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Dear friend,

You are holding a description of Faith Builders. This catalog describes what we do, how we do it, and why we do what we do.

But a written summary can only accomplish so much. Reading a map is not the same experience as exploring the streets. Like a map, we hope this catalog will lead you to visit us. We welcome your presence at a weekend workshop, short term classes during January, or the full two-year experience.

Faith Builders Educational Programs partners with Conservative Anabaptist churches, families, and schools to meet the challenges facing this generation. Instead of relying on others to provide training for our people, Faith Builders serves our communities by offering college-level classes, mentoring, and apprenticing, and a variety of seminars, workshops, and other services.

In the following pages you will find information on:

**The Teacher Apprenticing Program (TAP)**
This two-year course of study aims to prepare teachers with the character, Christian framework, and necessary skills for sustained and successful classroom teaching.

**Christian Ministries**
Christian Ministries contains two years of study for those preparing for a lifetime of service. This track includes training in Bible, theology, communication, history, and ministry skills. We offer concentrations in Bible, discipleship, and music.

**General Studies**
The General Studies program is composed of a two-year track for the person who wishes to study at Faith Builders and fulfill many of their general education requirements before continuing studies elsewhere.

**Short Terms**
A five-week Summer Term, with courses focused on education, and a five-week Winter Term, with courses geared to service and ministry, offer short-term educational opportunities for those whose obligations do not allow the two-year commitment.

Other ministries that make up Faith Builders, include Faith Builders Christian School and the FB Resource Group.

Thanks for your interest in the work of Faith Builders. We invite you to come. We also invite you to consider making it possible for others to come and study and grow with us.

In His service,

Steven Brubaker
Administrator
OUR MISSION

Faith Builders
Educational Programs
serves the
conservative Anabaptist community
by discipling people
toward humble, joyful,
Christ-centered
participation
in the Kingdom
of God.
Faith Builders Educational Programs serves the conservative Anabaptist community by discipling people toward humble, joyful, Christ-centered participation in the Kingdom of God.

The FB Board envisions FBEP helping to develop people who
  - Love God supremely
  - Are prepared for a lifetime of Spirit-filled service
  - Are humble, competent, and faithful church members
  - Provide resources for ministries of the church
  - Understand the times and are prepared to engage effectively

Faith Builders Educational Programs serves the church by training students to effectively minister Christ for a lifetime.

To this end, we will attempt to understand students in the context of their homes and churches. That is, we are committed to learn to know students, to respond to their questions and individual needs, and to develop their abilities. Furthermore, we will be intentional about learning to know their parents and churches and will work to enable students to be loyal and effective in the church communities that have sent them.
The birth and growth of the Christian school movement among conservative Mennonites was accompanied by a growing need for qualified teachers. During the early 1980’s, a few concerned brethren met to discuss the possibility of starting a Christian college for conservative Mennonites. The result of that discussion was a meeting in Hartville, Ohio, on February 13, 1982, which was attended by about 15 persons.

From those present an ad-hoc committee composed of John D. Martin, Joseph Hostetler, Roman J. Miller, and Dale Heisey was formed and given the responsibility to develop a proposal for a Christian college. During 1983, this ad-hoc committee completed a document called “Proposal for a Christian College,” which proposed a four-year college with the following emphases: a work-study program that provides a tuition-free education, a teaching program that equips people to live in the community of faith after finishing school, a discipleship program that encourages people to follow Christ in life and to use their gifts to build the Kingdom of God, and an educational program that equips people to serve the church and spread the gospel.

Although a year-round, on-site educational program was not developed until after facilities were purchased in 1992, many of these emphases were incorporated into the developing program.

Between 1984 and 1992, the Board of Faith Builders Educational Programs (hereafter FBEP or FB) struggled to develop plans for a Christian college that a wide range of conservative Mennonites could support. Board members during this time included Dale Heisey, James Landis, Milo Zehr, Enos Heatwole, Orval Zehr, Lyle Kropf, David Weaver, Paul Miller, Vernon Mullet, Joe Schmucker, and Melvin Lehman. As a step toward achieving the goal of establishing a year-round post-high-school program of study, the board decided to offer classes during the summers for two types of students: content classes for teachers and issues classes for students attending other schools. As a result of that decision, summer terms were held from 1987 through 1992 at rented facilities in Virginia, Kentucky, Pennsylvania, and Georgia. During these years FBEP received many calls for teachers. In 1991 the board decided that FBEP could not meet the great need for teachers by offering classes only during the summer.

The decision was made to purchase a property and to develop a year-round teacher apprenticing program. The nineteen acres and 85,000 sq. ft. complex at Guys Mills, PA were purchased in July, 1992, and renovation began soon afterward.

In an attempt to develop work projects that would allow FBEP to offer a work-study educational program, a bakery was started in 1992 and plans were developed to open a personal care home.

One year after renovation began, the year-round Teacher Apprenticing Program (hereafter TAP) became a reality in the fall of 1993 when a Christian school for grades 1-12 was established.
on-site as a platform for the apprenticing process. Despite having limited financial and personnel resources, Faith Builders was able to make progress in building a program of instruction for teachers. During 1994 and 1995 a basic curriculum of core courses was developed, and Faith Builders began to accept year-round students. In January, 1999, an intensive self-evaluation of FBEP was initiated in an attempt to strengthen Faith Builder’s educational programs and discipling methods. As a result of this self-evaluation, changes in the teacher-training curriculum, the addition of a two-year program for students interested in areas of Christian service other than teaching (Ministry Apprenticing Program, abbreviated as MAP), strengthening of mentoring methods, and a transition from quarter hours to semester hours were effected.

To strengthen FB’s apprenticing programs, a three-week apprenticing term was added during the 2003-2004 academic year. During the same year, terms were changed to twelve weeks of study with one week of focused mentoring. A five-week winter term during January was added to the school’s offerings in 2004 with an emphasis on offering courses of biblical, theological, and practical ministry interest. In 2006, the FBEP Board of Directors voted to form the FB Resource Group with the purpose of producing, publishing, and distributing books, audio, video, and live resources that promote an Anabaptist-Christian worldview. The Resource Group provides resources and services for Mennonite schools and church communities.

In November, 2010 Faith Builders underwent a process of course evaluation by the National Program on Noncollegiate Sponsored Instruction (National PONSI). This evaluation provides a way for students to transfer course work done at FB to colleges and universities. (See page 63 for more information.)

In 2011 the board and administration of Faith Builders restructured the core programs to bring greater clarity and real-world experience to the training in Christian ministries. Faith Builders began offering three tracks of study at FBEP, as follows: 1) Teacher Apprenticing, with only slight modifications; 2) Christian Ministries (replacing Ministry Apprenticing Program), offering a number of concentrations such as discipleship, music, and Bible; and 3) General Studies, for those students who would like to pursue education beyond FB.

Faith Builders discontinued several work-study programs over the years. The bakery was discontinued in 2002 and the Personal Care Home in 2007 due to increasing regulation and conflicts with student schedules. The emphasis on developing the hands continues with school service and apprenticing throughout terms.
God the Father and creation
We believe in one God who is omnipresent, omniscient, omnipotent, infinitely perfect, and eternally existent in three persons: Father, Son, and Holy Spirit. We believe in God as creator and sustainer of all things, and accept the Genesis account of creation as authentic. We believe that man was created in the image of God but fell into sin and depravity through willful rejection of the known will of God. We believe that children become accountable before God when they reach a level of maturity in which they can make a voluntary choice to accept or reject Christ as their personal Savior and Lord.

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

Holy Spirit
We believe that the Holy Spirit works in the world to bring men to Christ and that He dwells in the believer to comfort and guide into all truth. Satan: We believe that Satan is the personal enemy of God and all that is good, and that he is at work deceiving men and promoting evil. We believe Christians are called to resist the devil as well as to seek protection and victory over him through the life, presence, and power of Christ.

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

Salvation
We believe in a salvation theology that makes the life, death, and resurrection of Christ the heart of Christianity and the community of faith the arena through which God reigns in the world. We believe that our relationship with Christ brings us into harmony with the Father, the created order, and the community of believers. As believers surrender to the lordship of Christ and follow Him in obedience, they are delivered from the power of Satan and the practice of sin. Since they are citizens of the heavenly kingdom while they live on earth, believers work in harmony with Christ to bring all that is under their dominion into conformity to the purposes of God for the universe so that all things under their dominion might be reconciled to God. We believe that God has called Christians to flee sin, to follow righteousness, and to fight the good fight of faith (I Timothy 6:11, 12). God is calling Christians to die to sin and to rise with Christ to a victorious life-style. The Biblical view of salvation emphasizes both faith in Christ and obedience in life (discipleship).
Church
We believe that the church is the body of Christ and is called to be a brotherhood that encourages, instructs, and disciplines God’s people for the maintenance of purity and the promotion of spiritual growth. We believe that FBEP is responsible to assist the church and the home in their task of preparing people for Christian service.

Civil Government
We believe that the civil government is ordained of God to maintain order in society and that it is the Christian’s duty to honor and pray for those in authority. Followers of Christ love all men, witness to the lost and to those in authority, and resist evil without the use of carnal force.

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

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

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

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

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

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

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

That truth in every discipline (whether the humanities, social sciences, or natural sciences) is consistent with a Christian worldview.
That evil is a perversion and distortion of what is true.

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

**PERSONS**

*We believe*

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

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

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

**COMMUNITY**

*We believe*

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

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

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

**DISCIPLESHIP**

*We believe*

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

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

**EDUCATION**

*We believe*

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

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

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

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

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

That the primary responsibility for education and discipleship is held by the church and the home. Any authority that a school or mission has for education is delegated by the church or home to serve them in this way.

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

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

**LIFE & MINISTRY**

*We believe*

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

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

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

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

That the focus of God's redemptive work in our world is the building of the Church of Jesus Christ – this is the Kingdom of God.
Faith Builders Educational Programs is committed to nurturing Christians toward effective service in the kingdom of God. In that nurturing, we want to honor the preceding work and goals of Christian parents and pastors who have poured many hours into the students and volunteers who come to FB. Our investment in these lives follows three tracks: Teacher Apprenticing Program (TAP), Christian Ministries, and General Studies. The Teacher Apprenticing track aims to prepare effective teachers for Mennonite schools, Christian Ministries to prepare Christians for a lifetime of service, and General Studies to equip Christians to navigate college successfully.

Specific goals of FBEP include

To deepen faith in God, His Son Jesus, and His written Word
To integrate knowledge and experience through rigorous apprenticing
To shape a Christian worldview that is rooted in Anabaptist values and beliefs
To strengthen local congregations by preparing men and women who have vision for Christ’s kingdom in homes, congregations, and communities
To assist students who want to attend an Anabaptist school before they go on to other post-secondary schools

To develop character through intentional discipleship, focusing on:
  - Valuing high moral character
  - Living honestly
  - Enduring faithfully under difficulty
  - Pursuing peace among God’s people
  - Protecting the young and weak, and ministering to the needy
  - Resisting sin and hypocrisy
  - Growing continually in Christ-likeness
  - Communicating truth effectively in love
  - Understanding the times
  - Valuing godly heritage
EDUCATIONAL METHODS

The motto of Faith Builders - discipling the head, heart, and hands - introduces three dimensions of discipleship addressed in our program. Although we describe them here categorically, in the FB experience, there is much overlap.

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

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

Mentoring—Discipling the Heart
The mentoring program is a series of courses offered by Faith Builders for the personal and spiritual development of its students. Students are placed in small gender-specific groups of three to six students with two mature staff persons serving as their mentors. Throughout the mentoring experience, students complete specific writing assignments and participate in guided individual and group activities designed to create regular opportunities to communicate with God, deepen relationships with others, and develop spiritual discipline.

All students and volunteers are required to participate in a mentoring group. Students receive a grade and credit for each course based on completion of assignments and attendance at activities. There are four mentoring courses in the two year program—one each semester. The first year, students are led to reflect on their past with a goal of increasing gratitude and understanding in how God has led them to the present. The second year of mentoring is more forward focused as students consider their gifting, explore ways to utilize their gifts, and pursue God's leading into the future. Throughout, there are ample opportunities for each student to share current life issues and receive feedback, support, and prayer.

The mentoring program is an important part of fulfilling our goal of discipling the students' head, heart and hands. We want to offer more than just an academic experience that conveys knowledge and information. We believe that a meaningful mentoring experience coupled with academic study and hands-on apprenticing forms a well balanced training experience for the Christian young person and ensures that their education is kept in proper perspective.

We want our students to commit to a lifetime of Christian service and believe that they can do that effectively only in the context of a deep commitment to Christ and his Church. Therefore, the mentoring experience is intentionally designed to be acutely spiritual and relational. We offer mentoring because we believe it is one way to help young people develop a healthy view of God, their church, authority, and themselves.
Apprenticing—Discipling the Hands

Apprenticing is rooted in the belief that guided experience rounds out instruction. In the apprenticing relationship, students spend time observing, hearing, and then practicing. Our goal is to provide opportunities for students to practice in actual life situations what they are learning in the classroom. For Teacher Apprenticing (TAP) students this means spending time in the classroom observing an experienced teacher, recording and evaluating observations. It means then being responsible to plan and present lessons under the supervision and guidance of the teacher. In addition, TAP students spend five weeks interning at an off-site school. They are immersed in the culture of the school while observing, reflecting, teaching, and serving the school under the direction of school staff. For Christian Ministries students apprenticing involves a five-to-six-week internship at an existing ministry, participating in activities under the guidance and direction of the staff of the ministry. In addition to interning at a specific ministry, students participate in apprenticing activities such as teaching Sunday school, leading worship, leading small groups, serving at soup kitchens, ministering in prisons, and doing service projects in the local community. Graduating TAP and ministry students participate in ministry team, a class project culminating in presentations at several churches.

The combination of experiences at FB provides the student with a broad range of experiences from which to grow as a person, deepen vision for God’s kingdom, and sharpen skills for teaching and ministry.
FBEP BOARD

FBEP is a para-church organization that serves the conservative Mennonite church. An eight-to-ten-member board runs FB, receiving input from an advisory council and a pastoral council. The board selects board and council members from various Mennonite churches, conferences, and fellowships. The board meets at least twice per year at the FBEP facility, and confers by telephone other times as needed. An executive committee of three board officers meets an additional two times annually.

Board Members

- Richard Bean, ON
- Wayne Martin, ON
- Gary Miller, KS
- John Nisley, PA
- Dave Nisly, VA
- Linford Weaver, PA
- James Yoder, IN
- Keith Zimmerman, PA

FBEP ADVISORY COUNCIL

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

Advisory Council Members

- James Beachy, OH
- Javan Bender, SC
- Steven Burkholder, IN
- Anthony Gingerich, PA
- Gordon Goertzen OR
- Nathan Good, VA
- Lamar High, PA
- Linford Horst, MD
- Earl Koch, ON
- Dwight Kratzer, OH
- Matt Landis, PA
- Dave Rotelle, PA
- Jonas Sauder, PA
- Clifford Schrock, PA
- Byron Smucker, OH
- Marvin Weaver, PA
- Dan Ziegler, PA
The Faith Builders Pastoral Council is composed of pastors from the FB constituency. Their purpose is to provide a link between FBEP and the churches who send students to FBEP. They pursue this purpose by reviewing the theological positions and sentiments of FBEP, by reviewing the texts that are used in classes taught at FBEP, and by representing the concerns and interests of the constituent community to the board and administration of FB.

Pastoral Council Members
Ernest Hochstetler, SC (not pictured)  Ronald Miller, KS
John Miller, IN  Tim Myers, GA
Wayne Schrock, VA  Ron Shantz, ON

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

The FB Administrative Team
Steven Brubaker, Administrator
Sheldon Kauffman, Operations Administrator
Gerald Miller, Faith Builders Christian School Administrator
Glendon Strickler, Faith Builders Training Institute Administrator
**VOLUNTARY SERVICE**

**Why Volunteers?**
Since the early days of Faith Builders, a workforce of dedicated volunteers has labored to ensure smooth day-to-day operation of our programs. We continue to employ volunteers to assist with the workload of cooking, housekeeping, and performing facility maintenance. These workers, mostly young people, come from far and wide and represent the communities of our supporting constituency.

A diligent, well-trained volunteer labor force enables our organization to offer quality services while keeping educational costs lower. But the voluntary service program is not just about getting work done. It’s a specific way that we flesh out our mission to train and prepare young people for a lifetime of Christian service. Volunteer work is certainly not always glamorous, and it often consists of very routine and hard work. Yet there is a deep satisfaction in serving others “as unto the Lord,” and many valuable life lessons are learned by working together to build Christ’s Kingdom.

**How Volunteering Works**
Volunteer positions are typically filled by individuals who are 18-years-old or older, and who commit to living and working at Faith Builders for a one-year term of service. Each year, open volunteer positions are announced via our newsletter and email updates. Interested individuals must fill out an application and receive approval from administration before being accepted.

We value applicants with a strong connection to their home congregation. Churches play a key role in sending volunteers, and they continue that role by supporting them in a variety of ways while they serve. Since volunteers are not paid any wages or allowance, we recommend that their church send them regular financial gifts as a way to help them to pay for personal needs that arise during their term.

**Benefits of Volunteering**
Faith Builders provides full room and board to full-time volunteers at no cost. Volunteers are also able to attend a limited number of institute classes, and get a taste of what it’s like to be a full-time student. This is a unique opportunity to sample college-level study in subjects such as theology, music, science, or history.

All regular volunteers are enrolled in the mentoring program. The mentoring experience is a special opportunity to focus on personal growth, receive spiritual input, and develop supportive relationships in a small group of peers. Refer to Mentoring for a more detailed description.

