



ACCELERATED COLLEGE OF THE *BIBLE* INTERNATIONAL™

Reaching the world in this generation through trained leadership



ACBI

acbi.org

acbi@acem.org

615-757-4200

ACCELERATED COLLEGE OF THE BIBLE INTERNATIONAL

A subsidiary of Accelerated Christian Education Ministries

Executive Director

Melody Kirkland

Academic Dean

Steven Hoots

Dean of Biblical Studies

Dell G. Johnson, D.Min., Th.D.

Dean of Education

Jill Rice, C.M.A.

Director of Admissions

Patricia Gilbey, Ph.D. LCPC

Faculty

Sandy Dawson, M.Min.

Steven Hoots

Dell G. Johnson, D.Min., Th.D.

George Olson, B.S.

Jill Rice, C.M.A.

Board of Directors

J. Duane Howard, C.B.A.

David Hart

Steven Hoots

A vision that Accelerated Christian Education Ministries kept close to the heart for many years became a reality with the establishment of a Bible college in Nashville, Tennessee, that helps train leaders serving in churches in the United States and around the world.

Our mission of Reaching the World for Christ . . . One Child at a Time® is accomplished by equipping churches and parents in the training of their young people with a Bible-based academic program and an individualized system of learning. Accelerated College of the Bible International functions as a ministry training school instructing students for local church Christian educational discipleship programs.

This catalog is designed to give basic information concerning Accelerated College of the Bible International. The provisions of this catalog are not to be regarded as an irrevocable contract. The Administration and ACEM Executive Directors reserve the right to modify, revoke, and/or add to college regulations at any time. If a student withdraws at any time and later returns, he is subject to the regulations in effect at the time of his return.

TABLE OF CONTENTS

03	GENERAL INFORMATION
04	ACBI OVERVIEW
06	ADMISSION PROCEDURES
08	REGISTRATION AND FINANCIAL AGREEMENT
09	CANCELLATIONS, TRANSFERS, AND ACCREDITATION
10	CERTIFICATE OF TRAINING IN CHRISTIAN EDUCATION
12	ASSOCIATE OF APPLIED ARTS IN CHRISTIAN EDUCATION
14	BACHELOR OF APPLIED SCIENCE IN BIBLICAL EDUCATION
20	COURSE DESCRIPTIONS
31	GRADING AND ACADEMIC STANDARDS
32	ADMINISTRATION OF COLLEGE COURSES
34	ACADEMIC CODE OF CONDUCT POLICY
38	DESCRIPTION OF FACILITIES AND EQUIPMENT

Accelerated College of the Bible International is authorized by the Tennessee Higher Education Commission. This authorization is based on an evaluation of minimum standards concerning quality of education, ethical business practices, and fiscal responsibility.

GENERAL INFORMATION



LOCATION

Staff offices are located at the A.C.E. School of Tomorrow International Corporate Offices, 130 Maple Drive North, Hendersonville, TN 37075.



ORGANIZATION

Accelerated College of the Bible International is an integral part of Accelerated Christian Education Ministries.



PURPOSE

The primary purpose of ACBI is to train students to know and communicate the Christian faith powerfully, effectively, and lovingly as effective church leaders, innovative Christian educators, and global educational missionaries.

PHILOSOPHY

The programs and curricula have as their foundation the Biblical framework of history and philosophy with emphasis upon the special Creation and sovereign control of all things by the Lord Jesus Christ, in Whom all true knowledge, understanding, and wisdom consist.

Students learn to develop a philosophy of education and life based on the Word of God. The goal is not merely to provide a Christian education but also to help each person attain his Christ-given potential.

ACBI OVERVIEW

With an emphasis in the area of church youth ministry, students receive training in Biblical truths, Christian ethical behavior, grammar and composition, Western civilization in a global world from a historical perspective, and an individualized philosophy of learning.

Students acquire skills in evangelism, empathy in relational learning, and proficiency in educational organization and administration. ACBI's training is designed to equip and prepare students to become effective church youth educators and leaders.

STATEMENT OF FAITH

We believe in:

- The plenary, verbal inspiration of the Bible, equally and in all parts and without error;
- The one God, eternally existent Father, Son, and Holy Spirit, Who created man by a direct, immediate act;
- The preexistence, incarnation, virgin birth, sinless life, miracles, substitutionary death, bodily resurrection, ascension to Heaven, and Second Coming of the Lord Jesus Christ;
- The Fall of Man, the need for regeneration by the operation of the Holy Spirit through personal faith in Jesus Christ as Saviour on the basis of grace alone, and the resurrection of every person to either eternal life or eternal damnation;
- The spiritual relationship of all Believers in the Lord Jesus Christ, living a life of righteous works, separated from the world, and witnessing of His saving grace through the ministry of the Holy Spirit;
- The Biblical mandate of the Great Commandment and the Great Commission for all Believers to proclaim the Gospel and to disciple all nations.

ACBI OVERVIEW

CHRISTIAN LIFE – PRACTICE

Accelerated College of the Bible International upholds and believes that:

- 1** A Christian is called to be separated unto the Lord and from the world, living according to Biblically defined standards.
- 2** A Christian should have an appearance that is not conformed to this world (Romans 12:2). Modest clothing, appropriate hairstyles, and general deference* to the tastes of fundamental Christians properly express the intent to be conformed to the image of Christ.
- 3** While we are able to be very careful about our own appearance and conduct, the Bible commands that we “judge not” and that Christian love characterizes our relationships with other Christians (Romans 14:13). We would, therefore, avoid a critical attitude and un-Christian conversation about other Christians.
- 4** While we may disagree on other matters of doctrine (those not found in the Statement of Faith), it is a matter of wisdom that we avoid disagreeing in conversation with those of other convictions.

Accelerated College of the Bible International takes a conservative position on the great doctrines of the faith. While we can have professional interaction with Christians holding other beliefs, acceptance of the historic doctrines of Creation, the virgin birth, the verbal inspiration of the Bible, salvation by grace alone, and the deity of the Lord Jesus Christ is the common denominator on which such interaction can be based.

The doctrinal position outlined in our Statement of Faith and Christian Life – Practice is foundational to the beliefs and to the written curricula. It is not only implied but is openly taught in academic courses. Students choosing to attend ACBI should consider these statements seriously and determine whether they can conscientiously agree with the doctrine and practice. Major differences are likely to lead to misunderstandings and difficulties.

