



GENERAL COLLEGE INFORMATION

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HISTORY

Near the midpoint of the twentieth century, many Texas Christians recognized the need for leadership in their churches and for starting new churches. On May 10, 1949, former missionary Vernon Newland met with forty concerned Texas church leaders. They discussed establishing a Bible college in Texas to train leaders for Christian ministry in the tradition of the Restoration Movement (Stone-Campbell Movement). Dallas Christian College (DCC) thus opened for classes on September 12, 1950, to educate the evangelistic leadership of Texas and the Southwest.

DCC has flourished over the years. It has grown from two downtown Dallas locations to its third location, on twenty-two acres in the historic northwest Dallas county community of Farmers Branch. With over five thousand students in DCC's history, graduates serve in various ministries throughout the nation and the world.

Many outstanding Christian men and women have served DCC as trustees, faculty, staff, and administration. The College has been blessed by the following men who have served as President: Vernon M. Newland (1950-1952, 1964-1968), J. Thomas Segroves (1952-1960), Harold D. Platt (1963-1964), E. Dean Barr (1968-1973), Melvin M. Newland (1973-1981), Charles A. McNeely (1982-1984), Gene R. Shepherd (1985-1994), Keith H. Ray (1995-1998), John L. Derry (1998-2003), Dustin D. Rubeck (2004-2014), and presently Brian D. Smith (2014-).

Currently, DCC offers associates and bachelors degrees with a variety of majors and minors to choose from. DCC's curriculum combines a Bible curriculum with professional studies and general education courses taught from a Christian worldview. The College provides instruction in varying formats: (1) Traditional day and evening classes; (2) The Quest accelerated format in the evening, which began in 1995; (3) Online; providing distance students the opportunity to earn a degree via the Internet; and (4) *FLEX*Campus®, which in 2013 became the primary format for non-traditional (adult) students, offering the flexibility of participating in the classroom, participating live via web conference, or watching the recorded class session the next day and completing the class online. Since 2013, *FLEX*Campus® has progressively replaced Quest and online.

In 2003, the State of Texas authorized DCC to offer alternative teacher certification. Alternative Certification Curriculum to Ensure Student Success (ACCESS) allowed students with a bachelor degree the opportunity to earn public school teacher certification by attending an eight-week block of instructional courses, followed by supervised teaching in the public school system for a year. ACCESS evolved into the current Alternative Certification Program (ACP) offered online and paved the way for DCC's current authorization to offer students the opportunity to earn Texas public school teacher certification while earning the bachelor's degree as of 2015. The Bachelor of Science in Education and Bible was approved by the Texas Education Agency to offer Texas State Teaching Certification to students who pass state requirements. The degree is also designed to uniquely meet the requirements for state certification as well as certification with the Association of Christian Schools International (ACSI).

DCC students participate in an active plan of Christian service and chapel attendance. They serve in volunteer, internship, and full-time capacities at area churches and on ministry teams of praise and proclamation to churches, youth groups, and the inner city. Each year since 2008, DCC has held Kingdom Week, a missions-emphasis week in March (and sometimes an extended week in May) in which the College hosts four-six trips to other cities and countries. Through Kingdom Week, students learn about other peoples and cultures while discovering more about God and themselves. Also, DCC faculty and staff lead in their home congregations, provide counsel to Metroplex churches, and speak throughout Texas and the Southwest. Faculty, staff, students, and alumni also have the opportunity to participate in Kingdom Week serving locally, nationally, or internationally.

Dallas Christian College strives to meet the educational needs of an increasingly diverse student body and to encourage leadership of churches and Christian organizations in Texas, the

Southwest, and around the globe. With the Spirit's guidance, DCC serves Christ in the hope of building God's kingdom.

STATEMENT OF FAITH

All trustees, faculty members, and other persons acting as recognized representatives of this institution shall be willing sincerely to affirm and contend for the following statement:

That the Bible or Holy Scriptures alone is the divinely inspired Word of God, and therein is contained the revelation of the deity of Jesus Christ, the plan of salvation for mankind, and the faith and work of the Church; furthermore, that the testimony of such Scriptures testifies to prophecy concerning His advent, virgin birth, miraculous life, blood atonement, bodily resurrection, ascension into heaven, and final return, and is expressly and historically true in the commonly accepted meaning of the terms; in addition, that the Church of the New Testament ought everywhere to be restored with its divine plan of admission: faith, repentance, and baptism, with consequent godly life; and finally, that the Scriptures are wholly sufficient to build the kingdom of God.

