Dallas Christian College

Academic Catalog 2025-2026

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.

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A WORD FROM DCC PRESIDENT DR. BRIAN SMITH

We believe that the mission of Dallas Christian College is vital for Christians in the 21st century. Preparing students to become people of influence as followers of Christ in their homes, professions, and communities has never been more important than now. At DCC, you will find this extraordinary opportunity to be both educated and mentored so that you may discover and follow your calling as you engage in the work of Christ both in the Church and in the world. It is our deepest desire that our students will become the kind of people who will live out their personal missions as they seek to accomplish Christ's mission of reconciling all of humanity to Himself in whatever context they live and serve.

Brian D. Smith, Ph.D.
President of the College

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GENERAL INFORMATION
DALLAS CHRISTIAN COLLEGE

PRESIDENT: BRIAN D. SMITH, PH.D.

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 administrators. 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 Brian D. Smith (2014-present).

In 1978, DCC secured institutional accreditation by the American Association of Bible Colleges (AABC), which is now known as the Association for Biblical Higher Education (ABHE). The ABHE Commission on Accreditation is a national faith-

related accrediting organization recognized by the United States Department of Education (USDE) and the Council for Higher Education Accreditation (CHEA).

At the undergraduate level, DCC currently offers associate and bachelor's degrees featuring a variety of majors and minors. DCC's curriculum combines biblical studies with professional studies and general education courses—all taught from a Christian worldview. The College provides instruction in varying formats, including (1) traditional on-campus courses; (2) DCC*Online*, which offers students the opportunity to earn a degree via the Internet in an asynchronous format that does not require everyone to log in at the same time; and (3) *FLEX*Campus®, the summer online program that enables both traditional and non-traditional students to progress more quickly toward graduation. *FLEX*Campus® makes possible DCC's "Degree in 3" program through which students may earn a four-year baccalaureate degree in only three years.

In 2003, the State of Texas authorized DCC to offer alternative teacher certification. DCC's Alternative Certification Curriculum to Ensure Student Success (ACCESS) allowed persons with a bachelor's 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 one year. ACCESS evolved into the current Alternative Certification Program (ACP). In 2015, the Texas Education Agency (TEA) approved DCC's on-campus Bachelor of Science in Education and Bible through which students who pass state requirements may earn Texas State Teaching Certification. DCC's degree is uniquely designed to meet the requirements for both Texas state certification and certification by the Association of Christian Schools International (ACSI).

In June 2023, DCC gained ABHE level change approval and THECB Texas state approval to award degrees at the master level. In January 2024, the College launched its first graduate degree program, the Master of Transformative Ministry. Other graduate degrees soon followed, including the College's first programs using Competency-Based Education (CBE) models.

In 2024-2025, DCC formed strategic partnerships aimed at fulfilling Christ's Great Commission. They included the Worley School of Ministry, a ministry apprenticeship program hosted by the Compass Church of Colleyville, Texas; two master's degree programs commissioned by Pioneer Bible Translators (PBT); and Fidelis International Seminary, a graduate-level training program for leaders of disciple-making movements (DMM), which Team Expansion developed and placed within Dallas Christian College.

DCC students participate in an active plan of Christian service and chapel attendance. They serve in volunteer, internship, and full-time capacities in area congregations and on ministry teams of praise and proclamation to churches, youth groups, and the inner city. DCC faculty and staff lead in their home congregations, provide counsel to Metroplex churches, and speak throughout Texas and the Southwest.

Each year since 2008, DCC has held Kingdom Week, a mission emphasis week in March (and sometimes an extended week in May) in which the College hosts trips to other cities and countries. Through Kingdom Week, students learn about other peoples and cultures while discovering more about God and themselves. Faculty, staff, students, and alumni may also 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 Holy Spirit's guidance, DCC serves Christ with the aim of extending God's Kingship over all.

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 at the core of 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 associate, baccalaureate, and master's degrees. The undergraduate curriculum rests upon a broad foundation of liberal arts and biblical studies, culminating in a major field of study. These academic programs, combined with strategic co-curricular opportunities, provide an education from a biblical worldview that prepares students to enter professional fields or 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-seeking and non-degree 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 businessperson 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 biblically-grounded 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 of Dallas Christian College flow out of its 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.

Statements of Faith

Dallas Christian College's biblically-oriented and Christ-centered instruction emphasizes spiritual concerns. All trustees, faculty members, and other persons acting as recognized representatives of Dallas Christian College must be willing to affirm and support the following statements:

Statement of Faith. 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.

Statement on Sexuality. We believe that God wonderfully and immutably creates each person as male or female. These two distinct, complementary sexes together reflect the image and nature of God (Gen. 1:26-27). Rejection of one's biological sex is a rejection of the image of God within that person.

Statement on Marriage. We believe the term "marriage" has only one meaning: the uniting of one man and one woman in a single, exclusive union, as delineated in Scripture (Gen. 2:18-25). We believe that marriage between one man and one

woman, for life, uniquely reflects Christ's relationship with His rescue mission (Eph. 5:21-33). We believe that God intends sexual intimacy to occur only between a man and a woman who are married to each other (1 Cor. 6:18; 7:2-5; Heb. 13:4). We believe that God has commanded that no intimate sexual activity be engaged in outside of a marriage between a man and a woman.

We believe that any form of sexual immorality (including adultery, cohabitation, fornication, homosexual behavior, bisexual conduct, bestiality, incest, or use of pornography) is sinful and offensive to God (Matt. 15:18-20; 1 Cor. 6:9-10).

Statement on the Sanctity of Human Life. We believe that all human life is sacred and created by God in His image. Human life is of inestimable worth in all its dimensions, including pre-born babies, the aged, the physically or mentally challenged, and every other stage or condition from conception through natural death. We are therefore called to defend, protect, and value all human life. (Ps. 139)

Non-Discrimination Policy. Dallas Christian College offers a distinctly Christian curriculum and environment. In its educational policies, admission policies, scholarship and loan programs, and other school-administered programs, DCC does not discriminate on the basis of age, sex, race, color, national origin, ethnic group identification, socio-economic background, physical or mental disability, or veteran status. However, as a private religious institution, the College reserves the right to exercise preference on the basis of religion in all of its employment practices. All employees must demonstrate spiritual behavior in harmony with the methods and goals of the College and its Statement of Faith. It is DCC's policy to recruit, hire and promote within all job classifications on the basis of merit, qualification, competence, behavior, and spiritual commitment.

Accreditation

Dallas Christian College is accredited by the Association for Biblical Higher Education (ABHE) Commission on Accreditation (5850 T.G. Lee Blvd., Ste. 130, Orlando, FL 32822, 407.207.0808) to grant certificates and degrees at the associate, baccalaureate, and master levels. ABHE is recognized as an institutional accrediting agency for Bible colleges by the United States Department of Education (USDE) and the Council for Higher Education Accreditation (CHEA).

Academic Recognition

Dallas Christian College is:

- **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 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.
- **Authorized** under federal law to enroll non-immigrant alien students.
- **Authorized** by the Texas Higher Education Coordinating Board (THECB) to award degrees in Texas at the associate, baccalaureate, and master levels. DCC has filed the paperwork to add a master's degree to its THECB-approved program inventory. For the status of this application, contact the DCC Accreditation Liaison.
- **Approved** by the Texas Education Agency (TEA) and the Texas State Board for Educator Certification (SBEC) for teacher training.
- **Approved** by the Texas Veterans Commission (TVC) and the U.S. Department of Veterans Affairs (VA) for the training of veterans, the dependents of certain disabled or deceased veterans, and the widows of veterans who died while in service. This approval makes DCC students eligible for VA education benefits.

State Authorization for Online Learning. Dallas Christian College complies with all applicable state regulations governing online programs offered across state lines. DCC is a member of SARA, the State Authorization Reciprocity Agreement, at the state level in Texas (through THECB) and the national level (NC-SARA, http://nc-sara.org). SARA membership currently enables DCC to offer online degree programs in 49 states—all except California.

NC-SARA Grievance Policy. A distance education student taking courses while living in a state that participates in the State Authorization Reciprocity Agreement may submit a complaint through the NC-SARA Portal in their state. Students should go to the NC-SARA website to find out how to reach the NC-SARA Portal Entity in their state. Complaints against an institution operating under SARA policies go first through the institution's own procedures for resolution of grievances. Complaints regarding student grades or student conduct violations are governed entirely by institutional policy and the laws of the SARA institution's home state.

Memberships

Dallas Christian College holds membership in the:

- Council for Higher Education Accreditation (CHEA, www.chea.org)
- National Association of Independent Colleges and Universities (NAICU, www.naicu.edu)
- Association of Christian Librarians (ACL, www.acl.org)
- Consortium of State Organizations for Texas Teacher Education (CSOTTE, www.csotte.com) and some of its member organizations, including the Education Deans of Independent Colleges and Universities of Texas (EDICUT), Texas Association of Certification Officers (TACA), and Texas Association of Teacher Educators (TxATE)
- Texas Association of School [Teacher Education] Administrators (TASA, https://tasanet.org)
- National Association of Christian College Admissions Personnel (NACCAP, www.naccap.org)
- Southwest Association of Student Financial Aid Administrators (SWASFAA, www.swasfaa.org)
- Texas Association of Student Financial Aid Administrators (TASFAA, www.tasfaa.org)
- American Association of Collegiate Registrars and Admissions Officers (AACRAO, www.aacrao.org)
- Texas Association of Collegiate Registrars and Admissions Officers (TACRAO, www.tacrao.org)

- National Christian College Athletic Association (NCCAA, www.thenccaa.org)
- Association of Christian College Athletics (ACCA, https://accasports.wordpress.com)

Consumer Information

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 of members in the Personnel section of this catalog) 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 known as the "Restoration Movement" with a heritage that began in the early 19th century. The plea of this movement is the restoration of New Testament Christianity through a commitment to the lordship of Christ, the authority of the Bible as God's word, and the unity of God's people toward the goal of world evangelism.

Principle of Equal Opportunity. Dallas Christian College offers a distinctly Christian curriculum and environment. DCC does not discriminate based on age, sex, race, color, or national and ethnic origin in educational policies, admission policies, scholarship and loan programs, or in other school-administered programs.

Principle of Equal Education Policy. In compliance with Title VI and Title IX of the Civil Rights Act of 1964, complete equality exists in the offering of all benefits to students without regard to sex, race, color, or national origin. Ms. Lorice Perry, M.Ed., serves as DCC's Title IX Coordinator (www.dallas.edu/student-resources).

Student Right-to-Know and Campus Security Act. Dallas Christian College complies 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 and Enrollment.

Privacy of Information. In accordance with the Family Educational Rights and Privacy Act (FERPA) of 1974, Dallas Christian College is committed to protecting the confidentiality of student records and the rights of students to (1) inspect and review their education records, (2) seek correction of inaccurate or misleading data through informal and formal hearings, (3) consent to disclosure of their educational records, and (4) file a formal complaint with the U.S. Department of Education concerning alleged failures by the institution to comply with the Act. Further information about students' legal rights appears in the DCC *Student Handbook* (available at www.dallas.edu/student-resources). Contact the Registrar's Office with specific questions regarding FERPA (registrar@dallas.edu). Under FERPA, the following is designated "directory information" and may be made public unless the student desires to withhold it: student's name, local address, home address, telephone listing, email 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.

Grievance Policy. A detailed explanation of the College's student grievance policy appears in the *Student Handbook* (www.dallas.edu/student-resources). It covers academic and non-academic grievances, along with formal and informal resolution processes. The *Handbook* also includes a section on the "Legal Rights of Students."

DCC Institutional Performance

Detailed information concerning the "Institutional Performance" of DCC appears on the College website (www.dallas.edu/institutional-performance). The site includes student demographics, retention rates, placement rates, graduation rates, program assessments, and much more.

INTRODUCTION TO ACADEMICS

VICE PRESIDENT OF ACADEMICS: CHRISTOPHER A. DAVIS, D.MIN., PH.D.

Academic Organization

Senior Academic Administrator. The Vice President of Academics (VPA), Dr. Chris Davis leads the academic division of Dallas Christian College. He reports to the President, who reports to the Board of Trustees. The VPA serves on the President's cabinet. His primary responsibility is to ensure alignment of every aspect of academic operations with the college mission and values, including programs, personnel, policies, facilities, and finances.

Eight Academic Departments. Dallas Christian College has organized its faculty into eight departments, with each focused on a particular academic field or discipline—namely, the (1) Arts and Sciences Department, (2) Bible and Ministry Department, (3) Business and Leadership Department, (4) Dallas Graduate Institute for Global Studies, (5) Fidelis International Seminary, (6) Psychology Department, (7) Sports Science Department, and (8) Teacher Education Department. Each department is led by a full-time faculty chair or director who reports to the Vice President of Academics. Each oversees all courses, programs, and other faculty assigned to that department. Faculty subject matter experts within each department oversee all academic programs related to their field, regardless of level (undergraduate or graduate), modality (on-campus or online), or location (main campus or other education sites).

DCC Academic Council. Academic decisions that affect only students within a given department or program are generally made at the departmental level (e.g., course curricula, practicum requirements). Decisions that require a broader perspective are made by the Academic Council, which includes the Vice President of Academics (chair), faculty department chairs, registrar, Vice President of Student

Development and Enrollment Management (*ex officio*), and the President (*ex officio*). Others may participate on a non-voting basis as requested by the Vice President of Academics. The Academic Council is responsible for the quality, content, design, and assessment of the College's curriculum. It approves new full-time and part-time faculty hires (granting faculty status); faculty promotions; sabbatical proposals; academic programs and courses, including General Education Core requirements; and academic policies, such as admission standards, attendance requirements, graduation requirements, and the academic calendar.

Academic Support Services. A professional staff works alongside the faculty to provide academic support services for faculty and students. Examples include textbook, advising, registrar, library, tutoring, and technical services (see the section of this catalog detailing "Student Support Services").

Academic Programs and Organization. A full list of DCC academic programs appears below. For information concerning a given program or area, contact the appropriate department chair.

DALLAS CHRISTIAN COLLEGE

FACULTY DEPARTMENTS AND ACADEMIC PROGRAMS

Arts & Sciences Department	**MODALITIES**			***Degree Completion Program (DCP)**	**NOTES**
Chair: David White, Ph.D. (dwhite@dallas.edu)	**Fully On-Campus**	**Fully Online**	**On-Campus/ Online Mix**		
General Education					
➢ General Education Core Curriculum *(required in all undergraduate programs)*	✓	✓	✓	✓	
Associate Degree Program					
• AA Humanities	✓	✓	✓		
Baccalaureate Degree Programs					
• BS Interdisciplinary Studies	✓	✓	✓	✓	
• BS Interdisciplinary Studies & Bible	✓	✓	✓		
Minors					
➢ English Minor	✓		✓		
➢ History Minor	✓		✓		

Bible & Ministry Dept		**MODALITIES**			***Degree Completion Program (DCP)**	**NOTES**
Chair: Mark Hahlen, Ph.D. (mhahlen@dallas.edu)		**Fully On-Campus**	**Fully Online**	**On-Campus/ Online Mix**		
Biblical Education						
➢ Bible Minor	All DCC degree completion programs require a Bible Minor. All other baccalaureate programs require a Bible Major plus a second professional major.	✓	✓	✓	✓	
➢ Bible Major		✓	✓	✓		
Certificate and Associate Degree Program: Worley School of Ministry						
• AA Practical Ministries ➢ *Worley Leadership Ministry Certificate*				✓	Hosted by Compass Church in Colleyville, Texas	
Baccalaureate Degree Programs						
• BA Biblical Ministry		✓		✓	✓	
• BS Biblical Ministry		✓	✓	✓	✓	
• BA Practical Ministries & Bible with: ➢ *Ministry Leadership Concentration*		✓		✓		
➢ *Missions Concentration*		✓		✓		
➢ *Youth and Family Ministry Conc.*		✓		✓		
• BS Practical Ministries & Bible with: ➢ *Ministry Leadership Concentration*		✓		✓		
➢ *Missions Concentration*		✓		✓		
➢ *Youth and Family Ministry Conc.*		✓	✓	✓		
Master's Degree Program						
• Master of Transformative Ministry			✓			
Minors						
➢ Bible Minor *(see above)*		✓	✓	✓	✓	
➢ Biblical Languages Minor		✓				
➢ Ministry Studies Minor		✓		✓		
➢ Missions Minor		✓		✓		
➢ Preaching Ministry Minor		✓		✓		
➢ Youth and Family Ministry Minor		✓		✓		
Practicum: Compass Academy						
➢ Compass Ministry Practicum		*Hosted by the Compass Church in Colleyville, Texas*				

Business & Leadership Dept	**MODALITIES**			***Degree Completion Program (DCP)**	**NOTES**
Chair: Larry Thompson, Ph.D. (lthompson@dallas.edu)	**Fully On-Campus**	**Fully Online**	**On-Campus/ Online Mix**		
Associate Degree Program					
• AAS Business	✓	✓	✓		
Baccalaureate Degree Programs					
• BS Business & Bible with: ➢ *Business Admin & Ethics Conc.*	✓	✓	✓		
➢ *Leadership Concentration*	✓	✓	✓		
➢ *Sports Management Concentration*	✓	✓	✓		
• BS Business with: ➢ *No Concentration*	✓	✓	✓	✓	
➢ *Sports Management Concentration*	✓	✓	✓	✓	
Master's Degree Program					
• Master of Transformational Leadership		✓			
Minors					
➢ Business Minor	✓	✓	✓		
➢ Leadership Minor	✓	✓	✓		
Dallas Graduate Institute for Global Studies	**MODALITIES**			***Degree Completion Program (DCP)**	**NOTES**
Program Directors: **Rebecca Pruett, M.A. (MA-LDT)** (rpruett@dallas.edu) **Regina R. Foard, Ph.D. (MA-ME)** (rfoard@dallas.edu)	**Fully On-Campus**	**Fully Online**	**On-Campus/ Online Mix**		
Master's Degree Programs					
• MA Language Development & Translation		✓		Developed in partnership with Pioneer Bible Translators (PBT)	
• MA Multicultural Engagement		✓		Direct assessment competency-based	
Certificate					
➢ Graduate Certificate in Multicultural Engagement		✓			