*Please abide by the Dress Guidelines when attending Supervisors’ and Administrators’ Training, sessions in blended learning courses, and various events. The Guidelines are included in the course materials.

ADMISSION PROCEDURES

Since expectations are high and the program is strenuous at Accelerated College of the Bible International, all applicants should be interested in maintaining high spiritual and moral character. Students must have graduated from a Christian school using the A.C.E. program, preferably one with Quality Status or the Model School designation. Students graduating from Lighthouse Christian Academy, the official distance-learning provider for ACEM, may also be eligible. Adult learners must have previously served or be currently serving in a Learning Center using the A.C.E. program.

Applicants should follow these procedures:

1. Download and review three forms on the ACBI website.
 - a. Enrollment Agreement
 - b. ACBI Preenrollment Checklist
 - c. Transfer of Credit Disclosure Statement
2. Complete the forms and return them to ACBI with the Enrollment Processing Fee of \$100 (nonrefundable).
 - ☐ Enrollment Agreement Completed and Signed
 - Copy of the Student's Birth Certificate
 - Christian Testimony Form
 - Consumer Authorization Form
 - Official High School Transcript
 - ACBI Preenrollment Checklist
 - Transfer of Credit Disclosure Statement
 - Student Photograph
 - ☐ Enrollment Processing Fee
 - Check Included (Payable to ACBI)
 - Credit Card

ADMISSION PROCEDURES

3. Give a Character Reference form (and a stamped envelope addressed to Accelerated College of the Bible International) to your pastor and three other adults (other than relatives) who have known you well for a period of time. Ask each one to complete the form privately and email or mail it directly to ACBI.
4. Arrange to have a copy of the official high school transcript sent to Accelerated College of the Bible International. A copy of your college board exam (ACT or SAT) results should also be sent.

Applicants for admission will be notified of their acceptance after all applicable items have been received.

ACBI/ACEM does not discriminate against members, applicants, students, and others on the basis of race, color, gender, or national or ethnic origin.

Initial admittance does not automatically imply readmission in future semesters. Staff reserves the responsibility to refuse, for just cause or reason, admission to any prospective or returning students. Any applicant who withholds or falsifies pertinent information may be required to withdraw.

Enrollment in Accelerated College of the Bible International is a privilege, and Accelerated College of the Bible International reserves the right to suspend or expel any student in accordance with its official policies.

NOTE: North Carolina residents only.

Degree program(s) of study offered by Accelerated College of the Bible International have been declared exempt from the licensure under provisions of North Carolina General Statutes (G.S.) 116-15(d) for exemption from licensure with respect to religious education. Exemption from licensure is not based upon any assessment of the program quality under established licensing standards.

If students are unable to resolve a complaint through the institution's grievance procedures, they can review the [Student Complaint Policy](#) (PDF) and submit their complaint using the online complaint form at <https://studentcomplaints.northcarolina.edu/form> or to the following mailing address:

North Carolina Post-Secondary Education Complaints
c/o Student Complaints
University of North Carolina System Office
140 Friday Center Drive
Chapel Hill, NC 27515-2688

REGISTRATION AND FINANCIAL AGREEMENT

REGISTRATION

Students may register and begin studies during open enrollment. Please refer to the academic calendar on the ACBI website for dates.

Registration is not complete until the student's account is current with ACBI. No student is permitted to begin studies without completing registration.

FINANCIAL AGREEMENT

All fees and charges must be current prior to official documents being processed, grades being recorded, and diplomas being provided.

AUDITING COURSES

Courses for audit are available at a reduced cost. Those who audit a course are not required to take any Tests for the course. Furthermore, no credits are received on a transcript for taking the course.

CANCELLATIONS, TRANSFERS, AND ACCREDITATION

CANCELLATION/WITHDRAWAL/DROP/REFUND POLICY

Tuition fees are refundable within 30 days after the enrollment acceptance date, after the return of all curriculum and resources. Rosetta Stone® language courses are nonrefundable.

To drop a course without receiving a failing grade, a student must acquire the approval of the Registrar within four weeks of the start date of the semester when the course was delivered to him. Courses dropped after this time will show a grade of “WF (withdraw fail).”

Requests for cancellations, withdrawals, or drops are to be made in writing and transmitted to:

Attn: Registrar

ACBI

P.O. Box 508

Hendersonville, TN 37077-0508

Or: acbi@acem.org

TRANSFER TO OTHER SCHOOLS

If a student desires to transfer to another Bible institute or college, he should contact the college to determine if ACBI's courses will be accepted for transfer credit. Likewise, many state colleges do not accept Bible courses for transfer credit. These courses are not designed to apply toward other degree programs. Inquire with the Registrar concerning ACBI Articulation Agreements.

TRANSFER OF CREDITS

ACBI reserves the right to accept or reject credits based on ACBI's own institutional criteria regardless of the other school's accreditation. ACBI may award credit for prior learning experience on an individual basis following the Council for Adult and Experiential Learning (CAEL) guidelines.

ACCREDITATION

Accelerated College of the Bible International is a subsidiary of Accelerated Christian Education Ministries operating legally in the State of Tennessee as a 501(c) 3 nonprofit organization. Accelerated College of the Bible is not accredited and makes no representation that its graduates will be accepted by specific institutions. The goal of ACBI/ACEM administration is to meet and exceed the normative standards of recognized accreditation associations.

CERTIFICATE OF TRAINING IN CHRISTIAN EDUCATION

PROGRAM DESCRIPTION

The Certificate of Training in Christian Education is designed to introduce students to individualization from a Biblical viewpoint. Students completing the Certificate course of study will be better equipped to *assist* leaders in the church.

