



Chula Vista Christian University

Apologetics Degree Plan and Course Descriptions

“Therefore go and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit, and teaching them to obey all that I have commanded you.” - Matthew 28:19-20

Chula Vista Christian University

Overview for a Bachelor's Degree in Apologetics

The Apologetics degree provides an-depth analysis of the historical, intellectual, and cultural contexts of the Christian faith that will help equip you with the skills needed to fulfill your calling in ministry, law, education, or philosophy.

A Bachelor's degree in Apologetics focuses on the religious discipline of defending Christian doctrines through systematic argumentation and discourse. The program trains students to articulate and defend their faith in a contemporary world often marked by skepticism and non-Christian worldviews.

Program description: The Apologetics degree is designed to provide a comprehensive foundation in biblical studies, theology, philosophy, and history, with a special emphasis on apologetic strategies. Students explore the historical, intellectual, and cultural contexts of their faith, preparing them to engage in respectful and constructive dialogue with people of diverse backgrounds.

In addition to meaningful and foundational general education classes, students will study the following course topics:

- Logic and philosophy
- Systematic theology
- Comparative worldviews and religions
- Biblical foundations and interpretation
- Ethics, faith, and science applications

Course objectives: A degree in Apologetics prepares students to:

- **Defend the Christian faith:** Learn to respond to and counteract challenges, misconceptions, and objections to Christianity with grace and intellect.
- **Engage in persuasive dialogue:** Acquire the skills to engage people of various worldviews in meaningful conversation and present a compelling case for the Christian faith.

- Articulate a Christian worldview: Clarify and refine a cohesive Christian philosophy that is aligned with biblical teachings and can be applied to contemporary issues.
- Cultivate intellectual virtue: Develop critical thinking, wisdom, and moral integrity to live out and defend one's faith with conviction.
- Prepare for further study: Lay a solid academic foundation for graduate studies in theology, philosophy, law, or ministry, such as a Masters in Divinity (MDiv)

Course of Study

Bachelor's Degree in Apologetics

In addition to the specified general education courses, this academic major requires 30 lower division and 40 upper division credits as follows. Please note: transfer students must also complete two CVCU signature courses developed with the help of ICR and Well Versed World: Science and the Christian / Government and Economics. Apologetics students must also pass the PEERS biblical worldview test from the Nehemiah Institute prior to graduation.

Lower Division (30 credits)

APOL 101 The History of Christianity (3 credits)
 APOL 120 Revivals in America (3 credits)
 APOL 125 Christian Faith and Formation (3 credits)
 APOL 140 Biblical Foundations of Constitutional Law (3 credits)
 APOL 150 Geography of the Bible (3 credits)
 APOL 200 Systematic Theology (3 credits)
 APOL 210 Conditions of Evil, Sin and Suffering (3 credits)
 APOL 230 Evangelism and Bibleless Peoples (3 credits)
 APOL 240 How to Study the Bible (3 credits)
 HIS 220 History of the Ancient World (3 credits)
 HIS 230 Hermeneutics 1: New Testament Survey (3 credits)
 RSCH 250 Research Methods & Design (3 credits)

Upper Division (40 credits)

APOL 300 The Life and Ministry of Jesus (3 credits)
 APOL 310 History of US Religious Movements and Revival.(3 credits)
 APOL 320 Introduction to Apologetics (3 credits)
 APOL 330 The Church as a Conduit of Change (3 credits)

APOL 340 Cults and World Religions (3 credits)
APOL 350 Hermeneutics 2: Old Testament Survey (3 credits)
APOL 400 Creationism from Noah's Flood to Present (3 credits)
APOL 410 Comparative Politics, Ethics, and Religious Restrictions (3 credits)
APOL 420 Resurrection Arguments & Historical Evidence (3 credits)
APOL 430 Evidence for a Young Earth (3 credits)
APOL 440 Persuasive Communication and Debate (3 credits)
APOL 495 Senior Capstone / PEERS Summative Evaluation (3 credits)
APOL 499 Apologetics Internship (4 credits)

Course Descriptions

Bachelor's Degree in Apologetics

Signature Class: Science and the Christian: This course is designed to train the student to discern between science and unscientific ideas that pose as science. It targets the most common science-sounding objections to biblical Christianity found in American culture from among six widely known scientific disciplines.