Fidelis International Seminary	**MODALITIES**			***Degree Completion Program (DCP)**	**NOTES**
Dean of the Seminary **Frank Schattner, D.Miss.** (frank@fidelisproject.com)	**Fully On-Campus**	**Fully Online**	**On-Ground/ Online Mix**		
Master's Degree Program					
• MA Catalytic Leadership		✓	✓	Cohort-based, Direct assessment Competency-based Obedience-based	
Psychology Department	**MODALITIES**			***Degree Completion Program (DCP)**	**NOTES**
Chair: Lyndsey Neal, Ph.D. (lneal@dallas.edu)	**Fully On-Campus**	**Fully Online**	**On-Campus/ Online Mix**		
Baccalaureate Degree Programs					
• BS Psychology with: ➢ *No Concentration*	✓	✓	✓	✓	
• BS Psychology & Bible with: ➢ *No Concentration*	✓	✓	✓		
➢ *Brain Sciences Concentration*	✓	✓	✓		
➢ *Human Rights Concentration*	✓	✓	✓		
➢ *Organizational Leadership Conc.*	✓	✓	✓		
➢ *Pastoral Care Concentration*	✓	✓	✓		
➢ *Sports Psychology Concentration*	✓		✓		
Minor					
➢ Psychology Minor	✓	✓	✓		
Sports Science Department	**MODALITIES**			***Degree Completion Program (DCP)**	**NOTES**
Andrew Pacheco, M.S., Ph.D. candidate (apacheco@dallas.edu)	**Fully On-Campus**	**Fully Online**	**On-Campus/ Online Mix**		
Associate Degree Program					
• AS Sports Science	✓		✓		
Baccalaureate Degree Programs					
• BSS Athletic Coaching & Bible	✓		✓		
• BSS Sports Management & Bible	✓		✓		
• BSS Sports and Recreation Ministry & Bible	✓		✓		
Minor					
➢ Sports & Recreation Ministry Minor	✓		✓		
Certificate					
➢ Sports & Recreation Min Certificate	✓		✓		

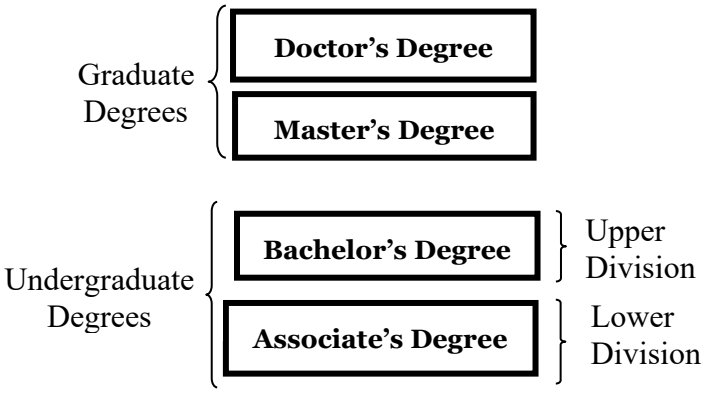
Teacher Education Dept	**MODALITIES**			***Degree Completion Program (DCP)**	**NOTES**
Chair: Tracy Hahn, Ed.D. (thahn@dallas.edu)	**Fully On-Campus**	**Fully Online**	**On-Campus/ Online Mix**		
Baccalaureate Degree Programs					
• BS Education & Bible with: ➢ *Early Childhood – Grade 6 Conc.*	✓		✓		
➢ *English/Language Arts 7-12 Conc.*	✓		✓		
➢ *Social Studies 7-12 Concentration*	✓		✓		
Post-Baccalaureate Program					
➢ Alternative [Teacher] Certification Program (ACP)		✓			

***Degree Completion Programs:** Students who transfer 45+ credits to DCC with a 2.25+ cumulative grade point average (GPA) may elect to enter an online baccalaureate "degree completion program" (DCP). These programs speed students toward graduation by (1) requiring a Bible Minor rather than a full Bible Major, and (2) applying more transfer courses to the degree as Open Electives. *In accordance with ABHE accreditation standards, students who enter DCC with fewer than 45 credits may not shift to a DCP after completing more credits.*

Types of Degree Programs

The American education system consists of "preschool" and "kindergarten" (typically ages 2-5), "elementary education" (grades 1-6, ages 6-12), "secondary education" (grades 7-12, ages 13-18), and "higher education" (college and university programs, ages 18+).

The higher education system awards "degrees"—that is, diplomas signifying that a student has successfully demonstrated the competencies associated with a prescribed course of study. There are four basic types of degrees—namely, associate's, bachelor's, master's, and doctor's degrees. Each degree lays a foundation for the next degree level above it (see diagram below). Dallas Christian College defines these degree levels as follows:



Associate's Degrees. The first degree beyond secondary education is the associate's degree, which includes a minimum of 60 credit hours. Some associate's degrees provide a broad foundation without specialization, while other "professional" associate's degrees include specific competencies for particular vocations. DCC associate's degrees typically include five major components: (1) a 25-27 credit General Education Core that lays a broad, coherent foundation for students' college studies and for lifelong learning as servants of Christ; (2) a 12-credit Bible Core that lays foundations for biblical literacy and spiritual formation; (3) a 12-15 credit Professional Component that develops foundational competencies related to the student's chosen vocation or discipline; (4) Open Electives, which enable students to explore additional areas of interest; and (5) Christian Service experiences in various cultural contexts. All associate degree programs are aligned with the mission and goals of Dallas Christian College, which facilitate students' spiritual, intellectual, and professional growth.

At the associate's level, DCC seeks to equip students with:

- Essential habits and skills for lifelong learning, such as the ability to read, write, and speak clearly; think critically and develop reasoned arguments; locate and use information resources; utilize computer technology; and work well with others
- Basic content and methodologies of the principal areas of knowledge, including the Humanities, Social and Behavioral Sciences, Natural Sciences, and Mathematics.
- Foundations for biblical literacy and spiritual formation.
- The ability to form, maintain, and enjoy healthy relationships with others, including persons from different backgrounds and cultures.
- Where applicable, foundational professional knowledge and skills (professional associate degree programs).
- Knowledge, skills, and competencies needed to pursue a bachelor's degree in a related field.

Bachelor's Degrees. The bachelor's or "baccalaureate" degree includes a minimum of 120 credit hours (60 hours beyond the associate's degree). DCC baccalaureate degrees typically include five major components: (1) a 31+ credit General Education Core that lays a broad, coherent foundation for students' college studies and for lifelong learning as servants of Christ; (2) a 30+ credit Bible Major for traditional students or 18-credit Bible Minor for degree completion students, which

promotes biblical literacy, biblical interpretation, and spiritual formation; (3) a 30+ credit Professional Major that develops competencies related to the student's chosen vocation or discipline; (4) Open Electives, which enable students to explore additional areas of interest; and (5) an internship or student teaching, which enables students to gain professional practice in context. All baccalaureate degree programs are aligned with the mission and goals of Dallas Christian College, which facilitate students' spiritual, intellectual, and professional growth.

At the bachelor's level, DCC seeks to develop in students:

- Highly developed habits and skills for lifelong learning, such as the ability to read, write, and speak clearly; think critically and develop reasoned arguments; locate and use information resources; utilize computer technology; and work well with others.
- Basic content and methodologies of principal areas of knowledge, including Humanities, Social and Behavioral Sciences, Natural Sciences, and Math.
- Biblical literacy and spiritual formation.
- The ability to form, maintain, and enjoy healthy relationships with others, including persons from different backgrounds and cultures.
- A theological foundation, theoretical framework, and practical skills for Christian leadership.
- A philosophical and theoretical framework for practicing one's chosen discipline or profession.
- An ethical and theological framework for exercising one's discipline or profession as a servant of Christ (integration of faith and vocation).
- General acquaintance with professional tools and literature, along with basic research skills.
- Entry- and intermediate-level knowledge, skills, and competencies for one's chosen discipline or profession.
- Practical experience in one's chosen discipline or profession.
- Knowledge, skills, and competencies needed to pursue a master's degree in a related field.

Baccalaureate Degree Completion Programs (DCP). Students who transfer 45+ credits to DCC with a 2.25+ cumulative grade point average (GPA) may elect to

enter an online baccalaureate "degree completion program" (DCP). These programs speed students toward graduation by (1) requiring a Bible Minor rather than a full Bible Major, and (2) applying more transfer courses to the degree as Open Electives. *In accordance with ABHE accreditation standards, students who enter DCC with fewer than 45 credits may not shift to a DCP after completing more credits.*

Of the 120 credits needed to complete the baccalaureate degree, 39+ must be completed in the Upper Division (3000- or 4000-level courses).

Students in Degree Completion Programs (DCP) must fulfil the Bible and Theology requirements for their chosen degree. They must complete a minimum 12 credits of Bible or Theology *while enrolled in the DCP program*. These are in addition to any Bible credits students may have earned at DCC or any other institution prior to entering the program.

Master's Degrees. A master's degree includes no fewer than 30 credit hours beyond the bachelor's degree. Graduates demonstrate further mastery of a specialized discipline resulting in high-level professional practice. All master's degree programs are aligned with the mission and goals of Dallas Christian College, which facilitate students' spiritual, intellectual, and professional growth.

At the master's level, DCC seeks to develop in students:

- Advanced experiential knowledge, skills, and competencies for one's chosen profession, which enable graduates to mentor others in that profession.
- A highly developed philosophical and theoretical framework that enables students to exercise their professions in contextually appropriate ways.
- A highly developed ethical and theological framework for exercising one's profession as a servant of Christ (integration of faith and vocation).
- Active involvement with professional tools and literature, along with advanced research skills.
- Advanced practical experiences in one's chosen discipline or profession.
- Advanced expertise in a specialized discipline, which enables them to conduct research in the field.
- Christian commitment displayed in active discipleship and participation in Christ's redemptive mission to the nations.
- Knowledge, skills, and competencies needed to pursue a doctoral degree, a professional credential, and/or licensure in a related field.

Doctoral Degrees. DCC currently offers no doctoral degrees. However, a doctor's degree or "doctoral degree" or "doctorate" typically includes no fewer than 60 credit hours beyond the bachelor's degree (including the prerequisite master's degree). Doctoral programs develop advanced expertise in a specialized discipline, which enables students to conduct research and make original contributions to the theory and/or practice of that field.

Undergraduate versus Graduate Degrees. Traditionally, the first degree earned at a college or university was the bachelor's degree. Accordingly, students who have *not yet graduated* with a bachelor's degree are referred to as "undergraduate students," and associate's and bachelor's degrees are called "undergraduate degrees." Students who graduate with a bachelor's degree and then continue with more advanced studies are "graduate students," and master's and doctoral degrees are called "graduate degrees."

First-, second-, third-, and fourth-year undergraduate students are traditionally called "freshmen, sophomores, juniors, and seniors."

Lower versus Upper Division Courses. In many cases, an associate's degree represents essentially the first half of a bachelor's degree. Thus, DCC sometimes uses the term "Lower Division" to refer to undergraduate courses taken at the associate's level (i.e., freshman or sophomore courses numbered 1000-2999). More advanced undergraduate studies (i.e., junior or senior courses numbered 3000-4999) are called "Upper Division" courses. *All DCC courses at the level of 1000 or above meet transfer-level accreditation standards. Courses below the level of 1000 are considered preparatory and will not transfer.*

As they progress through the Lower Division into the Upper Division, DCC intentionally moves students toward higher levels of intellectual activity and professional skill. Accordingly, Lower Division courses generally exhibit the following characteristics:

- *Breadth*—understanding the extent of a discipline and how it relates to other fields of study.
- *Foundations*—principles, terms, methods, literature, and perspectives of a discipline as a basis for more specialized study; basic analytical thinking and theoretical application
- *General Competencies*—essential skills, attitudes, and practices (such as reading, writing, speaking, critical thinking, and problem solving) as preparation for more advanced studies and lifelong learning.

- *Knowledge, Comprehension, Interpretation, and Application*—a focus on acquiring and remembering basic facts and concepts related to a discipline, understanding those facts in context and relating them to other fields and processes, and applying this knowledge to new situations.
- *Academic Rigor and Dependence*—rigor appropriate for foundational courses with students dependent on instructors as subject matter experts
- *Preparation*—courses typically require few college-level prerequisites.

Upper Division courses generally display the following characteristics:

- *Depth*—in-depth study of a discipline's theories and methods, including understanding of the applications and limitations of those theories and methods; awareness and use of scholarly literature in the field.
- *Specialization*—intellectual and professional abilities necessary for success and progress in a given field; intellectual and professional skills necessary for graduate studies.
- *Refinement of Competencies*—applying general competencies and skills more discerningly and in more challenging contexts
- *Analysis, Evaluation, Synthesis, and Creation*—a focus on advanced analytical and evaluative skills, integrating and synthesizing knowledge and insights from a variety of sources, and solving problems creatively.
- *Increased Rigor and Independence*—greater responsibility and independent learning on the part of the student
- *Preparation*—courses often require Lower Division prerequisites.

LOWER DIVISION	**UPPER DIVISION**
Breadth	Depth
Foundations	Specialization
General Competencies	Refinement of Competencies
Knowledge, Comprehension, Interpretation, and Application	Analysis, Evaluation, Synthesis, and Creation
Introductory Rigor and Dependent Learning	Increased Rigor and Independent Learning
Few or No Prerequisites	Often Require Prerequisites

Master-Level Courses. DCC master's programs are designed for adult learners and often offer flexible schedules and asynchronous online options. Graduate courses are designed to be intellectually stimulating and practical, equipping students for various leadership and ministry roles. While challenging, these courses are manageable with proper preparation, support, and commitment. Graduate students should expect:

- *Increased academic rigor and critical thinking* as they analyze complex concepts, synthesize ideas, and apply theoretical knowledge to practical problems.
- *More independent, self-directed study* with less "hand-holding" from faculty.
- *Higher expectations* from professors, calling for deep engagement with course material leading to demonstrated mastery of program competencies
- *Skillful time management* as students balance coursework with personal or professional commitments.

Arts versus Sciences. The most common types of undergraduate degrees are the Associate of Arts or Associate of Science, and the Bachelor of Arts or Bachelor of Science.

The term "science" refers to any branch of knowledge concerned with establishing and systematizing facts, principles, and methods. Examples include biology and geology (examples of "natural sciences" aimed at understanding the physical world), psychology and economics (examples of "social sciences" or "behavioral sciences" aimed at understanding people in groups), and mathematics.

The term "art" refers to any branch of creative work and its principles, especially making or doing things that display special form, beauty, or insight. Examples include painting, sculpture, and architecture (sometimes called "visual arts" or "fine arts"); music, drama, and dance (sometimes called "performing arts"); and poetry and prose (sometimes called "literary arts").

Undergraduate programs are called "arts" degrees or "science" degrees depending on their major focus. At DCC, Bachelor of Arts degrees usually include 12+ credits of foreign language study, whereas Bachelor of Science degrees typically include more Open Electives. DCC strongly encourages the B.A. degree for students pursuing a ministry major—especially those who intend to preach, teach, or pursue graduate studies in seminary. The B.A. includes 12 credits of Greek Language and Greek Exegesis, which are so valuable for studying the New Testament.

Apart from the A.A., A.S., B.A. and B.S., DCC also offers more specialized types of undergraduate degrees, such as the Associate of Applied Science in Business and the Bachelor of Sports Science in Athletic Coaching.

Majors and Minors. A bachelor's degree must, by definition, include a "major"—that is, an integrated series of courses focusing on a particular field or discipline. At DCC, a "major" must include a minimum of 30 credits, typically with the majority of those credits in the Upper Division. Traditional baccalaureate students at DCC complete a "double major"—that is, a Bible Major plus a professional major in their field or discipline of choice.

Students pursuing a DCC baccalaureate degree have the *option* of adding a minor(s) to that degree beyond the normal program requirements. A "minor" is a shorter series of courses focusing on a particular field or discipline. At DCC, a minor includes a minimum of 18 credits, at least half of which must be in the Upper Division (3000- and 4000-level courses). The sections of this catalog devoted to each academic department include descriptions of any minors offered by that department.

The following policies govern the offering of minors:

- Students may add a minor to any bachelor's degree program that does not include that specific area of study as its major and/or as noted otherwise. Students may not add minors to associate's degrees.
- A maximum of six credits may be counted toward both a minor *and* any core area of the student's baccalaureate degree plan. A minimum of nine hours of the minor must be taken in the Upper Division (3000- and 4000-level courses).
- At least 9 credits within the minor must be completed at Dallas Christian College.
- The proper sequencing of courses to include a minor in a degree program is the student's responsibility.
- DCC awards minors and places them on transcripts only when the baccalaureate degree is awarded.

Concentrations. Some undergraduate majors include a "concentration," which consists of advanced, specialized courses focusing on a particular aspect of the student's chosen field or discipline. One example is the B.S. in Business and Bible, for which students may choose a concentration in Business Administration and Ethics or Leadership.

Certificates. DCC occasionally forms groups of courses into certificate programs. A "certificate" consists of 12-30 credit hours in a focused area of study.

Academic versus Professional Degrees. "Academic" degrees (e.g., M.Phil. and Ph.D., Th.M. and Th.D.) advance the *theory* of a given field typically through original research, while "professional" degrees (e.g., M.Min. and D.Min., M.Ed. and Ed.D.) advance the *practice* of a given profession through applied research and field investigations.

Terminal Degrees. Doctorates are also called "terminal degrees" because, as the highest-level degree, they typically represent the end point or "termination" of one's formal education. In some fields, such as Fine Arts, the highest degree typically offered is the master's degree. Thus, for example, the Master of Fine Arts (M.F.A.) degree is sometimes called a "terminal master's degree."

Credits. Studies required for a degree program are measured in "credit hours." In accordance with traditional U.S. higher education standards (the "Carnegie Unit") and regulations issued by the U.S. Department of Education, DCC defines an undergraduate "credit hour" as representing about 37.5 clock hours of active engagement in learning activities inside and/or outside the classroom for an average student.

Distinctive Characteristics of DCC Professional Majors and Graduate Programs

In accordance with Dallas Christian College's mission and educational goals (described above), every professional major and graduate program gives attention to:

- Specialized knowledge, skills, and attitudes pertinent to a given field or discipline.
- Philosophical approaches and theoretical models for engaging in that field or discipline.
- Significant practical experiences in that field or discipline.
- Legal and ethical issues related to that professional field or discipline.
- Worldview issues raised by that professional field or discipline.
- Integration of faith and learning—that is, the ongoing quest to understand the discipline in all its complexity from within the framework of a Christian worldview, and then to live out its moral and spiritual implications at the levels of intellectual assumptions, motivations, and applications.

- Biblical principles, theoretical bases, and practical skills for Christ-like servant leadership in that field or discipline.
- Contemporary models and case studies of how Christians have used that discipline or profession to promote the Kingship of God and carry out His redemptive work in the world.
- Development of the student's personal philosophy for practicing that discipline or profession as a Christian ambassador for the Lord.

In short, DCC professional majors and graduate programs equip students to think and act theoretically, practically, theologically, and redemptively in their chosen disciplines and professions.

ACADEMIC DEPARTMENTS AND PROGRAMS

VICE PRESIDENT OF ACADEMICS: CHRISTOPHER A. DAVIS, D.MIN., PH.D.