PROGRAM OBJECTIVES

1. To learn basic disciplines in grammar and composition, Biblical truth, Christian ethical behavior, a historical perspective of Western civilization in a global world, and an individualized philosophy of learning
2. To acquire skills in:
 - a. Leading others to a personal relationship with Jesus Christ (skill of evangelism)
 - b. Serving in local church ministries (skill of a teachable, humble spirit while assisting leadership)
 - c. Assisting with youth ministry in church learning centers (skill of educational organization)
3. To train in discipleship so that students will know and communicate their Christian faith compassionately to various age levels—preschool through young adult
4. To complete self-instructional course requirements (Most courses consist of 10 PACEs with a PACE Test, monitored by an ACBI-authorized proctor. Additional reading and writing activities may be assigned in the PACEs.)
5. To complete blended distance learning courses as required
6. To complete an on-site training course

CERTIFICATE OF TRAINING IN CHRISTIAN EDUCATION

1-Year Program, 30 Credit Hours

YEAR 1

FIRST SEMESTER

BI 101	Old Testament Advanced Survey	3 Credits
BI 111	The Biblical Educator	3 Credits
EN 101	English Composition I	3 Credits
EN 203	Biographies of Champions I	3 Credits
BI 201	Origins and Science	3 Credits

TOTAL CREDITS

15 CREDITS

SECOND SEMESTER

BI 102	New Testament Advanced Survey	3 Credits
ED 103	Individualized Learning	2 Credits
EN 102	English Composition II	3 Credits
EN 204	Biographies of Champions II	3 Credits
	Elective: ED 101 (Basic Literacy) or PR 102 (Short-Term Mission)	2 Credits

TOTAL CREDITS

13 CREDITS

SUMMER SEMESTER

ED 102	Learning Center Management II: Supervisor	2 Credits
--------	---	-----------

TOTAL CREDITS

2 CREDITS

PROGRAM TOTAL CREDITS

30 CREDITS

ASSOCIATE OF APPLIED ARTS IN CHRISTIAN EDUCATION

PROGRAM DESCRIPTION

The Associate of Applied Arts in Christian Education degree is designed to introduce students to individualized education from a Biblical viewpoint. Completion of the two-year blended distance learning program will equip students to *begin* leadership roles in church Christian education programs involving children and youth.

PROGRAM OBJECTIVES

1. To learn basic disciplines in grammar and composition, Biblical truth, Christian ethical behavior, a historical perspective of Western civilization in a global world, and an individualized philosophy of learning
2. To acquire skills in:
 - a. Leading others to a personal relationship with Jesus Christ (skill of evangelism)
 - b. Serving in local church ministries (skill of a servant's heart while beginning leadership roles in the various functions and ministries of the local church)
 - c. Ministering to the underprivileged and those with special needs (skill of empathy in relational learning)
 - d. Assisting with youth ministry in church Learning Centers (skill of academic and character-building supervision)
3. To train in discipleship so that students will know and communicate the Christian faith compassionately to various age levels—preschool through young adult
4. To complete self-instructional course requirements (Most courses consist of 10 PACEs with a PACE Test, monitored by an ACBI-authorized proctor. Additional reading and writing activities may be assigned in the PACEs.)
5. To complete blended distance learning courses as required
6. To complete on-site training courses

ASSOCIATE OF APPLIED ARTS IN CHRISTIAN EDUCATION

2-Year Program, 60 Credit Hours
ACBI Year 1 (30 Credit Hours) + Year 2 (30 Credit Hours)

YEAR **2**

FIRST SEMESTER

BI 311	Biblical Geography I	3 Credits
ED 301	Uniquely Designed	3 Credits
HI 101	History of Civilization I	3 Credits
MA 201	College Mathematics	3 Credits
SP 101	Fundamentals of Speech	3 Credits

TOTAL CREDITS

15 CREDITS

SECOND SEMESTER

BI 316	Methods of Bible Study	3 Credits
HI 102	History of Civilization II	3 Credits
	Electives	5 Credits

TOTAL CREDITS

11 CREDITS

SUMMER SEMESTER

ED 121	Learning Center Management III: Administrator	4 Credits
--------	---	-----------

TOTAL CREDITS

4 CREDITS

YEAR 2 TOTAL CREDITS

30 CREDITS

TOTAL PROGRAM CREDITS

60 CREDITS

BACHELOR OF APPLIED SCIENCE IN BIBLICAL EDUCATION

PROGRAM DESCRIPTION

The Bachelor of Applied Science in Biblical Education consists of a double major in Bible and education and is designed to prepare students for more effective ministry within the local church. Students learn the philosophical basis for administering local church Learning Centers and receive practical hands-on training. Completion of the four-year blended distance learning program equips students for leadership roles in church Christian education programs for youth.

The program objectives of Biblical education are embedded in the first and second Great Commandments (Mark 12:29–31). ACBI aligns these goals with the curricula and supporting activities underscoring knowledge, understanding, and wisdom taught in the context of a local church's spiritual atmosphere. Jesus modeled and exemplified this Godly education when He accomplished four objectives: increasing “. . . in wisdom and stature, and in favor with God and man” (Luke 2:52). The taxonomy of educational learning strategies is throughout Scripture, but they are emphasized in Proverbs where wisdom is the principle thing. Wisdom, an essential character trait, is revealed in action, as are all human virtues. What we do with the knowledge and understanding is foundational to activities.

PROGRAM OBJECTIVES

1. To learn basic disciplines in grammar and composition, Biblical truth, Christian ethical behavior, a historical perspective of Western civilization in a global world, and an individualized philosophy of learning
2. To acquire skills in:
 - a. Leading others to a personal relationship with Jesus Christ (skill of evangelism)
 - b. Serving in local church ministries (skill of effective leadership with Christ-like character in the various functions and ministries of the local church)
 - c. Leading youth ministry in church Learning Centers (skills of educational organization and administration)

BACHELOR OF APPLIED SCIENCE IN BIBLICAL EDUCATION

3. To train in discipleship so that students will assume positions of leadership, knowing and communicating the Christian faith compassionately to various age levels—preschool through young adult
4. To complete self-instructional course requirements (Most courses consist of 10 PACEs with a PACE Test, monitored by an ACBI-authorized proctor. Additional reading and writing activities may be assigned in the PACEs.)
5. To complete blended distance learning courses as required
6. To complete on-site training courses

Note: Adult learners with prior learning assessment (PLA) will not need to travel for the ED 401 Educational Assistant course.