Outside of work hours, volunteers join the students' world by living in the dormitories and participating in social activities. This provides opportunities to socialize with people from all over the world and build new friendships that may last for a lifetime.
Volunteering provides individuals with useful job training experiences, hands-on practice with specific practical tasks, and thoughtful feedback from an experienced supervisor. This prepares a young person for taking more responsibility as they seek out their niche in the real world—whether that be in the workforce, on the mission field, or in the programs of a local church.

**Other Opportunities**
Short term opportunities for volunteers exist as well. Extra volunteer help is needed for short terms or special events. We also occasionally employ skilled workers for renovation and maintenance projects. Room and board benefits apply to these workers, but some of the other benefits, such as mentoring courses, do not.

**How to Apply**
To apply for a volunteer position, or to inquire about details of the voluntary service program, contact the main office.
GENERAL PROGRAM OVERVIEW

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

Terms
Life at Faith Builders is structured around five annual terms. The academic year begins in August with the Apprenticing Term and ends with a Summer Term.

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<th>What Happens</th>
<th>Who is Involved</th>
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<td>4 weeks in Aug-Sept</td>
<td>Apprenticing</td>
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<td>All Institute students</td>
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<td>Fall Semester</td>
<td>13 weeks in Sept-Dec</td>
<td>Classes Mentoring Apprentice</td>
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<td></td>
<td></td>
<td>All Institute students Non-program students</td>
</tr>
<tr>
<td>Winter Term</td>
<td>5 weeks in Jan-Feb</td>
<td>Classes</td>
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<td>Christian Ministries and General Studies students</td>
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<td>Non-program students Ministers, families, singles, missionaries, general</td>
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<tr>
<td>Spring Semester</td>
<td>13 weeks in Feb-May</td>
<td>Classes Mentoring Apprentice</td>
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<td></td>
<td>All Institute students Non-program students</td>
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<tr>
<td>Summer Term</td>
<td>5 weeks in July</td>
<td>Classes</td>
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<td>Teacher Apprenticing and General Studies students</td>
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<td></td>
<td></td>
<td>Non-program students Teachers, college students, general</td>
</tr>
</tbody>
</table>

Students
People who wish to study at Faith Builders have the following options:

1. Enroll in a two-year track: Teacher Apprenticing Program (TAP), Christian Ministries, or General Studies. These students take a two-year course of study that has been carefully planned to develop spiritual, intellectual, and practical skills. Some students may enroll as non-program students for only one year, but this option depends on available space.

2. Enroll in the five-week Winter or Summer Terms. Because these students are not enrolled in a prescribed course of study, they have freedom to choose classes in their area of interest. The Winter Term specializes in Bible, theology, and music courses. The Summer Term focuses on courses of interest to K-12 educators and general-education students.
Core Courses
All students enrolled in a track of study at the Institute take these core courses. Additional requirements apply for each track of study.

<table>
<thead>
<tr>
<th></th>
<th>First Year</th>
<th>Second Year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Composition I</td>
<td>3</td>
<td>Public Speaking</td>
</tr>
<tr>
<td>Introduction to Human Understanding</td>
<td>3</td>
<td>Introduction to Worldviews</td>
</tr>
<tr>
<td>Old Testament Survey</td>
<td>3</td>
<td>Mentoring III</td>
</tr>
<tr>
<td>World History I</td>
<td>3</td>
<td>Choir</td>
</tr>
<tr>
<td>Mentoring I</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Choir</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Composition II</td>
<td>3</td>
<td>Anabaptist Life &amp; Thought</td>
</tr>
<tr>
<td>Principles of Science</td>
<td>3</td>
<td>Mentoring IV</td>
</tr>
<tr>
<td>World History II</td>
<td>3</td>
<td>Choir</td>
</tr>
<tr>
<td>Mentoring II</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Choir</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>
FB TRAINING INSTITUTE PROGRAMS

FBTI offers three tracks of study: Teacher Apprenticing Program (TAP), Christian Ministries, and General Studies. These tracks integrate the head, heart, and hands components of education, which are central to the mission and philosophy of Faith Builders.

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

Course Schedule for Teacher Apprenticing Track

<table>
<thead>
<tr>
<th>Apprenticing Term</th>
<th>Year 1</th>
<th>Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td>Term</td>
<td></td>
</tr>
<tr>
<td><strong>Year 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Term</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apprenticing</td>
<td>Introduction to Teaching</td>
<td>Teaching Practicum*</td>
</tr>
<tr>
<td>Term</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Fall Semester</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>English Composition I</td>
<td>Introduction to Worldviews</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Intro to Human Understanding</td>
<td>Public Speaking</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Old Testament Survey</td>
<td>Mentoring III</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>World History I</td>
<td>Choir</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Mentoring I</td>
<td>Math Elective</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Choir</td>
<td>Exceptional Learner Tutorial</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Teaching Practicum*</td>
<td>Teaching Practicum*</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Winter Term</td>
<td>Internship</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Internship</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Spring Semester</td>
<td>English Composition II</td>
<td>Anabaptist Life &amp; Thought</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Principles of Science</td>
<td>Ethics or Senior Project</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Principles of Science Lab</td>
<td>Current Issues in Education</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>World History II</td>
<td>World Literature</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Bible or Seminar</td>
<td>Mentoring IV</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Mentoring II</td>
<td>Choir</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Choir</td>
<td>Ministry Team/REACH</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teaching Practicum*</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summer Term</td>
<td>Foundations of Education</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Free Electives</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

*Seven hours of Teaching Practicum are required.
A total of 80 hours is required for this track.
Two-Year Track in Christian Ministries

The Christian Ministries track is designed to prepare students to return to their home communities prepared to serve with both zeal and vision as well as to move on to specialized areas of service in other parts of the world. We want students to emerge with skills, knowledge, and experience for effective service, whether ministering to the spiritual or material needs of people, whether living at home or in a foreign land, whether working as a mechanic or as a career missionary. Students in the Christian Ministries track can select from three concentrations: 1) Bible, 2) Discipleship, and 3) Music. Students take four-to-six courses in their area of concentration. They also do an internship at an existing ministry to gain practical experience in the area of their concentration. Contact the office for more information about concentration requirements. The courses required for this track are shown in the following table.

### Course Schedule for Christian Ministries Track, without concentration

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Apprenticing Term</strong></td>
<td><strong>Global Ministry</strong></td>
</tr>
<tr>
<td>Introduction to Ministry</td>
<td>4</td>
</tr>
<tr>
<td><strong>Fall Semester</strong></td>
<td><strong>Congregational Church Life</strong></td>
</tr>
<tr>
<td>English Composition I</td>
<td>3</td>
</tr>
<tr>
<td>Intro to Human Understanding</td>
<td>3</td>
</tr>
<tr>
<td>Old Testament Survey</td>
<td>3</td>
</tr>
<tr>
<td>World History I</td>
<td>3</td>
</tr>
<tr>
<td>Mentoring I</td>
<td>2</td>
</tr>
<tr>
<td>Choir</td>
<td>1</td>
</tr>
<tr>
<td>Ministry Practicum*</td>
<td>1</td>
</tr>
<tr>
<td><strong>Winter Term</strong></td>
<td><strong>Internship (Summer or Winter Term)</strong></td>
</tr>
<tr>
<td>Reading the Bible</td>
<td>2</td>
</tr>
<tr>
<td>Electives</td>
<td>6</td>
</tr>
<tr>
<td><strong>Spring Semester</strong></td>
<td><strong>Anabaptist Life &amp; Thought</strong></td>
</tr>
<tr>
<td>English Composition II</td>
<td>3</td>
</tr>
<tr>
<td>Principles of Science</td>
<td>3</td>
</tr>
<tr>
<td>Teaching the Bible</td>
<td>2</td>
</tr>
<tr>
<td>World History II</td>
<td>3</td>
</tr>
<tr>
<td>Mentoring II</td>
<td>2</td>
</tr>
<tr>
<td>Choir</td>
<td>1</td>
</tr>
<tr>
<td>Ministry Practicum*</td>
<td>1</td>
</tr>
</tbody>
</table>

*Three hours of Ministry Practicum are required.

A total of 80 hours is required for this track. Some concentrations require an additional hour of coursework.
Two-Year Track in General Studies
The General Studies track is designed for those students who want to spend two years at FB in preparation for further education. It is designed to equip students to navigate college successfully. Students in this track focus on courses that are transferable to other educational institutions. Apprenticing in the General Studies track is similar to that in Christian Ministries. In addition, this track requires a number of specialized educational opportunities in preparation for college. The courses required for this track are shown in the following table.

### Course Schedule for General Studies Track

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Apprenticing Term</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Introduction to Ministry</td>
<td>Global Ministry</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td><strong>Fall Semester</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student</td>
<td>English Composition I</td>
<td>Public Speaking</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Old Testament Survey</td>
<td>Intro to Human Understanding</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Introduction to Worldviews</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>World History I</td>
<td>Mentoring III</td>
<td>Choir</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Mentoring I</td>
<td>Choir</td>
<td>Math Elective</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Choir</td>
<td>Tutorial</td>
<td>Ministry Practicum*</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Ministry Practicum*</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Winter Term</strong></td>
<td>Reading the Bible</td>
<td>Free Electives** (may do</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Summer Term instead)</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Free Electives**</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Spring Semester</strong></td>
<td>English Composition II</td>
<td>Anabaptist Life &amp; Thought</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Principles of Science</td>
<td>Mentoring IV</td>
<td>Choir</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>World History II</td>
<td>Ethics</td>
<td>World Literature</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Mentoring II</td>
<td>Ethics</td>
<td>Online Course or CLEP Exam</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Choir</td>
<td>World Literature</td>
<td>Ministry Team/REACH*</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Teaching the Bible</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Seminar</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>The Christian &amp; College</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Ministry Practicum*</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

*Two hours of Ministry Practicum are required.
**Computer proficiency must be demonstrated.
A total of 82 hours is required for this track.
# GRADUATION REQUIREMENTS

## Hours Requirement
To graduate, a student must complete 80 semester hours for Teacher Apprenticing, 80 semester hours for Christian Ministries, or 82 semester hours for General Studies. These hours include courses needed to fulfill the core courses requirement, the mentoring requirement, and the track requirement.

## Core Courses Requirement
Certain skills, knowledge, and experiences are useful to all God’s children and to this end Faith Builders expects that every student graduating from its programs will have profited from the following components.

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

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

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

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

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

## Mentoring and Apprenticing Requirement
A distinguishing feature of all Faith Builders tracks is an emphasis on personal discipling and apprenticing. To graduate from Faith Builders a student must complete the track-specific apprenticing requirements. Eight semester hours of mentoring are required for all tracks. In addition, a one-hour course introducing students to the philosophy, methods, and goals of Faith Builders is integral to the program. All students participate in the ministry team, a staff-guided, student-formulated program which culminates in presentations at several churches. These courses are offered only during a two-year residency on-campus.

## Grade Requirement
A cumulative grade point average of at least 2.00 is required for graduation from Faith Builders.

## Work Requirement
Consistent with Faith Builders’ commitment to the proportional development of the head, heart, and hands, all graduates of Faith Builders will have been involved in some form of manual work in the School Service Program while on campus.

## Graduation Application
A graduation application must be completed and submitted to the Training Institute administrator at least 60 days prior to graduation.
In addition to our regular academic programs, Faith Builders offers a number of opportunities for personal growth and development.

Winter Short Term
During the month of January, Faith Builders offers classes during a five-week term. The courses offered are focused in the areas of Bible, theology, and music. This term is specifically designed to address the needs of students not traditionally served by conservative Mennonite Bible schools. This includes both older students and church leaders. The classes are open to students who desire to spend only one term at Faith Builders, although preference will be given to long-term students. The typical course load is 6-8 semester hours. Some courses run the entire five weeks while others may run for as little as one week. Not all courses are offered every year. For a current listing of classes, please request a Winter Term brochure. Courses may include the following:

<table>
<thead>
<tr>
<th>Bible / Theology</th>
<th>Music</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anabaptist History</td>
<td>Beginning Choral Conducting</td>
</tr>
<tr>
<td>Anabaptist Theology</td>
<td>Beginning Class Voice</td>
</tr>
<tr>
<td>Anabaptist Worldview</td>
<td>Choir</td>
</tr>
<tr>
<td>Bible Book Seminars</td>
<td>Music and the Church</td>
</tr>
<tr>
<td>Church History: Early &amp; Medieval</td>
<td>Music Fundamentals</td>
</tr>
<tr>
<td>Church History: Modern</td>
<td>Music History &amp; Appreciation</td>
</tr>
<tr>
<td>Helping the Hurting</td>
<td>Practical</td>
</tr>
<tr>
<td>Historical Theology</td>
<td>Growing into a Godly Woman</td>
</tr>
<tr>
<td>Nonresistance</td>
<td>Leadership and Life for Men</td>
</tr>
<tr>
<td>Reading the Bible</td>
<td>Marriage and Mothering</td>
</tr>
<tr>
<td>Sermon on the Mount</td>
<td>Public Speaking</td>
</tr>
<tr>
<td>Systematic Theology</td>
<td>Singleness &amp; Women</td>
</tr>
<tr>
<td>Teaching the Bible</td>
<td>Homemaking</td>
</tr>
<tr>
<td>The Kingdom of God</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
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<tbody>
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<td>1</td>
</tr>
</tbody>
</table>

A table showing the courses offered during the Winter Short Term, categorized into Bible/Theology, Music, and Practical subjects, with each course credited with the number of semester hours.
Summer Short Term
During the month of July, Faith Builders operates a five-week term. We offer courses during this term designed to prepare and equip teachers in K-12 settings. Courses suitable for first-time teachers are available as well as courses for the seasoned teacher looking for continued professional development. Additionally, many of the courses would fit into traditional liberal arts programs at other schools. The typical course load is 6-8 semester hours. Not all courses are offered every year. For a current listing of classes, please request a Summer Term brochure. Courses offered may include the following:

<table>
<thead>
<tr>
<th>General</th>
<th>Math &amp; Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child Development</td>
<td>Algebra</td>
</tr>
<tr>
<td>Choir</td>
<td>Biology</td>
</tr>
<tr>
<td>Course Development Practicum</td>
<td>Calculus</td>
</tr>
<tr>
<td>Educational Administration</td>
<td>Chemistry</td>
</tr>
<tr>
<td>Foundations of Education</td>
<td>Geometry</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>Music History &amp; Apprec.</td>
</tr>
<tr>
<td>Principles of Teaching</td>
<td>Teaching Elementary Math</td>
</tr>
<tr>
<td>Principles of Teaching II</td>
<td>Teaching Secondary Math</td>
</tr>
<tr>
<td></td>
<td>Trigonometry</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>History &amp; Geography</th>
<th>English &amp; Literature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geography</td>
<td>American Literature</td>
</tr>
<tr>
<td>Teaching History and Social Studies</td>
<td>Children's Literature</td>
</tr>
<tr>
<td>US History</td>
<td>Creative Writing</td>
</tr>
<tr>
<td></td>
<td>English Literature</td>
</tr>
<tr>
<td></td>
<td>Teaching Language Arts</td>
</tr>
<tr>
<td></td>
<td>Teaching Reading</td>
</tr>
</tbody>
</table>

Historical Tour / European Choir Tour
During the month of June, FBEP periodically offers a three-week study and/or choral tour of Europe. The themes will vary from year to year. Information will be provided in the FB newsletter.
COURSE DESCRIPTIONS
## FBEP Course Listing

### Bible (BIB)
- 101 Old Testament Survey (3)
- 102 New Testament Survey (3)
- 150 Reading the Bible (2)
- 160 Teaching the Bible (2)
- 331 Sermon on the Mount (1)

### Bible Book Seminars
- 355 John (1)
- 356 Romans (1)
- 357 First Corinthians (1)
- 360 Galatians (1)
- 376 Ephesians/Colossians (1)
- 378 Pastoral Epistles: I & II Timothy & Titus (1)
- 379 Hebrews (1)
- 380 Genesis (1)
- 382 Revelation (1)
- 384 Minor Prophets (1)
- 386 Lessons from the Kings of Israel & Judah (1)
- 388 Themes from Women of the Bible (2)

### Communication (COM)
- 201 Public Speaking (3)
- 330 Storytelling (1)

### Computers (COMP)
- 102 Introduction to Computer Applications (3)
- 230 Using the Computer in Ministry (1)

### Education (EDU)
- 201 Foundations of Education (3)
- 202 Principles of Teaching (3)
- 204 Course Development Practicum (3)
- 210 Child Development (3)
- 220 Research Skills for Teachers (1)
- 230 Teaching Reading (3)
- 237 Current Issues in Education (1)
- 302 Principles of Teaching II (3)
- 320 The Exceptional Learner Tutorial (3)
- 326 The Life of the Teacher (1)
- 333 Teaching Language Arts (3)
- 334 Teaching Secondary English & Literature (2)
- 350 Teaching History/Social Studies (3)
- 360 Teaching Secondary Mathematics (1)
- 372 Teaching Science (1)
- 374 Teaching Science (with lab) (3)
- 380 Teaching Music – Elementary (3)
- 382 Teaching Music – Secondary (2)
- 397 Art for Teachers (3)
- 398 Drawing (1)
- 401 Educational Administration (3)
- 420 Learning Disabilities (3)

### Teacher Apprenticeship Courses
- 101 Introduction to Teaching (4)
- 240 Teaching Practicum (Apprenticing) (4)
- 141 Teaching Practicum I (Fall) (1)
- 142 Teaching Practicum I (Spring) (1)
- 241 Teaching Practicum II (Fall) (1)
- 242 Teaching Practicum II (Spring) (1)
- 310 Education Internship (6)

### English (ENG)
- 010 Basic English (NC)
- 101 English Composition I (3)
- 102 English Composition II (3)
- 310 Creative Writing (3)
- 330 TESOL (3)