Signature Class: Biblical Government and Economics: As a signature CVCU course written by Dr. Jim Garlow and the Well-Versed team, this course brings biblical principles of governance to future governmental leaders and the people who will elect them. God originally established government, and He still establishes nations today. Human suffering, pain and poverty will only be reduced once nations follow the biblical principles of governance. Only eternal and transcendent truths will produce national peace and prosperity.

The History of Christianity: An analysis of the historicity of the Christian faith and its impact on peoples and cultures throughout history.

Revivals in America: This course provides a thorough overview of the conditions and effects of specific revival movements in America.

Biblical Foundations of Constitutional Law: The United States is one of the only modern nations to be founded wholly on the truth of God's word. This course will examine the rule of law, its biblical origins, and its undeniable anchor in modern society.

Geography of the Bible: An analysis of the regions explored in biblical teaching as well as the cultural significance of each location.

Conditions of Evil, Sin and Suffering: The most common reason for atheism in today's

youngest generation is the existence of evil and suffering. This course helps students understand the purpose of suffering and the rationale for the existence of evil.

Evangelism and Bibleless Peoples: An analysis of the process and practices of evangelism through the lens of the 10/40 window, the most unreached regions of the world where people have not yet had the Bible translated into their native language.

History of the Ancient World: This course provides a foundation for understanding the cultural movements that shaped the ancient world, giving context to biblical analysis.

Hermeneutics 1, New Testament Survey: An introduction to the study of interpreting religious texts, in this case the New Testament. Students learn how to assess the historical context, literary features, and author's original intent in order to guide accurate biblical interpretation.

Research Methods & Design: This course will provide an opportunity for participants to establish or advance their understanding of research through critical exploration of research language, ethics, and approaches. The course introduces the language of research, ethical principles and challenges, and the elements of the research process within quantitative, qualitative, and mixed methods approaches. Participants will use these theoretical underpinnings to critically review literature relevant to their field or interests and determine how research findings are useful in forming their understanding of their career field.

Christian Faith and Formation: As a foundational approach to spiritual disciplines, this course uses biblical and historical materials to help students grow in their spiritual formation, including Bible study, prayer, journaling, worship, and Christian fellowship.

Systematic Theology: A survey of the major Christian doctrines covering biblical and contemporary issues concerning theology, anthropology, pneumatology, ecclesiology, and eschatology.

Introduction to Evangelism: A study of the biblical and theological basis for evangelism in contemporary ministry. The course includes an examination of the content of the gospel, the imperative of the Great Commission, the value of evidential and propositional apologetics, and strategies for evangelism for individuals and churches.

Intro to Debate: In this course, students will learn the skills of debate and persuasive speaking, tools that can unlock even the most staunch skeptic in the modern era. Special focus is given to the prevailing roots of atheism in select generations.

The Church as a Conduit of Change: This course explores sociological and theological roles of the Church in 21st century context, examining the intersection between the church and society. Special attention is given to the historic roots of the church as an agent of positive, prosocial, biblical change in the culture.

Cultural Apologetics: Students will explore various ways to show how Christianity is both reasonable and desirable, using the tools of reason, conscience, and the imagination. Special attention will be given to the concepts of culture, cultural artifacts, cultural change, worldview, beauty, art, justice, virtue, and their connections to apologetics.

Evil and Suffering: Students will explore various ways to understand arguments and assumptions against Christian belief from the human experience of suffering, doubt, and divine hiddenness. Special attention will be given to Christian and naturalist concepts of faith and reason, intellectual and emotional doubt, interpersonal relationship with God, cognitive science and religious belief, and their connections to apologetics and spiritual formation in Christ.

How to Study the Bible: Essentials of inductive Bible study will be applied to Old and New Testament genres of literature in order to equip the student with skills for observation, interpretation, application and edification.

The History of Israel: A study of the geography of Israel and its influence upon the history recorded in the biblical text. Because most of the geography-related historical events described in the Bible are found in the Old Testament, there is an Old Testament thrust to the class. Nevertheless, much New Testament material is included, particularly regarding Jerusalem, Galilee, and the area along the Dead Sea

Foundations of Christian Thought: Introduction to theology with special emphasis on learning to do theology, understand the doctrine of Scripture, introduce the integration of various fields of knowledge with the Bible, and see the importance and development of a Christian worldview.