BACHELOR OF APPLIED SCIENCE IN BIBLICAL EDUCATION

4-Year Program, 120 Credit Hours

ACBI Years 1 and 2 (60 Credit Hours) + Years 3 and 4 (60 Credit Hours)

YEAR
3

FIRST SEMESTER

BI 401	Biblical Worldview I	3 Credits
ED 302	Enhancing the Learning Center	3 Credits
ED 317	Biblical Principles of Leadership	3 Credits
SC 211	Introduction to Physical Science	3 Credits
SP 201	Principles of Public Speaking	3 Credits

TOTAL CREDITS

15 CREDITS

SECOND SEMESTER

BI 211	Biblical Theology I	3 Credits
ED 112	Philosophy of Individualization	3 Credits
BI 312	Biblical Geography II	3 Credits
BI 120	Introduction to Counseling	3 Credits
	Electives	3 Credits

TOTAL CREDITS

15 CREDITS

YEAR 3 TOTAL CREDITS

30 CREDITS

BACHELOR OF APPLIED SCIENCE IN BIBLICAL EDUCATION

4-Year Program, 120 Credit Hours

YEAR 4

FIRST SEMESTER

BI 212	Biblical Theology II	3 Credits
ED 411	Professional Staff Relationships	3 Credits
ED 422	The Practical Administrator	3 Credits
ED 491	Directed Study	3 Credits
	Electives	3 Credits

TOTAL CREDITS

15 CREDITS

SECOND SEMESTER

BI 402	Biblical Worldview II	3 Credits
ED 401	Educational Assistant	10 Credits
	Electives	2 Credits

TOTAL CREDITS

15 CREDITS

YEAR 4 TOTAL CREDITS

30 CREDITS

TOTAL PROGRAM CREDITS

120 CREDITS

BACHELOR OF APPLIED SCIENCE IN BIBLICAL EDUCATION

4-Year Program, 120 Credit Hours

BIBLE (36 HOURS REQUIRED)

BI 101	Old Testament Advanced Survey	3 Credits
BI 102	New Testament Advanced Survey	3 Credits
BI 111	The Biblical Educator	3 Credits
BI 120	Introduction to Counseling	3 Credits
BI 211	Biblical Theology I	3 Credits
BI 212	Biblical Theology II	3 Credits
BI 311	Biblical Geography I	3 Credits
BI 312	Biblical Geography II	3 Credits
BI 316	Methods of Bible Study	3 Credits
BI 317	Biblical Principles of Leadership	3 Credits
BI 401	Biblical Worldview I	3 Credits
BI 402	Biblical Worldview II	3 Credits

TOTAL CREDITS OFFERED

36

BIBLICAL EDUCATION (36 HOURS REQUIRED)

ED 102	Learning Center Management II: Supervisor	2 Credits
ED 103	Individualized Learning	2 Credits
ED 121	Learning Center Management III: Administrator	4 Credits
ED 301	Uniquely Designed	3 Credits
ED 302	Enhancing the Learning Center	3 Credits
ED 321	Philosophy of Individualization	3 Credits
ED 401	Educational Assistant—Internship	10 Credits
ED 411	Professional Staff Relationships	3 Credits
ED 422	The Practical Administrator	3 Credits
ED 491	Directed Study	3 Credits

TOTAL CREDITS OFFERED

36

BACHELOR OF APPLIED SCIENCE IN BIBLICAL EDUCATION

4-Year Program, 120 Credit Hours

GENERAL EDUCATION (33 HOURS REQUIRED)

EN 101	English Composition I	3 Credits
EN 102	English Composition II	3 Credits
HI 101	History of Civilization I	3 Credits
HI 102	History of Civilization II	3 Credits
MA 201	College Mathematics	3 Credits
BI 201	Origins and Science	3 Credits
SP 101	Fundamentals of Speech	3 Credits
SP 201	Principles of Public Speaking	3 Credits
SC 211	Introduction to Physical Science	3 Credits
EN 203	Biographies of Champions I	3 Credits
EN 204	Biographies of Champions II	3 Credits

TOTAL CREDITS OFFERED

33

ELECTIVES (15 HOURS REQUIRED)

ED 100	Learning Center Management I: Monitor	2 Credits
HI 201	U.S. History I	3 Credits
HI 202	U.S. History II	3 Credits
SP 301	Instructing Speech	3 Credits
ED 101	Cross-Cultural Ministry I: Basic Literacy	2 Credits
PR 102	Cross-Cultural Ministry II: Short-Term Mission	2 Credits
ML 101	Spanish I	5 Credits
ML 102	Spanish II	5 Credits
ML 121	French I	5 Credits
ML 122	French II	5 Credits
ED 221	English as a Second Language	2 Credits
ED 200	Prior Learning Assessment: Portfolio Development	3 Credits
BI 491	Directed Study	3 Credits

TOTAL CREDITS OFFERED

44

COURSE DESCRIPTIONS

BIBLE

BI 101 – Old Testament Advanced Survey (3 credits)

This course gives the student an understanding of the content, history, and customs of the Old Testament from Genesis to Malachi. The student will carefully work through each book, answering questions and learning the history of Israel. Historical background information gives context to understanding the Scripture text.

BI 102 – New Testament Advanced Survey (3 credits)

This survey presents the transitional history from the earthly life of Christ to the Holy Spirit-empowered disciples witnessing “in Jerusalem, and in all Judea, and in Samaria, and unto the uttermost part of the earth” (Acts 1:8). The course establishes the church as the means by which the kingdom of God (Acts 1:3) and its saving Gospel message (I Corinthians 15:1–4) would bring about a new dispensation (Ephesians 1:10), reaching the world for Christ and reconciling both Jews and Gentiles.

BI 111 – The Biblical Educator (3 credits)

The first half of the course is foundational, laying down basic framework for a Biblical philosophy of education: the Christian educator must recognize a calling from God and commit himself to the Person of Jesus Christ and to personal character reformation. The last half of the course is experiential and practical: the Christian educator must be a disciple of Christ, a student of God’s Word, an effective communicator of Biblical truth, and a faithful servant of prayer.

BI 120 – Introduction to Counseling (3 credits)

This course introduces the student to Nouthetic counseling through the use of Scripture, which the apostle Paul says is given for instruction, for conviction of sin, for correction of behavior, and for learning the disciplines of righteousness. Students will learn the place of the pastor as counselor, the identification of sin as the source of most difficulties (pride), and the language of helpful, caring conversations.

BI 201 – Origins and Science (3 credits)

This course is a basic introduction to the Biblical and scientific case for Creation and literal belief in the scientific accuracy, historicity, and reliability of the Biblical record.