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

### Intercultural Studies (ICS)
- 241 Cross-Cultural Understanding (1)
- 301 Western Man Study Tour (3)
- 310 World Religions (3)
- 320 Understanding Muslims: History, Faith, and Culture (3)
- 340 Cultural Anthropology (3)
- 352 Introduction to Muslim Evangelism (1)

### Languages (LAN)
- 101 Spanish I (3)
- 102 Spanish II (3)
- 301 Greek I (3)
- 302 Greek II (3)
Literature (LIT)
110 World Literature (3)
220 English Literature (3)
230 American Literature (3)
240 Children's Literature (3)
310 Poetry Appreciation (1)

Mathematics (MAT)
010 Basic Math (NC)
020 Math Independent Study (NC)
030 High-School Algebra (NC)
101 Algebra (3)
102 Survey of Mathematics (3)
110 Introduction to Trigonometry (1)
111 Introduction to Geometry (1)
115 The Joy of Mathematics (1)
201 Mathematics for Elementary Teachers (3)
210 Trigonometry (3)
211 Geometry (3)
220 Calculus (3)
250 Mathematics for Secondary Teachers (3)

Ministry (MIN)
325 Principles of Ministry (1)
330 Understanding The Hurting (3)
331 Pastoral Care (1)
332 Christian Counseling (2)
333 Helping the Depressed (3)
334 Discipleship in the Local Church (1)
335 Issues in Church Leadership (1)
350 Starting and Running a Christ-centered Business (1)
351 Creating a Business Plan for Start-up and Existing Businesses (1)
352 Business by the Numbers (1)
353 People and Business (1)
PSY 101 Intro. to Human Understanding (3)

Ministry Apprenticeship Courses
160 Introduction to Ministry (4)
260 Global Ministry (4)
141 Ministry Apprenticeship I (Fall) (1)
142 Ministry Apprenticeship I (Spring) (1)
241 Ministry Apprenticeship II (Fall) (1)
242 Ministry Apprenticeship II (Spring) (1)
310 Ministry Internship (6)

Music (MUS)
101 Choir (1)
110 Music Fundamentals (3)

201 Music Theory I (3)
202 Music Theory II (4)
301 Music History & Appreciation (2)
310 Beginning Class Voice (1)
311 Intermediate Class Voice (1)
320 Beginning Choral Conducting (1)
321 Intermediate Choral Conducting (1)
331 Music in the Life of the Church (1)

Personal Formation (PER)
121 The Christian & College (1)
160 Singleness, Marriage & Family (3)
161 Marriage & Family (2)
210 Foundations of Discipleship (2)
215 Discipleship & the Spiritual Disciplines (2)
250 Developing Passionate Belief (1)
260 Life & Leadership for Men (3)
261 Marriage & Mothering (1)
262 Growing into a Godly Woman (1)
263 Singleness & Women (1)
265 Homemaking: An Art for All Women (1)
267 Women Serving and Relating in Kingdom Work (1)
268 Women in Service (1)
270 Developing as a Servant (2)
320 Interpersonal Relationships (3)
330 Reading as a Spiritual Discipline (1)
340 Discipleship Tutorial (3)

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

Philosophy (PHI)
201 Introduction to Worldviews (3)
202 Foundations of Christian Worldview (3)
210 An Introduction to Apologetics (1)
250 A Christian Worldview (1)
260 Anabaptism as Worldview (1)
310 Ethics (3)
350 Pascal Seminar (1)
351 Augustine Seminar (1)
352 C. S. Lewis Seminar (1)
353 British Christian Writers Seminar - 20th Century (1)
354 Plato's Republic (1)
355 Utopian & Dystopian Writers (1)
Science (SCI)
  140 Biology (4)
  150 Earth Science (3)
  210 Principles of Science (4)
  220 Chemistry (4)
  230 Physics (4)

Theology (THE)
  210 Historical Theology (3)
  220 Systematic Theology (3)
  230 Anabaptist Theology (3)
  232 Anabaptist Life & Thought (3)
  240 Congregational Church Life (1)

242 Current Church Issues (1)
310 The Freedom of Contentment (1)
320 Nonresistance (1)
322 The Kingdom of God (1)
324 Knowing God (1)
325 Christian Economics Seminar (1)
331 Early Anabaptist Writers Seminar (1)
350 Menno Simons Seminar (1)
351 Pilgrim Marpeck Seminar (1)
360 Readings in Bible & Theology Tutorial (3)
370 Church Planting and Growth (1)
371 Church Growth & Evangelism (1)
372 Sermon Preparation & Delivery (1)

**BIBLE (BIB)**

**BIB 101 Old Testament Survey (3)**
A chronological, geographic, and thematic overview of the Old Testament with an emphasis on the overall unity of purpose. Attention will be given to developing a working knowledge of essential facts as well as to exploring pertinent issues surrounding Old Testament studies.

**BIB 102 New Testament Survey (3)**
An introductory study of the authorship, date, and content of the New Testament books. Major events in the life of Christ and in the early Church are reviewed. Attention is given to New Testament lessons in character and spiritual life.

**BIB 150 Reading the Bible (2)**
Reading the Bible is a course that cultivates the attitudes, discipline, concepts, skills, and intention necessary for reading the Bible, moving toward the intended meaning, and making the response God desires.

**BIB 160 Teaching the Bible (2)**
This course introduces students to teaching the Scriptures by first exploring the example of Jesus and the Apostles in their use of Scripture. Students then practice skills for exploring context, identifying the main idea, and interpreting and applying the text, consistent with the genre and the intention of the writer. Students practice two approaches—expository teaching and discovery learning—and employ teaching methods to facilitate those learning experiences. Students can apply what they learn in this class in settings such as Sunday school, home Bible studies, and the classroom.

**BIB 331 Sermon on the Mount (1)**
A study of Jesus’ longest recorded discourse. We will begin with an overview of the historical and cultural context of Jesus’ ministry and note how the Sermon on the Mount brings His ministry to a focal point before moving to a verse-by-verse study of this amazing passage.

**BIB 355 John (1)**
This course is a straight-forward study of the Book of John that focuses on the text, its meaning and its implications for our lives today. The Bible is the primary text with teacher hand-outs providing a framework for the study.
BIB 356 Romans (1)
This study is aimed at unpacking the basics of Christian theology as understood and communicated by Paul. Of particular interest is Paul's anthropology and his soteriology. A Gospel soteriology is compared and contrasted with the Pauline soteriology in Romans. The approach is exegetical with reading in selected commentaries, particularly in J.C. Wengers text A Lay Guide to Romans.

BIB 357 First Corinthians (1)
This course will examine and apply biblical principles and applications for wholesome brotherhood relationships couched in the context of carnal and independent human inclinations and responses. In a culture of independence and individualism the biblical principles and applications of this letter seem out of touch with contemporary Christianity, but a fresh look at Paul’s encouragement will open up a pathway of fruitful relationships for the person seeking a new approach to brotherhood.

BIB 360 Galatians (1)
In Galatians Paul tells us what the gospel of Jesus Christ is and is not. Along the way he introduces other subjects like how to relate to believers who are overtaken in a sin, the relationship between the Old Testament and New Testament, the role of the Holy Spirit in responsible Christian living, and the equality of all believers in Christ. This course focuses on the content and issues in the New Testament book of Galatians.

BIB 376 Ephesians/Colossians (1)
The expository method will be used to analyze and present the message of Ephesians with insight from Colossians. These Biblical letters will be studied with a focus on their central themes.

BIB 378 Pastoral Epistles: I & II Timothy and Titus (1)
This course is a study of the New Testament books of 1 and 2 Timothy and Titus—often referred to as the “Pastoral Epistles” or “Pastoral Letters.” Background and historical setting of the writings are explored as well as the meaning of key texts. Emphasis is placed on practical applications for the Christian Church today. Specific subtopics are discussed such as leadership and authority, the church family, good works and dealing with opposition.

BIB 379 Hebrews (1)
This study is an exposition of the Book of Hebrews with an emphasis on the superiority of Christ to all that was before or after him. The format is lecture and discussion with the students doing several writing assignments.

BIB 380 Genesis (1)
BIB 382 Revelation (1)
A study of the Book of Revelation with particular attention to its purpose, content, and message, following a plain interpretation of the Biblical text.

BIB 384 Minor Prophets (1)
The purpose of this course is to introduce students to the significance of the “word of the Lord,” as it breaks forth in the Minor Prophets, and to project some parallels to our own era. It is assumed that this is not possible without a rather clear understanding of the time and geographic context wherein these words were written and compiled.

BIB 386 Life Lessons from the Kings of Israel & Judah (1)
This course is a study of the books of Samuel, Kings, Chronicles and the notable characters who ruled the Hebrew nation during its monarchy. These life stories are explored within the unique historical and cultural context of the Old Testament. Special focus is given to how their choices shaped the history of God’s chosen nation and how their successes and failures provide powerful lessons for living godly lives in the 21st century.

BIB 388 Themes from Women of the Bible (2)
Through a survey of biblical women’s interactions with their culture, the history of Israel, the ministry of Jesus, and the beginning of the early church, this course focuses on what their stories reveal about living as a daughter of God.
COM 201 Public Speaking (3)
This course is an introductory level study of the theory and practice of effective spoken communication. Lectures contain practical advice and communication theory with applications in public and small group settings. Classroom exercise and student speeches are designed to help students evaluate and develop their speaking skills. The overall approach gives special consideration to unique opportunities Christians have to impact the world and the Church by using the God-given gift of speech.

COM 330 Storytelling (1)
Students first learn to identify and demonstrate specific qualities of good stories and effective storytelling. Then they practice telling stories from personal experience, the Bible, and school-related subjects for the purpose of using storytelling as a teaching technique in the classroom.

COMP 102 Introduction to Computer Applications (3)
An overview of Windows compatible computer hardware and software with an emphasis on practical applications: spreadsheets, databases, presentation graphics, and word-processors.

COMP 230 Using the Computer in Ministry (1)
No matter how we think about technology, it has influenced the way we think about church. Rather than bemoan the changes, today’s leaders should leverage technology in study, organization, and communication. We will consider an overview and implement these tools in several projects that can directly enhance your leadership. Basic computer skills are essential.

EDU 201 Foundations of Education (3)
An introduction to the major issues of the philosophy of Christian Day-School education and the history of education. The course focuses on significant terminology and the development of student positions.

EDU 202 Principles of Teaching (3)
Principles of Teaching is an introductory methods course that identifies time-honored principles of teaching and their application in the classroom. The course focuses on four domains of a teacher’s work that coalesce to promote effective teaching: planning, instruction, assessment, and classroom management.

EDU 204 Course Development Practicum (3)
This course follows Principles of Teaching with a practical emphasis on conventional course development by active teachers. Each student will prepare a course that he or she will be teaching in the upcoming school year and teach portions of that course. Both the preparation and the teaching will include peer and instructor feedback. Prerequisites are EDU 202 Principles of Teaching and plans to teach in the following school year. The students must bring materials for two courses that they will be teaching during the following school year.
EDU 210 Child Development (3)
Part one is a study of children's spiritual, physical, social, and intellectual development and needs, examining the role of parents and teachers in cultivating healthy growth in each aspect of the child's life. The second part examines a variety of learning theories embedded in our curriculums, considers how they fit children of various ages, and how they affect our approaches to teaching. Particular attention is given to applying these theories from a Christian mindset. Parallel components of the course include student readings in areas of individual choice related to some segment of the course, making observations on time spent with a child to observe aspects of child development, and an introspective study of one's own development as a person.

EDU 220 Research Skills for Teachers (1)
This course aims to increase teachers' efficiency at finding and evaluating information. Among the topics we consider will be online sources, offline sources, primary sources, and non-Western sources.

EDU 230 Teaching Reading (3)
This course introduces students to basic reading theory and methods. It includes the topics of phonemic awareness, phonics, vocabulary, comprehension and fluency. Students learn to think like reading teachers by completing informal reading inventories, utilizing comprehension strategies in reading assignments, evaluating oral reading, doing read-alouds and preparing reading lesson plans.

EDU 237 Current Issues in Education (1)
This course takes a look at the educational landscape that surrounds us, including public, private, and Anabaptist education. The content of this course will be developed primarily by class discussion. Students will have an opportunity to directly connect current issues to their own setting and school.

EDU 302 Principles of Teaching II (3)
Principles of Teaching II is a methods course that further develops and expands on themes introduced in Principles of Teaching I. The course is a workshop-style class where students focus on becoming effective teachers characterized by joy and rigor. The course has two distinct components. The first half focuses on specific techniques used by effective teachers in setting high standards, planning and delivering instruction, and engaging students in classrooms with a strong culture of rigor, structure, character, and trust. The second half of the course focuses on four distinct topics: using textbooks effectively, teaching reading across the curriculum, differentiated instruction, and assessment. Prerequisites: EDU 202 Principles of Teaching or several years of teaching experience.

EDU 320 The Exceptional Learner Tutorial (3)

EDU 326 The Life of the Teacher (1)
An effective teacher is an artist. Every teacher-artist is an individual, and brings a unique set of attitudes, expectations, style, and habits to the classroom. We'll study how the teacher's personal life, vision, habits of character, and stance as a teacher can be developed for more effective results regardless of the school's choice of curriculum materials or methods to be used. Prerequisite: at least one year of teaching experience.

EDU 333 Teaching Language Arts (3)
This course is designed to introduce the theoretical background of language arts and effective instructional methodologies and assessments in language arts. The course emphasizes integrating the six basic components of language arts: listening, talking, reading, writing, viewing, and visually representing with other academic disciplines.

EDU 334 Teaching Secondary English and Literature (2)
Classic short stories, essays, poetry, and excerpts from book-length literary works are the foundation for this integrated study of literature. Students read for understanding, insight, inspiration, and appreciation. They develop their own writing skills by studying literary samples, their expressive skills by responding to the models they study, and their teaching skills by developing writing assignments based on reading selections.
EDU 350 Teaching History/Social Studies (3)  
This course lays both a philosophical and practical foundation for teaching history and social studies. Students will explore what defines the effective social studies class while developing and practicing diverse instructional strategies in a seminar and “workshop-style” setting. An overarching question driving the course through both theory and practice is, “What does it mean to be a Christian history teacher?” The course progresses through three stages or units: (1) developing a philosophy of teaching social studies, (2) methods of planning, instruction, and assessment, and (3) practicum.

EDU 360 Teaching Secondary Mathematics (1)  
This course is designed to equip the high school teacher with the basic tools needed for teaching math at the secondary level. Some course time will be given to content, ensuring a proper grasp of the material in algebra, geometry, and trigonometry. However, the primary focus will be pedagogy - providing techniques for teaching in an engaging manner.

EDU 374 Teaching Science (with lab) (3)  
Teaching science brings a unique set of challenges for a teacher, including knowing the material, choosing which material to teach, choosing how to teach the material, and evaluating whether students have learned. This course aims to help teachers overcome these challenges and teach science in a compelling way. The lab component will focus on laboratory skills that every teacher should have.

EDU 382 Teaching Music – Elementary (3)  
This class will offer teachers the experiences, knowledge, and resources to successfully teach engaging and effective elementary music classes.

EDU 382 Teaching Music – Secondary (2)  
This course surveys the content and skills necessary for successful junior and senior high school comprehensive integrated music instruction. Various approaches to choral method, conducting, music theory, sight-singing, ear training, and dictation are considered, with topics addressing developmental and pedagogical concerns, vocal considerations, and curriculum and repertoire selection.

EDU 397 Art for Teachers (3)  
The objective of this course is to introduce students to the basic concepts of art education. The student will gain knowledge about artistic media, lesson preparation, and age-appropriate project planning.

EDU 398 Drawing (1)  
This course is an introduction to principles and techniques in drawing. Students will gain a working knowledge of line, shape, perspective, proportion, value, and composition. Students will be introduced to different mediums used in drawing including graphite, charcoal, pen and ink, and colored pencil.

EDU 401 Educational Administration (3)  
This course is designed to equip school principals to plan and administer effective K-12 programs. Prerequisite: EDU 201 Foundations of Education.

EDU 420 Learning Disabilities (3)  
An examination of the purpose, rationale, and methodology of programs for individuals with special learning needs. Assessment, instructional strategies, and individualized education programs will be considered. Prerequisite: EDU 210 Child Development.
TEACHER APPRENTICESHIP COURSES

The following courses constitute FB’s apprenticeship offerings for prospective teachers. EDU 101 and 240 are offered during 4 weeks in August and September. EDU 141, 142, 241, and 242 are offered during the fall and spring semesters. EDU 310 is offered off-site during January and February.

EDU 101 Introduction to Teaching (4)
EDU 240 Teaching Practicum (Apprenticing) (4)
EDU 141 Teaching Practicum I (Fall) (1)
EDU 142 Teaching Practicum I (Spring) (1)
EDU 241 Teaching Practicum II (Fall) (1)
EDU 242 Teaching Practicum II (Spring) (1)
EDU 310 Education Internship (6)

ENGLISH (ENG)

ENG 010 Basic English (NC)
A prerequisite course that covers basic English grammar and composition.

ENG 101 English Composition I (3)
A lecture-workshop course in basic college-level writing. Stresses development of basic expository writing skills: sentence making, paragraph construction, grammar, and mechanics. Emphasis is placed on the writing process: prewriting techniques, drafting, and revising. Attention is given to rhetoric and style.

ENG 102 English Composition II (3)
This is a lecture-workshop course in writing a college research paper. It is designed to enable students to write research and term papers for other classes. For those in World History, their research papers will cover topics in world history and will be submitted in World History as part of the requirements for that class. Prerequisite: ENG 101 or equivalent.

ENG 310 Creative Writing (3)
The creative writer lives life deeply, cares about his neighbors, sees events with perception, meditates on meanings, and writes so that others may experience what he has known. This class focuses on the various elements necessary to write creatively: daily reading and journaling to provide inspiration, information, patterns, and ideas; concentrated study of texts to provide understanding and develop processes; and frequent writing to develop personal ability. Students also practice developing writing assignments in preparation for being teachers of writing.

