**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