COURSE DESCRIPTIONS

BIBLE

BI 211 – Biblical Theology I (3 credits)

Theology is the study of the truths of God. This Biblical Theology course is a specialized theological study that emphasizes the sequences and progress of God's self-revelation within the context of the history coming from the text of the Bible. This course describes the revelations of God from Genesis through Malachi.

BI 212 – Biblical Theology II (3 credits)

This course continues with the progressive and self-revelation of God in Old Testament Biblical theology, noting the fulfillment of the Messianic promises in the Person and ministry of Jesus Christ in the Gospels (Matthew, Mark, Luke, and John). The course then demonstrates what God continued "to do and teach" (Acts 1:1) through the instructions of "the apostles" (Acts 1:2) in their letters to churches, groups, and individuals in Romans through Revelation.

BI 311 – Biblical Geography I (3 credits)

Geography is the study of the earth's surface. This Old Testament geography course describes the various physical locations of Biblical events from Creation and the Flood in Genesis through the movements of the nation Israel. This geographical study includes passing references to the historic people and events that occurred at the described locations without attempting to present a history of either the people or events. The course concludes with a study of Jerusalem.

BI 312 – Biblical Geography II (3 credits)

This course notes the travels of Jesus and the phenomenal geographical expansion of the early church from Jerusalem to Rome in the Book of Acts. The course concludes with a geography of the Book of Revelation.

COURSE DESCRIPTIONS

BIBLE

BI 316 – Methods of Bible Study (3 credits)

This course investigates a variety of methods of studying the Bible. The student will learn the difference between inductive (self-learning) and deductive study methods. The course covers the literary aspect of Biblical texts and focus upon four basic methods of Bible study: Devotional, Survey, Analytical, and Comparative.

BI 317 – Biblical Principles of Leadership (3 credits)

This course presents positive leadership models from Biblical examples and instruction. Practically, it explains necessary management principles and practices. This course also addresses character traits that empower productive and effective leadership.

BI 401 – Biblical Worldview I (3 credits)

Biblical Worldview I is a capstone Bible course. It begins with a review of earlier Bible courses and proceeds to answer the question, What is man? The course addresses various philosophers, defines philosophy, develops the Biblical concept of wisdom, and concludes with the challenge of what Believers' philosophy of life ought to look like when they desire to be like God—Godly. The last part of the course involves a personal study of the Book of Proverbs and its application to all of life.

BI 402 – Biblical Worldview II (3 credits)

Biblical Worldview II is the second ACBI capstone course. This senior course is a directed writing project, which builds upon Biblical Worldview I. With guidance from ACBI faculty, the student will be given directed reading and will write an 8,000-word paper: "A Biblical Philosophy of Education and Life," based upon the writings of the Old and New Testaments with specific emphasis on the teachings of Proverbs and Psalms.

BI 491 – Directed Study (3 credits)

This upper-level course of directed readings in Biblical education includes written compositions, which are the result of research and analysis.

COURSE DESCRIPTIONS

EDUCATION

ED 100 – Learning Center Management I: Monitor (2 credits)

This course introduces students to the role of monitoring in a Learning Center. Students learn the basic philosophy and methodology of a Learning Center and procedures for the organization of individualized learning, with an emphasis on the monitor's responsibilities and functions that help facilitate a more effective learning environment.

ED 101 – Cross-Cultural Ministry I: Basic Literacy (2 credits)

This BLESS® (Basic Literacy Education Saving Souls®) training course equips students to work with impoverished children aged 5 to 8. Administering the BLESS Center curriculum enables the student to instruct children in Biblical life principles and English reading skills. This course trains students to organize and administer a 12- to 15-week BLESS Center ministry and to share the Gospel with impoverished children and their families.

ED 102 – Learning Center Management II: Supervisor (2 credits)

This four-day comprehensive module is held each summer at one of the A.C.E. School of Tomorrow Regional Training Centers. Instruction is given in the detailed procedures of how to supervise students in an educational Learning Center. An official Supervisors' Training Certificate is issued upon completion.

ED 103 – Individualized Learning (2 credits)

This education course presents a Biblical explanation, reasoned defense, and practical application of the philosophy and methodology of A.C.E. School of Tomorrow's Biblical individualized learning.

ED 121 – Learning Center Management III: Administrator (4 credits)

In an intensive five-day course held each summer in Nashville (Hendersonville), Tennessee, students learn about A.C.E. School of Tomorrow's philosophy and methodology by hearing, doing, and seeing the system and the curriculum in action. They experience A.C.E.'s controlled progress motivated learning from a student's perspective in a Learning Center environment. In addition, they are equipped to operate a successful Learning Center in a successful school as they learn the keys essential to school administration through insightful, informative, and practical workshops.

COURSE DESCRIPTIONS

EDUCATION

ED 200 – Prior Learning Assessment: Portfolio Development (3 credits)

This course explains how to earn college credit for what one already knows and can validly document. Students will identify their prior learning, will be introduced to methods by which they can demonstrate that learning, and will then develop and submit a portfolio for assessment. Students will plan each segment of their portfolio and will use learning outcomes to create a detailed outline. This outline will delineate topics for development based upon the knowledge, theoretical understanding, and applied learning gained from work and personal experiences. When the portfolio is assessed, up to 10 credits may be awarded.

ED 221 – English as a Second Language (3 credits)

This ESL course trains college students to work with non-English speaking elementary students. The course provides methods of Learning Center organization and administration designed to enable non-English speakers to learn how to confidently communicate in conversational English.

ED 301 – Uniquely Designed (3 credits)

Children often come to the Learning Center with a variety of learning limitations. This course provides a variety of instructional strategies that address diverse learning needs. Differences in temperament, learning style, birth order, brain dominance, and special limitations and gifts all can affect how a child learns. Attention is given to practical ways to help students truly individualize their learning, enabling the child to be mainstreamed.

ED 302 – Enhancing the Learning Center (3 credits)

This course outlines a number of suggestions to help the supervisor operate an efficient and engaging Learning Center where children want to learn. In addition to ways to increase efficiency, topics include dynamic student motivation, field trips, effective bulletin boards, and how to reach the individual child.