The Life and Ministry of Jesus: This course focuses on Jesus' teachings, ministry actions, and call to discipleship as they are presented in the Synoptic Gospels. Special attention is given to tracing how major themes flow through the Old Testament and find their fulfillment in Jesus

Cults and World Religions: What is the difference between a cult and a world religion? What practices and membership rituals separate the two groups? This course teaches the major cults and world religions, helping students spot the counterfeit cultures of false religions and why so many are attracted to them.

Hermeneutics 2, Old Testament Survey: An introduction to the study of interpreting religious texts, in this case the Old Testament. Students learn how to assess the historical context, literary features, and author's original intent in order to guide accurate biblical interpretation.

Creationism from Noah's Flood to Present: This course analyzes the geographical landmarks across the globe that demonstrate the reality of Noah's Flood, helping students understand the

fierce battle that rages between creationism and evolution, even in so-called Christian schools and churches. Discover the evidence that was left behind for the benefit of humanity.

Comparative Politics and Religious Restrictions: This course provides an overarching analysis of countries that are most and least open to evangelism and to Christian principles in general.

Genesis and the Age of Earth: Does Genesis matter? What is theistic evolution, and why do so many Christian organizations find themselves capitulating to this theory? This course provides a biblical and scientific basis for young earth theology, creationism, and the literal interpretation of the first book of the Bible.

Senior Capstone / PEERS Summative Evaluation: A culminating course that includes a paper and public presentation on the summative learning from this degree program. Students must also take and pass the Nehemiah Institute's biblical worldview test, PEERS.

Apologetics Internship: The internship is a 100-hour practicum required for every major at CVCU. Students will choose an organization or ministry that most closely connects with their calling and spend 100 hours shadowing and serving under its leadership. Supervisors give targeted feedback to help the intern create a portfolio of experience to guide career readiness.

Chula Vista Christian University

General Education Courses for All Majors

*Denotes required course

CVCU General Education (GE) Requirements	Units per course	Units per focus
GE Focus 1: Biblical History and Worldview		9
GOV 200 Biblical Governance and Economics	3	
THEO 100 New Testament Principles and Practices	3	
THEO 120 Apologetics: Science and the Christian	3	
GE Focus 2: Written and Oral Communication		9
COM 105 Strategic Business Communication	3	
RSCH 200 Introduction to Research Writing	3	
COM 150 Speech and Debate	3	

GE Focus 3: Scientific Inquiry and Critical Thinking		9
PHIL 200 Philosophy, Christianity, and World Religions	3	
SCI 100 General Biology	3	
MAT 120 Algebraic Functions and Logical Analysis	3	
GE Focus 3: History and Social Sciences		9
PSY 150:General Psychology	3	
HIS 200 Survey of World History	3	
HIS 250 Survey of American History	3	
GE Focus 4: Arts and Humanities		6
THE 100 Introduction to Theater	3	
FA 150 Introduction to Fine Arts	3	
MUS 165 Introduction to Classical Music	3	
GE Focus 5: Personal Development		9
PD 101 Career Forecasting*	3	
PD 120 Personal Finance	3	
PD 200 Personal Fitness and Nutrition	3	
PSY 250 Marriage and Family	3	
	Total GE	51 units
Total Units for Graduation: 51 GE, 40 LD, 30 UD	Plus LD/UD	121 units