Introduction

Academic programs offered by Dallas Christian College include essentially three types of courses:

General Studies. General Education courses expose students to various aspects of God's Creation and the human community. Students gain foundational knowledge of a wide range of subjects, including history; world civilizations and cultures; religion; philosophy; languages; literature; fine arts; mathematics; natural sciences, such as biology; and social and behavioral sciences, such as psychology and sociology. Students gain important life skills and tools for lifelong learning, such as reading and listening with understanding; critical analysis and interpretation; written and oral communication; information literacy; computer technology and tools; cultural competency; and principles for developing and maintaining healthy minds, bodies, and relationships.

Since all Creation comes from the Creator, all true knowledge and understanding—*all true education*—has its source in Him. Dallas Christian College therefore does not accept a sharp division between the sacred and the secular, as if God were not Lord of all Creation, all branches of knowledge, and all disciplines. Instead, as Justin Martyr said, "Whatever *truth* has been uttered by any man in any place belongs to us Christians" (*Second Apology* 13:4). As the Apostle Paul wrote, "We demolish arguments and every pretension that sets itself up against the knowledge of God, and we take captive every thought to make it obedient to Christ" (2

Corinthians 10:5). As Solomon declares, "Reverence for the Lord is the beginning of wisdom, and knowledge of the Holy One is understanding" (Proverb 9:10).

Biblical Studies. At DCC, thoughtful interaction with God's authoritative word serves as the integrative instrument for all educational programs. Such study helps students develop a Christian worldview—that is, an understanding of God and His Creation grounded in God's Self-revelation as recorded in the Scriptures. A Christian worldview enables students to view life holistically; it gives meaning and purpose to all the knowledge and skills they gain at the College. A Christian worldview is the added dimension of a DCC education that sets it apart from education gained at a secular college or university. Other schools may address the *whats* and the *hows*, but Dallas Christian College also addresses the *whys*. Other students may learn where the human race has been, but DCC students also learn where it is headed. Others may explore how life *could* be lived, but DCC students explore how it *should* be lived. Faculty members integrate a biblical worldview into every discipline they teach.

Professional Studies. In accordance with its stated mission, Dallas Christian College seeks to "educate and mentor students to be *people of influence*, engaging in their calling to the work of Christ in the Church and in the world." Therefore, in developing its professional majors and programs, DCC has targeted fields that offer numerous opportunities for graduates to build mentoring relationships through which they can influence others for Christ. These fields include Christian ministry, education, business, psychology, athletic coaching, and others.

Educating the Whole Person. By requiring learners to complete studies in all three areas—General, Biblical, and Professional—Dallas Christian College develops the whole person. Graduates emerge as well-rounded individuals able to think critically, practically, and theologically as they face the challenges of life as servants and ambassadors of Christ.

Program Approval. For over 70 years, the Dallas Christian College "family" has remained committed to carrying out its mission and its educational ministry. All degree programs offered by DCC have been approved by departmental faculty, the Academic Council, administrators, and the Board of Trustees. The Association for Biblical Higher Education (ABHE) has certified that DCC's academic programs and support services meet its accreditation standards.

Arts & Sciences Department

Department Chair: David White, Ph.D.

Academic Programs

The Arts and Sciences Department oversees the following academic programs and program components. All faculty departments contribute to development of the General Education Core Curriculum through their chairs, who sit on the Academic Council. However, most Core courses are implemented through the Arts and Sciences Department. General Education Core courses appear as requirements in all undergraduate programs.

Arts & Sciences Department	**MODALITIES**			***Degree Completion Program (DCP)**	**NOTES**
Chair: David White, Ph.D. (dwhite@dallas.edu)	**Fully On-Campus**	**Fully Online**	**On-Campus/ Online Mix**		
General Education					
➢ General Education Core Curriculum *(required in all undergraduate programs)*	✓	✓	✓	✓	
Associate Degree Program					
• AA Humanities	✓	✓	✓		
Baccalaureate Degree Programs					
• BS Interdisciplinary Studies	✓	✓	✓	✓	
• BS Interdisciplinary Studies & Bible	✓	✓	✓		
Minors					
➢ English Minor	✓		✓		
➢ History Minor	✓		✓		

***Degree Completion Programs:** Students who transfer 45+ credits to DCC with a 2.25+ cumulative grade point average (GPA) may elect to enter an online baccalaureate "degree completion program" (DCP). These programs speed students toward graduation by (1) requiring a Bible Minor rather than a full Bible Major, and (2) applying more transfer courses to the degree as Open Electives. *In accordance with ABHE accreditation standards, students who enter DCC with fewer than 45 credits may not shift to a DCP after completing more credits.*

General Education Core Curriculum

Purpose. In accordance with its mission, 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." The General Education Core Curriculum emerges from the College's conviction that all students need an understanding of themselves, their world, and their community, combined with the ability to think and communicate effectively.

The General Education Curriculum was informed by the Texas Core Curriculum and is required in all DCC undergraduate degree programs. This foundation prepares students to apply this knowledge in their major and to become people of godly influence who appreciate the Creator's entire domain.

Student Learning Objectives. The General Education Core is designed to accomplish the following student learning objectives:

1. Employ critical thinking across educational disciplines. *(Critical Thinking & Information Literacy)*
2. Construct and deliver effective written and oral communication. *(Communication)*
3. Articulate a biblical worldview and engage with those with a different worldview. *(Worldview)*
4. Demonstrate an understanding of historical developments, cultures, and trends. *(Historical Literacy)*

Course Requirements. General Education requirements vary a bit depending on the focus of a given program. However, DCC's associate degrees *typically* include the following required courses:

Associate of Arts, Associate of Science, and Associate of Applied Science Degrees

General Education Core (25 credits)

Introduction to DCC (choose one)	1
GENS 1111 DCC 101 (1) *(DCC college success skills for new students)*	
GENS 2111 DCC 201 (1) *(DCC culture and policies for transfer students)*	
Written and Oral Communication	
ENGL 1310 Composition I	3
ENGL 1320 Composition II	3

**Communications (choose one)* 3
MGMT 2320 Management Communications (3)
SPCH 2310 Speech (3)

History, Humanities, and Fine Arts
HIST 1311 World Civilization I 3
HIST 1321 World Civilization II 3

**Mathematics (choose one)* 3
MATH 1310 College Algebra (3)
MATH 1332 College Mathematics (3)
MATH 2342 Introduction to Statistics (3)

Social & Behavioral Sciences
PSYC 1325 Cultural Competency 3

EITHER

**Natural Sciences*
SCIN 2310 Life Science 3
SCIN 2110 Life Science Lab 1

OR

**Social Science Elective (choose one)* 3
ECON 2301 Macroeconomics (3)
GOVT 2310 National and State Government (3)
PSYC 1320 General Psychology (3)
SOCI 2310 Introduction to Sociology (3)

** See degree program for specific requirements.*

Bachelor of Arts and Bachelor of Science Degrees

General Education Core (31 credits)

Introduction to DCC (choose one) 1
GENS 1111 DCC 101 (1) *(DCC college success skills for new students)*
GENS 2111 DCC 201 (1) *(DCC culture and policies for transfer students)*

Written and Oral Communication
ENGL 1310 Composition I 3
ENGL 1320 Composition II 3

**Communications Elective (choose one)* 3
MGMT 2320 Management Communications (3)
SPCH 2310 Speech (3)

History, Humanities, and Fine Arts	
*HIST 1311 World Civilization I	3
*HIST 1321 World Civilization II	3
HIST 3320 American Christianity	3
**PHIL 3310 Worldview and Ethics	3
**Mathematics* *(choose one)*	3
MATH 1310 College Algebra (3)	
MATH 1332 College Mathematics (3)	
MATH 2342 Introduction to Statistics (3)	
Natural Sciences *(choose one)*	3
SCIN 2310 Life Science (3)	
SCIN 2410 Life Science (3)	
Social & Behavioral Sciences	
*PSYC 1325 Cultural Competency	3

** See degree program for specific requirements.*

***Education majors take the following courses to fulfil these requirements: HIST 2311 United States History I (3), HIST 2321 United States History II (3), and PSYC 2314 Developmental Psychology (3).*

****In some degree programs, this course appears as part of the Bible Major.*

Bachelor of Arts and Bachelor of Science Degrees

*****DEGREE COMPLETION PROGRAM*****

General Education Core (31 credits)

Introduction to DCC *(choose one)*	1
GENS 1111 DCC 101 (1) *(DCC college success skills for new students)*	
GENS 2111 DCC 201 (1) *(DCC culture and policies for transfer students)*	
Written and Oral Communication	
ENGL 1310 Composition I	3
ENGL 1320 Composition II	3
**Communications Elective* *(choose one)*	3
MGMT 2320 Management Communications (3)	
SPCH 2310 Speech (3)	
History, Humanities, and Fine Arts	
HIST 1311 World Civilization I	3
HIST 1321 World Civilization II	3
HIST 3320 American Christianity	3
**PHIL 3310 Worldview and Ethics	3

**Mathematics* *(choose one)*	3
MATH 1310 College Algebra (3)	
MATH 1332 College Mathematics (3)	
MATH 2342 Introduction to Statistics (3)	
Natural Sciences	
SCIN 2310 Life Science	3
Social & Behavioral Sciences	
PSYC 1325 Cultural Competency	3

** See degree program for specific requirements.*
***Sometimes appears with the Bible Minor*

Academic Policies Related to General Education and DCC Foundations

Developmental Studies. Dallas Christian College uses high school and college transcripts, standardized test scores (e.g., ACT or SAT), and proficiency tests to assess students' readiness for key General Education Core courses. Those who need a stronger foundation in these areas are placed in Developmental Studies (DVLS) courses. Students may appeal this placement with a challenge exam.

Developmental Studies courses may meet for up to three hours per week. Students may not withdraw from these courses and must earn a minimum grade of B- before advancing to 1000-level General Education Core courses in the same subject area. If students fail to pass the Developmental course with at least a B-, they must repeat that course at the next available opportunity.

Credit hours earned through Developmental Studies courses do not apply toward degree requirements and are not transferable to other colleges. However, they are included in student's cumulative grade point average (GPA).

Undergraduate English Policy. Students in all DCC undergraduate degree programs are required to complete ENGL 1310 Composition I. To qualify to enroll in this course, students must meet one of the following benchmarks:

- TSIA Writing – 5 or higher on the essay section *or* 4 or higher on the essay section combined with a 340 or higher on the multiple-choice section
- ACT – 19 or higher
- SAT – 450 or higher
- GED – 165 or higher

- TAAS – 1770 or higher (writing) and 89 or higher (reading)
- TAKS – 2200 or higher
- STAAR (English III EOC) – 4000 or higher
- Transfer course credit grade of "C" or higher

Students who do not meet one of these benchmarks must complete DVLS 0310 Developmental Reading and Writing with a minimum grade of B- in order to advance.

Students who achieve a score of 29+ on the ACT English exam or 650+ on the SAT Verbal exam are exempt from ENGL 1310 Composition I. Based on the exam, they receive 3 credits by demonstrated competency for that course.

Since later courses build on writing skills, DCC students must complete ENGL 1310 Composition I and ENGL 1320 Composition II as early as possible in their college career. Students who have not yet passed these courses are required to enroll in them every semester they are available until this requirement is met.

Undergraduate Mathematics Policy. Students in all DCC undergraduate degree programs are required to complete *one* of the following three Mathematics courses: MATH 1310 College Algebra, MATH 1332 College Mathematics, or MATH 2342 Introduction to Statistics. To qualify to enroll in these courses, students must meet one of the following benchmarks:

- TSIA 350 or higher
- ACT – 19 or higher
- SAT – 450 or higher
- GED – 165 or higher
- TAAS – 86 or higher
- TAKS – 2200 or higher
- STAAR (Algebra II EOC) – 4000 or higher
- Transfer course credit grade of "C" or higher

Students who do not meet one of these benchmarks must complete DVLS 0105 Developmental Math with a minimum grade of B- in order to advance.

Students who achieve a score of 29+ on the ACT Math exam or 650+ on the SAT Math exam are exempt from the General Education Math requirement. Based

on the exam, they receive 3 credits by demonstrated competency for MATH 1332 College Mathematics.

Since later courses build on writing skills, DCC students must complete ENGL 1310 Composition I and ENGL 1320 Composition II as early as possible in their college career. Students who have not yet passed these courses are required to enroll in them every semester they are available until this requirement is met.

Undergraduate Bible Policies. All DCC undergraduate programs require students to complete either Bible Core courses, a Bible Minor, or a Bible Major. All full-time, degree-seeking students are required to enroll in a minimum of one Bible or Theology course each Fall or Spring Term until all degree requirements in this area have been fulfilled.

Students in DCC Degree Completion Programs (DCP) must likewise fulfil Bible and Theology requirements for their chosen degree. They must complete a minimum 12 credits of Bible or Theology *while enrolled in the DCP program*. These are in addition to any Bible credits students may have earned at DCC or any other institution prior to entering the program.

Developing Christian Influence (DCI). All undergraduate students enrolled for 6+ credits during the Fall or Spring Semester are required to enroll in CHRS 1000 Developing Christian Influence, regardless of the number of semesters they have already participated. This program is designed to contribute to students' spiritual formation through involvement in a community of faith, mentoring, Christian service, and special projects. Students do not receive academic credits for CHRS 1000, but participation is tracked and is required for graduation.

Associate Degree Program

Associate of Arts in Humanities

(on-campus, online, or hybrid)

Program Coordinator: David White, Ph.D.

Overview. DCC's Associate of Arts in Humanities program broadens and deepens students' understanding of God's word and human cultures, better equipping them to engage the world professionally, intellectually, and socially as ambassadors of Christ. Students investigate the development of world civilizations, worldviews, and cultures through interdisciplinary studies as wide-ranging as history, literature, religion, philosophy, ethics, psychology, sociology, economics, government,

music, and fine arts. The associate degree prepares students for further studies at the baccalaureate level.

Modality. Dallas Christian College offers the A.A. program in Humanities in three modalities: (1) on-ground at its campus in Farmers Branch, Texas; (2) fully-online; and (3) a hybrid format that combines on-campus and online studies. DCC*Online* students engage in asynchronous learning through a course website that facilitates interaction with their instructor and classmates. For on-campus students, an online "course companion" includes a gradebook and supplementary materials.

Program Purpose and Student Learning Objectives

Purpose. The Associate of Arts in Humanities program broadens and deepens students' understanding God's word and human cultures, better equipping them to engage the world professionally, intellectually, and socially as ambassadors of Christ.

Consistent with DCC's mission and institutional goals, the General Education Core, Bible Core, and Humanities Studies together accomplish the following student learning objectives:

General Education Core

1. Employ critical thinking across educational disciplines. (Critical Thinking & Information Literacy)
2. Construct and deliver effective written and oral communication. (Communication)
3. Articulate a biblical worldview and engage with those with a different worldview. (Worldview)
4. Demonstrate an understanding of historical developments, cultures, and trends. *(Historical Literacy)*

Bible Core

5. Demonstrate knowledge of the general content of the Bible.
6. Demonstrate understanding of core theological concepts.
7. Competently exegete selected biblical passages.
8. Articulate a coherent biblical view of call and work.

Humanities Studies

1. Articulate a biblically informed Christian worldview drawing from coursework.

2. Apply oral and written communication skills to effective presentation of broad-based general study courses.
3. Identify problems, analyze, and develop solutions from a broad-based perspective.

Required Courses. The Associate of Arts program in Humanities consists of the following courses:

General Education Core (25 credits)

Introduction to DCC (choose one)	1
GENS 1111 DCC 101 (1) *(DCC college success skills for new students)*	
GENS 2111 DCC 201 (1) *(DCC culture and policies for transfer students)*	
Written and Oral Communication	
ENGL 1310 Composition I	3
ENGL 1320 Composition II	3
SPCH 2310 Speech	3
History, Humanities, and Fine Arts	
HIST 1311 World Civilization I	3
HIST 1321 World Civilization II	3
Mathematics (choose one)	3
MATH 1310 College Algebra (3)	
MATH 1332 College Mathematics (3)	
MATH 2342 Introduction to Statistics (3)	
Social & Behavioral Sciences	
PSYC 1325 Cultural Competency	3
Social Science Elective (choose one)	3
ECON 2301 Macroeconomics (3)	
GOVT 2310 National and State Government (3)	
PSYC 1320 General Psychology (3)	
SOCI 2310 Introduction to Sociology (3)	

Bible Core (12 credits)

BIBL 1331 New Testament Survey	3
BIBL 1332 Old Testament Survey	3
BIBL 2330 Introduction to Biblical Research	3
THEO 2310 Themes in Biblical Theology	3

Humanities Studies (12 credits)

PHIL 3310 Worldviews and Ethics 3

Humanities Elective (choose one) 3

HUMA 2322 Art and Music Appreciation (3)
HUMA 3310 Critical Thinking and Communication (3)
HUMA 3325 American Civil Rights (3)
HUMA 4300 Special Topics in Humanities (3)
RELI 1304 World Religions (3)

Humanities Literature Elective (choose one) 3

BIBL 3322 Psalms and Wisdom Literature (3)
BIBL 3324 Johannine Literature (3)
BIBL 4315 Hebrew Prophetic Literature (3)
ENGL 2311 English Literature I (3)
ENGL 2312 American Literature I (3)
ENGL 2313 World Literature I (3)
ENGL 2321 English Literature II (3)
ENGL 2322 American Literature II (3)
ENGL 2323 World Literature II (3)
ENGL 2340 Literature Survey (3)
ENGL 3311 Introduction to Shakespeare (3)
ENGL 3312 Children's Literature (3)
ENGL 3316 C. S. Lewis (3)
ENGL 3326 American Historical Novels (3)

Literature Elective (choose one) 3

ENGL 2311 English Literature I (3)
ENGL 2312 American Literature I (3)
ENGL 2313 World Literature I (3)
ENGL 2321 English Literature II (3)
ENGL 2322 American Literature II (3)
ENGL 2323 World Literature II (3)
ENGL 2340 Literature Survey (3)
ENGL 3311 Introduction to Shakespeare (3)

Open Electives (12 credits)

Elective Courses 12

Christian Service

CHRS 1000 Developing Christian Influence
Required for each semester a student is enrolled for 6 or more credits

TOTAL DEGREE CREDITS: 61

Baccalaureate Degree Programs

Bachelor of Science
Interdisciplinary Studies Major & Bible Minor

*****DEGREE COMPLETION PROGRAM*****

(on-campus, online, or hybrid)

Program Coordinator: David White, Ph.D.

Overview. DCC's Bachelor of Science program in Interdisciplinary Studies allows students to pursue an individualized program of study to accomplish personal and vocational goals, including the ability to combine differing fields of interest to achieve the desired learning outcomes.