COURSE DESCRIPTIONS

EDUCATION

ED 321 – Philosophy of Individualization (3 credits)

A.C.E. School of Tomorrow has an individualized philosophy of education. This course is designed to have the student learn, understand, and be able to defend the philosophy of individualized education as not only viable but practical and successful. The Biblical and historical roots are explored in depth.

ED 401 – Educational Assistant (10 credits)

This field experience internship takes place in Lighthouse Christian School, the Model School owned and operated by Accelerated Christian Education Ministries (ACEM) in Hendersonville, Tennessee. The student works in a variety of learning situations, gaining skills that are applicable in a number of ministry settings.

ED 411 – Professional Staff Relationships (3 credits)

This course is a presentation on how to create a harmonious professional staff. Instruction is given on how to create a ministry team, how to deal with discouragement, how to create harmony among staff and between parents and staff, recruiting and keeping volunteers, and shepherding the staff.

ED 422 – The Practical Administrator (3 credits)

This course discusses the many and varied responsibilities of the administrator and offers practical help concerning chapels and devotions, interviews and conferences, emergency preparedness, reaching students, dealing with parents, and Strategic Faith Planning.

ED 491 – Directed Study (3 credits)

This upper-level course consists of directed readings and independent research in education from a Biblical perspective. The research addresses Biblical education generally and the philosophy and pedagogy of the A.C.E. School of Tomorrow Learning Center specifically. Writing assignments that are the result of research and analysis are required.

COURSE DESCRIPTIONS

ENGLISH

EN 101 – English Composition I (3 credits)

This course is a study of the fundamentals of English composition: grammar, parts of speech, punctuation, mechanics, spelling, and the actual construction of sentences, paragraphs, and compositions. Credit by examination is an option for this course.

EN 102 – English Composition II (3 credits)

Prerequisite: EN 101

This course is designed to aid the student in developing writing skills. Techniques of effective writing are covered, such as introductions, paragraph development, and narrative, descriptive, and expository writing.

EN 203 – Biographies of Champions I (3 credits)

This course and EN 204 are companion courses. They may be taken independently and in any order. Both courses are a study of the biographies of several famous Christians. The lives of these Believers are studied, the Christian principles guiding their lives are outlined, and their significance is explained. Covered in this course are David Livingston, Hudson Taylor, George Washington, George Muller, Mary Slessor, and others.

EN 204 – Biographies of Champions II (3 credits)

This course and EN 203 are companion courses. They may be taken independently and in any order. Both courses are a study of the biographies of several famous Christians. The lives of these Believers are studied, the Christian principles guiding their lives are outlined, and their significance is explained. Covered in this course are Helen Roseveare, D.L. Moody, R. A. Torrey, Gipsy Smith, and Jim Elliot.

HISTORY

HI 101 – History of Civilization I (3 credits)

This course traces the origin and development of Western civilization and its institutions, from the ancient Fertile Crescent to Greece, Rome, the Middle Ages, the Renaissance, and the Reformation. The material includes a study of the influence of modern science.

COURSE DESCRIPTIONS

HISTORY

HI 102 – History of Civilization II (3 credits)

Prerequisite: HI 101

This course traces the chronology of Western civilization and its institutions from the periods of the Reformation and Enlightenment through the French Revolution, the Romantic and Nationalistic Movements, and World Wars I and II.

HI 201 – U.S. History I (3 credits)

To be fully equipped to provide educational leadership in the various ministries of the local church, one must understand history. History 201 is the first semester of a two-semester survey of American history from the colonial period to Reconstruction, emphasizing the political, social, religious, and economic developments that underlie the nation's rise as a superpower.

HI 202 – U.S. History II (3 credits)

To be fully equipped to provide educational leadership in the various ministries of the local church, one must understand the nation's history. History 202 is a continuation of History 201. It is a survey of American history from the end of the Reconstruction period to the present, emphasizing the political, social, religious, and economic developments that underlie the nation's rise as a superpower.

LANGUAGES (MODERN)

ML 101 – Spanish I (5 credits)

Using the Rosetta Stone® international language program, the student will enroll online in Level 1–3 Spanish (Latin America). Students in this introductory course will begin by mastering conversational skills.

ML 102 – Spanish II (5 credits)

Prerequisite: ML 101

Using the Rosetta Stone® international language program, the student will enroll online in Level 4–5 Spanish (Latin America). Learners build upon the fundamental conversational skills of Spanish I, develop a conversational vocabulary for community interactions, and master the use of various verb tenses.

COURSE DESCRIPTIONS

ML 121 – French I (5 credits)

Using the Rosetta Stone® international language program, the student will enroll online in Level One French. Students in this introductory course will begin by mastering conversational skills.

ML 122 – French II (5 credits)

Prerequisite: ML 121

Using the Rosetta Stone® international language program, the student will enroll online in Level Two French. Learners build upon the fundamental conversational skills of Level One, develop conversational vocabulary for community interactions, and master the use of various verb tenses.

MATHEMATICS

MA 201 – College Mathematics (3 credits)

This is a self-paced course using the online course “College Algebra” from Sophia Learning, LLC. This course uses problem-based learning and real-world situations on how to apply knowledge in practical and relevant contexts. It will help the student build mastery around linear, non-linear, and other mathematical functions that include algebraic, graphic, and numeric properties. The Sophia’s Many Ways™ learning model features multiple instructors and various instructional styles for each concept so a student can find a style that suits his or her individual learning preference.

PRACTICUM

PR 102 – Cross-Cultural Ministry II: Short-Term Mission (2 credits)

This intensive course is a two-week mentorship on site outside of the United States. Training includes skills to assist churches to set up Learning Centers for their children as well as using music, drama, and speech to minister to children and teens.

COURSE DESCRIPTIONS

SCIENCE

SC 211 – Introduction to Physical Science (3 credits)

Physical Science is the science of matter and energy. Concepts in physics, chemistry, and the solar system are investigated. Emphasis is placed on basic principles with applications to modern society and everyday experiences. Some problems requiring simple math are discussed and solved. Part of this course is also committed to reviewing historical developments of scientific thought, examining the perceived conflict between science and Christianity, and analyzing evidence for a Creator from scientific discoveries.