Chula Vista Christian University

Bible Course Requirements for All Majors

BIBLE MINOR: 18-24 CREDITS

General Bible Education / CVCU Signature Classes	
---	--

APOL 101 Science and the Christian (GE): An analysis of creation-based research that outlines the plans and purpose for humankind.	3
BIB 250 Biblical Governance and Economics (GE): A study of the impact of biblical principles on worldwide governments.	3
Lower Division: 9 units required	Credits
BIB 100 The Gospels: In-depth study of the New Testament books of Matthew, Mark, Luke, and John.	3
BIB 200 The Pauline Epistles: An in-depth analysis of the letters written by the Apostle Paul.	3
BIB 280 Major Prophets in the Old Testament: Study and discussion of the themes and applications of the major prophets.	3
Upper Division: 9 units required	Credits
BIB 300 Minor Prophets in the Old Testament: Study and discussion of the themes and applications of the major prophets.	3
BIB 350 The Pentateuch: An analysis of the first five books of the Bible and their impact on government, human relations, and society.	3
BIB 400 Wisdom Literature: An analysis of the books of wisdom in Old Testament Literature: Job, Psalms, and Proverbs.	3
BIB 450 Prophetic Literature: A study of the prophetic books of the Old and New Testament literature, including Revelation, Daniel, and Ezekiel.	3

CVCU Adult Studies: Program Cost and Process

CVCU is the lowest priced private university on the West Coast. Students receive personalized, individualized training from our professors, planning class times together and working around your life schedule

Fees are explained as follows according to desired program:

Deposit: One-time deposit upon acceptance to the program: \$250

Credit Cost: Tuition per credit: \$333

Full-time Enrollment = at least 12 classes per year

Total monthly cost for full-time enrollment: \$1562/month

Part-time Enrollment = 6 classes per year

Total monthly cost for half-time enrollment: \$781/month

Personal Development = 3 classes per year

Cost for personal development enrollment: \$430/month

This monthly breakdown includes the following:

- Annual tuition fee: \$14,000 (paid in monthly totals of \$1562 or \$781)
- Annual tech fee: \$350/year (built into monthly payment)
- Annual cost for books: \$250/year (pay semi-annually as books are needed)
- Administrative Fees: \$950/year (built into monthly payment)
- Lab Fees: \$75/year (billed only during lab classes)

Where possible, CVCU will work with adult students on acceptance of work-related and project-related assessments, a process known as Credit for Prior Learning. Students must demonstrate mastery of course objectives and sufficient examples of course knowledge in order for a class to be accepted for CLP.

The Readings of the CVCU Program

At CVCU, we choose our books with careful consideration, as we are desirous of helping students develop the discipline of reading and analyzing content. Reading does indeed demand personal discipline, and in an anti-reflective culture, deep reading is an uncommon practice. Through this program, you will learn to read deeply, to reflect, and to connect ideas from antiquity with ideas in modernity. This is not an easy task. As Neil Postman notes,

“A written sentence calls upon its author to say something...the reader must come armed, in a serious state of intellectual readiness. This is not easy because he comes to the text alone. In reading, one’s responses are isolated, one’s intellect thrown back on its own resources.”

The CVCU curriculum reflects a broad scope of texts, both modern and primary. The readings are designed to introduce students to great thinkers throughout the ages, connecting us all to the thoughts and ideas that have shaped cultures across the landscape of human history.

Through the discipline of faithful reading, CVCU students will develop insights and analyses that will then contribute to the dynamic classroom environment, which will shape both the students and the program. The hope would be that, ultimately, our students would become active readers who utilize the wisdom of the past to positively impact the trajectory of our modern culture.

Students will create reading notebooks, which serve as an informal journal of their insights, analysis, favorite quotes, and questions from each chapter of each book. These reading notes should be completed prior to the class where the reading will be discussed, and missing a reading notebook entry will result in a grade penalty. Again, the system only works if everyone comes to class prepared for discussion. Once complete, this reading notebook becomes a portfolio of the student's learning in the course. The reading notebook should be brought to class daily to help facilitate recall of information for the discussion.

The Discussions of the CVCU Program

Discussion is the foundation of the CVCU Program. Students master the art of formulating and articulating clear and effective dialogue. During the class sessions, students will be asked a "great question" or a series of "great questions." These are the main ideas that the professor wants you to draw out of the reading, and these will be the subject of your reading notebook reflections and the content of your dialogue. The success of the program hinges on the students' active engagement with the reading: the discussions will only sound the appropriate depths if students have thoughtfully prepared beforehand.

During the class discussion, a few rules are in order. First, we are learning to be gracious conversationalists, to practice the art of conversation. This means allowing others to finish their sentences before launching into our own diatribe. It also means listening actively instead of spending unnecessary mental energy blocking out the speaker in order to plan what you will say next. The discussion segment requires full engagement of both speakers and listeners to be successful. Finally, gracious dialogue prohibits the use of name-calling, personal attacks, or other actions of disrespect. If a student is offended during a classroom conversation, he or she should seek restoration through the Matthew 18 principle denoted in our behavioral guidelines.