Students develop a specific program of study and rationale in consultation with the program coordinator and one or more academic advisors qualified to oversee their progress. Alongside the General Education Core and Bible Minor, the Interdisciplinary Studies Major must include two concentrations drawn from any academic field offered at Dallas Christian College. Within those concentrations, they may choose appropriate courses from the categories of Business, History, Literature, Ministry, Psychology, Sports Science, or Social Science.

The program includes an Interdisciplinary Studies Internship. Graduates leave prepared to pursue personal and/or professional goals, which could include further master-level study.

Modality. Dallas Christian College offers the B.S. in Interdisciplinary Studies in three modalities: (1) on-ground at its campus in Farmers Branch, Texas; (2) fully-online; and (3) a hybrid format that combines on-campus and online studies. DCC*Online* students engage in asynchronous learning through a course website that facilitates interaction with their instructor and classmates. For on-campus students, an online "course companion" includes a gradebook and supplementary materials.

Degree Completion Program (DCP). This *Degree Completion Program (DCP)* is designed for students who transfer 45+ credits to DCC. For a full description of the requirements to qualify for DCP, see "Baccalaureate Degree Completion Programs" in the section of this catalog providing an "Introduction to Academics."

Program Purpose and Student Learning Objectives

Purpose. The Bachelor of Science program in Interdisciplinary Studies allows students to pursue an individualized program of study to accomplish personal and vocational goals.

Consistent with DCC's mission and institutional goals, the General Education Core, Bible Minor, and Interdisciplinary Studies Major together accomplish the following student learning objectives:

General Education Core

1. Employ critical thinking across educational disciplines. *(Critical Thinking & Information Literacy)*
2. Construct and deliver effective written and oral communication. *(Communication)*
3. Articulate a biblical worldview and engage with those with a different worldview. *(Worldview)*
4. Demonstrate an understanding of historical developments, cultures, and trends. *(Historical Literacy)*

Bible Core

5. Demonstrate knowledge of the general content of the Bible.
6. Demonstrate understanding of core theological concepts.
7. Competently exegete selected biblical passages.
8. Articulate a coherent biblical view of call and work.

Interdisciplinary Studies Major

9. Integrate into one's Christian worldview and calling the advanced academic knowledge gained through Upper Division coursework in Bible, Theology, the Humanities, and Social Sciences.
10. Apply oral and written communications skills to effective presentation of advanced materials related to the chosen focus of study.
11. Demonstrate critical thinking—especially in the ability to integrate and critique knowledge across disciplinary boundaries.

Required Courses. The Bachelor of Science program in Interdisciplinary Studies consists of the following courses:

General Education Core (35 credits)

Introduction to DCC

GENS 2111 DCC 201 (1) *(DCC culture and policies for transfer students)*	1

Written and Oral Communication

ENGL 1310 Composition I	3
ENGL 1320 Composition II	3
SPCH 2310 Speech	3

History, Humanities, and Fine Arts	
HIST 1311 World Civilization I	3
HIST 1321 World Civilization II	3
HIST 3320 American Christianity	3
RELI 1304 World Religions	3
Literature Elective (choose one) ENGL 2311 English Literature I (3) ENGL 2312 American Literature I (3) ENGL 2313 World Literature I (3) ENGL 2321 English Literature II (3) ENGL 2322 American Literature II (3) ENGL 2323 World Literature II (3) ENGL 2340 Literature Survey (3) ENGL 3311 Introduction to Shakespeare (3)	3
Mathematics (choose one) MATH 1310 College Algebra (3) MATH 1332 College Mathematics (3) MATH 2342 Introduction to Statistics (3)	3
Natural Sciences	
SCIN 2310 Life Science	3
Social & Behavioral Sciences	
PSYC 1325 Cultural Competency	3
Physical Education (choose one) PHED 1112 CPR/First Aid/Physical Education (1) PHED 111_ Team Sports (1)	1

Bible Minor (18 credits)

BIBL 1331 New Testament Survey	3
BIBL 1332 Old Testament Survey	3
***BIBL 3301 Introduction to Biblical Research	3
PHIL 3310 Worldviews and Ethics	3
***THEO 3310 Themes in Biblical Theology	3
Upper Division Bible Elective (choose one) BIBL 3313 Pentateuch (3) BIBL 3314 Acts (3) BIBL 3315 Hebrews (3) BIBL 3322 Psalms and Wisdom Literature (3) BIBL 3323 Pastoral Epistles (3) BIBL 3324 Johannine Literature (3)	3

BIBL 3325 Prison Epistles (3)
BIBL 4300 Special Topics in Bible (3)
BIBL 4306 Joshua-Esther (3)
BIBL 4307 Paul's Letters (3)
BIBL 4309 Interpretation of the Old Testament (3)
BIBL 4310 Romans (3)
BIBL 4312 Revelation (3)
BIBL 4315 Hebrew Prophetic Literature (3)

Interdisciplinary Studies Major (33 credits)

INDS 3310 Critical Thinking and Communication	3
*INDS 4310 Senior Interdisciplinary Seminar	3
INDS 4350 Interdisciplinary Studies Internship	3
**Concentration A *(choose four)*	12

All courses must be taken from only one of the following three areas: Business, Humanities, or Social Sciences. They may include any courses listed under the Business, History, Literature, Ministry, Psychology, or Social Science elective categories. At least six credits must be taken in the Upper Division (3000- or 4000-level courses).

**Concentration B *(choose four)*	12

All courses must be taken from only one of the following three areas: Business, Humanities, or Social Sciences. They may include any courses listed under the Business, History, Literature, Ministry, Psychology, or Social Science elective categories. At least six credits must be taken in the Upper Division (3000- or 4000-level courses).

Open Electives (34 credits)

Elective Courses	34

Christian Service

CHRS 1000 Developing Christian Influence
Required for each semester a student is enrolled for 6 or more credits

TOTAL DEGREE CREDITS:	***120***

**Senior Interdisciplinary Seminar Fee required.*
***In some cases, it may be required to take more courses at DCC.*
****Must be taken in the Upper Division (3000- and 4000-level courses)*

Bachelor of Science
Interdisciplinary Studies Major & Bible Major

(on-campus, online, or hybrid)

Program Coordinator: David White, Ph.D.

Overview. The Bachelor of Science program with a double major in Interdisciplinary Studies and Bible allows students to pursue an individualized program of study to accomplish personal and vocational goals, including the ability to combine differing fields of interest to achieve the desired learning outcomes.

Students develop a specific program of study and rationale in consultation with the program coordinator and one or more academic advisors qualified to oversee their progress. Alongside the General Education Core and Bible Major, the Interdisciplinary Studies Major must include two concentrations drawn from any academic field offered at Dallas Christian College. Within those concentrations, they may choose appropriate courses from the categories of Business, History, Literature, Ministry, Psychology, Sports Science, or Social Science.

The program includes an Interdisciplinary Studies Internship. Graduates leave prepared to pursue personal and/or professional goals, which could include further master-level study.

Modality. Dallas Christian College offers the B.S. in Interdisciplinary Studies and Bible in three modalities: (1) on-ground at its campus in Farmers Branch, Texas; (2) fully-online; and (3) a hybrid format that combines on-campus and online studies. DCC*Online* students engage in asynchronous learning through a course website that facilitates interaction with their instructor and classmates. For on-campus students, an online "course companion" includes a gradebook and supplementary materials.

Purpose. The B.S. program in Interdisciplinary Studies and Bible allows students to pursue an individualized program of study to accomplish personal and vocational goals.

Consistent with DCC's mission and institutional goals, the General Education Core, Bible Major, and Interdisciplinary Studies Major together accomplish the following student learning objectives:

General Education Core

1. Employ critical thinking across educational disciplines. *(Critical Thinking & Information Literacy)*
2. Construct and deliver effective written and oral communication. *(Communication)*
3. Articulate a biblical worldview and engage with those with a different worldview. *(Worldview)*
4. Demonstrate an understanding of historical developments, cultures, and trends. *(Historical Literacy)*

Bible Core

5. Demonstrate knowledge of the general content of the Bible.
6. Demonstrate understanding of core theological concepts.
7. Competently exegete selected biblical passages.
8. Articulate a coherent biblical view of call and work.

Interdisciplinary Studies Major

9. Integrate into one's Christian worldview and calling the advanced academic knowledge gained through Upper Division coursework in Bible, Theology, the Humanities, and Social Sciences.
10. Apply oral and written communications skills to effective presentation of advanced materials related to the chosen focus of study.
11. Demonstrate critical thinking—especially in the ability to integrate and critique knowledge across disciplinary boundaries.

Required Courses. The B.S. program in Interdisciplinary Studies and Bible consists of the following courses:

General Education Core (39 credits)

Introduction to DCC (choose one)	1
GENS 1111 DCC 101 (1) *(DCC college success skills for new students)*	
GENS 2111 DCC 201 (1) *(DCC culture and policies for transfer students)*	
Written and Oral Communication	
ENGL 1310 Composition I	3
ENGL 1320 Composition II	3
SPCH 2310 Speech	3

History, Humanities, and Fine Arts	
HIST 1311 World Civilization I	3
HIST 1321 World Civilization II	3
HIST 3320 American Christianity	3
PHIL 3310 Worldviews and Ethics	3
RELI 1304 World Religions	3
THEO 3311 Apologetics	3
Mathematics (choose one)	3
MATH 1310 College Algebra (3)	
MATH 1332 College Mathematics (3)	
MATH 2342 Introduction to Statistics (3)	
Natural Sciences (choose one)	4
SCIN 2310 Life Science (3) + SCIN 2110 Life Science Lab (1)	
SCIN 2410 Life Science (4)	
Social & Behavioral Sciences	
PSYC 1325 Cultural Competency	3
Physical Education (choose one)	1
PHED 1112 CPR/First Aid/Physical Education (1)	
PHED 111_ Team Sports (1)	

Bible Major (30 credits)

BIBL 1331 New Testament Survey	3
BIBL 1332 Old Testament Survey	3
BIBL 2330 Introduction to Biblical Research	3
BIBL 4320 Senior Bible Seminar	3
THEO 2310 Themes in Biblical Theology	3
New Testament Electives (choose two)	6
BIBL 2301 Synoptic Gospels (3)	
BIBL 3314 Acts (3)	
BIBL 3315 Hebrews (3)	
BIBL 3323 Pastoral Epistles (3)	
BIBL 3324 Johannine Literature (3)	
BIBL 3325 Prison Epistles (3)	
BIBL 3345 Preaching the New Testament (3)	
BIBL 4300 Special Topics in Bible (3)	
BIBL 4307 Paul’s Letters (3)	
BIBL 4310 Romans (3)	
BIBL 4312 Revelation (3)	

Old Testament Electives (choose two) 6
BIBL 3313 Pentateuch (3)
BIBL 3322 Psalms and Wisdom Literature (3)
BIBL 3335 Preaching the Old Testament (3)
BIBL 4300 Special Topics in Bible (3)
BIBL 4306 Joshua-Esther (3)
BIBL 4309 Interpretation of the Old Testament (3)
BIBL 4315 Hebrew Prophetic Literature (3)

Theology Elective (choose one) 3
THEO 2350 Theology of Sports, Recreation, and Leisure (3)
THEO 4300 Special Topics in Theology (3)
THEO 4301 Christian Theology (3)
THEO 4305 Christian Ethics (3)

Interdisciplinary Studies Major (33 credits)

INDS 3310 Critical Thinking and Communication 3
*INDS 4310 Senior Interdisciplinary Seminar 3
INDS 4350 Interdisciplinary Studies Internship 3

Concentration A (choose four) 12
All courses must be taken from only one of the following three areas: Business, Humanities, or Social Sciences. They may include any courses listed under the Business, History, Literature, Ministry, Psychology, or Social Science elective categories. At least six credits must be taken in the Upper Division (3000- or 4000-level courses).

Concentration B (choose four) 12
All courses must be taken from only one of the following three areas: Business, Humanities, or Social Sciences. They may include any courses listed under the Business, History, Literature, Ministry, Psychology, or Social Science elective categories. At least six credits must be taken in the Upper Division (2000- or 4000-level courses).

Open Electives (18 credits)

Elective Courses 18

Christian Service

CHRS 1000 Developing Christian Influence
Required for each semester a student is enrolled for 6 or more credits

TOTAL DEGREE CREDITS: 120

**Senior Interdisciplinary Seminar Fee required.*

Minors

Policy on Minors. Students pursuing a DCC baccalaureate degree have the *option* of adding a minor(s) to that degree beyond the normal program requirements. A "minor" is a shorter series of courses focusing on a particular field or discipline. At DCC, a minor includes a minimum of 18 credits, at least half of which must be taken in the Upper Division (3000- and 4000-level courses). A maximum of six credits may be counted toward both a minor *and* any core area of the student's baccalaureate degree plan. For the full policy regarding "Majors and Minors," see the section of this catalog focusing on "Introduction to Academics."

Departmental Minors. DCC's Arts and Sciences Department offers the following minors:

English Minor (18 credits)

The English Minor includes the following required courses:

English/Literature Elective (choose three)
- ENGL 2311 English Literature I (3)
- ENGL 2312 American Literature I (3)
- ENGL 2313 World Literature I (3)
- ENGL 2321 English Literature II (3)
- ENGL 2322 American Literature II (3)
- ENGL 2323 World Literature II (3)
- ENGL 2340 Literature Survey (3)

Upper Division English/Literature Electives (choose three)
- ENGL 3310 World Literature I (3)
- ENGL 3314 English Literature I (3)
- ENGL 3320 World Literature II (3)
- ENGL 3322 English Literature II (3)
- ENGL 3311 Introduction to Shakespeare (3)
- ENGL 3312 Children's Literature (3)
- ENGL 3316 C. S. Lewis (3)
- ENGL 3324 Creative Writing (3)
- ENGL 3326 American Historical Novels (3)

History Minor (18 credits)

The History Minor includes the following required courses:

Foundational History Electives (choose two)
- HIST 1311 World Civilization I (3)
- HIST 3121 World Civilization II (3)

HIST 2311 United States History I (3)
HIST 2321 United States History II (3)

History Electives (choose four)

HIST 3311 History of Christianity (3)
HIST 3320 American Christianity (3)
HIST 3321 Advanced Studies in Civilizations (3)
HIST 3322 Ancient World (3)
HIST 3325 American Civil Rights (3)
HIST 3326 American Historical Novels (3)
HIST 4300 Special Topics in History (3)
HIST 4320 Texas History (3)
HIST 4331 Special Topics in U.S. History (3)

Bible & Ministry Department

Department Chair: Mark Hahlen, Ph.D.

Academic Programs

The Bible & Ministry Department oversees the following academic programs and program components. The B.A. and B.S. in Biblical Ministry, which are Degree Completion Programs (DCP), include an 18-credit Bible Core plus a 30-credit Biblical Ministry. Baccalaureate programs Practical Ministries include a double major—that is, a Bible Major plus a second professional major in some area of Ministry.

Bible & Ministry Dept		**MODALITIES**			***Degree Completion Program (DCP)**	**NOTES**
Chair: Mark Hahlen, Ph.D. (mhahlen@dallas.edu)		**Fully On-Campus**	**Fully Online**	**On-Campus/ Online Mix**		
Biblical Education						
➢ Bible Minor	All DCC degree completion programs require a Bible Minor. All other baccalaureate programs require a Bible Major plus a second professional major.	✓	✓	✓	✓	
➢ Bible Major		✓	✓	✓		
Certificate and Associate Degree Program: Worley School of Ministry						
• AA Practical Ministries ➢ *Worley Leadership Ministry Certificate*				✓	Hosted by Compass Church in Colleyville, Texas	
Baccalaureate Degree Programs						
• BA Biblical Ministry		✓		✓	✓	
• BS Biblical Ministry		✓	✓	✓	✓	
• BA Practical Ministries & Bible with: ➢ *Ministry Leadership Concentration*		✓		✓		
➢ *Missions Concentration*		✓		✓		
➢ *Youth and Family Ministry Conc.*		✓		✓		
• BS Practical Ministries & Bible with: ➢ *Ministry Leadership Concentration*		✓		✓		
➢ *Missions Concentration*		✓		✓		

➢ *Youth and Family Ministry Conc.*	✓	✓	✓		
Master's Degree Program					
• Master of Transformative Ministry		✓			
Minors					
➢ Bible Minor *(see above)*	✓	✓	✓	✓	
➢ Biblical Languages Minor	✓				
➢ Ministry Studies Minor	✓		✓		
➢ Missions Minor	✓		✓		
➢ Preaching Ministry Minor	✓		✓		
➢ Youth and Family Ministry Minor	✓		✓		
Practicum: Compass Academy					
➢ Compass Ministry Practicum	*Hosted by the Compass Church in Colleyville, Texas*				

Biblical Education

Purpose. In accordance with its mission, 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." Toward that end, DCC actively seeks to help every student gain a solid grounding in the Christian Scriptures and the Christian faith.

Under the oversight of the Bible and Ministry Department,

- Every DCC associate degree includes a 12+ credit Bible Core.
- Every baccalaureate-level degree completion program (DCP) includes an 18+ credit Bible Minor or equivalent.
- Every other baccalaureate degree includes a 30+ credit Bible Major.

These vital degree components promote biblical literacy, biblical interpretation, and spiritual formation.

Student Learning Objectives. DCC's Bible Major and Bible Minor are designed to accomplish the following student learning objectives:

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.

Together with the professional degree components, they develop in students:

- A theological foundation, theoretical framework, and practical skills for Christian leadership.
- An ethical and theological framework for exercising one's discipline or profession as a servant of Christ *(integration of faith and vocation)*.
- The ability to think and act theoretically, practically, theologically, and redemptively in their chosen disciplines and professions.

