity in Christ, the characteristics of a woman of God, and the role of the woman in the home, church, and society are studied. This course could potentially be used to develop, discover, explore, and contribute useful resources to the struggles and spiritual calling of Native Christian women.

General Education

GAN400-3 Anthropology and Sociology

This course will provide an introduction to the fields of anthropology and sociology from a Christian viewpoint. The student will develop a deeper understanding of cultures and of the complex nature of cross-cultural ministry resulting in increased sensitivity to other worldviews while encouraging the examination of the student's own view of the world.

GCO200-3 Principles of Verbal Communication

This course is a practice-oriented introduction to verbal communication skills for a Native American context with an emphasis on oral reading and storytelling. The course will address how the voice and body can be used for effective expression. Attention is given to speaker-listener relationships, group dynamics, learning styles and age-related abilities of the audience.

GEN100-3 English Composition I

This course is required of all entering freshmen who have not had college-level English. The class focuses on developing academic writing skills emphasizing the grammatical and structural elements needed for effective expository academic writing within the context of an academic writing community.

GEN105-3 English Composition II

This course is designed to give the student a working knowledge of the principles of academic composition. It will require the writing of several papers. Emphasis is on the writing process, and understanding the parts of an essay within the context of a collaborative academic writing community. Students will focus on various genres of writing, including descriptive, compare/contrast, cause-effect and argument/position essays. Prerequisite: GEN100

GEN210-2 Chronicles of Narnia

A reading and discussion class based on The Chronicles of Narnia by C.S. Lewis. Lewis presents an imaginative literary Christian worldview in this series. Many themes are presented, including the struggle between good and evil, the character of God, the nature of man, sin, and redemption, as well as the relationship between time and eternity. We will explore these and other themes, considering them in the light of truth revealed in scripture. Life experiences that shaped Lewis's worldview will also be presented.

GEN300-2 Research and Writing

This course focuses on developing academic writing skills that will allow the student to complete writing projects in other subject areas and eventually, to communicate with any audience. Students will learn the process of writing a major research paper as well as the discipline of proper research. Instruction will be individualized to help each student improve from their current skill levels. Students will utilize all aspects of the writing process to reach the goal of effective writing.

GET200-3 Introduction to Christian Ethics

This course will focus on how to live a godly life in the power of the Holy Spirit. To that end it will also focus on the nature, attributes, and uniqueness of God in His triune nature, with an emphasis on the doctrine of the Holy Spirit.

GGR415-3 Intro to Biblical Greek

This course will present a thorough introduction to the original language of the New Testament (Koine Greek), which will enhance the students' Bible study skills, even if after the class they only read the New Testament in English. The class will focus on understanding the structure of the language, particularly the Noun Case System, so as to develop in the student the skills necessary to recognize and appreciate the significance of Koine's preciseness. The class will expose the student to a basic Greek vocabulary and explain the challenges involved in the process of translating the Greek New Testament text. The students will also be introduced to the field of Textual Criticism as it relates to the different versions (translations) of the Bible that we use today.

GHI300-2 Church History

This course reviews the story of the church through the centuries from its founding in Jerusalem to today. It will demonstrate how God works through people to fulfill His purpose.

GHI305-3 North American History

This course will survey the history of Native people in North America, concentrating on the government's interaction with them and on the development of the United States. Canada and Mexico will be discussed briefly.

GHI313-2 Global Church History

This course of study is designed to offer disciples of Jesus Christ an understanding of God's mission to create a chosen people that is comprised of every tribe, nation and tongue. The course addresses the common association of Christianity as a "white man's religion" by exploring early Church history in Africa, the Middle East, and Asia with a focused eye on the methods of contextualized worship and theology. The course will include practical application enabling Christians to deconstruct Eurocentric Christianity and embrace contextualized responses to the Gospel.

GHR100-2 Human Relationships

Relationships influence and define all of life. Unfortunately, the church is often the last place where relationships are really done well, despite the dominance of biblical teaching on the subject. This class examines godly, biblical relationships through both scripture and practical sociology. The ultimate goal of this class is for the student to not just understand how to do biblical relationships but to begin to pursue and cultivate them in every area of life.

GLF111-1 Lifetime Fitness I

This course is designed to help students care for their bodies from a biblical perspective through eating right, stress management, and learning how to exercise safely with an emphasis on participating in activities within a Training Heart Rate zone.

GLF211-1 Lifetime Fitness II

This class is a continuation of GLF111-1: designed to help students care for their bodies from a biblical perspective through eating right, stress management, and learning how to exercise safely with an emphasis on participating in activities within a Training Heart Rate zone. For GLF211-1, the student will

actively participate while at the same time specific attention will be given to principles of helping others attain fitness through mentor coaching. Prerequisite: GLF111

GLN410-3 Language Elective

Since many tribal languages are struggling to survive, an open door exists within many tribes for the teaching of the language to its people. This course is designed to be a practical, hands-on approach for the student to learn the language of their own people, and for continued language study. The student will begin the development of the basic skills required for communicative competence in their language: reading, writing, listening, and speaking. A combination of linguistics study and skills-building will form the foundation of this class.