ENG 330 TESOL (3)
A development of the skills needed to teach English to speakers of other languages.
HIS 101 World History I (3)
The purpose of this course is to help students build a Christian worldview through the study of world events both past and present. Our study begins by focusing on how to think about history. Various models of thought are examined in Nash’s book *The Meaning of History*. Then the flow and events of history are explored in *The Essential World History*. World History I takes us back to the dawn of history and covers material up to and including the Renaissance and Reformation. Since the perspective is Christian, history that is recorded in the Bible is considered valid and is taken seriously. Parallel stories from the Bible and the characters involved are considered at appropriate points on our journey through history. Reformation history includes a special look at where the Radical Reformers (The Anabaptists) fit in 14th-century Europe.

HIS 102 World History II (3)
World History II breaks into post-reformation history and carries us forward to the present era. Our primary perspective is from the Christian worldview. Significant time is taken considering how the Christian story, particularly the Anabaptist story, intersect with the larger events of the world. The purpose of this course is to help students build a Christian worldview through the study of world events both past and present.

HIS 230 Anabaptist History (3)
A study of the roots, founding men and women, branches, and ideas of sixteenth-century Anabaptism, including the similarities and differences among Anabaptism, Protestantism, and Catholicism. This survey explores the origins, development, struggle for survival, maintenance, and changes in Anabaptism up to the present time.

HIS 240 Integrated Studies (2)
By taking brief looks at a given historical period through the lenses of various disciplines of study, the student is introduced to the content of each discipline and enabled to see how they illuminate and build upon each other.

HIS 301 American History (3)
A survey of the American phenomena—its origins, its development, and its present state. Special effort is made to show the parallel development of North American Anabaptist life. Students are required to write essays on various issues confronting the American people as their democracy developed.

HIS 310 American Church History (3)
This course will explore the development of Christianity and the church in those parts of North America that became the US and Canada. We will begin with the coming of the Spanish and the French, but our main concentration will be with the English colonies and the two nations they form.

HIS 320 World Geography (3)
This course is a study of the earth, its people, their cultures, and the present geopolitical landscape within the context of their historical developments. The student will be introduced to the concepts of geography, the use of maps, and the physical and human foundations of our contemporary world. This course is meant primarily as a content course for geography teachers in elementary and secondary schools.

HIS 340 Church History: Early and Medieval (3)
This course is a survey of the history of the church up to the time of the Reformation. The course is divided into two periods: Early and Medieval. The purpose of the course is to enable the student to gain a general understanding of the development of church institutions, doctrines and movements, and to become acquainted with important actors in the history of the church up to the time of the Reformation. We will look at those things that unite us, as well as those things that divide us.
HIS 341 Church History: Modern (3)
This class is a survey of church history beginning with the Reformation and continuing up to today. This survey is divided into two periods: the Reformation and the Modern Church. The purpose of the course is to enable the student to gain a general understanding of the development of church institutions, doctrines, and movements, and to become acquainted with important actors in the history of the church up to modern times. We will look at those things that unite us, as well as those things that divide us.

HIS 360 Art Appreciation (1)
Examine, savor, and study a variety of visual art and illustrations including portraits, landscapes, still life, and people at work. Notice color, light, balance, and form. Meet a few artists and illustrators along with some schools and periods of art and architecture. Look at some current popular art and discuss ways to teach art appreciation in the classroom.

INTERCULTURAL STUDIES (ICS)

ICS 301 Western Man Study Tour (3)
This course is meant to introduce our students to the contemporary setting of the various major influences in our religious, cultural, economic, and political development. In each case we visit the sites of historically important events. Each tour will emphasize some aspect of the development of western man. Various themes may include Anabaptism, church history, Israel, and Judaism.

ICS 310 World Religions (3)

ICS 320 Understanding Muslims: History, Faith, and Culture (3)
This course will provide an overview of Muslim thought and practice historically, culturally, and religiously in order to encourage genuine compassion, understanding, and preparation for reaching out to Muslims in the United States and abroad. We will particularly consider the unique connecting points between the Muslim mindset and the Anabaptist worldview.

ICS 340 Cultural Anthropology (3)
An introduction to cultural anthropology designed to assist the Christian in fulfilling the Great Commission and understanding his world.

ICS 352 Introduction to Muslim Evangelism (1)

LANGUAGES (LAN)

LAN 101 Spanish I (3)
An introduction to standard Spanish grammatical structure, coupled with an introductory vocabulary practice in conversation.

LAN 102 Spanish II (3)
A continuation of Spanish I.

LAN 301 Greek I (3)
An introductory study of New Testament Greek, with an emphasis on the conjugation of regular, contract, and “mi” verbs, and the declension of various nouns, pronouns, and adjectives. An acquaintance with the language, plus learning to use the various study resources, will be the basic goals of this course.

LAN 302 Greek II (3)
A continuation of Greek I.
LITERATURE (LIT)

LIT 110 World Literature (3)
A reading-intensive introduction to the fundamentals of reading and literature. The course is a study of the forms and interpretation of fiction, poetry, allegory, and non-fiction literary prose with a special emphasis on Christian writers.

LIT 220 English Literature (3)
A survey of some major English works and authors, including literature from the Anglo-Saxon period through the late Victorian period with a special emphasis on Christian writers in Britain. Examines historical and cultural backgrounds, and the development of major themes in British literature.

LIT 230 American Literature (3)
A survey of some major American authors, including literature from the Colonial period through the Civil War. Traces thought in American literature from Puritanism to the American Renaissance.

LIT 240 Children’s Literature (3)
A course in reading and teaching literature to children, including the study of a variety of books, stories, and poems written for children. Oral reading in the classroom, the needs and interests of children at various age levels, and criteria for judging the value of children's books are examined. The course seeks to model literary analysis: finding purpose, theme, artistic quality, and classroom use of literature for children.

LIT 310 Poetry Appreciation (1)
Poems covering a wide range of themes and forms will be studied to develop the student’s understanding and appreciation of the value of poetry. The course will include oral readings, recitations, and a bit of writing.

MATHEMATICS (MAT)

MAT 010 Basic Math (NC)
Preparatory courses covering the fundamentals of mathematics and high school algebra.

MAT 020 Math Independent Study (NC)
Math Independent Study is a course tailored to meet the readiness, needs, interests, and capabilities of the learner. A course of study is designed to advance the student’s grasp of mathematical concepts and skills. Courses can include or specialize in algebra, geometry, trigonometry, or calculus.

MAT 030 High-school Algebra (NC)
Algebra II includes the material covered in a high school algebra II course. The amount of time expected for this course is equivalent to a 3 hour course. (Those interested may take the CLEP College Algebra exam to attempt to receive college credit for the study.)

MAT 101 Algebra (3)
This course includes the study of exponentials, radicals, rational expressions, linear and quadratic equations, and applications. Prerequisites: high school algebra 1 and 2.

MAT 102 Survey of Mathematics (3)
This course offers a broad-based overview of mathematics intended for non-math majors. Major categories covered include number theory, algebraic concepts, plane geometry, and statistics. Themes from the history and philosophy of mathematics are also included.
MAT 110 Introduction to Trigonometry (1)
Introductory study of functions, graphs, trigonometric identities, and logarithms.

MAT 111 Introduction to Geometry (1)
This course is designed to review and extend the basic concepts and structure of geometry, to provide a basis for further study or use.

MAT 115 The Joy of Mathematics (1)
This course is designed to acquaint the student with a number of concepts and techniques not usually found in regular courses. A brief excursion into numbers, counting, primes, 9, π, e, infinity, Fibonacci numbers, Pascal's Triangle, and proofs.

MAT 201 Mathematics for Elementary Teachers (3)
This math course is designed to provide the student with a basic mathematical understanding in preparation for teaching math in the elementary classroom.

MAT 210 Trigonometry (3)
In-depth study of functions, graphs, trigonometric identities, and logarithms.

MAT 211 Geometry (3)
Overall view of the structure of geometry proceeding from the basic axioms of Euclidean geometry.

MAT 220 Calculus (3)
This course presents introductory topics through differentiation and integration of algebraic functions and applications.

MAT 250 Mathematics for Secondary Teachers (3)
This course is designed to equip the high-school teacher with the basic understanding needed to master high school algebra, geometry and trigonometry. Some attention is given to the techniques of teaching on this level.

MINISTRY (MIN)

MIN 325 Principles of Ministry (1)
A study of calling and servanthood in the body of Christ, with special attention to the qualifications for ministry, the exercise of spiritual gifts, and practical discussions about the temptations and abuses associated with ministry.

MIN 330 Helping The Hurting (3)
This is a study of human sorrow, beginning with basic biblical premises about sorrow: why we have sorrow, the importance of right responses to sorrow, and God's purposes in sorrow. Then, we will look at specific kinds of human sorrow, including grief (for death and other losses), rejection (in human relationships), and abuse (verbal, physical, and sexual).

MIN 331 Pastoral Care (1)
In this course, we will consider how the pastor learns to identify personal and interpersonal needs in the church and how he is to respond to those needs. We will study how to practice openness wisely, how to listen well, and what are healthy and unhealthy ways to respond to needs in the lives of God's people.

MIN 332 Christian Counseling (2)
During difficult times in our lives and the lives of others, we need someone to walk with us who is more interested in God's story than his own agenda. This class will help us hear and understand what God's heart is toward those needing help.
MIN 333 Helping the Depressed (3)
Depression has been called the common cold of psychological disorders. In this class we explore the causes and symptoms of depression. Then we explore helpful ways of relating to and caring for people who are depressed. We draw from biblical, historical, and current sources for case studies in depression as well as to observe and practice skills of a care giver.

MIN 334 Discipleship in the Local Church (1)
This course focuses on being intentional about helping others grow spiritually. Although the course is directed toward church leaders, there will be many practical applications for all Christians. We will describe how a church leader should relate to Christians at different maturity levels. We will identify groups of people who are often neglected in our churches and who end up leaving unless we are proactive about helping them find their place in the church. We will wrestle with how a church can empower each member to freely work in their areas of giftedness.

MIN 335 Issues in Church Leadership (1)
Church leadership has always been a challenge. The contemporary world presents a special set of challenges. This course offers a discussion forum for pastors to raise questions and share their administrative/pastoral experiences with one another.

MIN 350 Starting and Running a Christ-Centered Business (1)
As Christians we are expected to perform with excellence in all that we do. Yet to many, work or business is not considered a high calling. We hope to develop an understanding that Jesus is “Lord of the Market” and that some are called to serve in it. We will discuss principles that can help those in business and those desiring to start a business to focus on ideas that enable them to fulfill their mission and purpose with excellence.

MIN 351 Creating a Business Plan for Start-up and Existing Businesses (1)
This course equips the student to write and use a business plan for start-up and existing businesses, centered around six elements of an organization: 1. Strategy, 2. Systems, 3. Structure, 4. Skills, 5. Culture, and 6. Budget. The process of planning helps the business owner to study and research when the facts are unknown, to look critically at the assumptions, and to evaluate carefully all aspects of the business.

MIN 352 Business by the Numbers (1)
This course equips students with an understanding of the basics of accounting, then shows how to incorporate financial data into the business decision-making process.

MIN 353 People and Business (1)
Customers, suppliers, and employees are all people with varied personalities, needs, skills, and aptitudes. A key role of a business leader is to understand people and bring their various qualities, skills, wants, and needs into alignment. Effective business leaders are always learning how customers, suppliers, and employees make decisions and why and when they perform at their best. They learn how to avoid decision making traps, fraudulent actions, and poor hiring practices as they interact with the people of their businesses.

PSY 101 Introduction to Human Understanding (3)
In the past two centuries, the Western world has seen significant shifts in the understanding of man. This course begins with laying a foundation of the Biblical view of man as created in the image of God, fallen and damaged by sin, but still a complex being having both physical and spiritual dimensions. We will then trace the development of human understanding in the past two centuries, giving an overview of some of the most prominent thinkers and their theories. We will examine recent research in human development, perception, learning, and personality as well as various mental and emotional disorders. Then we will explore various Christian responses to the findings and theories of psychologists, and provide a Biblical framework for discernment and evaluation.
MINISTRY PRACTICUM COURSES

The following courses constitute FB’s apprenticeship offerings for the tracks in Christian Ministry and General Studies. MIN 160 and 260 are offered during four weeks in August and September. These courses are designed to develop ministry skills and experience through intensive apprenticing opportunities. Ministry Apprenticing is designed to give students opportunities for exposure to and involvement in need-based ministries. Emphasis is placed on effective and helpful communication across cultural and religious lines. MIN 141, 142, 241, and 242 are offered during the fall and spring semesters. MIN 310 is offered off-site, during January/February or June-August.

MIN 160 Introduction to Ministry (3)
A study of calling and servanthood in the body of Christ, with special attention to the qualifications for ministry, the exercise of spiritual gifts, and practical discussions about the temptations and abuses associated with ministry. Includes service projects in the local community.

MIN 160T Introduction to Ministry (4)
Includes a tour of ministries.

MIN 260 Global Ministry (3)
This course informs the student of the biblical, historical, cultural, and strategic aspects of world evangelization. The course uses articles by mission scholars, videos, and presentations by missionaries to broaden the student’s understanding of God’s work in the world. Includes ministry projects and opportunities to lead ministry teams.

MIN 260T Global Ministry (4)
Includes a tour of ministries.

MIN 141 Ministry Apprenticeship I (Fall) (1)
MIN 142 Ministry Apprenticeship I (Spring) (1)
MIN 241 Ministry Apprenticeship II (Fall) (1)
MIN 242 Ministry Apprenticeship II (Spring) (1)
MIN 310 Ministry Internship (6)

MUSIC (MUS)

MUS 101 Choir (1)
The Faith Builders choral experience is designed to combine artistic excellence with inspirational musical expression. Worship in song that is acceptable to God is the result of a heart that is in tune with God and gifts and skills that are developed and committed to bringing glory to God.

MUS 110 Music Fundamentals (3)
Emphasizes elementary theory (chord structure), music reading, and ear training skills. The purpose of this course is to instill a basic working knowledge of the language of music and to develop skill in pitch reproduction.

MUS 201 Music Theory I (3)
A continuation of Music Fundamentals, including ear training, sight-reading skills, keyboard and staff application of harmonic elements including traditional four-part chordal harmonization of melodies using various triads, accessory tones, and modulations; analysis of songs that illustrate the concepts taught. The lab emphasizes sight-reading skills. Prerequisite: MUS 110 Music Fundamentals.
MUS 202 Music Theory II (4)
A continuing study of music theory with procedures directed toward harmonic compositions. 
Prerequisite: MUS 201 Music Theory I.

MUS 301 Music History and Appreciation (2)
This course provides the student with the background necessary to develop an appreciation for 
good music. Guidance is given in listening and learning to appreciate church, choral, and classical 
music. The basic vocabulary, forms, and genres are taught, as well as brief histories of the periods 
of music and the composers of great music from each of these periods.

MUS 310 Beginning Class Voice (1)
Students are instructed in the fundamentals of good singing. This course is designed for anyone 
who is interested in learning to sing correctly.

MUS 311 Intermediate Class Voice (1)
A continuation of MUS 310.

MUS 320 Beginning Choral Conducting (1)
A practical, “hands-on” approach to choral conducting, focusing on clear communication of musical 
ideas with the conducting gesture and on efficient and effective rehearsal techniques. The repertoire 
used will be selected from all historical periods and will be appropriate for high school and church 
choral ensembles. All participants will spend substantial time conducting. Some sessions will be 
videotaped.

MUS 321 Intermediate Choral Conducting (1)
A continuation of MUS 320.

MUS 331 Music in the Life of the Church (1)
Worship is a primary function of the gathered community. This course develops a framework for 
thinking about the role of music in the church. In addition, students explore the practical implica-
tions of this framework for the life of the church.

PERSONAL FORMATION (PER)

PER 121 The Christian & College (1)
The Christian & College guides students into a number of experiences that raise the issues Christians 
face as students in collegiate settings. Opportunities are given to process these issues and to make 
plans for growing in faith through the college years. A number of practical ways to maximize the 
college experience are explored.

PER 160 Singleness, Marriage & Family (3)
The purpose of this course is to help students think about and plan for their niche in the social fabric 
of the world we live in. The perspective is Christian with an emphasis on the practical side of living. 
Students will be helped to build a vision of what they want their life in family and community to be.

PER 161 Marriage & Family (2)
The purpose of this course is to help students think about and plan for their niche in the social fabric 
of the world we live in. The perspective is Christian with an emphasis on the practical side of living. 
Students will be helped to build a vision of what they want their life in family and community to be.

PER 210 Foundations of Discipleship (2)
The purpose of this class is to help people think about how they can grow and change, and to help 
them learn how to disciple others for growth and change. Issues include anger, stubbornness, 
shame, fear, depression, forgiveness, hope, faith, compassion, dealing with sin and abuse, dealing 
with the past, relationship with God, and relationship with others.
PER 215 Discipleship & the Spiritual Disciplines (2)
A study of how we change and are formed progressively into the image of Christ. Beginning with a brief overview of what type of change and formation takes place at conversion, this course continues with a focus on the reformation of our hearts, transformation of our minds, and what role our will, emotions, feelings, and the spiritual disciplines play in this life-long process.

PER 250 Developing Passionate Belief (1)
An examination of the interaction of the mind and heart in spiritual transformation.

PER 260 Life & Leadership for Men (3)
The purpose of this course is to help men think about and plan for their niche as men and leaders in the world we live in. The perspective is Christian with an emphasis on developing a vision for leadership in the home and community. Classes will be divided into lecture and discussion components. Small group activities are designed to explore important questions in a group context. Disciplines of a Godly Man by Kent Hughes provides the basic framework for the study and is supplemented by parallel reading and other materials. The Bible is the benchmark to which all ideas are compared. The course includes an exploration of twelve leadership maxims from the story of Nehemiah.