Course Requirements. Bible and Theology requirements vary a bit depending on the focus of a given program. However, DCC's Bible Minor and Bible Major *typically* include the following required courses:

Bible Minor (18 credits)

BIBL 1331 New Testament Survey (3)
BIBL 1332 Old Testament Survey (3)
*BIBL 3301 Introduction to Biblical Research (3)
PHIL 3310 Worldviews and Ethics (3)
*THEO 3310 Themes in Biblical Theology (3)

Upper Division Bible Elective (choose one)

BIBL 3313 Pentateuch (3)
BIBL 3314 Acts (3)
BIBL 3315 Hebrews (3)
BIBL 3322 Psalms and Wisdom Literature (3)
BIBL 3323 Pastoral Epistles (3)
BIBL 3324 Johannine Literature (3)
BIBL 3325 Prison Epistles (3)
BIBL 4300 Special Topics in Bible (3)
BIBL 4306 Joshua-Esther (3)
BIBL 4307 Paul's Letters (3)
BIBL 4309 Interpretation of the Old Testament (3)
BIBL 4310 Romans (3)
BIBL 4312 Revelation (3)
BIBL 4315 Hebrew Prophetic Literature (3)

*Must be completed in the Upper Division (3000-level)

Bible Major (30 credits)

BIBL 1331 New Testament Survey	3
BIBL 1332 Old Testament Survey	3
BIBL 2330 Introduction to Biblical Research	3
BIBL 4320 Senior Bible Seminar	3
THEO 2310 Themes in Biblical Theology	3
Bible/Theology Electives (choose five):	15

BIBL 2301 Synoptic Gospels (3)
BIBL 3313 Pentateuch (3)
BIBL 3314 Acts (3)
BIBL 3315 Hebrews (3)
BIBL 3322 Psalms and Wisdom Literature (3)
BIBL 3323 Pastoral Epistles (3)
BIBL 3324 Johannine Literature (3)
BIBL 3325 Prison Epistles (3)
BIBL 3335 Preaching the Old Testament (3)
BIBL 3345 Preaching the New Testament (3)
BIBL 4300 Special Topics in Bible (3)
BIBL 4307 Paul's Letters (3)
BIBL 4310 Romans (3)
BIBL 4312 Revelation (3)
BIBL 4306 Joshua-Esther (3)
BIBL 4309 Interpretation of the Old Testament (3)
BIBL 4315 Hebrew Prophetic Literature (3)
GREK 2310 Greek I (3)
GREK 2320 Greek II (3)
THEO 2350 Theology of Sports, Recreation, and Leisure (3)
THEO 3311 Apologetics (3)
THEO 4301 Christian Theology (3)
THEO 4305 Christian Ethics (3)

Certificate and Associate Degree Programs

Worley School of Ministry

of Dallas Christian College

Dallas Christian College (DCC) and Compass Christian Church of Colleyville, Texas, have partnered together to create the Worley School of Ministry. They named the School in honor of Mark Worley who for many years offered faithful, effective service to the Church, the College, and always to the Lord, leaving a legacy of thousands of lives drawn closer to Christ.

The Worley School of Ministry is designed for upper-level high school students, gap year students, college students, and young adults seeking a stronger foundation as they pass through a crucial phase of life. The School combines practical training with a hands-on ministry apprenticeship under mentors drawn from the DCC faculty and Compass pastoral staff.

Students earn college credits at low cost throughout their apprenticeship. Those who complete their ministry service plus a series of courses offered on the Compass Christian Church campus earn the 18-credit Worley Leadership Ministry Certificate (described below). Those who complete additional courses offered on-ground at Compass or through DCC*Online* earn a complete 60-credit Associate of Arts degree in Practical Ministries (described below). All credits, the certificate, and the degree are offered by Dallas Christian College, which is nationally accredited by the Association for Biblical Higher Education (ABHE) and approved by the U.S. Department of Education.

Students may fulfill all certificate and degree requirements through DCC, or they may meet some of A.A. requirements through transfer courses from other colleges, including dual credit enrollment (DCE) credits earned by high school students.

To enter the Worley School of Ministry, students must apply and be accepted by both DCC and the Compass Church, which hosts the apprenticeship.

Worley Leadership Ministry Certificate

(offered entirely on the campus of Compass Christian Church)

Program Directors: Rob Maupin, Ph.D.; Lori Murillo, M.Ed.;
and Associate Director Jana Atchley, Worley School of Ministry

Overview. Dallas Christian College's unique Worley Leadership Ministry Certificate program offers (1) biblical and theological foundations for life, (2) practical training in Christian ministries from experienced church leaders, and (3) a mentored ministry apprenticeship at Compass Christian Church, one of the most vibrant churches in the Dallas-Fort Worth area. Students emerge better equipped to engage the world intellectually, socially, spiritually, and professionally as ambassadors for Christ. All credits earned in the Certificate program will also apply to the A.A. in Practical Ministries and any baccalaureate program offered by DCC.

COMPASS.CHURCH

Worley School of Ministry

Compass Church Partnership. DCC offers the Certificate through the Worley School of Ministry, an extended ministry apprenticeship experience hosted and facilitated by Compass Christian Church in nearby Colleyville, Texas. Church leaders collaborated with DCC in designing the program and continue to make invaluable contributions in the form of student advising and mentoring, expert instructors, graduate placement, and guidance from practitioners in the field on needs that influence program content. DCC faculty and staff work alongside church partners committed to educating the next generation of Christian leaders.

Modality. DCC offers the entire Worley Leadership Ministry Certificate, including the ministry apprenticeship, on the campus of Compass Christian Church.

Program Purpose and Student Learning Objectives

Purpose. The Worley Leadership Ministry Certificate program equips students with a working knowledge of the Christian Scriptures, along with foundational competencies and practical experience in Christian ministry.

Consistent with DCC's mission and institutional goals, the Bible and Practical Ministries curricula accomplish the following student learning objectives:

1. Apply an understanding of biblical concepts of ministry in various ministry environments.
2. Demonstrate foundational competencies for Christian ministry through a mentored ministry apprenticeship.

Required Courses. The Worley Leadership Ministry Certificate program requires the following courses:

Biblical Studies (3 credits)	
BIBL 2325 Divine Word: Exploring the Bible	3
Practical Ministries (24 credits)	
PMIN 1325 Divine Design: Discovering Your Identity in Christ	3
PMIN 1330 Divine Truth: Foundations of Christian Faith	3
PMIN 2330 Divine Life: Living the Way of Jesus	3
*PMIN 1350 Worley Ministry Apprenticeship I: Student Ministry	3
*PMIN 1360 Worley Ministry Apprenticeship II: Outreach Min.	3
TOTAL DEGREE CREDITS:	***18***

*The Worley Ministry Apprenticeships fulfill requirements for CHRS 1000 Developing Christian Influence at DCC.

Associate of Arts in Practical Ministries

(offered mostly on the campus of Compass Christian Church with some online elements)

Program Directors: Rob Maupin, Ph.D.; Lori Murillo, M.Ed.;
and Associate Director Jana Atchley, Worley School of Ministry

Overview. Dallas Christian College's unique Associate of Arts program in Practical Ministries combines (1) studies in the arts and sciences that develop critical thinking skills and a broader understanding of God's world and human cultures, (2) biblical and theological foundations for life, (3) practical training in Christian ministries from experienced church leaders, and (4) a mentored ministry apprenticeship at Compass Christian Church, one of the most vibrant churches in the Dallas-Fort Worth area. Students emerge better equipped to engage the world intellectually, socially, spiritually, and professionally as ambassadors for Christ. All credits earned in the A.A. program will also apply to any baccalaureate program offered by DCC.

COMPASS.CHURCH

Worley School of Ministry

Compass Church Partnership. DCC offers the A.A. program through the Worley School of Ministry, an extended ministry apprenticeship experience hosted and facilitated by Compass Christian Church in nearby Colleyville, Texas. Church leaders collaborated with DCC in designing the program and continue to make invaluable contributions in the form of student advising and mentoring, expert instructors, graduate placement, and guidance from practitioners in the field on needs that influence program content. DCC faculty and staff are delighted to work

alongside church partners committed to educating the next generation of Christian leaders.

Modality. DCC offers many courses required for the A.A. in Practical Ministries, including the ministry apprenticeship, on the campus of Compass Christian Church. Students complete the remaining courses online. DCC*Online* students engage in asynchronous learning through a course website that facilitates interaction with their instructor and classmates.

Program Purpose and Student Learning Objectives

Purpose. The A.A. in Practical Ministries program equips students with a broad grounding in the arts and sciences, a working knowledge of the Christian Scriptures, and foundational competencies and practical experience in Christian ministry.

Consistent with DCC's mission and institutional goals, the General Education Core, Bible Core, and professional studies in Practical Ministries accomplish the following student learning objectives:

General Education Core

1. Employ critical thinking across educational disciplines. *(Critical Thinking & Information Literacy)*
2. Construct and deliver effective written and oral communication. *(Communication)*
3. Articulate a biblical worldview and engage with those with a different worldview. *(Worldview)*
4. Demonstrate an understanding of historical developments, cultures, and trends. *(Historical Literacy)*

Bible Core

5. Demonstrate knowledge of the general content of the Bible.
6. Demonstrate understanding of core theological concepts.
7. Competently exegete selected biblical passages.
8. Articulate a coherent biblical view of Christian calling and work.

Practical Ministries

9. Apply an understanding of biblical concepts of ministry in various ministry environments.
10. Demonstrate foundational competencies for Christian ministry through a mentored ministry apprenticeship.

Required Courses. The Associate of Arts program in Practical Ministries (AA-PMIN) consists of the following courses:

General Education Core (15 credits)

To fulfil General Education Core requirements, students must complete one course in each of the following *four areas of study* plus a fifth course chosen from any of those four areas. Students may fulfill this requirement by (1) transferring appropriate courses from other colleges and universities with a minimum grade of "C-"; (2) transferring college credits earned through high school dual credit enrollment (DCE) programs with a minimum grade of "C-"; (3) earning credits through examinations such as AP, IB, CLEP, and DSST; and/or (4) completing courses online or on-ground at Dallas Christian College (DCC). The College recommends the DCC courses named below.

Written and Oral Communication (choose at least one)	*3*
ENGL 1310 Composition I (3)	
ENGL 1320 Composition II (3)	
SPCH 2310 Speech (3)	
History, Humanities, and Fine Arts (choose at least one)	*3*
HIST 1311 World Civilization I (3)	
HIST 1321 World Civilization II (3)	
Mathematics or Natural Sciences (choose at least one)	*3*
MATH 1332 College Mathematics (3) *(or higher-level math)*	
Social & Behavioral Sciences (choose at least one)	*3*
PSYC 1325 Cultural Competency (3)	
General Education Core Elective	*3*
Choose an additional course from one of the four areas identified above.	

Bible Core (18 credits)

BIBL 1331 New Testament Survey	3
BIBL 1332 Old Testament Survey	3
BIBL 2301 Synoptic Gospels	3
BIBL 2325 Divine Word: Exploring the Bible	3
BIBL 2330 Introduction to Biblical Research	3
THEO 2310 Themes in Biblical Theology	3

Practical Ministries (21 credits)

PMIN 1325 Divine Design: Discovering Your Identity in Christ	3
PMIN 1330 Divine Truth: Foundations of Christian Faith	3
PMIN 2330 Divine Life: Living the Way of Jesus	3
*PMIN 1350 Worley Ministry Apprenticeship I: Student Ministry	3
*PMIN 1360 Worley Ministry Apprenticeship II: Outreach Min.	3

*PMIN 2350 Worley Ministry Apprenticeship III	3
*PMIN 2360 Worley Ministry Apprenticeship IV	3

Open Electives (6 credits)

Elective Courses	6

Choose any college-level courses in any field. DCC recommends that students complete more of the General Education Core courses named above because they offer students maximum flexibility for the future. These courses fulfil Gen Ed requirements for a bachelor's degree in any field from DCC, and they will typically transfer to any college offering a baccalaureate major not found at DCC.

TOTAL DEGREE CREDITS: ***60***

*The Worley Ministry Apprenticeships fulfil requirements for CHRS 1000 Developing Christian Influence at DCC.

Logos Bible Study Software. Some Bible courses offered by the Worley School of Ministry require the use of powerful Logos® Bible Study Software. Students enrolled at DCC qualify for large discounts on Logos®, including the ABHE Essential Library recommended by the Association for Biblical Higher Education (https://www.logos.com). Logos® gives students access to hundreds of thousands of interconnected books and other resources for preaching and ministry. Students typically make four payments of $80 to Dallas Christian College. For more information, contact Mr. Jason Smith, Library and Educational Resources Coordinator (library@dallas.edu).

Baccalaureate Degree Programs

Bachelor of Arts in Biblical Ministry

*****DEGREE COMPLETION PROGRAM*****

(on-campus or hybrid)

Program Coordinator: Mark Hahlen, Ph.D.

Overview. DCC's Bachelor of Arts program in Biblical Ministry prepares students to minister in a local church, church-related context, urban or cross-cultural mission, and other ministry-related fields. The program includes Greek language studies that equip students for exegetical work with the New Testament (recommended by the Bible and Ministry Department). It also includes a 3-credit mentored Practical Ministry Internship in which students make applications of course concepts and skills specific to the major. The baccalaureate degree provides the necessary foundation for continued studies in graduate school or seminary.

Modality. Dallas Christian College offers the B.A. in Biblical Ministry on-ground at its campus in Farmers Branch, Texas. Most courses are also available online, making a hybrid program possible. DCC*Online* students engage in asynchronous learning through a course website that facilitates interaction with their instructor and classmates. For on-campus students, an online "course companion" includes a gradebook and supplementary materials.

Degree Completion Program (DCP). This *Degree Completion Program (DCP)* is designed for students who transfer 45+ credits to DCC. For a full description of the requirements to qualify for DCP, see "Baccalaureate Degree Completion Programs" in the section of this catalog providing an "Introduction to Academics."

Program Purpose and Student Learning Objectives

Purpose. The Bachelor of Arts program in Biblical Ministry prepares students to minister in a local church, church-related context, urban or cross-cultural mission, and other ministry-related fields.

Consistent with DCC's mission and institutional goals, the General Education Core, Bible Core, and Biblical Ministry Major together accomplish the following student learning objectives:

General Education Core

1. Employ critical thinking across educational disciplines. *(Critical Thinking & Information Literacy)*
2. Construct and deliver effective written and oral communication. *(Communication)*
3. Articulate a biblical worldview and engage with those with a different worldview. *(Worldview)*
4. Demonstrate an understanding of historical developments, cultures, and trends. *(Historical Literacy)*

Bible Core

5. Demonstrate knowledge of the general content of the Bible.
6. Demonstrate understanding of core theological concepts.
7. Competently exegete selected biblical passages.
8. Articulate a coherent biblical view of call and work.

Biblical Ministry Major

9. Demonstrate contextually-relevant ministry methodologies.

10. Express biblical and theological concepts accurately in ministry contexts.
11. Model spiritual preparedness and equipping as a servant leader for one's calling in the church and in the world.
12. Demonstrate the ability to exegete New Testament Greek, using appropriate scholarly aids.

Required Courses. The B.A. program in Biblical Ministry consists of the following courses:

General Education Core (35 credits)

Introduction to DCC	
GENS 2111 DCC 201 *(DCC culture and policies for transfer students)*	1
Written and Oral Communication	
ENGL 1310 Composition I	3
ENGL 1320 Composition II	3
SPCH 2310 Speech	3
History, Humanities, and Fine Arts	
HIST 1311 World Civilization I	3
HIST 1321 World Civilization II	3
HIST 3320 American Christianity	3
THEO 3310 Themes in Biblical Theology	3
Literature Elective (choose one)	3
ENGL 2311 English Literature I (3)	
ENGL 2312 American Literature I (3)	
ENGL 2313 World Literature I (3)	
ENGL 2321 English Literature II (3)	
ENGL 2322 American Literature II (3)	
ENGL 2323 World Literature II (3)	
ENGL 2340 Literature Survey (3)	
ENGL 3311 Introduction to Shakespeare (3)	
Mathematics (choose one)	3
MATH 1310 College Algebra (3)	
MATH 1332 College Mathematics (3)	
MATH 2342 Introduction to Statistics (3)	
Natural Sciences	
SCIN 2310 Life Science	3
Social & Behavioral Sciences	
PSYC 1325 Cultural Competency	3

Physical Education (choose one)	1
PHED 1112 CPR/First Aid/Physical Education (1)	
PHED 111_ Team Sports (1)	

Bible Core (18 credits)

BIBL 1331 New Testament Survey	3
BIBL 1332 Old Testament Survey	3
BIBL 2330 Introduction to Biblical Research	3
PHIL 3310 Worldviews and Ethics	3
New Testament Elective (choose one)	3
BIBL 3314 Acts (3)	
BIBL 3315 Hebrews (3)	
BIBL 3323 Pastoral Epistles (3)	
BIBL 3324 Johannine Literature (3)	
BIBL 3325 Prison Epistles (3)	
BIBL 4300 Special Topics in Bible(3)	
BIBL 4307 Paul's Letters (3)	
BIBL 4310 Romans (3)	
BIBL 4312 Revelation (3)	
Old Testament Elective (choose one)	3
BIBL 3313 Pentateuch (3)	
BIBL 3322 Psalms and Wisdom Literature (3)	
BIBL 4300 Special Topics in Bible (3)	
BIBL 4306 Joshua-Esther (3)	
BIBL 4309 Interpretation of the Old Testament (3)	
BIBL 4315 Hebrew Prophetic Literature (3)	

Greek (12 credits)

GREK 2310 Greek I	3
GREK 2320 Greek II	3
BIBL 3310 Greek Exegesis I	3
BIBL 3320 Greek Exegesis II	3

Biblical Ministry Major (30 credits)

BIBL 4320 Senior Bible Seminar	3
MISS 3324 Missions	3
PMIN 3305 Biblical Ministry	3
PMIN 4350 Practical Ministry Internship	3
WSHP 2312 Worship Theology and Practice	3
Bible/Theology Electives (choose one)	3
BIBL 2301 Synoptic Gospels (3)	

BIBL 3313 Pentateuch (3)
BIBL 3314 Acts (3)
BIBL 3315 Hebrews (3)
BIBL 3322 Psalms and Wisdom Literature (3)
BIBL 3323 Pastoral Epistles (3)
BIBL 3324 Johannine Literature (3)
BIBL 3325 Prison Epistles (3)
BIBL 4300 Special Topics in Bible (3)
BIBL 4306 Joshua-Esther (3)
BIBL 4307 Paul's Letters (3)
BIBL 4309 Interpretation of the Old Testament (3)
BIBL 4310 Romans (3)
BIBL 4312 Revelation (3)
BIBL 4315 Hebrew Prophetic Literature (3)
THEO 3311 Apologetics (3)
THEO 4301 Christian Theology (3)
THEO 4305 Christian Ethics (3)

Biblical Ministry Electives (choose three) 9

PMIN 1301 Introduction to Leadership (3)
PMIN 2315 Evangelism and Discipleship (3)
PMIN 2321 Introduction to Conflict Management (3)
PMIN 2325 Biblical Preaching (3)
PMIN 3301 Spiritual Formation (3)
PMIN 3304 Current Issues in Ministry (3)
PMIN 3313 Small Group Ministry (3)
PMIN 3335 Preaching the Old Testament (3)
PMIN 3345 Preaching the New Testament (3)
PMIN 4300 Special Topics in Practical Ministries (3)
PMIN 4312 Church Growth (3)
PSYC 3310 Marriage and Family (3)
PSYC 3321 Pastoral Counseling (3)

Theology Elective (choose one) 3

THEO 2350 Theology of Sports, Recreation, and Leisure (3)
THEO 3311 Apologetics (3)
THEO 4301 Christian Theology (3)
THEO 4305 Christian Ethics (3)

Open Electives (25 credits)

Elective Courses 25

Christian Service

CHRS 1000 Developing Christian Influence
Required for each semester a student is enrolled for 6 or more credits

TOTAL DEGREE CREDITS: ***120***

Bachelor of Science in Biblical Ministry

*****DEGREE COMPLETION PROGRAM*****

(on-campus, online, or hybrid)

Program Coordinator: Mark Hahlen, Ph.D.