GMA105-2 Personal Finance

This course provides a solid foundation of biblical principles relating to the use of personal finances. It explores practical methods of implementing God's directives in giving, buying, saving, earning, and evaluating controversial areas.

GMA405-2 Applied Math and Finance

Math and numbering are an essential part of life and ministry. This course will focus on basic math and algebraic operations, mathematics of finance and budgeting, and applications for ministry in spreadsheets especially pertaining to financial calculations. Prerequisite: GMA105-2 Personal Finance.

GMU ____ Lessons in Guitar, Voice, or Piano

These lessons are individualized and will be tailored to the individual student's aptitude, skill level, and background. All lessons will include instruction in basic music theory and will require music performance at a recital at the end of the semester. The student will be required to spend a significant amount of time in individual practice.

GMU416-2 Ethnomusicology

This course will explore music of several cultures and peoples of the world and will engender an appreciation for music that is foreign or distinct from the student's own heart music. Music of some Native American cultures will be examined in addition to other world music.

GPD100-2 Personal Development

This course will assist the student in utilizing effective time management and study skills, along with refining computer literacy and establishing an understanding of the role of nutrition in health and wellness. There will be an Indigenous cultural emphasis in developing the necessary skills to plan and prepare meals, in addition to evaluating daily choices for healthier lifestyles.

GPH200-3 Introduction to Philosophy

This course introduces the student to branches of philosophy including logic, epistemology, metaphysics, aesthetics, and ethics. Philosophical systems and worldviews that shape our culture and ministry will be evaluated.

GWP110-1 Work Pathways

This course provides a biblical foundation for work and helps the student develop practical skills for obtaining and keeping a job, as well as understand work from an employer's and God's perspective. Time is spent discovering God's unique personal design pertaining to the student's work.



PERSONNEL

Core Staff

Administrative Team in Red; President’s Cabinet in Red & Green	
Dr. Jason Koppen President, Core Faculty, SF Director 2008-	BS, George Fox University; M.Div., Multnomah Seminary; DMin., Western Seminary
James (Luckie) Bigman Business Administrator (VP) 2019-	CBS, Indigenous Bible College; ABS, Indigenous Bible College (in progress)
Coreen Esplin Dean of Women (VP), SF Coordinator 2010-	BBS, Indigenous Bible College; MA, Phoenix Seminary (in progress)
Joshua Manning Academic Dean (VP), Core Faculty 2016-	BA, New Tribes Schools of Biblical, Cross-cultural, and Linguistic Studies; M.Div., Grace School of Theology
Joshua Ortiz Dean of Men, Director of Work, Core Faculty 2018-	BBS, Indigenous Bible College; MA, Bakke University (in progress)
Daniel Esplin Director of Admissions 2006-	BBS, Indigenous Bible College
Martha Gushee Core Faculty, Alumni Director, CSA Director 1992-	BA, Moody Bible Institute; MM, Northern Arizona University; MA, Columbia International University
Emily Green Accountant (CFO) 2007-	BS, Northern Arizona University

Linda Kitchen Financial Aid Administrator, Core Faculty 2020-	BS, Ball State University; MA, Ball State University
Brina Ortiz Registrar, Life Coaching Director 2021-	BBS, Indigenous Bible College
Christina Tree-Lasiloo Bookkeeper, Student Life Assistant 2021-	BBS, Indigenous Bible College

Support Staff

Support Staff—Local (7)	
Karen Begay Office Manager, Outreach, Admissions Counselor 2025-	BBS, Indigenous Bible College
Kelly Johnson Learning Resource Director, Faculty 2023-	BBS, Indigenous Bible College; MS, St. John’s University (in progress)
Tim Key Fifth Wind Director, Resident Director-Families 2025-	BBS, Indigenous Bible College
Sarah Koppen MTS Director, Staff Care 2010-	AA in Civil Engineering, Portland Community College; Additional studies at Multnomah University; BBS, Indigenous Bible College (in progress)
Cecilia Lewis Faculty, Resident Director-Females 2023-	BBS, Indigenous Bible College
Irish Noble Director of Communications 2022-	BA, Colorado Christian University
Kornell Tsosie Facilities Manager 2023-	BBS, Indigenous Bible College
Support Staff—Distance (3)	
William Axtell Field Staff (Spokane, WA) 2022-	BBS, Indigenous Bible College
Roger Scarbro Alumni Field Support, Faculty (Pinhaven, NM) 2019-	BBS, Indigenous Bible College; MA, Columbia International University
Scott Tafoya Indigenous Leadership Coach (Albuquerque, NM) 2023-	BS, Southwestern Baptist Theological Seminary; D.Min, Golden Gate Baptist Seminary