The College's biblically-oriented and Christ-centered instruction emphasizes spiritual concerns, loyalty to the historic ideals of the Restoration Movement, and the unity of all Christians.

MISSION STATEMENT

Dallas Christian College educates and mentors students to be people of influence, engaging in their calling to the work of Christ in the Church and in the world.

Dallas Christian College—Since its founding in 1950, training for Christian ministry and service to the church have been core to the College's mission. This commitment continues through educational and mentoring programs for a diverse group of students preparing for a variety of careers.

Educates—The College offers a course of post-secondary instruction leading to the Baccalaureate degree. The curriculum is built upon a broad foundation of liberal arts and biblical studies, culminating in a major field of study. This program, combined with strategic co-curricular opportunities, provides an education from a biblical worldview that prepares students to enter their professional fields or to enter graduate studies.

Mentors—The College fosters a culture of mentoring that begins in the classroom and permeates most student activities. Students progress through a mentoring program designed to help them be successful citizens of God's Kingdom. The mentoring experience covers a broad spectrum, from academic tutoring and life coaching to spiritual formation and service.

Students—The College provides access to educational opportunities and resources that meet the needs of a diverse student population. Programs are offered through multiple delivery platforms to degree- and non-degree-seeking students.

People of influence—People of influence are those who engage in their calling to the work of Christ to make a positive impact on the world.

Engaging in their calling—This combination of Christian education and mentoring develops students who are learning from and within a biblical worldview, growing as

disciples of Jesus and disciple-makers for Jesus, developing their gifts and talents, identifying the mission and purpose to which Jesus has called them, and living as Christ's ambassadors. Graduates engage the Kingdom of God in whatever context they are called.

To the work of Christ—Jesus accomplished the work of redemption through his death and resurrection, but the completion of that work is ongoing until His return. Jesus calls his people to glorify Him by joining in the completion of that work by serving in many different ways. This service to Christ can take many forms after graduation: e.g. a business person using her company as a redemptive force by training and employing abused women from shelters, an educator bringing the light of Jesus into the public classroom, one bringing hope and the love of God to the brokenhearted within the field of psychology, or a minister faithfully proclaiming the gospel and biblical truth to the Church.

In the Church—Whether a student is called into vocational church ministry or chooses to earn a living another way, DCC graduates will use their biblical influence to strengthen those churches to which they belong and to expand Christ's Church throughout the world.

And in the world—The current global connectedness means that DCC graduates can have a positive impact on a global scale. They will act as salt and light in the world, bearing Christ's love and transformative power into fallen sectors of human culture and enterprise.

INSTITUTIONAL GOALS

The following institutional goals were developed for Dallas Christian College flowing out of the Mission Statement and its expansion:

1. Nurture spiritual, intellectual, and professional growth to equip students to engage in their calling to the work of Christ in the church and in the world.
2. Instruct students in biblical studies, liberal arts, and major fields of study by integrating significant texts, scholarship, and praxis.
3. Enable students through educational and mentoring experiences to understand themselves, to integrate a biblical worldview, to identify their gifts, and to develop spiritual disciplines in order for them to discover their calling to the work of Christ as it relates to the career they choose.
4. Direct students on a path to becoming people of influence by providing service experiences in varied cultural contexts.
5. Engage in the work of Christ as an institution by partnering with individuals, the Church, and other organizations with complementary missions.
6. Develop adequate human, financial, physical plant, information technology, processes, and support service to achieve DCC's mission.

PROGRAM LEARNING OBJECTIVES

At the completion of a course of study, graduates of Dallas Christian College should demonstrate competency in the following:

General Education Learning Objectives

Students will:

1. Communicate effectively in writing, using coherent content and appropriate organization, style, and grammar for the subject and audience
2. Communicate clearly and persuasively in speaking, constructing and conveying their message

3. Understand themselves in various social contexts as they integrate into their Christian worldview the basic knowledge of these General Education areas: Bible, history, literature, mathematics, science, and social science
4. Employ interpretation, analysis, evaluation, inference, and explanation in order to conclude, solve problems, and interpret events

Bible Core Learning Objectives

Students will:

1. Demonstrate knowledge of the general content of the Bible.
2. Demonstrate understanding of core theological concepts
3. Competently exegete selected biblical passages.
4. Articulate a coherent biblical view of call and work.