SPEECH

SP 101 – Fundamentals of Speech (3 credits)

This course gives students an understanding of the basic principles of communication to equip them in sharing their faith with others. Students learn the fundamentals of effective speech delivery, identify and correct hindrances to good communication, and have the opportunity to increase their confidence and improve speaking skills through projects involving oral interpretation of Scripture, prose, and poetry. (Instruction is a blended learning approach, consisting of online modules combined with live classes.)

SP 201 – Principles of Public Speaking (3 credits)

Students become more effective in communicating Biblical principles by gaining experience preparing and presenting extemporaneous speeches and devotionals. Emphasis is on the types and purposes of speeches and on sharing God's Word effectively. Students research, compose, and deliver a speech to inform, a speech to persuade, a devotional speech, and a speech using a visual aid, such as Microsoft PowerPoint®. (Instruction is a blended learning approach, consisting of online modules combined with live classes.)

COURSE DESCRIPTIONS

SPEECH

SP 301 – Instructing Speech (3 credits)

This course equips students to assist others in developing their communication skills. It includes a basic introduction to ministry tools like puppetry, ventriloquism, storytelling, choral speaking, Bible character monologues, plays, and skits, with some tips and techniques for helping young people develop their skills in these areas. Emphasis is on the speech events at Student Conventions. Additionally, students receive practical helps for instructing speech on various age levels and coaching young people. (Instruction is a blended learning approach, consisting of online modules combined with live classes.)

GRADING AND ACADEMIC STANDARDS

Grading points are assigned for each completed course according to the following grade scale.

Final Grade	Level of Work	Grade Points
A+ (99–100)	Excellent	4
A (96–98)	Excellent	4
A- (94–95)	Excellent	4
B+ (92–93)	Good	3
B (89–91)	Good	3
B- (87–88)	Good	3
C+ (85–86)	Average	2
C (82–84)	Average	2
C- (80–81)	Average	2
D+ (78–79)	Below Average	1
D (75–77)	Below Average	1
D- (73–74)	Below Average	1
F (72 & Below)	Failure	0
I	Incomplete	0
WP	Withdrew passing	0
WF	Withdrew failing	0
AU	Audit	0

Students in Accelerated College of the Bible International are required to maintain a 2.0 grade point average. Any student failing to maintain this standard will be placed on academic probation.

ADMINISTRATION OF COLLEGE COURSES

SEMESTER PARAMETERS

From the time a semester begins to the date each course should be completed is a total of 15 weeks. In addition, three weeks are given as a grace period for finishing the courses, the end of which is the official conclusion of the semester.

After 18 weeks, the grade on any Test, paper, or project completed will be lowered by 10 points for each additional late week. (For example, a grade of 92 on a Test taken two weeks after the 18 weeks would be recorded as a grade of 72 for that Test.) Students will have no more than three weeks following the end of the 18 weeks to submit any work that is still outstanding, after which the final course grade will be recorded on the student transcript. If a failing course grade has been earned, the student must retake the course in its entirety to receive credit.

COURSE COMPLETION

Students are expected to:

- *Respond in a timely manner* to any communication from ACBI requesting a reply.
- *Follow the assignment sequence* of each course as laid out in the syllabus unless by written approval from ACBI faculty. (This includes completing every assignment in a PACE and testing on the PACE before starting the next PACE.)
- *Complete coursework on a consistent basis* (no lapses of multiple weeks without submitting any tests or projects).
- *Stay on track academically.*
 1. Maintain good academic balance.
 2. Complete tests and projects by the deadlines to stay on target for completion of the course by the end of the semester.
 3. Be at the halfway point in each course by the middle of the semester. Any coursework from the first half of a course that has not been submitted by the middle of the semester (no later than Week 9) will incur late penalties of 5 points per week thereafter. (For example, a score of 90 on Test 5 of a 10-PACE course taken three weeks after Week 9 would be recorded as 75.) Any necessary accommodations or exceptions must be approved in writing before the deadlines.

ADMINISTRATION OF COLLEGE COURSES

COURSE PROCEDURES

Coursework must be completed before the next semester. College courses are administered according to these standard procedures:

1. Students must follow the course sequence unless approved by the Academic Dean.
2. College PACEs may be completed in the student's home.
3. PACE Tests are sent to a proctor chosen by the student and authorized by ACBI. The student takes each Test in the presence of this proctor.
4. PACE Tests must be sent to Accelerated College of the Bible International by the proctor for official validating and recording.

Write the date the Test is taken on the front of each PACE Test.

Proctor: Mail Tests to Accelerated College of the Bible International immediately after completion. Tests are not to be accumulated before mailing.

Note: Any paper or project required within a PACE is due before the Test is taken. Papers must be formatted according to the ACBI Academic Writing Guide and emailed to ACBI for review and grading. Students are not to begin a new PACE in a course until all projects required in the previous PACE have been submitted and the Test has been taken.

Tests are officially validated and recorded by ACBI, with results emailed to the student.

5. On-site Attendance Policy:

Attendance is required for all on-site courses.

6. Blended Learning Course Policy:

Some courses utilize videos, include online modules, and require attendance by webstream or video conferencing tools at set times throughout the semester. Although many of the courses are solely PACE-based, others utilize a variety of instructional aids and some (such as Speech) require attendance online.

ACADEMIC CODE OF CONDUCT POLICY

ACADEMIC INTEGRITY

At Accelerated College of the Bible International, academic integrity is a fundamental value of our community. Both students and faculty are responsible for ensuring the academic integrity of the college. As a Christ-centered institution of higher education, ACBI expects its students to conduct themselves with honor and integrity in keeping with the Scriptural call for honesty, not only in the sight of the Lord but also in the sight of men (II Corinthians 8:21).

All assignments completed by a student must be solely a reflection of that student's own work or his or her contribution to a collaborative effort. All students, by their enrollment at Accelerated College of the Bible International, commit to the Honor Pledge:

"The Accelerated College of the Bible International community emphasizes high ethical standards. Accordingly, I promise to refrain from acts of academic dishonesty and to uphold the Academic Code of Conduct in all endeavors at ACBI."

VIOLATIONS

To protect intellectual and scholarly integrity, the College considers any violation of this Academic Code of Conduct to be a serious breach of trust that threatens the academic environment of the entire community. Violations of the Academic Code of Conduct include, but are not limited to, the following:

Plagiarism

Plagiarism is defined as the use of any outside source without proper acknowledgment. While the work of others often constitutes a necessary resource for academic research, such work must be credited to the original author.