Overview. The Bachelor of Science program in Biblical Ministry prepares students to minister in a local church, church-related context, urban or cross-cultural mission, and other ministry-related fields. The program includes a 3-credit mentored Practical Ministry Internship in which students make applications of course concepts and skills specific to the major. The baccalaureate degree provides the necessary foundation for continued studies in graduate school or seminary.

Modality. Dallas Christian College offers the B.S. in Biblical Ministry in three modalities: (1) on-ground at its campus in Farmers Branch, Texas; (2) fully-online; and (3) a hybrid format that combines on-campus and online studies. DCC*Online* students engage in asynchronous learning through a course website that facilitates interaction with their instructor and classmates. For on-campus students, an online "course companion" includes a gradebook and supplementary materials.

Degree Completion Program (DCP). This *Degree Completion Program (DCP)* is designed for students who transfer 45+ credits to DCC. For a full description of the requirements to qualify for DCP, see "Baccalaureate Degree Completion Programs" in the section of this catalog providing an "Introduction to Academics."

Program Purpose and Student Learning Objectives

Purpose. The Bachelor of Science program in Biblical Ministry prepares students to minister in a local church, church-related context, urban or cross-cultural mission, and other ministry-related fields.

Consistent with DCC's mission and institutional goals, the General Education Core, Bible Core, and Biblical Ministry Major together accomplish the following student learning objectives:

General Education Core

1. Employ critical thinking across educational disciplines. *(Critical Thinking & Information Literacy)*
2. Construct and deliver effective written and oral communication. *(Communication)*
3. Articulate a biblical worldview and engage with those with a different worldview. *(Worldview)*
4. Demonstrate an understanding of historical developments, cultures, and trends. *(Historical Literacy)*

Bible Core

5. Demonstrate knowledge of the general content of the Bible.
6. Demonstrate understanding of core theological concepts.
7. Competently exegete selected biblical passages.
8. Articulate a coherent biblical view of call and work.

Biblical Ministry Major

9. Demonstrate contextually-relevant ministry methodologies.
10. Express biblical and theological concepts accurately in ministry contexts.
11. Model spiritual preparedness and equipping as a servant-leader for one's calling in the church and in the world.

Required Courses. The B.S. program in Biblical Ministry consists of the following courses:

General Education Core (35 credits)

Introduction to DCC	
GENS 2111 DCC 201 *(DCC culture and policies for transfer students)*	1
Written and Oral Communication	
ENGL 1310 Composition I	3
ENGL 1320 Composition II	3
SPCH 2310 Speech	3
History, Humanities, and Fine Arts	
HIST 1311 World Civilization I	3
HIST 1321 World Civilization II	3
HIST 3320 American Christianity	3
THEO 3310 Themes in Biblical Theology	3

Literature Elective (choose one)	3
ENGL 2311 English Literature I (3)	
ENGL 2312 American Literature I (3)	
ENGL 2313 World Literature I (3)	
ENGL 2321 English Literature II (3)	
ENGL 2322 American Literature II (3)	
ENGL 2323 World Literature II (3)	
ENGL 2340 Literature Survey (3)	
ENGL 3311 Introduction to Shakespeare (3)	
Mathematics (choose one)	3
MATH 1310 College Algebra (3)	
MATH 1332 College Mathematics (3)	
MATH 2342 Introduction to Statistics (3)	
Natural Sciences	
SCIN 2310 Life Science	3
Social & Behavioral Sciences	
PSYC 1325 Cultural Competency	3
Physical Education (choose one)	1
PHED 1112 CPR/First Aid/Physical Education (1)	
PHED 111_ Team Sports (1)	

Bible Core (18 credits)

BIBL 1331 New Testament Survey	3
BIBL 1332 Old Testament Survey	3
BIBL 2330 Introduction to Biblical Research	3
PHIL 3310 Worldviews and Ethics	3
New Testament Elective (choose one)	3
BIBL 3314 Acts (3)	
BIBL 3315 Hebrews (3)	
BIBL 3323 Pastoral Epistles (3)	
BIBL 3324 Johannine Literature (3)	
BIBL 3325 Prison Epistles (3)	
BIBL 4300 Special Topics in Bible (3)	
BIBL 4307 Paul's Letters (3)	
BIBL 4310 Romans (3)	
BIBL 4312 Revelation (3)	
Old Testament Elective (choose one)	3
BIBL 3313 Pentateuch (3)	
BIBL 3322 Psalms and Wisdom Literature (3)	

BIBL 4300 Special Topics in Bible (3)
BIBL 4306 Joshua-Esther (3)
BIBL 4309 Interpretation of the Old Testament (3)
BIBL 4315 Hebrew Prophetic Literature (3)

Biblical Ministry Major (30 credits)

BIBL 4320 Senior Bible Seminar	3
MISS 3324 Missions	3
PMIN 3305 Biblical Ministry	3
PMIN 4350 Practical Ministry Internship	3
WSHP 2312 Worship Theology and Practice	3
Bible/Theology Electives (choose one)	3

BIBL 2301 Synoptic Gospels (3)
BIBL 3313 Pentateuch (3)
BIBL 3314 Acts (3)
BIBL 3315 Hebrews (3)
BIBL 3322 Psalms and Wisdom Literature (3)
BIBL 3323 Pastoral Epistles (3)
BIBL 3324 Johannine Literature (3)
BIBL 3325 Prison Epistles (3)
BIBL 4300 Special Topics in Bible (3)
BIBL 4306 Joshua-Esther (3)
BIBL 4307 Paul's Letters (3)
BIBL 4309 Interpretation of the Old Testament (3)
BIBL 4310 Romans (3)
BIBL 4312 Revelation (3)
BIBL 4315 Hebrew Prophetic Literature (3)
THEO 3311 Apologetics (3)
THEO 4301 Christian Theology (3)
THEO 4305 Christian Ethics (3)

Biblical Ministry Electives (choose three)	9

PMIN 1301 Introduction to Leadership (3)
PMIN 2315 Evangelism and Discipleship (3)
PMIN 2321 Introduction to Conflict Management (3)
PMIN 2325 Biblical Preaching (3)
PMIN 3301 Spiritual Formation (3)
PMIN 3304 Current Issues in Ministry (3)
PMIN 3313 Small Group Ministry (3)
PMIN 3335 Preaching the Old Testament (3)
PMIN 3345 Preaching the New Testament (3)

PMIN 4300 Special Topics in Practical Ministries (3)
PMIN 4312 Church Growth (3)
PSYC 3310 Marriage and Family (3)
PSYC 3321 Pastoral Counseling (3)

Theology Elective (choose one) 3
THEO 2350 Theology of Sports, Recreation, and Leisure (3)
THEO 3311 Apologetics (3)
THEO 4300 Special Topics in Theology (3)
THEO 4301 Christian Theology (3)
THEO 4305 Christian Ethics (3)

Open Electives (37 credits)

Elective Courses 37

Christian Service

CHRS 1000 Developing Christian Influence
Required for each semester a student is enrolled for 6 or more credits

TOTAL DEGREE CREDITS: ***120***

Bachelor of Arts
Practical Ministries Major & Bible Major
Ministry Leadership Concentration

(on-campus or hybrid)

Program Coordinator: Mark Hahlen, Ph.D.

Overview. The Bachelor of Arts program with a double major in Bible and Practical Ministries with a Ministry Leadership Concentration prepares students to pastor and serve in a local church or other ministry-related fields. The program includes Greek language studies that equip students for exegetical work with the New Testament. It also includes a 3-credit mentored Practical Ministry Internship in which students make applications of course concepts and skills specific to the major and the concentration. The baccalaureate degree provides the necessary foundation for continued studies in graduate school or seminary.

> *NOTE: For a similar program in degree completion format (DCP), see the BS in Biblical Ministry Overseen by the Bible and Ministry Department.*

Modality. Dallas Christian College offers the B.A. in Bible and Practical Ministries/ Ministry Leadership on-ground at its campus in Farmers Branch, Texas. Some courses are also available online, making a hybrid program possible. DCC*Online* students engage in asynchronous learning through a course website that

facilitates interaction with their instructor and classmates. For on-campus students, an online "course companion" includes a gradebook and supplementary materials.

Program Purpose and Student Learning Objectives

Purpose. The Bachelor of Arts program in Practical Ministries/Ministry Leadership and Bible prepares students to pastor and serve in church-related contexts, including urban and cross-cultural mission settings.

Consistent with DCC's mission and institutional goals, the General Education Core, Bible Major, and Practical Ministries/Ministry Leadership Concentration together accomplish the following student learning objectives:

General Education Core

1. Employ critical thinking across educational disciplines. *(Critical Thinking & Information Literacy)*
2. Construct and deliver effective written and oral communication. *(Communication)*
3. Articulate a biblical worldview and engage with those with a different worldview. *(Worldview)*
4. Demonstrate an understanding of historical developments, cultures, and trends. *(Historical Literacy)*

Bible Major

5. Demonstrate knowledge of the general content of the Bible.
6. Demonstrate understanding of core theological concepts.
7. Competently exegete selected biblical passages.
8. Articulate a coherent biblical view of call and work.

Practical Ministries Major

9. Demonstrate contextually-relevant ministry methodologies.
10. Express biblical and theological concepts accurately in ministry contexts.
11. Model spiritual preparedness and equipping as a servant-leader for one's calling in the church and in the world.
12. Demonstrate the ability to exegete New Testament Greek, using appropriate scholarly aids.

Required Courses. The B.A. program in Practical Ministries/Ministry Leadership and Bible consists of the following courses:

General Education Core (39 credits)

Introduction to DCC (choose one)	1
GENS 1111 DCC 101 (1) *(DCC college success skills for new students)*	
GENS 2111 DCC 201 (1) *(DCC culture and policies for transfer students)*	
Written and Oral Communication	
ENGL 1310 Composition I	3
ENGL 1320 Composition II	3
SPCH 2310 Speech	3
History, Humanities, and Fine Arts	
HIST 1311 World Civilization I	3
HIST 1321 World Civilization II	3
HIST 3311 History of Christianity	3
HIST 3320 American Christianity	3
PHIL 3310 Worldviews and Ethics	3
Literature Elective (choose one)	3
ENGL 2311 English Literature I (3)	
ENGL 2312 American Literature I (3)	
ENGL 2313 World Literature I (3)	
ENGL 2321 English Literature II (3)	
ENGL 2322 American Literature II (3)	
ENGL 2323 World Literature II (3)	
ENGL 2340 Literature Survey (3)	
ENGL 3311 Introduction to Shakespeare (3)	
Mathematics (choose one)	3
MATH 1310 College Algebra (3)	
MATH 1332 College Mathematics (3)	
MATH 2342 Introduction to Statistics (3)	
Natural Sciences (choose one)	4
SCIN 2310 Life Science (3) + SCIN 2110 Life Science Lab (1)	
SCIN 2410 Life Science (4)	
Social & Behavioral Sciences	
PSYC 1325 Cultural Competency	3
Physical Education (choose one)	1
PHED 1112 CPR/First Aid/Physical Education (1)	
PHED 111_ Team Sports (1)	

Bible Major (33 credits)

BIBL 1331 New Testament Survey	3
BIBL 1332 Old Testament Survey	3

BIBL 2330 Introduction to Biblical Research	3
BIBL 4320 Senior Bible Seminar	3
THEO 2310 Themes in Biblical Theology	3
New Testament Electives (choose two)	6
BIBL 2301 Synoptic Gospels (3)	
BIBL 3314 Acts (3)	
BIBL 3315 Hebrews (3)	
BIBL 3323 Pastoral Epistles (3)	
BIBL 3324 Johannine Literature (3)	
BIBL 3325 Prison Epistles (3)	
BIBL 4300 Special Topics in Bible (3)	
BIBL 4307 Paul's Letters (3)	
BIBL 4310 Romans (3)	
BIBL 4312 Revelation (3)	
Old Testament Electives (choose two)	6
BIBL 3313 Pentateuch (3)	
BIBL 3322 Psalms and Wisdom Literature (3)	
BIBL 4300 Special Topics in Bible (3)	
BIBL 4306 Joshua-Esther (3)	
BIBL 4309 Interpretation of the Old Testament (3)	
BIBL 4315 Hebrew Prophetic Literature (3)	
Theology Electives (choose two)	6
THEO 2350 Theology of Sports, Recreation, and Leisure (3)	
THEO 3311 Apologetics (3)	
THEO 4300 Special Topics in Theology (3)	
THEO 4301 Christian Theology (3)	
THEO 4305 Christian Ethics (3)	
Greek (12 credits)	
GREK 2310 Greek I	3
GREK 2320 Greek II	3
BIBL 3310 Greek Exegesis I	3
BIBL 3320 Greek Exegesis II	3
Practical Ministries Major/Ministry Leadership Conc. (30 credits)	
MISS 3324 Missions	3
PMIN 2315 Evangelism and Discipleship	3
PMIN 2325 Biblical Preaching	3
PMIN 3305 Biblical Ministry	3
PMIN 4350 Practical Ministry Internship	3

WSHP 2312 Worship Theology and Practice	3
Ministry Leadership Electives (choose four)	12
PMIN 1301 Introduction to Leadership (3)	
PMIN 2311 Leadership Styles (3)	
PMIN 2312 Psychology of Leadership (3)	
PMIN 2321 Introduction to Conflict Management (3)	
PMIN 3301 Spiritual Formation (3)	
PMIN 3304 Current Issues in Ministry (3)	
PMIN 3306 Servant Leadership (3)	
PMIN 3313 Small Group Ministry (3)	
PMIN 3317 Transformational Leadership (3)	
PMIN 3335 Preaching the Old Testament (3)	
PMIN 3345 Preaching the New Testament (3)	
PMIN 4300 Special Topics in Practical Ministries (3)	
PMIN 4312 Church Growth (3)	
PMIN 4317 Applied Leadership (3)	
PSYC 3310 Marriage and Family (3)	
PSYC 3321 Pastoral Counseling (3)	
Open Electives (6 credits)	
Elective Courses	6
Christian Service	
CHRS 1000 Developing Christian Influence *Required for each semester a student is enrolled for 6 or more credits*	
TOTAL DEGREE CREDITS:	***120***

Bachelor of Science
Practical Ministries Major & Bible Major
Ministry Leadership Concentration

(on-campus, online, or hybrid)

Program Coordinator: Mark Hahlen, Ph.D.

Overview. The Bachelor of Science program with a double major in Bible and Practical Ministries with a Ministry Leadership Concentration prepares students to pastor and serve in a local church or other ministry-related fields. The program includes a 3-credit mentored Practical Ministry Internship in which students make applications of course concepts and skills specific to the major and concentration.

The baccalaureate degree provides the necessary foundation for continued studies in graduate school or seminary.

> *NOTE: For a similar program in degree completion format (DCP), see the BS in Biblical Ministry Overseen by the Bible and Ministry Department.*

Modality. Dallas Christian College offers the B.S. in Bible and Practical Ministries/ Ministry Leadership in three modalities: (1) on-ground at its campus in Farmers Branch, Texas; (2) fully-online; and (3) a hybrid format that combines on-campus and online studies. DCC*Online* students engage in asynchronous learning through a course website that facilitates interaction with their instructor and classmates. For on-campus students, an online "course companion" includes a gradebook and supplementary materials.

Program Purpose and Student Learning Objectives

Purpose. The Bachelor of Science program in Bible and Practical Ministries/ Ministry Leadership prepares students to pastor and serve in a local church or other ministry-related fields.

Consistent with DCC's mission and institutional goals, the General Education Core, Bible Major, and Practical Ministries/Ministry Leadership Concentration together accomplish the following student learning objectives:

General Education Core

1. Employ critical thinking across educational disciplines. *(Critical Thinking & Information Literacy)*
2. Construct and deliver effective written and oral communication. *(Communication)*
3. Articulate a biblical worldview and engage with those with a different worldview. *(Worldview)*
4. Demonstrate an understanding of historical developments, cultures, and trends. *(Historical Literacy)*

Bible Major

5. Demonstrate knowledge of the general content of the Bible.
6. Demonstrate understanding of core theological concepts.
7. Competently exegete selected biblical passages.
8. Articulate a coherent biblical view of call and work.

Practical Ministries Major

9. Demonstrate contextually-relevant ministry methodologies.

10. Express biblical and theological concepts accurately in ministry contexts.
11. Model spiritual preparedness and equipping as a servant-leader for one's calling in the church and in the world.