Adjunct Faculty

<p>Joshua Copley Retired Deputy Police Chief Retired former City Manager of Flagstaff Instructor- Finance, Business</p>	<p>BS, University of Phoenix MS, Northern Arizona University</p>
<p>Jake Fair Director of Missionary Care, Missionary Gospel Fellowship Instructor- Bible</p>	<p>BA, California State University, Stanislaus MA, ACTS Seminary (Trinity Western University)</p>
<p>Tom Fox Branch Director for Open Air Campaigners, Baltimore/Washington Branch Adjunct Professor, Lancaster Bible College Instructor- Counseling</p>	<p>BA, Washington Bible College MA, Capital Bible Seminary PhD, Capital Seminary & Graduate School</p>
<p>Harold (Hal) Givens Instructor- Bible</p>	<p>BS, Philadelphia Biblical University MRE, Trinity International University</p>
<p>Alan Lutz Former Instructor, Miami International Seminary Retired Pastor Instructor- Bible</p>	<p>BA, Butler University MDiv, Covenant Theological Seminary</p>
<p>Charles Lutz 2022-</p>	<p>BS, Purdue University; MA Trinity Evangelical Divinity School</p>
<p>Daniel Mountpleasant Environmental Technician Instructor- Bible</p>	<p>BA, Cedarville University MDiv & ThM, The Master's Seminary</p>
<p>Ryan O'Leary First Peoples Missions Leader Faculty, Tribal College Instructor- Ministry</p>	<p>BSBA, University of Denver MABM, The College of St. Scholastica MDiv, Bethel Seminary</p>
<p>Mark Smith Pastor, Grace Community Church Instructor- Bible</p>	<p>BA, Pacific Coast Baptist Bible College MDiv, Phoenix Seminary DMin, Phoenix Seminary</p>
<p>Elijah Walls Research Assistant, Midwestern Baptist Theological Seminary Instructor- Bible</p>	<p>BA, Spurgeon College MDiv, Midwestern Baptist Theological Seminary</p>



Figure 1 From left to right: Wilford, Steve, Philip (ABHE President), David, Sierra, Jason, Eric, Tim, and Roy. Not pictured: Emerson and Adam.

Board of Trustees / Advisors

<p>Tim Brown, (Board Chairman) Tucson, AZ Regional Director, Pioneers Mid-America 40-year veteran of Native ministry</p>	<p>Siera Russell, (Secretary) Cornville, AZ Business Owner, Associate Appellate Judge Salt River Pima-Maricopa Indian Community, Tribal Council Woman</p>
<p>Dr. David Smith, (Treasurer) Dallas, TX Retired Pastor and Bible College President</p>	<p>Dr. Emerson Falls (Trustee) Purcell, OK Pastor, Circle of Life Fellowship SBC State Convention Leader</p>
<p>Dr. Steve Hostetter, (Trustee) Cashmere, WA President of North Point University</p>	<p>Adam Speas (Trustee) Norton, OH Pastor, Grace Church, Norton Campus</p>

APPENDIX

Appendix A: Fall 2025 School Calendar

FALL SEMESTER 2025-26

August 2025

21-26	Advanced Discipleship
27-9/4	New Student Orientation
27	Dorms Open for Fall Semester

September 2025

1	Term 1 Classes Begin
12	Last Day to Add a Class (for 15-week courses)
	Last Day to Drop a Class (for 15-week courses)
26	Last Day to Submit SAP Suspension Appeal Documentation

October 2025

2-5	Kickoff Kampout – No Classes
6	Staff Inservice – No Classes
7	Term 2 Classes Begin
22	Mid-Semester Grade Reports

November 2025

7	Serve Day – No Classes
10	Term 3 Begins
27-30	Thanksgiving Break *Office Closed

Three Term semester Schedule:

Full-time students must attend all three terms to remain at full-time status. Part-time and new students may begin during any term. Night courses will continue to run throughout the 15-week semester.

“Office Closed” also means no classes will be offered that day

December 2025

8	Class Registration for Spring Semester
12	Last Day of Classes
17	Last Day to Turn in Assignments
	Dorms Close
15-19	Staff In-Service

Appendix B: Spring 2026 School Calendar**SPRING SEMESTER 2025-26****January 2026**

5	Dorms Open for J-Term
6	J-Term Starts
14	Dorms Open for Spring Semester
19	Term 1 Classes Begin
30	Last Day to Add a Class (for 15-week courses)

February 2026

	Last Day to Drop a Class (for 15-week courses)
13	Last Day to Submit SAP Suspension Appeal Documentation
20	Serve Day – No Classes
23	Term 2 Classes Begin

March 2026

11	Mid-Semester Grade Reports
28-4/3	Missions Immersion Trip

April 2026

4-12	Spring Break – No Classes
13	Term 3 Classes Begin

May 2026

15	Term 3 Ends
18-20	Finals Week
22	Showcase
23	Commencement

Three Term semester Schedule:

Full-time students must attend all three terms to remain at full-time status. Part-time and new students may begin during any term. Night courses will continue to run throughout the 15-week semester.

“Office Closed” also means no classes will be offered that day