As you reflect on the contributions of your classmates during the discussions, look for similarities and differences in your conversational content. It is perfectly acceptable to disagree with your classmates, but you will do so in a way that supports and encourages hospitality. In this manner, we engage in civil discourse, a skill that will serve you well in the world of work.

The discussion session is just as much about the journey as it is the destination. We are traversing a challenging terrain together as a class, and we want to make sure that we take time to smell the

roses—to appreciate the joy of writing, reading, conversation, and discovery—along the way. The professor may choose to linger over one topic of conversation that seems to be sparking points of growth for the classroom. In this exchange, enjoy the journey and trust the process. The professor may also allow long periods of awkward silence without coming to the rescue of unprepared students. In this exchange, students should step out courageously and share their insights, as the professor may be waiting for a quieter student to make a contribution to the conversation. Throughout the discussion process, look for ways to develop your sense of wonder, joy, and discovery.

Discussion participation is everyone’s responsibility. Students who do not participate in the discussions will see a negative impact on their grade. Conversely, students who monopolize the conversations in every class will also see a negative impact on their grade. The goal is to develop a classroom conversation where many voices and perspectives contribute to the developing dialogue.

The Writings of the CVCU Program

As Andrew Pudewa, the founder of Institute for Excellence in Writing and a trusted friend of CVCU notes, “The pen is indeed mightier than the sword, for it is in the written word that we do most powerfully preserve that which is noble and expose that which is evil. And so, in great part, the very future of society rests with those who can write, and write well.”

In conjunction with the decline of active reading in the modern realm, we see an equally disturbing decline in the mastery of writing skills. The AHP curriculum will challenge you to read and analyze the works of some of the greatest authors of all time. Just as a guitarist learns to emulate the work of a master musician, in the same way, your writing should be positively influenced by your CVCU readings (this process, in fact, is the basis for Pudewa’s IEW research—and its resultant global success). Students should see a positive change in both their dialogue and writing skills as a direct reflection of their exposure to the works of great writers.

As noted earlier in this document, professors will assign written evaluations in their classes as needed, not to exceed three papers per semester per class in a course that is not designated as writing-intensive (composition, for example, may require more writing). To ensure fair and accurate assessments, professors will always utilize rubrics in grading written projects. Students’ work will be evaluated on structure as well as content, and a guide for college-level writing has been included at the end of this guidebook. A sample rubric is provided for all professors. The rubric serves as a contract of expectations between student and professor, and it will always be available for students to review prior to the completion of the assignment.

CVCU Grading and Workload Expectations

Grading Overviews and Processes

Teaching is a collaborative process of knowledge construction. In CVCU, we construct knowledge together as we dissect and discuss our reading material. For this process to work, each student must be fully prepared to talk meaningfully about the readings and their implications. Students should demonstrate personal leadership in discovering not only the surface value but also the deeper truths within the assigned readings. Quality contributions to in-class discussions (or lack thereof) will significantly affect the student's grade. CVCU students should also demonstrate an ability to engage with other learners in productive dialogue as well as a willingness to give and take criticism constructively. Thus, dialogue is more than just spouting one's opinions in editorial fashion, and attendance does not necessarily equal engagement.

Coursework and Grading Content

CVCU coursework is graded primarily on the following categories: reading notebooks, written assignments, progressive quizzes, discussion, and one exam. We realize that for professors and students who are unaccustomed to dialogue-centered learning, the initial shift can seem somewhat intimidating. However, CVCU operates on the idea that the high-achieving students who have met the requirements for entrance into the program also possess the intellectual acumen to master deep learning through reading, writing, and discussing.

Reading Notebook: Every book in the CVCU coursework is to be read and analyzed in light of its implications on life and faith. Students will create reading notebooks, which serve as an informal journal of their insights, analysis, favorite quotes, and questions from each chapter of each book. Once complete, this reading notebook becomes a portfolio of the student's learning in the course. The reading notebook should be brought to class daily to help facilitate recall of information for the discussion (and to add in-class notes where applicable). The notebook will be assessed by the professor at the end of each semester and will account for a portion of the student's grade in the class.