Humanities Studies Learning Objectives (Associate of Arts)

Students will:

1. Articulate a biblically informed Christian worldview drawing from their course work
2. Apply oral and written communication skills to effective presentation of their broad-based general study courses
3. Identify problems, analyze, and develop solutions from a broad-based perspective

Interdisciplinary Studies Learning Objectives (Bachelor of Science)

Students will:

1. Integrate the advanced academic knowledge gained in their upper-level courses from their required biblical, theological, and elected coursework in the humanities and social studies into their Christian worldview and calling
2. Apply oral and written communications skills to effective presentation of advanced materials related to their chosen focus of study
3. Demonstrate critical thinking especially in the ability to integrate and critique knowledge across disciplinary boundaries

Business Learning Objectives (Associates of Applied Science)

Students will:

1. Know the core content of Management
2. Demonstrate the ability to communicate effectively in a business context, using business technology
3. Be able to write a report that indicates a complete understanding of the special topic, reflects the impact on the responsibilities of the Human Resources department, and indicating the importance of Christian ethics with its impact of the topic

Business Learning Objectives (Bachelor of Science)

Students will:

1. Know the core content in each of the following functional areas of Accounting, Marketing, and Management
2. Demonstrate the ability to communicate effectively in a business context, using business technology
3. Be able to analyze organizational viability and potential actions, while expressing an understanding of the importance Christian principles play in the environment of the organization
4. Develop both personally and in self-awareness

Practical Ministries Learning Objectives (Bachelor of Arts and Bachelor of Science)

Students will:

1. Demonstrate contextually relevant ministries methodologies

2. Express biblical and theological concepts accurately in ministry contexts
3. Model spiritual preparedness and equipping as a servant-leader for one's calling in the Church and in the world.
4. Demonstrate the ability to exegete New Testament Greek, using appropriate scholarly aids. (Bachelor of Arts only)

Worship Arts Learning Objectives (Bachelor of Science)

Students will:

1. Demonstrate proficiency in their concentration areas of vocal performance, piano, and guitar
2. Evaluate artistic and liturgical performances pertaining to private and corporate Christian worship using biblical, theological and aesthetic principles
3. Be able to create and implement a liturgical, musical, and artistic vision within their calling

Psychology Learning Objectives (Bachelor of Science)

Students will:

1. Know the history and fundamental history, development, and contemporary concepts and theories of psychology (Knowledge base in psychology)
2. Understand the scientific method and demonstrate relevant analytical skills (Scientific inquiry and critical thinking)
3. Evidence advanced understanding of self (self-awareness and personal development)
4. Articulate ethical and social responsibility (self in society)
5. Be able to appropriately synthesize psychological knowledge and biblical perspectives (Integrate psychological and biblical perspectives)
6. Demonstrate communication and helping skills suitable for service in both secular and faith communities (Application)
7. Be adequately prepared for graduate and professional training (Professional development)

Teacher Education Learning Objectives (Bachelor of Science)

Students will:

1. Demonstrate their understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today's learners
2. Work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs
3. Exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lesson plans and their ability to match objectives and activities to relevant state standards
4. Interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning
5. Use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed
6. Consistently hold themselves to a high standard for individual development, pursue leadership opportunities, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships,

comply with all campus and school district policies, and conduct themselves ethically and with integrity

7. Evidence knowledge of both public and private educational philosophy and systems

ACADEMIC RECOGNITION

Dallas Christian College is accredited by the Commission on Accreditation of the Association for Biblical Higher Education (ABHE), formerly the Accrediting Association of Bible Colleges (AABC), to grant certificates and degrees at the Associate and Baccalaureate levels. The ABHE is a member of the American Council on Education and is listed in Part 3 of its directory. The ABHE is also recognized as the national institutional accrediting agency for Bible colleges by the United States Department of Education (USDE), the Council for Higher Education Accreditation (CHEA), the successor of the Council on Postsecondary Education (COPA), and subsequently the Commission on Recognition of Postsecondary Accreditation (CORPA), and the Texas Higher Education Coordinating Board (THECB).