PER 261 Marriage & Mothering (1)
As married women we are called to live with purpose, loving our husbands and our children. No matter where we are, we want the world and our children to see Jesus in our lives. This includes being a wife and mother out of who God created us to be, a unique person, intentionally created “for such a time as this.” Topics to be discussed: how sin entering the world affects how we relate to each other, becoming soul-mates, intimacy, honoring/loving, contentment, and mothering. We will look at women from Scripture and see how they were women like you and me.

PER 262 Growing into a Godly Woman (1)
God does not call me to perfection but to continual growth into who He created me to be—a woman who loves her Redeemer. This includes living a life of prayer, trust, ministry/serving, living in relationship with Christ and the people around me. We will examine the lives of women of Scripture in order to learn from them what it means to be a godly woman.

PER 263 Singleness & Women (1)
The purpose of this class is to encourage single and married women to embrace God’s original design as it was instituted in the Garden while at the same time accepting its limitations in a fallen world. This class will also examine God’s perspective of the Christian single’s physical and spiritual identity and reality. Finally, it will explore the Christian single’s calling and life focus in the 21st century.

PER 265 Homemaking—An Art for All Women (1)
Everyone needs a home. Every woman, whether single or married, can be a homemaker. We explore society’s view of the homemaker and how that perspective has influenced our view. We take a fresh look at the mission of the home and the significant role the homemaker plays in fulfilling that vision. This class explores what it means to “make a home” and offers practical pointers on creating spaces that nurture the need to belong, thrive, grow, and host.

PER 266 Homemaking—An Art for All Women (1)

PER 267 Women Serving and Relating in Kingdom Work (1)
This course explores four aspects of women serving in the church: Serving with My Unique Giftings; Serving My Sisters; Serving Alongside Men; and Serving in Loneliness. The course is designed with wives in focus, but application will be made to single women as well.

PER 268 Women in Service (1)
This class is meant to address issues like getting along with others when working closely together, recognizing one’s calling and life purpose, identifying misconceptions about full-time ministry, maintaining spiritual vitality, understanding the role of friendships in ministry and clarifying vision in ministry when the going gets tough. The course is intended to fit women in a variety of roles, from wives of pastors, to participants in local church outreach, to full time workers. It is meant to be discussion-based, inviting participation from each student.
PER 270 Developing as a Servant (2)
Servanthood, servant hearts and servant leadership are all common terms that are often glibly spoken. This course will take a closer look at the attitudes and actions that are essential in the life of a dynamic servant.

PER 320 Interpersonal Relationships (3)
God is relational. We are made in God’s image. Sin and selfishness mar the image of God in us and likewise mar our relationships. We are restored to God and to one another through spiritual regeneration, cleansing, restoration of soul, and rebuilding of relationships.

PER 330 Reading as a Spiritual Discipline (1)
This course cultivates a vision for growing in wisdom through great literature. It also nurtures the habits of reading across the genres and generations.

PER 340 Discipleship Tutorial (3)

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

PER 180 Mentoring I (2)
Emphasis: Knowing God

PER 181 Mentoring II (2)
Emphasis: Living in Community

PER 280 Mentoring III (2)
Emphasis: Seeking First the Kingdom

PER 281 Mentoring IV (2)
Emphasis: Preparing for a Life of Following God

PHILOSOPHY (PHI)

PHI 201 Introduction to Worldviews (3)
An exploratory course that seeks to identify and wrestle with some of the fundamental questions of life and existence. In each arena of thought, the spectrum of possible answers are considered and the Christian viewpoint is explored.

PHI 202 Foundations of Christian Worldview (3)
A wide-angle survey of the major philosophical and theological issues with an emphasis on developing a distinctively Christian worldview. What a Christian mind looks like in the major disciplines will be considered.

PHI 210 An Introduction to Apologetics (1)
A search for valid responses to the questions asked of the Christian faith in our generation in order to cultivate mature thinking and a well-reasoned faith. We seek to demonstrate this foundation by a thoughtfully-ordered, Spirit-guided life and so equip the church for its ministry to those who inquire.
PHI 250 A Christian Worldview (1)
A course designed to sketch the outlines of the Christian worldview by focusing on several foundational questions. Includes a brief comparison of the major worldviews with an in-depth consideration of truth and reality.

PHI 260 Anabaptism as Worldview (1)
An exploration of the values and beliefs of the Anabaptist worldview.

PHI 310 Ethics (3)
What determines moral standards? What guides us to view human behavior as morally right or wrong? This class will begin with the premise that morality is rooted in the character of God, and that moral being finds expression in moral words and actions. We will then examine a number of ethical systems. We will read and discuss three books that address the subject of ethics. We will also wrestle with ethical problems and explore the ethics of Jesus.

WRITE SEMINARS (PHI)

PHI 350 Pascal Seminar (1)
This seminar will read and discuss in class using the traditional seminar format Pascal’s *Pensees* as organized in Houston’s *The Mind on Fire*.

PHI 351 Augustine Seminar (1)
This class will be conducted as a traditional seminar. The classes will involve discussions among the participants covering the reading for that week. Students will lead several of the discussions. Augustine is a pivotal character in Christian history and theology. His works still influence us to this day. Insight into his thinking can thus help us understand current issues and discussions in the church, church history and in western civilization generally.

PHI 352 C. S. Lewis Seminar (1)
C.S. Lewis is probably the most influential British Christian writer of the 20th century. He has been deeply influential with Christians and non-Christians. The range of his writing is unique for a modern Christian writer, covering topics as diverse as literary criticism, theology, the medieval thought world, fantasy and science fiction.

PHI 353 British Writers Seminar – 20th Century (1)
In this class students will read and discuss seminal works by four of the twentieth century’s most influential British writers. Dorothy L. Sayers and G.K. Chesterton were key shapers of British Christianity. They were both influential with with C.S. Lewis who was also a dominant shaper of British Christianity in the 20th century. These three in turn also affected N.T. Wright, who was perhaps the most important British Christian writer at the end of the 20th century and at the beginning of the 21st century. All of these writers made significant contributions to Christian thinking and apologetics in the 20th century. Their influence continues to be felt today.

PHI 354 Plato’s Republic (1)
It has been said that all philosophy (except for the most modern, perhaps) stems from the works of Plato. Students will read one of Plato’s most important writing in the Republic which has shaped not only philosophy, but also political thinking.

PHI 355 Utopian & Dystopian Writers (1)
This seminar will explore the various utopian and dystopian schemes that have been popularized in literature, starting with Sir Thomas More’s Utopia and coming down to more recent visions of the 20th century.
**SCIENCE (SCI)**

**SCI 140 Biology (4)**
Biology is the study of life. In this course, we will be exploring the unity and diversity of life by identifying unifying principles in a wide variety of life forms. We will begin by laying a philosophical foundation for the study of science, and continue with the molecular and cellular components of life. As the course progresses, we will study progressively more complex life forms, culminating in a brief study of human anatomy and physiology.

**SCI 150 Earth Science (3)**
Astronomy, meteorology and geology are the three areas of focus in this course. An introduction to practical stargazing and field studies relating to rocks, minerals, and ores are included in this survey course.

**SCI 210 Principles of Science (4)**
A historical and philosophical development of the major concepts of physics, chemistry, biology, and the earth sciences. This overview of science includes the development of an integrated understanding of the place science takes in a Christian worldview. “How things work” will be a focal point of numerous lectures. Attention will be given to the equipping for elementary and junior-high science teaching.

**SCI 220 Chemistry (4)**
Chemistry is an introduction to the essentials of chemistry including atomic structure, classification of matter, periodic law, chemical reactions, stoichiometry, acids/bases, elements overview, chemical bonding, and nuclear chemistry. Laboratory investigations are included.

**SCI 230 Physics (4)**
This incremental approach to physics principles uses trigonometry as the basis for the mathematical development. The course includes a rigorous presentation of mechanics, electromagnetism, optics, sound, and nuclear physics topics. Includes 1 semester hour of lab.

**THEOLOGY (THE)**

**THE 210 Historical Theology (3)**
This course will investigate the beginnings of Christian theology, how the church developed expressions for her beliefs concerning Christ and the Trinity, the division of the Great Tradition between East and West, medieval and Reformation developments, and the effects of modernity on the expressions of the beliefs of the church.

**THE 220 Systematic Theology (3)**
A development of the major themes of theology from an Anabaptist perspective. We will study the essential doctrines of the Christian faith in a systematic way, seeking to show the relationships among them. We will focus on the study of God, his revelation, and his relationship with man. We will structure our study after the Apostles’ Creed. Our course takes a confessional approach (also known as dogmatic) which focuses on the Anabaptist tradition within the larger orthodox Christian tradition.

**THE 230 Anabaptist Theology (3)**
This course is a descriptive and analytical study of sixteenth-century Anabaptist theology within the context of other Reformation theologies with reflection on the relevance of this heritage for contemporary doctrinal, congregational, and personal life.
THE 232 Anabaptist Life and Thought (3)
This course is an exploration of the values and beliefs of the Anabaptist worldview. There are two parts to this course. The first part of the course involves a descriptive and analytical (lecture, reading, and discussion) study of sixteenth-century Anabaptist theology within the context of other Reformation theologies with reflections on the relevance of this heritage for contemporary doctrinal, congregational, and personal life. The second part deals broadly with writings, stories, and practices of Mennonites from diverse traditions and times, also with reflections on the relevance of this heritage for our own times.

THE 240 Congregational Church Life (1)
We will begin by examining New Testament teaching and experience of church life. Then we will explore what it means to live in community as the body of Jesus, discussing the following issues: baptism, communion, church structure, leadership, statements of faith, church standards, discipleship, aid programs, and community outreach.

THE 242 Current Church Issues (1)
This course is a study of the common problems, challenges, and changes facing conservative Anabaptist churches today. Class assignments and activities will seek to identify and analyze these issues as well as equip students to participate in these issues in practical and positive ways.

THE 310 The Freedom of Contentment (1)
Overcoming the appeal of advertising, the bondage of peer pressure, and the tyranny of materialism through contentment.

THE 320 Nonresistance (1)
This course investigates the historical and biblical foundations for the doctrine of nonresistance. The wider implications of nonresistance are looked at and each student is required to establish concretely his own position on the doctrine.

THE 322 The Kingdom of God (1)
The purpose of this course is to consider the biblical concept of the Kingdom of God and its place in history and eternity. It has always been God's intent to establish His rule throughout the earth and the cosmos through His people. This truth is presently embodied and expressed in the Church, the body of Christ. The Church and its call to redemptive suffering through love is in step with God's original purpose and plan for His creation. Central to our study will be pertinent Bible passages that give us glimpses of what the Kingdom of God is about. We will examine these passages in an effort to see what God has told us about this important subject. Reading includes The Kingdom of God by Melvin Lehman, Bercot's The Kingdom That Turned The World Upside Down, and Wright's Surprised By Hope.

THE 324 Knowing God (1)

THE 331 Early Anabaptist Writers Seminar (1)
The class will read and discuss significant writings from the 16th-century Anabaptists including the Schleitheim Confession. The instructor will provide background material for each reading.

THE 350 Menno Simons Seminar (1)
This class looks at the writings of one of the most significant and influential early founders of Anabaptism, Menno Simons. We will discuss his writings and thought under eight major headings: his early writings, his basic teachings, his reasons for resisting the magisterial reformers, incarnation, baptism, toleration, cross, and excommunication. This class is a traditional seminar involving discussions among the students and the instructor covering the assigned readings for that day. To facilitate discussion the students will maintain a brief outline of the reading for the day or else take notes on the reading, as well as one or two questions prepared before class that they would like to discuss concerning the day's reading.
THE 351 Pilgram Marpeck Seminar (1)
This seminar looks at the writings of Pilgram Marpeck.

THE 360 Readings in Bible & Theology Tutorial (3)
This course is to acquaint the student with a wide range of writings on significant theological issues. The writings extend throughout the whole of church history and touch on issues that are central to our living as Christians and witnessing to the world.

THE 370 Church Planting and Growth (1)
Students will be given an overview of the biblical basis for church planting, the character traits necessary in a church planter, and the practical challenges faced in church planting, and an introduction to a variety of models and methods being employed in church planting.

THE 371 Church Growth & Evangelism (1)
Students will explore approaches a local church can use to impact its community for Christ. In addition, students will learn to share the Gospel with actual experience in witnessing. We will discuss strengths and weaknesses of various approaches and dream together of ways we can encourage our congregations to become more proactive in reaching out to unchurched people around us.

THE 372 Sermon Preparation & Delivery (1)
Provides a practical framework for preparing sermons. Defines what preaching is, explores the basic types of sermons, the normal components of sermons, and effective delivery. While the sermon is in focus, the course is applicable to topics and other talks as well.
QUALIFICATIONS FOR APPLICANTS

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

The primary criteria for student selection include the following:

1. Spiritual condition: Of primary concern to the school is the spiritual and emotional condition of students. We are fully committed to the preparation of the whole person. In order to accomplish our goals, students must express 1) a desire to follow Christ in discipleship and service, 2) a willingness to be discipled, and 3) a commitment to uphold the standards of the school.

2. Age: The applicant should be at least eighteen years of age when studies at FB begin.

3. Relationship with home church and parents: We are also concerned that students maintain contact with their home church and parents. Students must be church members in good standing. We need a commitment from a student’s home and church to stay in contact with the student on a regular basis while the student is at Faith Builders.

4. Academic achievement and ability: To demonstrate the ability to meet the academic requirements of Faith Builders, a student must have:

   A 2.0-grade-point average from any high school or post-secondary institution.
   Graduation from an accepted secondary school, certificate of high school equivalency (e.g., home-school), or a G.E.D. certificate. NOTE: We recommend a college-preparatory high school curriculum that includes 4 units of English, 3 units of math, 3 units of science, and 3 units of history.
   One of the following:
   - 21 ACT Composite
   - 980 Scholastic Aptitude Test (SAT) Verbal and Math
   - 1500 SAT total

   These scores are not necessary if you have 30 semester hours of transferable college credit with a GPA of 2.0 or higher, are over 24 years of age, or are an international student. We may also waive this requirement if you have studied previously at FB’s Summer or Winter Terms.

   Proficiency in typing is considered an essential skill in completing typical coursework. A new student who lacks this proficiency should give priority to learning typing as early as possible in their studies at FB and may need to utilize dictation software or hire a typist until they are able to type on their own.

   Students who do not meet these standards may be interested in applying to Faith Builders Christian School to complete their high school work.

Other considerations in the enrollment process follow.

1. Doctrine: An applicant will not be admitted who denies or is unwilling to receive instruction about any teaching in the doctrinal statement.

2. Lifestyle: Faith Builders reserves the right to deny or revoke the admission of any candidate whose behavior or lifestyle is inconsistent with the doctrinal statement, biblical principles, or standards of the FB community.

3. Relationships: Engaged or married applicants are welcome. The spouse or fiancée of an applicant should be involved in and supportive of any decision to seek admission to FB.

4. Race, nationality, ethnic origin, gender, and disability are not factors in the selection process.
HOW TO APPLY

Here are the steps involved in the application process.

1. Request application forms from FB Admissions Department by writing to Faith Builders Educational Programs, ATTN: Admissions, 28527 Guys Mills Rd, Guys Mills, PA 16327, or calling 814-789-4518. You may e-mail your request to admissions@fbep.org or fax it to 814-789-3396.

2. Complete the application form. Answer all questions that apply to you.

3. Distribute the three reference forms to the appropriate people with a stamped envelope addressed directly to FBEP. The person completing the reference form should mail the completed form to our admissions office. Do not use family members as references. For example, if your pastor is related to you, please use another church official. If you have recently been in college, voluntary service, or other ministry, ask a representative of that organization to complete a reference.

4. Mail the completed admissions packet to FBEP.

5. Have your official high school transcripts sent to FBEP by the school. You should also have records sent from any school attended after high school. All academic records must be sent directly from the academic institution to be official.

6. Have your SAT (code number 3711) or ACT (code number 3571) scores sent to FBEP. These scores are not necessary if you have 30 semester hours of transferable college credit with a GPA of 2.0 or greater, are over 24 years of age, or are an international student. We may also waive this requirement if you have studied previously at FB’s Summer or Winter Terms.

Application deadlines are February 1 and May 1. Unless we require additional input on an application, applicants will receive a letter of acceptance or denial by February 20 or May 20, depending on when their application was submitted. FBEP does have a limit on the number of students who will be accepted. Early applications have the best chance of acceptance. Admissions decisions are based on a number of factors. If the available positions are filled on any of the application periods, additional applications will be placed on a waiting list.

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

MARRIED STUDENTS

Mentoring

Spouses of students are strongly encouraged to participate in a discipling/mentoring relationship while at Faith Builders. The Dean of Married Students will work with each couple to decide on the best option.

1. Register as a student and take the mentoring course (50% discount on tuition for student spouses). This is available only for couples that do not have children.

2. Participate in a customized mentoring experience (may be one-on-one or group). The cost is the same as option 1.

Lodging

Married students without children have the option of living in an on-campus apartment (subject to availability) or living off-campus. Married students with children are asked to live off-campus. Please contact us for information about on-campus and off-campus options.
SHORT-TERM APPLICANTS

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

FOREIGN STUDENTS

Faith Builders is authorized under Federal law to enroll nonimmigrant alien students. These students should submit their applications to Faith Builders by February 1 of the year in which they hope to begin studies in order to allow adequate time for the visa process. After acceptance as a student, foreign students should contact the admissions office for information about the process to request a student visa from the Student and Exchange Visitor Program (SEVP).