All work that students submit or present as part of course assignments or requirements must be their own original work. When students use the specific thoughts, ideas, writings, or expressions of others, they must accompany each instance of use with some form of attribution to the source. Direct quotes from any source (including the Internet) must be placed in quotation marks (or otherwise marked appropriately) and accompanied by proper citation, following the preferred bibliographic conventions of ACBI. Ignorance on the student's part of bibliographic convention and citation procedures is not a valid excuse for having committed plagiarism.

ACADEMIC CODE OF CONDUCT POLICY

Students may not present work written by others as their own work. This includes writings obtained from a term-paper service or purchased from any person, as well as writings obtained from any other student previously or currently enrolled in ACBI. Students may not submit or present work prepared to fulfill course requirements for more than one course.

Cheating

Cheating is submitting coursework prepared by, copied from, or dictated by others. If the student is employing the services of a tutor, the tutor may not prepare the student's work for class. Testing restrictions are illustrated by but not limited to the following:

- Using unauthorized material in a Test.
- Using crib notes in any form, regardless of who prepared them.
- Using calculators unless authorized by the instructor or proctor.
- Using any other electronic devices during any exam.
- Stealing, using, or transmitting in writing, electronically, or verbally, actual Tests, or portions thereof prior to, during, or following an exam.

Fabrication

Fabrication is the intentional and unauthorized invention or falsification of any information or citation in an academic exercise or altering official college records or documents. Students may not invent bibliographical entries for research papers, and they may not falsify information about the date of submission for any coursework. Students may not facilitate another student's academic misconduct and/or submit coursework or take an exam for another student. Students are not to submit credentials that are false or altered in any way.

Violation of Copyright Law

In the preparation of course or degree work, students are expected to comply with the copyright law of the United States (Title XVII, U.S. Code). Violations of copyright law and of regulations regarding the use of copyrighted material for educational purposes are violations of this policy. Students may not copy print or nonprint media or download copyrighted files (including music) from the Internet beyond accepted norms.

Academic dishonesty will result in disciplinary action and possible sanctions from the College.

ACADEMIC CODE OF CONDUCT POLICY

POSSIBLE SANCTIONS

1. Official written warning
2. Video conference with the Academic Dean and/or members of the Academic Integrity Committee
3. Lower or failing grade for an assignment
4. Lower or failing grade for the course
5. Rescinded credits
6. Rescinded certificates or degrees
7. Recording of academic sanctions on the transcript
8. Suspension from the College
9. Dismissal from the College

The College reserves the right to review all credits, certificates, and degrees. If any academic misconduct is revealed, those credits, certificates, and degrees also may be rescinded. Records of Academic Code of Conduct violations are kept in the student's file.

In extreme or emergency circumstances, the Academic Dean may immediately suspend a student from access to College premises and activities pending disciplinary action. Such action will be reported to the College Director.

A student who earns a grade of "D" or "F" as a result of a violation of the Academic Integrity Policy may repeat the course. However, a "D" or "F" resulting from a violation of Academic Integrity is not eligible for grade forgiveness. All course grades would count in computing the cumulative GPA.

A student who is found to have violated the Academic Code of Conduct may be ineligible to receive academic awards or honors.

DISCIPLINARY PROCESS

Specific allegations of a violation of the Academic Code of Conduct must be submitted in writing to the Academic Dean's office.

1. The faculty member making the complaint will provide to the Academic Dean a statement fully describing the act of dishonesty, naming persons involved and witnesses, and listing all physical evidence. All physical evidence is to be secured by the Academic Dean.

ACADEMIC CODE OF CONDUCT POLICY

2. The Academic Dean will provide the student involved with written notification of the accusation of academic dishonesty and the procedures for resolving the case. The student may request a conference.
3. The Academic Dean will review the case based on the evidence presented, taking into consideration any recommendations of the instructor responsible for the academic exercise in which the act of academic dishonesty is alleged to have occurred. The Dean will make the final judgment and will provide the student written notification of the disposition.
4. A student may ask for a reconsideration by the Academic Dean if there are new facts or extenuating circumstances that were not brought to light in the initial review.
5. A student may appeal the decision of the Academic Dean to the Academic Integrity Committee, consisting of the College Director, the Academic Dean, and at least two other faculty members.

APPEAL PROCESS

The student shall have the opportunity to appeal any decision involving disciplinary action. An appeal must be submitted in writing to the College Director within ten business days after receipt of the decision of the Academic Dean. The appeal must specify the grounds on which it is made. Allowable grounds for appeals are limited to the following:

1. Evidence of procedural irregularity
2. Evidence of mitigating circumstances or facts that were not originally presented
3. Evidence of undue severity of the sanction
4. Evidence that the decision of the Academic Dean is arbitrary or unreasonable and that evidence does not support the charges

The Academic Integrity Committee will issue a decision within ten business days and may require that the previously imposed sanction be:

- a. Modified or adjusted as warranted by circumstance.
- b. Suspended, set aside, or rejected.
- c. Affirmed and executed.

The decision of the Academic Integrity Committee is final.

DESCRIPTION OF FACILITIES AND EQUIPMENT

DESCRIPTION OF FACILITIES AND EQUIPMENT

1. The facility and equipment at the A.C.E. School of Tomorrow International Corporate Offices in Hendersonville, Tennessee, with its spacious Learning Center and conference room, are available for on-site courses, such as Learning Center Management III (Administrators' Training), Educational Assistant, and the ACBI work-study program.
2. The facility and equipment for the other on-site courses will differ according to the ACBI-approved sites for Learning Center Management I (Monitors' Training) and II (Supervisors' Training), Cross-Cultural Ministry II (Short-Term Mission), and other courses.

4Steps to apply to



1. Download and review three forms at acbi.org.
2. Submit the completed Enrollment Agreement, Preenrollment Checklist, and Transfer of Credit Disclosure Statement to ACBI.
3. Request **four character references** to be filled out and mailed to ACBI.
4. Submit the required documents.

Become part of ACBI



Contact

ACBI
P.O. Box 508
Hendersonville, TN
37077-0508
Phone: 615-757-4200
Email: acbi@acem.org
Website: acbi.org