Students who have a complaint against the College may contact in writing or call the ABHE, 5575 South Semoran Boulevard, Suite 26, Orlando, Florida 32822-1781 (407-207-0808).

MEMBER OF THE FOLLOWING:

American Association of Collegiate Registrars and Admissions Officers (AACRAO)
Association of Christian College Athletics (ACCA)
National Association of Independent Colleges and Universities (NAICU)
National Christian College Athletic Association (NCCAA)
North American Coalition for Christian Admissions Professionals (NACCAP)
Southwest Association of Student Financial Aid Administrators (SWASFAA)
Texas Association of Collegiate Registrars and Admissions Officers (TACRAO)
Texas Association of Student Financial Aid Administrators (TASFAA)

RECOGNIZED by the United States Office of Education and listed in the Education Directory of the Office of Education, United States Department of Health, Education and Welfare, as a recognized institution of higher education.

CERTIFIED by the United States Treasury Department Internal Revenue Service as a 501(c)3 tax-exempt educational institution to which contributions, bequests, legacies, or transfers are tax-deductible.

APPROVED by the Texas Workforce Commission for the training of veterans, the dependents of certain disabled or deceased veterans, and the widows of veterans who died while in service. Approved by the United States Department of Health, Education and Welfare for the enrollment of students eligible to receive financial aid from federal grant programs, federal work study, and federally insured student-loan programs.

APPROVED by the Texas State Board of Educator Certification for teacher training.

AUTHORIZED under federal law to enroll non-immigrant alien students.

OTHER POLICIES

INCORPORATION

The name "Dallas Christian College" is the property of Dallas Christian College, incorporated in the State of Texas on February 16, 1950. The College name and associated seals and logos may not be used or reproduced in media of any form without the approval of the college administration and the express written permission of the president of the College.

GOVERNANCE

The College is governed by a Board of Trustees (see list in the Personnel Section), charged with the oversight of the College by establishing policies relative to fiscal matters, educational programs, and physical facilities. The Board of Trustees selects the President, who is responsible for the daily operation of the College.

Dallas Christian College is supported by independent Christian Churches and Churches of Christ, a non-denominational fellowship with a heritage that began in the early 19th century known as the "Restoration Movement." The plea of this movement is the restoration of New Testament Christianity through a commitment to the authority of the Bible as God's word and to the unity of God's people.

PRINCIPLE OF EQUAL OPPORTUNITY

Dallas Christian College does not discriminate on the basis of race, color, sex, age, national origin, handicap, or veteran status in any aspect of its programs and activities, including admission or access to, or treatment or employment therein.

PRINCIPLE OF EQUAL EDUCATION POLICY

In compliance with Title VI and Title IX, complete equality exists in the offering of all benefits to students without regard to sex, race, color, or national origin.

STUDENT RIGHT-TO-KNOW AND CAMPUS SECURITY ACT

Dallas Christian College is in compliance with the Student Right-To-Know and Campus Security Act, Public Law 101-542. Any individual desiring student right-to-know information should contact the Academic Office or for campus security information contact the Vice President for Student Development.

PRIVACY OF INFORMATION

Under the Family Educational Rights and Privacy Act of 1974, the following is designated as directory information and may be made public unless the student desires to withhold it:

Student's name, local address, home address, telephone listing, e-mail address, date and place of birth, major field of study, photograph, military service status, religious preference, participation in officially recognized activities and sports, dates of college attendance, degrees and awards received, and all educational agencies or institutions previously attended by the student.

GRADUATION AND PLACEMENT RATES

Dallas Christian College has had 1,629 graduates during its 70-year history. During that time, over 5,800 students have attended DCC for at least one semester.

In the last few years, there has been a major emphasis on student graduation rate. Graduation rate refers to how many first-time full-time freshmen completed the course of study within six years of their entrance date. Using this criterion, the current graduation rate of the freshman class in 2013 at DCC is 17%. The graduation rate of transfer students from the same entering class was 44%.

Another area of examination has been whether the education that a college student receives has prepared him/her to work within the chosen field of employment. DCC has a placement rate of 53% of its most recent Class of 2019 graduates. It should be noted that individuals change careers from time to time, causing this number to change on a regular basis. We are pleased to note that 57% of that class also planned to continue their education in various post-baccalaureate and graduate programs.