Because of visa requirements and practical issues related to cross-cultural living, the application process for foreign students requires additional steps. In addition to the admissions packet described above, a foreign student should include the following with his application:

1. Name and contact information of his US sponsor. This sponsor should be committed to assisting the student with holiday plans, travel needs, and cultural challenges. Faith Builders may request that the sponsor visit Faith Builders and meet with admissions staff.

2. A plan for paying for the costs of studying at Faith Builders; this plan should include verification of all sources of funds.

3. A letter from his pastor describing the applicant’s purpose in life and how the specific training offered by Faith Builders will assist the student in fulfilling that purpose.

4. A summary of acquaintance with Anabaptists, including church affiliation, pastor or missionary reference, and personal history of interaction and interest.

5. Score report from an English proficiency exam, such as IELTS (International English Language Testing System) or Cambridge English: Advanced (CAE). Faith Builders requires a score of 6 on the Academic module of the IELTS, or equivalent score on another exam. This requirement is waived for those whose first language is English.
EXPENSE INFORMATION

Please contact the FB office for a current tuition and fee schedule.

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

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

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

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

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

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

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

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

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

Graduation Fee
Students planning to graduate need to request a graduation application from the main office and return it two months prior to commencement. A fee is required with the form which goes toward costs associated with graduation.

Refund Policy (Enrolled Students)
Refunds are issued upon request when an overpayment (credit balance) exists.

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

Returned Checks
A student will be charged a non-sufficient funds fee for returned checks.
Payments
The room fee (applicable to on-campus students only), tuition, and all other costs for the full semester are payable within 20 days of the beginning of each semester. If any student is 10 days or more delinquent on his school account, the student may be removed from classes and will not be eligible to take final examinations. A prior year’s account must be settled for a student to receive permission to reenroll at the institution. Additionally, the Registrar will not release an official transcript of the academic record, or a diploma, without proof of payment of all institutional charges. There will be a finance charge of 1% per month on all past due or unpaid accounts (maximum annual interest rate of 12%).

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

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

Faith Builders offers four categories of scholarships.

1. Universal Scholarship: This scholarship is offered to all students equally in the form of discounted tuition. The universal scholarship is equal to approximately 40% of the actual cost of education at Faith Builders.

2. Situation Scholarships: This scholarship is offered to students who are or have been involved in voluntary service programs, ordained ministry, or missions, as well as to their children under 21. Situation scholarships generally provide 50% of the cost of meals and lodging. Voluntary service and missionary scholarships are awarded to students enrolling at Faith Builders Training Institute during the year following the termination of service. Additionally, spouses of current full-time students are eligible for a 50% scholarship of class tuition and full scholarships of audited classes.

3. Financial Need Scholarships: Awards are based on the relative financial needs of students and available funds. Average awards for the last three years were $2,934 per student per year. Financial need scholarships are only offered to students enrolled in a two-year track of study. Criteria for financial need scholarships include an annual income under $45,000 and submission of the most recent IRS Form 1040.

4. Specialty Scholarships: These scholarships are offered to students based on the student’s track of study, ministry vision, geographical region or capability. Specialty scholarships are only offered to students enrolled in a two-year track of study.

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

STUDENT LOANS
For second-year students, Faith Builders offers a deferred payment loan program. It works according to these parameters: tuition, room, and board payments do not become due until two months following completion of the program at FB; a 3% fee is added to the loan at this point and either payment in full can be made at that point or a 48- or 60-month payment plan can be arranged. Contact the business office for full details on this program.
COURSE REGISTRATION AND CHANGES

Course Audits
Students who wish to audit, or take a course without recognition, must indicate their intention at the time of registration. Auditors will not be expected to take quizzes or examinations. Courses audited cannot be counted toward meeting graduation requirements.

Generally, only lecture courses may be audited. Courses requiring labs, private instruction, etc., may not be audited. Questions about audit availability can be directed to the Training Institute administrator.

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

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

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

Any course without sufficient enrollment may be cancelled.

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

Incompletes
No term course assignments (essays, projects, reading, etc.) will be accepted after the last day of final exams. Mentoring assignments for the days after final exams are due on the day of the final class session. No assignments will be accepted after that day. Any exceptions need the approval of the academic dean.

Recording of Grades
All grades will be recorded in the Training Institute Administrator's Office as reported by the instructor in charge of the various courses. Once grades are recorded, requests for changes must be submitted in writing by the instructor. Any extra credit assignments that are a part of the instructor’s syllabus must be assigned and completed prior to the final exam for the course. A student may not obtain extra credit assignments after the semester has ended and a final exam has been given.

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

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

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

Student Classification
The classification of students at Faith Builders depends on their application status and number of earned semester hours.

- **Freshman**
  0-35 semester hours earned

- **Sophomore**
  35+ semester hours earned

- **Summer Student**
  student taking classes only during the Summer Term

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

- **Winter Student**
  student taking classes only during the Winter Term

### Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4</td>
<td>95-100</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>93-94</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>91-92</td>
</tr>
<tr>
<td>B</td>
<td>3</td>
<td>88-90</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>86-87</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>83-85</td>
</tr>
<tr>
<td>C</td>
<td>2</td>
<td>80-82</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
<td>78-79</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
<td>75-77</td>
</tr>
<tr>
<td>D</td>
<td>1</td>
<td>72-74</td>
</tr>
<tr>
<td>D-</td>
<td>0.7</td>
<td>70-71</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
<td>69 and below</td>
</tr>
</tbody>
</table>

The percentages listed are recommendations. Instructors have the right to modify these percentages for specific classes.
Academic Standing
Students must maintain satisfactory standing in order to remain at FBEP. Students must maintain a grade point average (GPA) of 2.00 for satisfactory scholastic standing.

Course Repeat Policy
Students who want to repeat a course and have the first grade removed from the cumulative GPA must satisfy each of the following guidelines:
1. Any course taken at Faith Builders must be repeated at Faith Builders to activate the policy.
2. The second grade of A, B, C, D, or F will apply toward the cumulative GPA.
3. The grade which has been deleted from the computation of the cumulative GPA will not count toward quality hours or hours earned but will remain on the record as a course attempted.

Value of Hours
Faith Builders operates on the semester system. The unit for counting course work is the semester hour. A semester hour consists of the equivalent of one fifty-minute period of class work per week for fifteen weeks, with an assumption of two hours of outside preparation, or two fifty-minute periods of laboratory work per week for each semester hour.
To determine the GPA, the quality points earned are divided by the semester hours attempted (quality hours). Quality points are determined by multiplying the course numerical grade by the number of semester hours the course includes. For example, if a student earned a “B” in a course that represented 3 semester hours of work, he would receive 9 quality points. If a student has completed 15 semester hours of work and has 45 quality points, he would have a GPA of 3.0. Only grades earned at Faith Builders are included in the GPA. The only grades used for calculating the GPA are “A, B, C, D, and F” and associated letters (e.g., “A-”).

Withdrawal from Faith Builders
For students withdrawing from Faith Builders within the first 21 calendar days of classes, the record will show a date of withdrawal, but no grades will be recorded. If withdrawal occurs after this time, the student will receive grades of “W.” If a student withdraws without prior administrative approval, an unofficial withdrawal will result which will forfeit any financial refunds otherwise due. Grades of “F” will be given for all courses in which the student is officially registered.
Violation of the disciplinary system which results in a suspension will be treated as an administrative withdrawal. Grades of “W” will be recorded in all courses for which the individual is officially registered. There is a fee for the processing of an official, unofficial, or administrative withdrawal. The last day to withdraw from a semester is the last day of class. A student may not withdraw after finals begin.

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

Transfer Credits
Courses and degrees from some other post-secondary institutions will be accepted on a per case basis toward fulfilling the requirements of a Faith Builders Program. Coursework may be accepted for courses that are equivalent to courses offered at Faith Builders, if applicants have earned a grade of C or above. Applicants must request official transcripts to be sent directly from the Registrar(s) of the previous school(s) to the Faith Builders Admissions Office. When these transcripts are received, a decision will be made.

Course Work at Other Institutions
Students who wish to take a course at another institution and transfer the credit to Faith Builders must receive approval from the Registrar.
Attendance
All students taking a course, regardless of classification, are expected to attend all scheduled classes. Classes missed the day before and/or after holidays are counted as double absences. Students missing more than the number of scheduled classes shown in the table below automatically lose one full letter grade; students missing more than two weeks receive an “F” for the course unless otherwise exempted by the Administration. Three unexcused class tardies count as one absence.

<table>
<thead>
<tr>
<th></th>
<th>Fall or Spring Semester</th>
<th>Winter or Summer Short Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Hour Course</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>2 Hour Course</td>
<td>2*</td>
<td>1</td>
</tr>
<tr>
<td>1 Hour Course</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

*Only one absence is allowed for mentoring courses.

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

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

GRADUATION

Graduation Requirements
All candidates for graduation must be approved by the Administration. Candidates must complete all core course work with at least a C average and fulfill all requirements for the program of study in which they are enrolled. In addition they should express a cooperative spirit throughout the apprenticing process, exhibit moral, social, and ethical behavior in harmony with biblical Christianity, be a church member in good standing, and demonstrate an ability to teach and serve. Conditions such as transfer credit and incomplete grades should be addressed by the opening of the candidate’s last semester.

In order to qualify for graduation, a student must be within nine hours of completion of the program and have specific plans made for completing any remaining requirements within nine months of graduation.

Attendance at Faith Builders Educational Programs is a privilege. This privilege may be forfeited by not conforming to its policies and regulations or by being unwilling to adjust to its environment.
Faith Builders uses a wide range of books as part of its instructional program. We recognize that many books we use will not agree totally with an Anabaptist understanding. It is our desire and commitment to teach students how to read with discernment. We include assignments for many of the books used in FB classes that require students to summarize the major premises and make an assessment of value and truth. Some books are chosen because of their alignment with our beliefs and values. Others are used to increase student awareness of influential writings and authors that have shaped the thinking and living of people today. Some books are used to contrast with a Christian understanding. Books complement the material presented in class by instructors. Rarely is a book used as the outline for a course.

In order to promote community involvement in all phases of the FB program, the following procedure will be used for reviewing the core course materials used.

1. Before new required course textbooks (i.e., books/materials that have never been reviewed) are used, the FB Administrative Team (AT) and the FB Advisory Group (AG) will hear a presentation of the materials from the course instructor or the Academic Administrator. As part of the review process, the AT/AG will consider compatibility with the Christian worldview, academic level, appropriateness for the FB mission, acceptability to the FB constituency, and overall quality of the materials. The materials will be compared with the stated positions and values of Faith Builders as outlined in the current course catalog to make a determination of acceptability and compatibility. They will look over the materials and make one of the following judgments.

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

   **Unacceptable**
   Will not be used as core material at FB.

   **Not enough data**
   Additional reading needs to be done before a decision can be made. See #2.

   **Provisional acceptance**
   May be used but the materials will be evaluated further by a broader base. See #3.

2. If there is not enough data for the AT/AG to make a judgment, assignments will be made to members of that committee to collect the necessary data. The academic committee will then repeat the process.

3. If a provisional acceptance is granted, the instructor may use the materials until further notice. The materials will then be sent (along with specific questions for consideration) to people who can help evaluate them in the areas of question. These people may include other teachers, Pastoral Council, FB Board and Advisory Members, and ministers. The AT/AG will consider the responses of the additional reviewers and make a final determination.

If any student, alumnus, or constituent has a concern about any textbooks that are used, they are invited to submit their concern in writing to the Academic Administrator. If a currently used textbook generates concern, the AT/AG will reevaluate its usage.
FBEP LIBRARY

The FBEP Library has a variety of print and electronic resources available for faculty and student use. More than 17,000 books, a variety of periodicals and CDs, and several research computers are available. Hours are 8:00 AM to 10:00 PM.

PELLETIER LIBRARY

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

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

Monday - Thursday
8:00 AM to midnight

Friday
8:00 AM to 8:00 PM

Saturday
9:00 AM to 6:00 PM

Sunday
2:00 PM to 11:00 PM
Students often ask if they can receive credit at other colleges and universities for classes they take at Faith Builders. This question has a layered answer.

1. Some colleges have accepted courses taken at Faith Builders. A transcript from FB is sufficient for these schools to grant credit.

2. In 2010 Faith Builders began working with the National College Credit Recommendation Service (National CCRS) to determine whether courses offered by Faith Builders are comparable to college courses and to establish credit recommendations. National CCRS established specific college credit recommendations for the courses they evaluated. These recommendations can be viewed on their website at www.nationalccrs.org. To transfer credit from Faith Builders to a college or university using the National CCRS recommendations, contact the Registrar at Faith Builders to have an official transcript sent to the college or university of your choice. Upon application to a college or university, meet with an academic advisor and review your transcripts. Tell them about National CCRS’s online directory should they need detailed information about the course and credit recommendation. To view the Faith Builders courses that were evaluated and the credit recommendations of National CCRS, visit www.nationalccrs.org/ccr and select “Faith Builders Educational Programs, Inc.”

3. Some colleges may not honor any transcripts from institutions that do not have national accreditation. In this situation students may be able to use the credit banking services of Thomas Edison State University of New Jersey. Credit banking services allow students to consolidate courses completed at Faith Builders into an official Thomas Edison State College transcript. This service is available only for courses recommended for college credit. It is the student’s responsibility to ensure that the receiving institution’s academic policy will allow transfer of each credit. Credit banking involves a fee based on the number of semester hours consolidated.

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

Is Faith Builders accredited?

Faith Builders is not accredited as an educational institute. There are several reasons for this. The primary reason is that FB is unwilling to structure itself according to criteria that could be destructive to its mission and purpose. However, individual courses offered by FB may be transferred to other schools. Courses are designed to meet academic standards for post-secondary education and to that end we have our courses evaluated by the National College Credit Recommendation Service (National CCRS). The National CCRS has recommended that college credit be granted for over thirty courses offered by Faith Builders. Many of our students have transferred work from Faith Builders to other schools.
CLEP Information

In 2008, Faith Builders began offering the College-Level Examination Program® (CLEP®), a credit-by-examination program which gives students the opportunity to earn college credit by earning qualifying scores on exams. CLEP exams are computer-based and administered on computer at Faith Builders. Nearly 3,000 colleges and universities grant credit or advanced standing based on CLEP exam performance. Each college sets its own CLEP policy, so it is important to determine the specifics of an institution's policy, such as the exams for which they grant credit and how many credits they grant. However, it is not necessary to be enrolled in college in order to take a CLEP test. Faith Builders offers course exemptions for selected CLEP exams. Up to 12 credits from CLEP examinations may be applied to requirements in FB's tracks of study. Contact the office to request a brochure showing the examinations available and FBTI course exemptions.

CLEP exams offer a low-cost method for earning college credit. At $105 ($80 for the exam plus $25 administration fee), each exam is a fraction of the tuition required for a similar college course. The 90-minute, computer-based exams are offered in more than 34 subjects, ranging from U.S. History, Spanish, and College Algebra to American Literature, Western Civilization, and Financial Accounting. Students receive their scores immediately upon completion of the exam (except for College Composition).

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

Maintaining wholesome and positive relationships with others is a major goal of the Christian life. Even spiritual growth depends on healthy interaction with fellow believers. Our goal is to promote mutual honor and respect toward those with whom we live and work. Students, staff, and volunteers are therefore expected to be thoughtful and courteous in their relations with each other, especially when discipling others.

We believe that sharing in meaningful group activities is a good way to build relationships. We encourage people to concentrate on developing meaningful relationships with as many people as possible.

We also realize that life at FBEP can become very intense and that people need time alone. We expect everyone to respect the needs of others for privacy.

RECREATION

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

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

SPIRITUAL LIFE

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

Both students and volunteers have prayer partners. The purpose of the prayer partner relationship is to foster openness and accountability in relationship with another person. Prayer partners talk and pray about daily happenings, spiritual needs and questions, and relational issues.

Students who have unusual situations related to church membership should discuss these matters during the application process. FBEP is committed to supporting the local church and involving the local ministry in any discussion with staff or students about church-related issues. Students may make arrangements to be present at their home church for communion or other important church functions. Students and volunteers participate in the Faith Builders Campus Chapel for Sunday worship during semesters and short terms. They also visit local churches several Sundays each semester.
Overview
A clear understanding of what is acceptable behavior is necessary when people from various backgrounds live and work together. We have intentionally tried to focus on principles and restrict the number of details that we address. We expect personnel to cooperate with the guidelines given here and with other regulations as they are developed and announced. Our goal is to foster self-control, respect, God-consciousness, and voluntary compliance. Students are expected to maintain and exemplify at all times a standard of conduct in harmony with a full commitment to Christ and the ideals of the school. We expect staff and students to speak with each other according to the pattern in Matthew 18 when addressing sins or violations of standards and policies. Although the goal of all discussion and disciplinary actions is repentance and restoration, any person who persists in disregarding school regulations and the combined counsel of staff and students may be asked to leave.

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

Dress Standards

General
No prominent logos, designs, or writing on clothes are allowed. Flip flops are not to be worn on campus outside the dorm areas. They may be worn on picnics and other outdoor outings.
Our goal is to promote attire that is in keeping with our understanding of biblical modesty, simplicity, and nonconformity to fads and styles.

Ladies

Covering: Hair shall be uncut and put up in a simple style. All coverings must meet the approval of the FBEP administration. Veilings other than the traditional white net veiling must be approved by the home church and the parents. Hanging veilings must be made of cloth, but may have a narrow lace border for a hem.