Required Courses. The B.S. program in Practical Ministries/Ministry Leadership and Bible consists of the following courses:

General Education Core (39 credits)

Introduction to DCC (choose one)	1
GENS 1111 DCC 101 (1) *(DCC college success skills for new students)*	
GENS 2111 DCC 201 (1) *(DCC culture and policies for transfer students)*	
Written and Oral Communication	
ENGL 1310 Composition I	3
ENGL 1320 Composition II	3
SPCH 2310 Speech	3
History, Humanities, and Fine Arts	
HIST 1311 World Civilization I	3
HIST 1321 World Civilization II	3
HIST 3311 History of Christianity	3
HIST 3320 American Christianity	3
PHIL 3310 Worldviews and Ethics	3
Literature Elective (choose one)	3
ENGL 2311 English Literature I (3)	
ENGL 2312 American Literature I (3)	
ENGL 2313 World Literature I (3)	
ENGL 2321 English Literature II (3)	
ENGL 2322 American Literature II (3)	
ENGL 2323 World Literature II (3)	
ENGL 2340 Literature Survey (3)	
ENGL 3311 Introduction to Shakespeare (3)	
Mathematics (choose one)	3
MATH 1310 College Algebra (3)	
MATH 1332 College Mathematics (3)	
MATH 2342 Introduction to Statistics (3)	
Natural Sciences (choose one)	4
SCIN 2310 Life Science (3) + SCIN 2110 Life Science Lab (1)	
SCIN 2410 Life Science (4)	
Social & Behavioral Sciences	
PSYC 1325 Cultural Competency	3

Physical Education (choose one) 1
PHED 1112 CPR/First Aid/Physical Education (1)
PHED 111_ Team Sports (1)

Bible Major (33 credits)

BIBL 1331 New Testament Survey 3
BIBL 1332 Old Testament Survey 3
BIBL 2330 Introduction to Biblical Research 3
BIBL 4320 Senior Bible Seminar 3
THEO 2310 Themes in Biblical Theology 3
New Testament Electives (choose two) 6
BIBL 2301 Synoptic Gospels (3)
BIBL 3314 Acts (3)
BIBL 3315 Hebrews (3)
BIBL 3323 Pastoral Epistles (3)
BIBL 3324 Johannine Literature (3)
BIBL 3325 Prison Epistles (3)
BIBL 4300 Special Topics in Bible (3)
BIBL 4307 Paul's Letters (3)
BIBL 4310 Romans (3)
BIBL 4312 Revelation (3)
Old Testament Electives (choose two) 6
BIBL 3313 Pentateuch (3)
BIBL 3322 Psalms and Wisdom Literature (3)
BIBL 4300 Special Topics in Bible (3)
BIBL 4306 Joshua-Esther (3)
BIBL 4309 Interpretation of the Old Testament (3)
BIBL 4315 Hebrew Prophetic Literature (3)
Theology Electives (choose two) 6
THEO 2350 Theology of Sports, Recreation, and Leisure (3)
THEO 3311 Apologetics (3)
THEO 4300 Special Topics in Theology (3)
THEO 4301 Christian Theology (3)
THEO 4305 Christian Ethics (3)

Practical Ministries Major/Ministry Leadership Conc. (30 credits)

MISS 3324 Missions 3
PMIN 2315 Evangelism and Discipleship 3
PMIN 2325 Biblical Preaching 3
PMIN 3305 Biblical Ministry 3

PMIN 4350 Practical Ministry Internship	3
WSHP 2312 Worship Theology and Practice	3
Ministry Leadership Electives (choose four)	12

PMIN 1301 Introduction to Leadership (3)
PMIN 2311 Leadership Styles (3)
PMIN 2312 Psychology of Leadership (3)
PMIN 2321 Introduction to Conflict Management (3)
PMIN 3301 Spiritual Formation (3)
PMIN 3304 Current Issues in Ministry (3)
PMIN 3306 Servant Leadership (3)
PMIN 3313 Small Group Ministry (3)
PMIN 3317 Transformational Leadership (3)
PMIN 3335 Preaching the Old Testament (3)
PMIN 3345 Preaching the New Testament (3)
PMIN 4300 Special Topics in Practical Ministries (3)
PMIN 4312 Church Growth (3)
PMIN 4317 Applied Leadership (3)
PSYC 3310 Marriage and Family (3)
PSYC 3321 Pastoral Counseling (3)

Open Electives (18 credits)

Elective Courses	18

Christian Service

CHRS 1000 Developing Christian Influence
Required for each semester a student is enrolled for 6 or more credits

TOTAL DEGREE CREDITS:	***120***

Bachelor of Arts
Practical Ministries Major & Bible Major
Missions Concentration

(on-campus or hybrid)

Program Coordinator: Mark Hahlen, Ph.D.

Overview. The Bachelor of Arts program with a double major in Bible and Practical Ministries with a Missions Concentration prepares students to pastor and serve in a local church, church-related context, urban or cross-cultural mission, or other ministry-related fields. The program includes Greek language studies that equip students for exegetical work with the New Testament. It also includes a 3-credit

mentored Practical Ministry Internship in which students make applications of course concepts and skills specific to the major and concentration. The baccalaureate degree provides the necessary foundation for continued studies in graduate school or seminary.

Modality. Dallas Christian College offers the B.A. in Bible and Practical Ministries/ Missions on-ground at its campus in Farmers Branch, Texas. Some courses are also available online, making a hybrid program possible. DCC*Online* students engage in asynchronous learning through a course website that facilitates interaction with their instructor and classmates. For on-campus students, an online "course companion" includes a gradebook and supplementary materials.

Program Purpose and Student Learning Objectives

Purpose. The Bachelor of Arts program in Practical Ministries/Missions and Bible prepares students to pastor and serve in church-related contexts, including urban and cross-cultural mission settings.

Consistent with DCC's mission and institutional goals, the General Education Core, Bible Major, and Practical Ministries Major with Missions Concentration together accomplish the following student learning objectives:

General Education Core

1. Employ critical thinking across educational disciplines. *(Critical Thinking & Information Literacy)*
2. Construct and deliver effective written and oral communication. *(Communication)*
3. Articulate a biblical worldview and engage with those with a different worldview. *(Worldview)*
4. Demonstrate an understanding of historical developments, cultures, and trends. *(Historical Literacy)*

Bible Major

5. Demonstrate knowledge of the general content of the Bible.
6. Demonstrate understanding of core theological concepts.
7. Competently exegete selected biblical passages.
8. Articulate a coherent biblical view of call and work.

Practical Ministries Major

9. Demonstrate contextually-relevant ministry methodologies.

10. Express biblical and theological concepts accurately in ministry contexts.
11. Model spiritual preparedness and equipping as a servant-leader for one's calling in the church and in the world.
12. Demonstrate the ability to exegete New Testament Greek, using appropriate scholarly aids.

Required Courses. The B.A. program in Practical Ministries/Missions and Bible consists of the following courses:

General Education Core (42 credits)

Introduction to DCC (choose one)	1
GENS 1111 DCC 101 (1) *(DCC college success skills for new students)*	
GENS 2111 DCC 201 (1) *(DCC culture and policies for transfer students)*	
Written and Oral Communication	
ENGL 1310 Composition I	3
ENGL 1320 Composition II	3
SPCH 2310 Speech	3
History, Humanities, and Fine Arts	
HIST 1311 World Civilization I	3
HIST 1321 World Civilization II	3
HIST 3311 History of Christianity	3
HIST 3320 American Christianity	3
PHIL 3310 Worldviews and Ethics	3
RELI 1304 World Religions	3
Literature Elective (choose one)	3
ENGL 2311 English Literature I (3)	
ENGL 2312 American Literature I (3)	
ENGL 2313 World Literature I (3)	
ENGL 2321 English Literature II (3)	
ENGL 2322 American Literature II (3)	
ENGL 2323 World Literature II (3)	
ENGL 2340 Literature Survey (3)	
ENGL 3311 Introduction to Shakespeare (3)	
Mathematics (choose one)	3
MATH 1310 College Algebra (3)	
MATH 1332 College Mathematics (3)	
MATH 2342 Introduction to Statistics (3)	
Natural Sciences (choose one)	4
SCIN 2310 Life Science (3) + SCIN 2110 Life Science Lab (1)	

SCIN 2410 Life Science (4)

Social & Behavioral Sciences

PSYC 1325 Cultural Competency 3

Physical Education (choose one) 1

PHED 1112 CPR/First Aid/Physical Education (1)

PHED 111_ Team Sports (1)

Bible Major (33 credits)

BIBL 1331 New Testament Survey 3

BIBL 1332 Old Testament Survey 3

BIBL 2330 Introduction to Biblical Research 3

BIBL 4320 Senior Bible Seminar 3

THEO 2310 Themes in Biblical Theology 3

New Testament Electives (choose two) 6

BIBL 2301 Synoptic Gospels (3)

BIBL 3314 Acts (3)

BIBL 3315 Hebrews (3)

BIBL 3323 Pastoral Epistles (3)

BIBL 3324 Johannine Literature (3)

BIBL 3325 Prison Epistles (3)

BIBL 3345 Preaching the New Testament (3)

BIBL 4300 Special Topics in Bible (3)

BIBL 4307 Paul's Letters (3)

BIBL 4310 Romans (3)

BIBL 4312 Revelation (3)

Old Testament Electives (choose two) 6

BIBL 3313 Pentateuch (3)

BIBL 3322 Psalms and Wisdom Literature (3)

BIBL 3335 Preaching the Old Testament (3)

BIBL 4300 Special Topics in Bible (3)

BIBL 4306 Joshua-Esther (3)

BIBL 4309 Interpretation of the Old Testament (3)

BIBL 4315 Hebrew Prophetic Literature (3)

Theology Electives (choose two) 6

THEO 2350 Theology of Sports, Recreation, and Leisure (3)

THEO 3311 Apologetics (3)

THEO 4300 Special Topics in Theology (3)

THEO 4301 Christian Theology (3)

THEO 4305 Christian Ethics (3)

Greek (12 credits)

GREK 2310 Greek I	3
GREK 2320 Greek II	3
BIBL 3310 Greek Exegesis I	3
BIBL 3320 Greek Exegesis II	3

Practical Ministries Major/Missions Conc. (30 credits)

MISS 3312 Applied Missions	3
MISS 3315 Cross-Cultural Communication	3
MISS 3324 Missions	3
PMIN 2315 Evangelism and Discipleship	3
PMIN 2325 Biblical Preaching	3
PMIN 3305 Biblical Ministry	3
PMIN 4350 Practical Ministry Internship	3
WSHP 2312 Worship Theology and Practice	3
Missions Electives (choose two)	6

MISS 3323 Cults and the Occult (3)
MISS 3330 Special Topics in Missiology (3)
MISS 4325 Cross-Cultural Missions (3)
PMIN 2321 Introduction to Conflict Management (3)
PMIN 3324 Urban Youth Ministry (3)
PMIN 4312 Church Growth (3)
SPAN 2315 Conversational Spanish (3)

Open Electives (3 credits)

Elective Courses	3

Christian Service

CHRS 1000 Developing Christian Influence
Required for each semester a student is enrolled for 6 or more credits

TOTAL DEGREE CREDITS: ***120***

Bachelor of Science
Practical Ministries Major & Bible Major
Missions Concentration

(on-campus or hybrid)

Program Coordinator: Mark Hahlen, Ph.D.

Overview. The Bachelor of Science program with a double major in Bible and Practical Ministries with a Missions Concentration prepares students to pastor and

serve in a local church, church-related context, urban or cross-cultural mission, or other ministry-related fields. The program includes a 3-credit mentored Practical Ministry Internship in which students make applications of course concepts and skills specific to the major and concentration. The baccalaureate degree provides the necessary foundation for continued studies in graduate school or seminary.

Modality. Dallas Christian College offers the B.S. in Bible and Practical Ministries/ Missions on-ground at its campus in Farmers Branch, Texas. Some courses are also available online, making a hybrid program possible. DCC*Online* students engage in asynchronous learning through a course website that facilitates interaction with their instructor and classmates. For on-campus students, an online "course companion" includes a gradebook and supplementary materials.

Program Purpose and Student Learning Objectives

Purpose. The Bachelor of Science program in Practical Ministries/Missions and Bible prepares students to pastor and serve in church-related contexts, including urban and cross-cultural mission settings.

Consistent with DCC's mission and institutional goals, the General Education Core, Bible Major, and Practical Ministries Major with Missions Concentration together accomplish the following student learning objectives:

General Education Core

1. Employ critical thinking across educational disciplines. *(Critical Thinking & Information Literacy)*
2. Construct and deliver effective written and oral communication. *(Communication)*
3. Articulate a biblical worldview and engage with those with a different worldview. *(Worldview)*
4. Demonstrate an understanding of historical developments, cultures, and trends. *(Historical Literacy)*

Bible Major

5. Demonstrate knowledge of the general content of the Bible.
6. Demonstrate understanding of core theological concepts.
7. Competently exegete selected biblical passages.
8. Articulate a coherent biblical view of call and work.

Practical Ministries Major

9. Demonstrate contextually-relevant ministry methodologies.

10. Express biblical and theological concepts accurately in ministry contexts.
11. Model spiritual preparedness and equipping as a servant-leader for one's calling in the church and in the world.

Required Courses. The B.S. program in Practical Ministries/Missions and Bible consists of the following courses:

General Education Core (42 credits)

Introduction to DCC (choose one)	1
GENS 1111 DCC 101 (1) *(DCC college success skills for new students)*	
GENS 2111 DCC 201 (1) *(DCC culture and policies for transfer students)*	
Written and Oral Communication	
ENGL 1310 Composition I	3
ENGL 1320 Composition II	3
SPCH 2310 Speech	3
History, Humanities, and Fine Arts	
HIST 1311 World Civilization I	3
HIST 1321 World Civilization II	3
HIST 3311 History of Christianity	3
HIST 3320 American Christianity	3
PHIL 3310 Worldviews and Ethics	3
RELI 1304 World Religions	3
Literature Elective (choose one)	3
ENGL 2311 English Literature I (3)	
ENGL 2312 American Literature I (3)	
ENGL 2313 World Literature I (3)	
ENGL 2321 English Literature II (3)	
ENGL 2322 American Literature II (3)	
ENGL 2323 World Literature II (3)	
ENGL 2340 Literature Survey (3)	
ENGL 3311 Introduction to Shakespeare (3)	
Mathematics (choose one)	3
MATH 1310 College Algebra (3)	
MATH 1332 College Mathematics (3)	
MATH 2342 Introduction to Statistics (3)	
Natural Sciences (choose one)	4
SCIN 2310 Life Science (3) + SCIN 2110 Life Science Lab (1)	
SCIN 2410 Life Science (4)	

Social & Behavioral Sciences
PSYC 1325 Cultural Competency 3

Physical Education (choose one) 1
PHED 1112 CPR/First Aid/Physical Education (1)
PHED 111_ Team Sports (1)

Bible Major (33 credits)

BIBL 1331 New Testament Survey 3
BIBL 1332 Old Testament Survey 3
BIBL 2330 Introduction to Biblical Research 3
BIBL 4320 Senior Bible Seminar 3
THEO 2310 Themes in Biblical Theology 3

New Testament Electives (choose two) 6
BIBL 2301 Synoptic Gospels (3)
BIBL 3314 Acts (3)
BIBL 3315 Hebrews (3)
BIBL 3323 Pastoral Epistles (3)
BIBL 3324 Johannine Literature (3)
BIBL 3325 Prison Epistles (3)
BIBL 3345 Preaching the New Testament (3)
BIBL 4300 Special Topics in Bible (3)
BIBL 4307 Paul's Letters (3)
BIBL 4310 Romans (3)
BIBL 4312 Revelation (3)

Old Testament Electives (choose two) 6
BIBL 3313 Pentateuch (3)
BIBL 3322 Psalms and Wisdom Literature (3)
BIBL 3335 Preaching the Old Testament (3)
BIBL 4300 Special Topics in Bible (3)
BIBL 4306 Joshua-Esther (3)
BIBL 4309 Interpretation of the Old Testament (3)
BIBL 4315 Hebrew Prophetic Literature (3)

Theology Electives (choose two) 6
THEO 2350 Theology of Sports, Recreation, and Leisure (3)
THEO 3311 Apologetics (3)
THEO 4300 Special Topics in Theology (3)
THEO 4301 Christian Theology (3)
THEO 4305 Christian Ethics (3)

Practical Ministries Major/Missions Conc. (30 credits)

MISS 3312 Applied Missions	3
MISS 3315 Cross-Cultural Communication	3
MISS 3324 Missions	3
PMIN 2315 Evangelism and Discipleship	3
PMIN 2325 Biblical Preaching	3
PMIN 3305 Biblical Ministry	3
PMIN 4350 Practical Ministry Internship	3
WSHP 2312 Worship Theology and Practice	3
Missions Electives (choose two)	6

MISS 3323 Cults and the Occult (3)
MISS 3330 Special Topics in Missiology (3)
MISS 4325 Cross-Cultural Missions (3)
PMIN 2321 Introduction to Conflict Management (3)
PMIN 3324 Urban Youth Ministry (3)
PMIN 4312 Church Growth (3)
SPAN 2315 Conversational Spanish (3)

Open Electives (15 credits)

Elective Courses	15

Christian Service

CHRS 1000 Developing Christian Influence
Required for each semester a student is enrolled for 6 or more credits

TOTAL DEGREE CREDITS:	***120***

Bachelor of Arts
Practical Ministries Major & Bible Major
Youth and Family Ministry Concentration

(on-campus or hybrid)

Program Coordinator: Mark Hahlen, Ph.D.

Overview. This Bachelor of Arts program with a double major in Bible and Practical Ministries includes a Youth and Family Ministry Concentration. It prepares students for leadership roles supporting young people and their families in churches and other ministry settings. The program includes Greek language studies that equip students for exegetical work with the New Testament. It also includes a 3-credit mentored Practical Ministry Internship in which students make applications of course concepts and skills specific to the major and the concentration. The

baccalaureate degree provides the necessary foundation for continued studies in graduate school or seminary.

Modality. DCC offers the B.A. in Bible and Practical Ministries/Youth and Family Ministry on-ground at its campus in Farmers Branch, Texas. Some courses are also available online, making a hybrid program possible. DCC*Online* students engage in asynchronous learning through a course website that facilitates interaction with their instructor and classmates. For on-campus students, an online "course companion" includes a gradebook and supplementary materials.

Program Purpose and Student Learning Objectives

Purpose. The Bachelor of Arts program in Practical Ministries/Youth and Family Ministry and Bible prepares students for leadership roles supporting young people and their families in churches and other ministry settings.

Consistent with DCC's mission and institutional goals, the General Education Core, Bible Major, and Practical Ministries Major with the Youth and Family Ministry Concentration together accomplish the following student learning objectives:

General Education Core

1. Employ critical thinking across educational disciplines. *(Critical Thinking & Information Literacy)*
2. Construct and deliver effective written and oral communication. *(Communication)*
3. Articulate a biblical worldview and engage with those with a different worldview. *(Worldview)*
4. Demonstrate an understanding of historical developments, cultures, and trends. *(Historical Literacy)*

Bible Major

5. Demonstrate knowledge of the general content of the Bible.
6. Demonstrate understanding of core theological concepts.
7. Competently exegete selected biblical passages.
8. Articulate a coherent biblical view of call and work.

Practical Ministries Major

9. Demonstrate contextually-relevant ministry methodologies.
10. Express biblical and theological concepts accurately in ministry contexts.

11. Model spiritual preparedness and equipping as a servant-leader for one's calling in the church and in the world.
12. Demonstrate the ability to exegete New Testament Greek, using appropriate scholarly aids.