Written Assignments: Professors will assign written evaluations in their classes as needed, not to exceed three papers per semester per class in a course that is not designated as writing-intensive (composition, for example). To ensure fair and accurate assessments, professors will always utilize rubrics in grading written projects. Students' work will be evaluated on structure as well as content, and a guide for college-level writing has been included at the end of this guidebook. The rubric serves as a contract of expectations between student and professor, and students should familiarize themselves with the performance expectations prior to the completion of the assignment.

Discussion: Discussion is the foundation of the CVCU Program. It is the vehicle through which we connect our ideas to our actions. Students will learn to formulate and then articulate clear and effective dialogue through their work in the program, and this skill will be evaluated in the Final Oral Review at the end of each semester. As Socrates noted, "Every discourse should be

constituted like a living creature, with a body of its own; it must be neither without head nor without legs; and it must have a middle and extremities that are fitting both to one another and to the whole work.” In other words, dialogue should be structured logically and meaningfully. Professors should guide this process throughout the semester, as they will grade students on their willingness to contribute meaningful content to the classroom conversation, their ability to articulate said content clearly and effectively, and the level of preparedness and depth that students demonstrate through their dialogue. As Demosthenes observed, “As a vessel is known by its sound, whether it be cracked or not, so men are proved by their speeches whether they be wise or foolish.”

Credit Hour Fulfillment

The successful completion of a minimum of 112.5 hours of coursework is required in order to receive credit for a 3-unit, semester-long (15 weeks) course. Thirty-seven and a half (37.5) of those hours are allocated to class attendance or faculty mentorship hours, and the remaining 75 hours are allocated as follows:

A. Course Readings and Reading Notebook – Approximately 40 hours

B. Written Assignments – Approximately 20 hours

C. Discussion Preparation – Approximately 15 hours

Citations and Formatting

As different academic disciplines require unique formatting, please follow the professor’s expectations for MLA, APA, or other citation formats. In its most basic form this means that everything turned in needs to be stapled together, typed, and double-spaced in 12-point, Times New Roman font (or turned in online if required by the professor). Using proper spelling, grammar, and punctuation is critical, as is demonstrating a thorough knowledge of correct formatting throughout each assignment. Students should save assignments under a recognizable title, including last name, the class, and the assignment name. For all citation formats, helpful advice can be found on the Online Writing Lab (OWL) at Purdue University.

Biblical Worldview

In keeping with the beliefs and values of CVCU, all courses will be taught from a biblical worldview. All professors in this program are committed Christians who care deeply about God and others. It is our desire to steward and coach our students with diligence as they pursue God’s call in their lives. During the Final Oral Review, students will reflect not only on their academic enrichment, but also on their spiritual engagement as part of their final grade.

Plagiarism Policy

It is each student’s responsibility to abide by strict policies of academic honesty. No form of plagiarism will be tolerated in the classroom. Plagiarism includes cheating on exams, helping

others cheat, using others' work and claiming it as your own, citing others work incorrectly, and submitting a previous assignment of your own without citing it as such. If you have any questions about what plagiarism is or whether or not you are misusing something, please ask. Additionally, use care in citing sources you might borrow information from that may have incorrect APA formatting. Plagiarism will result in a zero on that particular assignment and will be added to the student's behavioral infraction file. Three strikes of plagiarism or other such infraction may lead to dismissal from the university without refund. Cheating is not only unfair and dishonest; it is also particularly important that a college that boasts of Christian principles hold its students to the highest of academic integrity. As followers of Christ, we should strive to produce excellent and honest work.

Program Dismissal

If the faculty and/or the administration become aware that the student is consistently failing to uphold the expectations of the program, the student may be placed on probation and/or dismissed from CVCU. The rationale for dismissal includes, but is not limited to, severe academic failure, rejection of the tenants of the faith, unwillingness to serve in the local church or abide by the behavioral expectations of CVCU, evidence of unwillingness to learn or be mentored, or lifestyle choices that compromise the student's walk or the integrity of the program.

Chula Vista Christian University

"Go into all the world and preach the gospel to every creature."

- Mark 16:15