Dresses: Our goal is modesty, simplicity, and godly femininity. We encourage the wearing of a plain, modest cape and require that a loose-fitting cloth vest, jacket, or sweater be worn if a modest cape is not worn. We do not permit skirts and blouses or jumpers. Cape dresses and sweaters should be modest and loose-fitting. Sleeves shall be long enough to reach near the elbows. The dresses should be long enough to reach a minimum of halfway between the knee and the ankle. Socks or hose must cover the ankle and meet the dress hem. Dresses shall be worn outside the dorm, but leggings may be worn under the dress if working conditions or weather require. For classroom and other public events (including supper), socks or hose must be worn. Socks and hose are not required evenings and weekends.
Men
We encourage but do not require students to wear the plain coat. We do not allow the tie. We ask that men not open more than one button at the collar. Full-button dress shirts with stand-up collars shall be worn to class and other formal dress functions. Polo shirts (3-button with collar) may be worn for non-class and recreational activities. Sleeves shall be long enough to reach near the elbows. T-shirts may not be worn as an outer garment. Sweat pants may not be worn outside the dorm as an outer garment. Tight fitting clothes may not be worn. We ask that men keep their hair neat and avoid hairstyles that allow the hair to hang down over the collar or ears.

Music Listening Policy
Because of our commitment to honor God in everything we do, music at FB is an important issue. We believe that music listening habits contribute significantly to a person's spiritual growth and discernment. We encourage a general atmosphere of worship, an appreciation for our heritage, and a high standard of excellence in music. We feel a strong obligation to honor and support the parents and churches represented in the staff and student body. Since our mission is to prepare people for a life of service and blessing, we feel responsible for the kinds of music we allow on campus. This policy is not intended to be a definitive statement on acceptable music styles; rather, it reflects our attempt to provide a worshipful context for personal growth that is clearly positive and uplifting. We therefore offer the following statement as a guiding policy for music listening at FBEP.

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

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

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

Video/DVD watching
Students, staff, and volunteers are permitted to watch educational videos in a classroom or informal context since educational videos are usually in a speaker or documentary format. Other video and DVD viewing is limited to the family and classroom context. Thus, apartments and homes are the only acceptable places for viewing videos and DVD's unless it is an FB sponsored event such as a Sunday evening activity, in which case the deans or someone appointed by them will be present. Only videos and DVD's that families with children could watch are considered acceptable. FBEP staff must take responsibility for any videos being viewed in their apartments or homes. FB staff persons are defined as full-time, salaried employees of FBEP.

We consider the following to be legitimate uses of videos:

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

The amount of time one spends watching videos should be limited. In any leisure activity, self-discipline is vital. Watching a video with friends (or alone) should not become a primary social activity, the one main activity you often do together. The amount of time spent in any sensory experience significantly affects the depth of impact. In addition, we develop tolerance levels that require more and more in order to satisfy us. Research and experience indicate that it is possible to become addicted to watching videos. When a person feels the need to watch a video in order for his life to be interesting or worthwhile, it indicates a possible addiction.
Email and Web Use
The computer network serves the administrative needs of Faith Builders Educational Programs and the educational needs of its staff and students. A content-filtered connection to the internet is provided for school administrative needs, communications, and an extension of the library research materials in the FBEP Library. Gmail, Yahoo, or other internet-based e-mail is accessible over shared public-use computers in the library. Although all access is filtered and monitored, primary responsibility for filtering content remains with end-users. All students pay a fee for connecting their personal computer to the Faith Builders computer network. The initial connection time is reduced for students who install and use antivirus software and install the latest security updates. All network-connected computers—including personal computers belonging to students and staff—are subject to inspection by IT staff upon formal request.

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

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

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

Games not permitted at Faith Builders include:

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

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

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

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

Visitors
Lodging and meals for visitors are available on a donation basis, but may be limited, especially during special events. Students are responsible to make arrangements with the lodging coordinator, to sign their visitors in for meals, to make their visitors feel at home, to show them the posted visitors’ policy, and to give them a tour.

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

Phone use
For incoming calls, give your friends and family the phone number (814) 789-4518.

Use of FB vehicles
Instructions for the use of Faith Builders’ vehicles are on Celebr8!, the internal FB website.

RELATIONSHIPS

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

Courtship
Anyone who is dating or is interested in pursuing a dating relationship with someone not at FBEP when he comes to FBEP should make his interest known during the application process. If you are already dating and your special friend will come to visit, talk with either the Dean of Men or Dean of Women. Anyone interested in pursuing a dating relationship should likewise talk with the Campus Pastor or Dean of Students. Students and volunteers who are not dating when they enroll at FB may not enter a dating relationship until they have completed a year of study or service. A courtship may not begin during a student’s time at Faith Builders if both parties are at FB. A dating relationship may not begin without the approval of parents and may be initiated only between terms or semesters. We encourage those in a dating relationship to stay in conversation with their mentors and mentoring group. We expect couples who are dating not to let their interest in each other interfere with their work or with the development of normal relationships with others. We ask, therefore, that couples not only limit their non-dating time together, but that they try to develop
relationships with others during normal school activities. Couples may date in lounges, other public rooms, and off campus as approved by the dean. Dates may not be held in dimly lit areas, in parked vehicles, in dorm rooms, or behind locked doors. Curfew and reporting guidelines are the same for dating couples as for other dorm residents.

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

SCHEDULES AND FREE TIME

Evening schedule
Attendance of recreational activity is optional.

<table>
<thead>
<tr>
<th>Day</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>No recreation planned</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Planned recreation 7:00-9:00 PM</td>
</tr>
<tr>
<td>Wednesday</td>
<td>First and third, no activity planned</td>
</tr>
<tr>
<td></td>
<td>Second and fourth, dorm meetings (attendance required)</td>
</tr>
<tr>
<td>Thursday</td>
<td>No recreation planned</td>
</tr>
<tr>
<td>Friday</td>
<td>Activity planned by Student Council 7:00 PM</td>
</tr>
<tr>
<td>Saturday</td>
<td>Volleyball 7:00 PM; singing in the stairwell (attendance encouraged) 9:30 PM</td>
</tr>
<tr>
<td>Sunday</td>
<td>First, activity planned by Student Council</td>
</tr>
<tr>
<td></td>
<td>Second, no planned activity</td>
</tr>
<tr>
<td></td>
<td>Third, singles in staff homes, Student Council responsible</td>
</tr>
<tr>
<td></td>
<td>Fourth, activity planned by Student Council</td>
</tr>
<tr>
<td></td>
<td>Fifth, no planned activity</td>
</tr>
</tbody>
</table>

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

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

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

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

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

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

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

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

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

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**LEAVING CAMPUS**

**Signing out**

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

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

**Weekend leaves**

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

**Reporting**

When going away overnight, leaving for the weekend, or attending Sunday services off-campus, report to Dean of Men or Dean of Women.
Between terms
All students & volunteers go home or to a friend’s home during term and holiday breaks unless they need to stay for work purposes. We expect students and volunteers to leave and return within one day of the end and beginning of classes. Any people who need to be at FB for work during these times should talk with the Dean of Men or Dean of Women.

STUDENT COUNCIL

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

PUBLICITY

Photographs or video footage taken by staff or students and copied to FB computers become the property of Faith Builders, under management of the yearbook staff. Faith Builders may use photographs or similar documentation of students or staff for print- or web-based publicity with or without name identification. Students may request in writing that their photo likeness not be used in publications by Faith Builders.
History
Faith Builders Christian School (FBCS) began as an extension of Faith Builders Educational Programs (FBEP). Shortly after the 1992 purchase of the old Randolph-East Mead High School in Guys Mills, Pennsylvania, the decision was made to open a parochial school in the fall of 1993. The school was to provide a Christian education for community children and student-teaching opportunities for teacher apprentices.

The first school year opened with thirty-eight students from grades one through twelve. By 2016, the enrollment had grown to 92 students from 43 families, and 90 students had graduated. Former FBCS principals include Melvin Lehman, Tim Kennedy, and Brandon Mullet. Gerald Miller is the current principal.

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

FBCS strives for excellence in all areas of its educational programs and activities. Careful selection of textbooks, annual achievement testing, weekly staff meetings, and regular devotional times for staff are important to the program. The school year begins with the “Back to School Celebration,” involving parents and students. A Christmas and a spring program are presented each year to the community as well. Two World Awareness Days are important activities each year, with a portion of those days spent doing volunteer work for the community. The end of the year is capped off with a fun day of field events, which includes a traditional tug-of-war between students and parents. High School commencement exercises are held at the end of each year as well. School patrons sponsor the annual benefit auction held each May, with proceeds benefiting FBCS.

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

FBCS partners with local Christian families and churches to provide a nurturing environment for students and to equip the rising generation for effective service in the home, church, and community.
FAITH BUILDERS RESOURCE GROUP

Faith Builders Resource Group is dedicated to building the Kingdom of God by partnering with conservative Anabaptist communities to identify needs and to address them with services and materials that honor Christ and strengthen His church. The activities that occur at Faith Builders that are not directly connected to the training of students (whether FBTI or FBCS) are functions of the Resource Group. The Resource Group has four divisions: Mennonite School Services (MSS), Mennonite Community Services (MCS), FB Publishing, and Christian Learning Resource (CLR).

Mennonite School Services (MSS)
Mennonite School Services partners with conservative Anabaptist educators to organize services that contribute to the effectiveness of our schools. Services offered include the following:

**Teachers Week**
Held each August, Teachers Week provides an opportunity for new and experienced teachers to participate in workshops and work sessions designed to increase their effectiveness in the classroom.

**Teachers Conference**
In October, Mennonite School Services hosts a weekend conference for K-12 educators. The purpose of this conference is to encourage and nurture faithfulness and excellence in conservative Mennonite schools.

**Administrators Conference & Retreat**
The effectiveness of our schools depends significantly on the effectiveness of the school administrator. This retreat is designed to help administrators build vision for their schools and to help them become effective leaders.
Mennonite Community Services (MCS)
Mennonite Community Services exists to develop and provide seminars, recordings, workshops, and other training opportunities for conservative Mennonite churches. Current opportunities are listed below.

**REACH**
REACH is a convention of conservative Anabaptist ministries held every two years. This gathering serves to connect the ministries with each other and with their supporting communities. REACH 2017 is planned for March 23-24 at Calvary Church in Lancaster County, PA.

**College Student Retreat**
During the Fourth of July weekend, Faith Builders sponsors a retreat for Mennonites who are attending colleges or universities. This retreat is held at the Castle, an old stone mansion built at the turn of the century by a wealthy oilman and US Senator in Franklin, PA. Set in the mountains overlooking the Allegheny River, the Castle is an unforgettable setting for reflection and renewal. The weekend retreat aims to encourage college students by offering workshops on current challenges to the Christian worldview, opportunities for small group discussion and prayer, and informal interaction with others who are walking a similar path.

**FB Publishing**
FB Publishing serves the Christian community by producing quality books, curriculum, choral recordings, and other resources. Our most recent publications include *Living History Threads* (a history curriculum for grades 1-4), *Math Openers*, *Simple Servings*, *To Have and to Hold*, *Upon Your Heart* (a recording of choral music), and *Silent Night* (also a recording).

**Christian Learning Resource (CLR)**
Christian Learning Resource serves the Christian community by marketing quality educational and inspirational resources.

1. FB Campus Bookstore
2. Retail web and catalog presence
3. Wholesale distribution of FB Resource Group products

Contact Christian Learning Resource by phone at 877-222-4769 (toll-free) or e-mail at clr@fbep.org. You may also visit us on the web at www.christianlearning.org.
Irene Bontrager

Ladies’ Counselor, Librarian, Mentor

Birthdate: October 17, 1958

Life verses: Isaiah 43:1-3 “Fear not, for I have redeemed you; I have called you by name, you are mine. When you pass through the waters, I will be with you; and through the rivers, they shall not overwhelm you; when you walk through fire you shall not be burned, and the flame shall not consume you. For I am the Lord your God, the Holy One of Israel, your Savior.”

Irene Bontrager was born and raised near LaGrange, Indiana, where she attended school through grade 8. She gained extensive experience as a supervisor in a factory for nearly 17 years and as a sales clerk and bookkeeper in a retail store for six years. She served as a ladies’ counselor at Deeper Life Ministries for five years. She attended Maranatha Bible School in 1999 and SMBI in 2002. She graduated from Faith Builders’ Ministry Apprenticing Program in 2005.

Irene enjoys reading, walking, gardening, homemaking, and spending time with family and friends. She desires to experience a vibrant relationship with Jesus, enabling others to see His goodness and glory, and to participate in building strong families and churches by teaching others about Jesus’ love and sovereignty.
Steven and Cynthia Brubaker

FB Administrator,
FBTI Instructor, Mentors

Birthdates: November 5, 1965 and November 15, 1961

Life verses: Deuteronomy 6:4-5
“Hear, O Israel: The Lord our God, the Lord is one. You shall love the Lord your God with all your heart and with all your soul and with all your might.”

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

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

Steven and Cynthia were married on June 27, 1987. They have five children: Kyle, Desirée, Antoine, Travis, and Courtney. The oldest two children are married and live in the Guys Mills area. They have two grandchildren. The Brubakers are members of Shalom Mennonite Church. The Brubaker family enjoys reading, traveling, and spending evenings with family and friends. They want to participate in the coming of the Kingdom in and through their family, enabling each one to become a whole person who is equipped to serve the Church.
Piper Burdge

FBCS teacher, Living History writer

Birthdate: June 26, 1983

Favorite verse: 1 John 1:1-4 “That which was from the beginning, which we have heard, which we have seen with our eyes, which we looked upon and have touched with our hands, concerning the word of life - the life was made manifest, and we have seen it, and testify to it and proclaim to you the eternal life, which was with the Father and was made manifest to us - that which we have seen and heard we proclaim also to you, so that you too may have fellowship with us; and indeed our fellowship is with the Father and with his Son Jesus Christ. And we are writing these things so that our joy may be complete.”

The first of six children, Piper was born in Philadelphia, Pennsylvania. After living in Lancaster County, Pennsylvania and Milford, Delaware, her family moved to Shippensburg, Pennsylvania, when she was eight. She attended Christian day schools for grades 1-3, and then homeschooled for grades 4-12. She taught for eight years before coming to Faith Builders, where she teaches part time at FBCS and writes 5th and 6th grade history curriculum. Piper enjoys cooking, reading, sewing, and late night conversations. She wants to live a life of joy and thankfulness that radiates the love of Christ to those around her.

Emily Byler

FBCS Secretary

Birthdate: September 24, 1987

Favorite verses: Isaiah 35 and Philippians 2:1-11

Emily and her eleven siblings grew up in northeast Ohio, with a four year term of service in Kenya. After spending a year of voluntary service in the kitchen at Faith Builders, she taught at Zion Christian School in Middlefield, Ohio, for three years. She then returned to graduate from the Teacher Apprenticing Program in 2014. Following another year at Zion as a part-time teacher and tutor, she began working as FBCS secretary in 2015.

She enjoys reading, singing, hiking, spending time with family, and interacting with people from other cultures. Her greatest goal is to be a disciple of Jesus.
John and Barbara Coblentz

Campus Pastor, FBTI Instructor, Mentors

Birthdates: October 3, 1952 and July 3, 1950

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

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

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

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

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

Dean of Men, CLR Manager


Life verses: Ephesians 2:10 “For we are his workmanship, created in Christ Jesus for good works, which God prepared beforehand, that we should walk in them.”

John 8:32 “You will know the truth, and the truth will set you free.”

The fourth of seven children, Matthew was born in Gladys, Virginia and moved to Guys Mills with his family at age nine. After being homeschooled for grades 1-11, Matthew attended Faith Builders Christian School for his final year of high school. He worked for several years in general construction and then spent three years in Poland teaching English as a second language with Anabaptist International Missions. Matthew graduated from Faith Builders’ General Studies program in 2014 and came on staff shortly after.

Deborah grew up in Stuarts Draft, Virginia. She graduated from Pilgrim Christian School and later worked in a plant nursery, a family owned business started by her grandfather. Her experiences of living in Kenya and Ireland have given her a love of travel and culture. Deborah graduated from Faith Builders’ General Studies program in 2015.

Matthew and Deborah were married on June 11, 2016. They enjoy books, coffee, cooking, traveling, and gardening. Their life mission is to reveal Jesus and His kingdom by living a simple, joyful, and holistic life.
Lucas and Anne Hilty

Resource Group Assistant

Birthdates: July 31, 1984 and September 21, 1982

Life verses: Ephesians 3:8 “Yea doubtless, and I count all things but loss for the excellency of the knowledge of Christ Jesus my Lord: for whom I have suffered the loss of all things, and do count them but dung, that I may win Christ, and be found in him.”

Acts 26:22 “To this very day, I have obtained help that comes from God, and I stand and testify to both small and great, saying nothing else than what the prophets and Moses said would take place.”

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

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

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

Administrator of Operations, FBTI Instructor, Mentor

Birthdates: July 29, 1974 and December 9, 1971

Favorite verses: 2 Timothy 1:7-10, Romans 1

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

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

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

Beatrice King

Kitchen Supervisor

Birthdate: August 25, 1967

Favorite verse: Psalm 28:7 “The LORD is my strength and my shield; my heart trusted in him, and I am helped: therefore my heart greatly rejoiceth; and with my song will I praise him.”

Beatrice King was born in Huntingdon, Pennsylvania. Along with her twin brother and six other siblings, she grew up on a dairy farm in Belleville. She attended grades K-5 at Belleville Mennonite and grades 6-12 at Beth-El Christian Day School, obtaining her GED diploma. In 1987-89 she also attended Maranatha and Heritage Bible Schools. Beatrice milked cows on the family farm and helped with housework. She later cleaned for a medical center and doctor’s office. She was employed as a baker in the Belleville area for six years before moving to the Guys Mills area. She first worked in the bakery at Faith Builders, and she currently serves as kitchen supervisor.

Beatrice especially enjoys scrapbooking, bird-watching, reading, and spending time with friends. She also likes traveling and gardening. She desires to know and show the love of Jesus, and to be useful in God’s Kingdom.
John Mark and Desiree Kuhns

FBCS Teacher – Grades 9-10


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

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

John Mark and Desirée (Brubaker) were married in 2013. They enjoy spending time with family and friends, gardening, and solving crossword puzzles. It is their desire that God’s work would be accomplished and His kingdom established through their work.

Kyle and Joy Lehman

FBCS Teacher – Grades 11-12

Birthdates: December 18, 1986 and July 12, 1992

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

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

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

Kyle and Joy were married in 2015. Together they enjoy time spent with family and friends, remodeling projects, choral music, and distance running. Kyle and Joy ultimately want to see God’s will done on earth just as it is done in heaven, and specifically to see the Kingdom on earth expand and grow through the generation that follows them.
Melvin and Shelia Lehman

FBTI Instructor, Mentors

Birthdates: November 10, 1955 and January 17, 1956

Life verse: Joshua 24:15 “As for me and my house, we will serve the Lord!”

Melvin Lehman was born and raised on a farm near Chambersburg, Pennsylvania. After his schooling at Portice Elementary, J. Frank Faust Junior High, and Chambersburg Area Senior High, he worked for five years as a mechanic of agricultural equipment. He then began teaching at Anchor Christian School near Chambersburg. He came to FBEP (1993-1994) as the first principal of FBCS to launch the first year of school, going back to Anchor Christian for one year before returning to FBEP to serve as director. Melvin has been a teacher for 37 years.

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

Melvin and Shelia were married in 1975. They have seven children: Jolynn, married to Andrew Schmucker; Ryan, married to Linda Yoder; Shannon, married to Joella Beiler; Shaunda, married to Amos Stoltzfus; Kyle married to Joy Rotelle; Erikson, married to Marilyn Kauffman; and Jordan, living at home. As a family they enjoy gardening, farming, reading, spotting deer, canoeing, picnicking, hunting, and playing games. They also enjoy rollerblading, ice skating, volleyball, and basketball. As a family they want to know their Creator and how to cooperate with Him in the work He is doing on the face of the earth. Melvin wants to see his wife and each of his children reach their full potential in Jesus Christ. He wants to participate in vision development, establishment of, and maintenance of at least seven missions on earth where there is no testimony for God today.
Matthew and Larisa Mast

Assistant to the Administrator, Mentor

Birthdates: December 9, 1978 and November 2, 1976

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

Matthew Mast was born in Mountain View, Arkansas, and grew up on a six-acre patch of rocky soil populated by goats and broiler chickens. Several years after completing high school at Shady Lawn Christian School, he returned as a teacher for three years. Matthew completed the Teacher Apprenticing Program at Faith Builders in 2003, then spent a year in Poland teaching English. In 2006, Matthew joined the newly-formed Resource Group as administrative assistant.

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

Matthew and Larisa were married in 2005. They have three children: Karlin, Adrian, and Annaliese.

Matthew and Larisa enjoy taking walks, reading, singing, and hosting guests. As partakers of God’s promises in Christ, they seek to offer the love and joy of God to those around them. They desire their home to be a place where the redemption of Jesus touches human brokenness and failure.
Vivian Mast

Scholarship Services Coordinator

Birthdate: November 13, 1968

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

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

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

FBCS Principal, Teacher – Grades 7-8, FBTI Instructor

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

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

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

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

Gerald and Cathy were married in 1996. They have five children: Brendan, Kara, Tyler, André, and Alex. As a family, they enjoy playing table games, biking, camping, taking walks, reading, and traveling. They desire to see the kingdom of God advanced, and want to fully participate in His work as a family.
Lucy Miller was born and raised in Holmes County, Ohio, along with five siblings. After attending public school for her primary and secondary education, she performed a number of odd jobs, mostly in restaurants, before moving to Sunnyhaven Children’s Home in Plain City, Ohio. There she served as a houseparent for mentally handicapped adults. Plain City became her home for the next twenty-nine years, with Bethesda Fellowship as her home church. She continued on as a part-time houseparent for a few remaining residents after the closing of Sunnyhaven, while also holding a bookkeeping job for five years. At that time, she was asked to teach at Plainview Christian School, the local school attended by students from a number of congregations. During her twenty years of teaching junior high and high school there, she attended Summer term at Faith Builders in 2012. In 2016, she terminated her teaching career and moved to northwest Pennsylvania to be part of the Faith Builders office team.

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

FBTI Instructor, FBCS Teacher – Grades 9-12, Mentors

Birthdates: July 13, 1964 and September 6, 1962

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

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

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

Brandon and Marie were married in 1986. They have four sons: Patrick, Kipp, Stuart, and Christopher. As a family they enjoy reading, traveling, sports, music, and playing table games. They want to share the truth and love of Jesus Christ through service, music, and friendships.
Stephen Russell

FBTI Instructor, Mentor

Birthdate: November 11, 1953

Life verse: 1 Corinthians 15:58 “Therefore, my beloved brothers, be steadfast, immovable, always abounding in the work of the Lord, knowing that in the Lord your labor is not in vain.”


The opportunity to teach at Faith Builders has been the culmination of a longtime dream.
Glendon and Starla Strickler

FBTI Administrator, Instructor

Birthdates: March 5, 1978 and January 3, 1973

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

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

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

Glendon and Starla were married on January 6, 2001. Their five children are Sierra, Janae, Brooke, Erika and Brendon. The Strickler’s home church is Tidings of Peace Mennonite Church in York city. The family enjoys raising Scottish Highland cattle, Greater Swiss Mountain dogs, sheep, goats and a variety of other critters on their farmette in Guys Mills. Their hope is that they can be an encouragement to students who are developing their talents for service in the Kingdom of God.
Kyle and Marlene Stoltzfus

Communications, Instructor

Birthdates: August 16, 1982, and June 16, 1986

Favorite verses:

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

Kyle Stoltzfus spent his childhood in Lewisburg, Pennsylvania. His childhood home was a five-acre plot complete with two creeks, woods, an open field, and a basement laboratory - fodder for exploration and creativity. After graduating from Maranatha Christian School in 1999, he earned an A.S. in Computer Science and also attended Sharon Mennonite Bible Institute for several terms. Kyle graduated from Faith Builders’ Ministry Apprenticing Program in May 2011 and continued his education at Liberty University (B.A. 2016).

Before coming to FB, Kyle worked as a network administrator and electrical control systems technician. He maintains a recreational interest in electrical and mechanical systems while pursuing communication arts as part of his responsibilities at Faith Builders. Kyle enjoys reading, aviation, travel, and parenting.

Marlene (Schrock) Stoltzfus was born and lived in South Carolina until her family moved to a church plant in Athens, Tennessee. After graduation from high school, she left the South for a number of terms at Sharon Mennonite Bible Institute and lived for several years in Lancaster County. Moving yet further north, she enjoyed being a part-time student at Faith Builders during Kyle’s education there. Marlene has enjoyed a variety of jobs, including work as a librarian, secretary, and teacher. She enjoys music, literature, time in the kitchen and garden, and relationships.

Kyle and Marlene were married in 2008. They have two children: Elia and Devin. Kyle and Marlene seek to expend their resources in worshipful service in the Kingdom of God. They want to continually learn and grow in the many dimensions of life and to share God’s grace with others.
Katrina Weaver

Dean of Women, Housekeeping Supervisor

Birthdate: August 10, 1982

Life verses:
- II Timothy 1:7 "For God hath not given us the spirit of fear; but of Power and of love and of a sound mind."
- II Corinthians 12:9 "And he said unto me, My grace is sufficient for thee: for my strength is made perfect in weakness. Most gladly therefore will I rather glory in my infirmities, that the power of Christ may rest upon me."

Katrina Weaver was born and raised in Lancaster County, Pennsylvania, where she attended Pleasant Valley Mennonite School for all twelve grades. After high school she worked as a secretary at Christian Aid Ministries for one and a half years. She then moved to Sixth Street Mission in Philadelphia and served as a personal worker for two years. She returned to Lancaster County to teach second grade at Pleasant Valley Mennonite School. After five years of teaching, she moved to a secretarial position while teaching a few classes in junior high and high school, which she did for five more years.

Katrina's hobbies include design work, online scrapbooking, gardening, decorating, babysitting, and raising animals.

With the gifts and resources God has given her, Katrina wants to bless others. She desires to radiate the love of Christ by her actions to point others towards Christ and His redeeming love.

Sharon Yoder

FBCS Teacher – Grades 5-6, FBTI Instructor, Mentor

Birthdate: May 17, 1956

Life verse: Philippians 2:13 "For it is God which worketh in you both to will and to do of his good pleasure."

Sharon Yoder was born and raised near Nappanee, Indiana. After attending local elementary schools, she completed high school via correspondence. She continued her education at Grace College (B.S. 1992) and Indiana University of South Bend (M.A. 2001).

Sharon spent a year in voluntary service at Faith Mission Home (1979-1980) and taught at United Christian School in Nappanee before coming to Faith Builders in 1999. Some of her other job opportunities have included being a waitress, librarian, tour guide, and factory worker.

When she is not teaching, Sharon enjoys reading, cooking, walking, and taking care of her home. Her goal is to exemplify Jesus in all of life, encourage other believers, and lead to maturity those for whom she is responsible by teaching and nurturing them through God's wisdom.
Anna Zehr

FBCS Teacher – Grades 3-4, FBTI Instructor

Birthdate: August 30, 1978

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

Anna Zehr was born in Waterloo, Ontario, and grew up on a dairy farm near Millbank. She attended Cedar Grove Christian, Morningstar Christian, and Fairhaven Christian, obtaining her GED diploma in 2002. Following four Summer Terms at Faith Builders, she earned a bachelor’s degree in elementary education from Grace College and Theological Seminary in 2006. Since coming to Faith Builders in 2007, she has taught both grades 1-2 and 3-4.

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

FROM MEADVILLE, I-79
At the Meadville exit (147A), take 322 east. Exit off the four-lane bypass at Park Avenue. Stay on Park Avenue until you come to North Street (Burger King on the right). Turn right (east) at Burger King. North Street is Route 27. Follow Route 27 east for 7 miles from the Burger King until you come to Hunter’s Inn. Instead of following 27 east as it bears sharply to the right at Hunter’s Inn, turn left onto Guys Mills Road. Follow this road for 3 miles to the four-way stop sign in Guys Mills. Turn left, go about 1/4 mile, and turn right just beyond the Guys Mills Evangelical Free Church. The FB facility is immediately ahead on the right. The offices are on the second floor of the middle section, facing the road.

FROM THE NORTHWEST, I-79
At the Saegertown exit (154), take 198 east to Guys Mills. You will pass through Saegertown and Blooming Valley before you arrive at Guys Mills. Turn left at the first road in Guys Mills. The FB main office is immediately ahead on the right.

FROM THE SOUTHWEST, I-79
Get off at the Geneva /Cochranton exit (141) and take 285 east to 173. Turn left and continue on 173 until you come to 27. Turn right (east) and go several miles until you come to 198 west. Follow 198 west until you come to the village of Guys Mills. As you enter the village of Guys Mills, you will see a sign on the right that reads, “Faith Builders Educational Programs.” This lane enters at the rear of the FB facility. To proceed to the main office, pass this lane, and proceed to the four-way stop sign. Turn right, go about 1/4 mile, and turn right just beyond the Guys Mills Evangelical Free Church. The FB facility is immediately ahead on the right. The offices are on the second floor of the middle section, facing the road.

FROM THE SOUTHEAST, I-80
Get off at the Shippenville exit (60) and take 66 north, then 322 west. At Cochran- ton, turn north off of 322 onto 173. Continue on 173 until you come to 27. Follow directions as given above.
2017-2019 CALENDAR

Summer Short Term 2017
Orientation & Registration ............................. 7:00 PM, Monday, June 26, 2017
Summer Term Classes Begin ............................... Tuesday, June 27
College Student Retreat ........................................... Friday-Sunday, July 7-9
Staff-Student Outing ................................................... Friday, July 14
Last Day of Classes .............................................. Wednesday, July 26
Final Exams ............................................................. Thursday-Friday, July 27-28
Teachers Week 2017 .............................................. Tuesday-Friday, August 1-4

Fall Semester 2017
Apprenticing Term Begins ................................. Monday, August 21, 2017
Term Orientation ..................................................... 7:45 AM, Monday, August 21
Foundations Week .............................................. Monday-Thursday, August 21-24
Labor Day - No classes ................................................ Monday, September 4
Last Day of Apprenticing Term ......................... Friday, September 15
Mentoring .............................................................. Monday-Tuesday, September 18-19
Fall Term Orientation ........................................... Monday-Tuesday, September 18-19
Fall Term Classes Begin ....................................... Wednesday, September 20
Canoe Trip ............................................................. Saturday-Sunday, September 23-24
FBCS Pork Roast ..................................................... 4:30 PM, Friday, September 29
Teachers Conference ............................................. Friday-Sunday, October 13-15
Prayer Day ............................................................. Wednesday, October 25
Heart & Voice ......................................................... Friday-Sunday, October 13-15
Thanksgiving break .............................................. Wednesday, Nov. 22-Tuesday, Nov. 28
FBCS Christmas Program ................................. 7:30 PM, Friday, December 8
FB Chorale Christmas Program ......................... 4:00 PM, Sunday, December 10
Last day of classes ............................................... Monday, December 11
Final Exams .......................................................... Tuesday-Wednesday, December 12-13
Mentoring ............................................................. Thursday-Friday, December 14-15
Christmas Banquet ............................................... 4:30 PM, Friday, December 15

Winter Term 2018
Orientation & Registration ............................. 7:00 PM, Monday, January 1, 2018
First Day of Classes .............................................. Tuesday, January 1
Staff-Student Social ................................................ Friday, January 19
Administrators Conference and Retreat ............. Thursday-Saturday, January 25-27
Last Day of Winter Term ...................................... Friday, February 2
Spring Semester 2018
Spring Term Orientation……………………………………8:00 AM, Tuesday, February 13, 2018
Mentoring…………………………………………………Tuesday-Thursday, February 13-15
Classes Begin…………………………………………….Friday, February 16
Choir Retreat……………………………………………Friday-Saturday, February 16-17
FBCS Pancake Breakfast…………………………………8:00 AM, Saturday, February 18
Prayer Day………………………………………………Wednesday, March 21
Easter – Spring Break…………………………………….Thursday-Tuesday, May 29-April 3
Open House (tentative)………………………………………Thursday-Friday, April 5-6
Cabin Retreat…………………………………………….Friday-Sunday, April 13-15
FBCS Spring Program……………………………………7:30 PM, Friday, April 20
FBCS Benefit Auction……………………………………4:00 PM, Friday, May 4
Last Day of Classes………………………………………Wednesday, May 9
Final Exams………………………………………………Friday & Monday, May 11 & 14
FBCS Graduation…………………………………………7:00 PM, May 11
Mentoring………………………………………………Tuesday-Wednesday, May 15-16
FB Chorale Spring Program…………………………….7:00 PM, Friday, May 18
FBCS Christmas Program…………………………….7:30 PM, Friday, December 7
Christmas Banquet……………………………………….4:30 PM, Friday, December 14
FB Chorale Christmas Program…………………………7:00 PM, Friday, December 21
Thanksgiving break………………………………………Thursday-Tuesday, November 21-27
Prayer Day………………………………………………Wednesday, November 28
Heart & Voice Weekend………………………………….Friday-Sunday, November 29-December 1
Thanksgiving break………………………………………Wednesday-Tuesday, November 21-27
FBCS Christmas Program…………………………….7:30 PM, Friday, December 7
FB Chorale Christmas Program…………………………4:00 PM, Sunday, December 9
Last day of classes……………………………………….Monday, December 10
Final Exams………………………………………………Tuesday-Wednesday, December 11-12
Mentoring………………………………………………Thursday-Friday, December 13-14
Christmas Banquet……………………………………….4:30 PM, Friday, December 14
Winter Term Classes Begin……………………………Tuesday, January 1, 2019
Staff-Student Social……………………………………..Friday, January 18
Administrators Conference & Retreat…………………Thursday-Saturday, Jan. 24-26
Last Day of Winter Term…………………………………Friday, February 1
Spring Semester 2019

Spring Semester Orientation ..............................................8:00 AM, Tuesday, February 12, 2019
Mentoring ................................................................................Tuesday-Thursday, February 12-14
Spring Semester Classes Begin ...........................................Friday, February 15
FBCS Pancake Breakfast ......................................................8:00 AM, Saturday, February 16
Choir Retreat ...........................................................................Friday-Saturday, February 15-16
REACH 2019 .............................................................................Thursday-Friday, March 20-22
Prayer Day ...................................................................................Wednesday, March 27
Open House (tentative) ......................................................Thursday-Friday, April 11-12
FBCS Spring Program .................................................................7:30 PM, Friday, April 12
Easter – Spring Break ............................................................Thursday-Tuesday, April 18-23
Cabin Retreat ..........................................................................Friday-Sunday, April 26-28
FBCS Benefit Auction ..............................................................4:00 PM, Friday, May 3
Last Day of Classes .................................................................Wednesday, May 8
Final Exams ...........................................................................Friday & Monday, May 10 & 13
FBCS Graduation .................................................................7:00 PM, Friday, May 10
Mentoring ................................................................................Tuesday-Wednesday, May 14-15
FB Chorale Spring Program ..................................................7:00 PM, Friday, May 17
FBTI Commencement Exercises .....................................12:00 PM, Saturday, May 18
Choir Tour ................................................................................Saturday, May 19-Sunday, May 26

Summer Short Term 2019

Orientation & Registration ..................................................7:00 PM, Monday, June 24, 2019
Summer Term Classes Begin ................................................Tuesday, June 25
Last Day to Drop/Add Classes (without penalty) .................Thursday, June 27
College Student Retreat .......................................................Friday-Sunday, July 5-7
Staff-Student Outing ...............................................................Friday, July 12
Last Day of Classes .................................................................Wednesday, July 24
Final Exams ...........................................................................Thursday-Friday, July 26-27
Teachers Week .........................................................................Tuesday-Friday, July 30-August 2