Required Courses. The B.A. program in Bible and Practical Ministries/Youth and Family Ministry consists of the following courses:

General Education Core (39 credits)

Introduction to DCC (choose one)	1
GENS 1111 DCC 101 (1) *(DCC college success skills for new students)*	
GENS 2111 DCC 201 (1) *(DCC culture and policies for transfer students)*	
Written and Oral Communication	
ENGL 1310 Composition I	3
ENGL 1320 Composition II	3
SPCH 2310 Speech	3
History, Humanities, and Fine Arts	
HIST 1311 World Civilization I	3
HIST 1321 World Civilization II	3
HIST 3311 History of Christianity	3
HIST 3320 American Christianity	3
PHIL 3310 Worldviews and Ethics	3
Literature Elective (choose one)	3
ENGL 2311 English Literature I (3)	
ENGL 2312 American Literature I (3)	
ENGL 2313 World Literature I (3)	
ENGL 2321 English Literature II (3)	
ENGL 2322 American Literature II (3)	
ENGL 2323 World Literature II (3)	
ENGL 2340 Literature Survey (3)	
ENGL 3311 Introduction to Shakespeare (3)	
Mathematics (choose one)	3
MATH 1310 College Algebra (3)	
MATH 1332 College Mathematics (3)	
MATH 2342 Introduction to Statistics (3)	
Natural Sciences (choose one)	4
SCIN 2310 Life Science (3) + SCIN 2110 Life Science Lab (1)	
SCIN 2410 Life Science (4)	

Social & Behavioral Sciences
PSYC 1325 Cultural Competency 3

Physical Education (choose one) 1
PHED 1112 CPR/First Aid/Physical Education (1)
PHED 111_ Team Sports (1)

Bible Major (33 credits)

BIBL 1331 New Testament Survey 3
BIBL 1332 Old Testament Survey 3
BIBL 2330 Introduction to Biblical Research 3
BIBL 4320 Senior Bible Seminar 3
THEO 2310 Themes in Biblical Theology 3

New Testament Electives (choose two) 6
BIBL 2301 Synoptic Gospels (3)
BIBL 3314 Acts (3)
BIBL 3315 Hebrews (3)
BIBL 3323 Pastoral Epistles (3)
BIBL 3324 Johannine Literature (3)
BIBL 3325 Prison Epistles (3)
BIBL 3345 Preaching the New Testament (3)
BIBL 4300 Special Topics in Bible (3)
BIBL 4307 Paul's Letters (3)
BIBL 4310 Romans (3)
BIBL 4312 Revelation (3)

Old Testament Electives (choose two) 6
BIBL 3313 Pentateuch (3)
BIBL 3322 Psalms and Wisdom Literature (3)
BIBL 3335 Preaching the Old Testament (3)
BIBL 4300 Special Topics in Bible (3)
BIBL 4306 Joshua-Esther (3)
BIBL 4309 Interpretation of the Old Testament (3)
BIBL 4315 Hebrew Prophetic Literature (3)

Theology Electives (choose two) 6
THEO 2350 Theology of Sports, Recreation, and Leisure (3)
THEO 3311 Apologetics (3)
THEO 4300 Special Topics in Theology (3)
THEO 4301 Christian Theology (3)
THEO 4305 Christian Ethics (3)

Greek (12 credits)	
GREK 2310 Greek I	3
GREK 2320 Greek II	3
BIBL 3310 Greek Exegesis I	3
BIBL 3320 Greek Exegesis II	3
Practical Ministries Major/Youth and Family Conc. (30 credits)	
MISS 3324 Missions	3
PMIN 2315 Evangelism and Discipleship	3
PMIN 2325 Biblical Preaching	3
PMIN 3305 Biblical Ministry	3
PMIN 3321 Youth Ministry	3
PMIN 3324 Urban Youth Ministry	3
PMIN 4350 Practical Ministry Internship	3
PSYC 2314 Developmental Psychology	3
PSYC 2310 Marriage and Family	3
WSHP 2312 Worship Theology and Practice	3
Open Electives (6 credits)	
Elective Courses	6
Christian Service	
CHRS 1000 Developing Christian Influence *Required for each semester a student is enrolled for 6 or more credits*	
TOTAL DEGREE CREDITS:	***120***

Bachelor of Science
Practical Ministries Major & Bible Major
Youth and Family Ministry Concentration

(on-campus, online, or hybrid)

Program Coordinator: Mark Hahlen, Ph.D.

Overview. This Bachelor of Science program with a double major in Bible and Practical Ministries includes a Youth and Family Ministry Concentration. It prepares students for leadership roles supporting young people and their families in churches and other ministry settings. The program includes a 3-credit mentored Practical Ministry Internship in which students make applications of course concepts and skills specific to the major and the concentration. The baccalaureate degree provides the necessary foundation for continued studies in graduate school or seminary.

Modality. DCC offers the B.S. in Bible and Practical Ministries/Youth and Family Ministry in three modalities: (1) on-ground at its campus in Farmers Branch, Texas; (2) fully-online; and (3) a hybrid format that combines on-campus and online studies. DCC*Online* students engage in asynchronous learning through a course website that facilitates interaction with their instructor and classmates. For on-campus students, an online "course companion" includes a gradebook and supplementary materials.

Program Purpose and Student Learning Objectives

Purpose. The B.S. program in Bible and Practical Ministries/Youth and Family Ministry prepares students for leadership roles supporting young people and their families in churches and other ministry settings.

Consistent with DCC's mission and institutional goals, the General Education Core, Bible Major, and Practical Ministries Major with the Youth and Family Ministry Concentration together accomplish the following student learning objectives:

General Education Core

1. Employ critical thinking across educational disciplines. *(Critical Thinking & Information Literacy)*
2. Construct and deliver effective written and oral communication. *(Communication)*
3. Articulate a biblical worldview and engage with those with a different worldview. *(Worldview)*
4. Demonstrate an understanding of historical developments, cultures, and trends. *(Historical Literacy)*

Bible Major

5. Demonstrate knowledge of the general content of the Bible.
6. Demonstrate understanding of core theological concepts.
7. Competently exegete selected biblical passages.
8. Articulate a coherent biblical view of call and work.

Practical Ministries Major

9. Demonstrate contextually-relevant ministry methodologies.
10. Express biblical and theological concepts accurately in ministry contexts.
11. Model spiritual preparedness and equipping as a servant leader for one's calling in the church and in the world.

Required Courses. The B.S. program in Bible and Practical Ministries/Youth and Family Ministry consists of the following courses:

General Education Core (39 credits)

Introduction to DCC (choose one)	1
GENS 1111 DCC 101 (1) *(DCC college success skills for new students)*	
GENS 2111 DCC 201 (1) *(DCC culture and policies for transfer students)*	
Written and Oral Communication	
ENGL 1310 Composition I	3
ENGL 1320 Composition II	3
SPCH 2310 Speech	3
History, Humanities, and Fine Arts	
HIST 1311 World Civilization I	3
HIST 1321 World Civilization II	3
HIST 3311 History of Christianity	3
HIST 3320 American Christianity	3
PHIL 3310 Worldviews and Ethics	3
Literature Elective (choose one)	3
ENGL 2311 English Literature I (3)	
ENGL 2312 American Literature I (3)	
ENGL 2313 World Literature I (3)	
ENGL 2321 English Literature II (3)	
ENGL 2322 American Literature II (3)	
ENGL 2323 World Literature II (3)	
ENGL 2340 Literature Survey (3)	
ENGL 3311 Introduction to Shakespeare (3)	
Mathematics (choose one)	3
MATH 1310 College Algebra (3)	
MATH 1332 College Mathematics (3)	
MATH 2342 Introduction to Statistics (3)	
Natural Sciences (choose one)	4
SCIN 2310 Life Science (3) + SCIN 2110 Life Science Lab (1)	
SCIN 2410 Life Science (4)	
Social & Behavioral Sciences	
PSYC 1325 Cultural Competency	3
Physical Education (choose one)	1
PHED 1112 CPR/First Aid/Physical Education (1)	
PHED 111_ Team Sports (1)	

Bible Major (33 credits)

BIBL 1331 New Testament Survey	3
BIBL 1332 Old Testament Survey	3
BIBL 2330 Introduction to Biblical Research	3
BIBL 4320 Senior Bible Seminar	3
THEO 2310 Themes in Biblical Theology	3
New Testament Electives (choose two)	6

BIBL 2301 Synoptic Gospels (3)
BIBL 3314 Acts (3)
BIBL 3315 Hebrews (3)
BIBL 3323 Pastoral Epistles (3)
BIBL 3324 Johannine Literature (3)
BIBL 3325 Prison Epistles (3)
BIBL 3345 Preaching the New Testament (3)
BIBL 4300 Special Topics in Bible (3)
BIBL 4307 Paul's Letters (3)
BIBL 4310 Romans (3)
BIBL 4312 Revelation (3)

Old Testament Electives (choose two) 6

BIBL 3313 Pentateuch (3)
BIBL 3322 Psalms and Wisdom Literature (3)
PMIN 3335 Preaching the Old Testament (3)
BIBL 4300 Special Topics in Bible (3)
BIBL 4306 Joshua-Esther (3)
BIBL 4309 Interpretation of the Old Testament (3)
BIBL 4315 Hebrew Prophetic Literature (3)

Theology Electives (choose two) 6

THEO 2350 Theology of Sports, Recreation, and Leisure (3)
THEO 3311 Apologetics (3)
THEO 4300 Special Topics in Theology (3)
THEO 4301 Christian Theology (3)
THEO 4305 Christian Ethics (3)

Practical Ministries Major/Youth and Family Conc. (30 credits)

MISS 3324 Missions	3
PMIN 2315 Evangelism and Discipleship	3
PMIN 2325 Biblical Preaching	3
PMIN 3305 Biblical Ministry	3
PMIN 3321 Youth Ministry	3

PMIN 3324 Urban Youth Ministry	3
PMIN 4350 Practical Ministry Internship	3
PSYC 2314 Developmental Psychology	3
PSYC 3310 Marriage and Family	3
WSHP 2312 Worship Theology and Practice	3

Open Electives (18 credits)

Elective Courses	18

Christian Service

CHRS 1000 Developing Christian Influence
Required for each semester a student is enrolled for 6 or more credits

TOTAL DEGREE CREDITS: 120

Master's Degree Program

Master of Transformative Ministry

(online)

Program Coordinator: Mark Hahlen, Ph.D.

Overview. The interdisciplinary Master of Transformative Ministry program equips students for dynamic leadership roles in churches and parachurch organizations. Under the guidance of experienced ministry professionals, students learn to partner with the Holy Spirit to transform individuals, communities, and organizations as they embrace the emerging Kingship of God. Course and project options allow students to explore personal interests, applying course insights to their own ministry contexts. The program is designed for men and women entering Christian leadership as a second career, experienced pastors who desire to upgrade their knowledge, skills, and dispositions, and young ministers seeking a deeper foundation for effective Kingdom work.

Modality. Dallas Christian College offers the Master of Transformative Ministry degree (MTM) in DCC*Online* format. Online students engage in asynchronous learning through a course website that facilitates interaction with their instructor and classmates.

For the MTM program, the academic year consists of three 16-week "terms" (Spring, Fall, and Summer), each of which includes two 8-week "sessions." Students complete the program in two years by taking one course per session year-round, with an extended break at Christmas and Spring Break. For graduate

students, one course per 8-week session, or two courses per 16-week term, constitutes "full-time" status.

Each session-long MTM course lasts 8 weeks. Online course "weeks" always begin on Monday and end on Sunday. At the beginning of each session, online course sites open on the Friday prior to the course start on Monday. During that first week of each graduate session, formal learning activities do not begin until Thursday. Faculty use Monday through Wednesday to orient new students to the program. Returning students use the time to log onto the course website, introduce themselves to their instructor and fellow learners, review course syllabi, secure required textbooks, participate in course orientations, and get a head start on initial assignments.

The first MTM course, THEO 5310 The Emerging Kingship of God, is offered every session year-round. It provides a biblical and theological framework for the entire Master of Transformative Ministry program. All other MTM courses are offered in a rotating "carousel" system.

The MTM program operates on a "continuous enrollment" model in which new students may start the program at the beginning of any 8-week session. New students always complete THEO 5310 in their first session. They then join other students in the rotation and complete the full circuit leading to graduation.

MTM students are never required to come to campus or be online at the same time. This flexibility enables working adults to complete their graduate studies at the times of the week most convenient for them while also meeting their job and family responsibilities. It takes the average student about 14 hours per week to complete MTM course assignments. Students are strongly urged to build into their schedules regular study times throughout the week rather than trying to complete all their weekly assignments at the last minute. For example, devoting two hours per day to the MTM program enables students to log into the course site early in the week to review assignments and register their attendance, return mid-week to participate in discussion boards or other interactive learning experiences, and complete all their weekly assignments by the 11:59 deadline on Sunday evening.

Program Purpose, Goals, and Student Learning Objectives

Purpose. The Master of Transformative Ministry program equips students for strategic leadership roles in churches and organizations that embrace the emerging Kingship of God within shifting cultures.

Goal 1: Ground students in a ***theology of transformation*** that proclaims the emerging Kingship of God.

Objective 1.1: Students summarize the biblical metanarrative and Christians' role in it.

Objective 1.2: Students explain the concepts of the "emerging" Kingship of God (realized eschatology) and *Missio Dei* (mission of God) and their relevance for the Church and the world.

Objective 1.3: Students perceive the redemptive movement of God's Spirit in large and small manifestations of His Kingship in the past, present, and future.

Objective 1.4: Students describe biblical and historical examples of the missional Church engaged in holistic ministry and transformative social action that embody God's Kingship.

*Objective 1.*5: Students apply sound principles, methods, and strategies that facilitate transformative experiences with God's written Word.

Objective 1.6: Students articulate a personal philosophy of ministry rooted in the Christian Scriptures and the *Missio Dei.*

Goal 2: Equip students to experience and promote ***personal and relational transformation*** through Christ-centered spiritual formation.

Objective 2.1: Students engage classic literature and exercise spiritual disciplines that promote spiritual formation—that is, being with Christ, becoming like Christ, and participating in the work of Christ.

Objective 2.2: Students develop and implement a "care for the caregiver" plan that promotes resilience and longevity of service for Christian leaders and their families.

Objective 2.3: Students integrate psychological principles, tools, and techniques in their ministries to help individuals, families, and communities overcome psychological and emotional challenges, leading to improved mental health, improved relationships, and overall well-being.

*Objective 2.*4: Students develop and articulate a biblical concept of holistic spiritual formation.

Goal 3: Equip students to promote ***community transformation*** by meeting physical, emotional, relational, and spiritual needs.

Objective 3.1: Students promote the Kingship of God through biblically-grounded, contextually appropriate communication.

*Objective 3.*2: Students critically evaluate contemporary worldviews and cultures from a Christian perspective as they develop and implement redemptive ministry strategies.

Objective 3.3: Students demonstrate "cultural agility" by articulating the key elements of a "culture," analyzing the culture of a given community, and forming ministry strategies appropriate for the cultural context.

Objective 3.4: Students analyze and evaluate contemporary models of holistic ministry employed by "missional" churches and parachurch organizations.

Goal 4: Equip students to effect ***organizational transformation*** through Kingdom-oriented planning, innovative leadership, and effective management.

Objective 4.1: Students analyze and assess organizational, local, regional, and global Market Viability Index (MVI) trends that shape the future of organizations, the Church, and the world.

Objective 4.2: Students critically assess organizational behaviors as well as an organization's adaptability and willingness to change using industry-standard tools.

Objective 4.3: Students develop strategic plans that address organizational adaptability and success measurements through case studies.

Objective 4.4: Students practice essential leadership functions that prepare churches and organizations for transformation, including analyzing organizational culture, vision casting, renewing the organizational life cycle, strategic planning, and change management.

Goal 5: The Master of Transformative Ministry (MTM) program also develops habits of ***lifelong learning*** that fuel long and productive careers in ministry and service. Throughout the program, students critically engage thought leaders in key areas of ministry leadership as they research issues and formulate practical, contextualized approaches to ministry challenges.

Required Courses. The Master of Transformative Ministry degree program consists of the following courses:

Theology of Transformation	
THEO 5310 The Emerging Kingship of God	3
THEO 5330 The Church as God's Agent of Transformation	3
BIBL 5315 Transformative Engagement with Scripture	3
Personal & Relational Transformation	
PMIN 5330 Holistic Spiritual Formation	3
LEAD 5310 Resilience in the Leader	3
PSYC 5315 Psychological Tools for Transformative Ministry	3
Community Transformation	
PMIN 5320 Transformative Communication	3
THEO 5320 Reading and Redeeming Culture	3
PSYC 5310 Culturally Competent Ministry	3
PMIN 5310 Contemporary Models for Holistic Ministry	3
Organizational Transformation	
LEAD 5320 Strategic Planning and Change Management	3
LEAD 5315 Organizational Innovation & Change	3
TOTAL DEGREE CREDITS:	***36***

Minors

Policy on Minors. Students pursuing a DCC baccalaureate degree have the *option* of adding a minor(s) to that degree beyond the normal program requirements. A "minor" is a shorter series of courses focusing on a particular field or discipline. At DCC, a minor includes a minimum of 18 credits, at least half of which must be taken in the Upper Division (3000- and 4000-level courses). A maximum of six credits may be counted toward both a minor *and* any core area of the student's baccalaureate degree plan. For the full policy regarding "Majors and Minors," see the section of this catalog focusing on "Introduction to Academics."

Departmental Minor. DCC's Bible and Ministry Department offers the following minors:

Bible Minor (18 credits)

The Bible Minor includes the following required courses:

BIBL 1331 New Testament Survey (3)
BIBL 1332 Old Testament Survey (3)
*BIBL 3301 Introduction to Biblical Research (3)
PHIL 3310 Worldviews and Ethics (3)
*THEO 3310 Themes in Biblical Theology (3)

Upper Division Bible Elective (choose one)
BIBL 3313 Pentateuch (3)
BIBL 3314 Acts (3)
BIBL 3315 Hebrews (3)
BIBL 3322 Psalms and Wisdom Literature (3)
BIBL 3323 Pastoral Epistles (3)
BIBL 3324 Johannine Literature (3)
BIBL 3325 Prison Epistles (3)
BIBL 4300 Special Topics in Bible (3)
BIBL 4306 Joshua-Esther (3)
BIBL 4307 Paul's Letters (3)
BIBL 4309 Interpretation of the Old Testament (3)
BIBL 4310 Romans (3)
BIBL 4312 Revelation (3)
BIBL 4315 Hebrew Prophetic Literature (3)

*Must be completed in the Upper Division (3000-level)

Biblical Languages Minor (18 credits)

The Biblical Languages Minor includes the following required courses:

Greek Language (12 credits)
GREK 2310 Greek I (3)
GREK 2320 Greek II (3)
BIBL 3310 Greek Exegesis I (3)
BIBL 3320 Greek Exegesis II (3)

Hebrew Language (6 credits)
HEBR 3310 Hebrew I (3)
HEBR 3320 Hebrew II (3)

Ministry Studies Minor (18 credits)

The Ministry Studies Minor includes the following required courses:

PMIN 2315 Evangelism and Discipleship (3)
PMIN 3305 Biblical Ministry (3)

Ministry Studies Electives (choose two)
MISS 3324 Missions (3)
PMIN 2325 Biblical Preaching (3)
WSHP 2312 Worship Theology and Practice (3)

Ministry Electives (choose two)
PMIN 2321 Introduction to Conflict Management (3)
PMIN 3304 Current Issues in Ministry (3)
PMIN 4300 Special Topics in Practical Ministries (3)
PMIN 4312 Church Growth (3)
PSYC 3310 Marriage and Family (3)
PSYC 3321 Pastoral Counseling (3)

Missions Minor (18 credits)

The Missions Minor includes the following required courses:

MISS 3324 Missions (3)
PMIN 3316 Cross-Cultural Communication (3)
RELI 1304 World Religions (3)

Missions Electives (choose three)
MISS 3323 Cults and the Occult (3)
MISS 4300 Special Topics in Missiology (3)
MISS 4325 Cross-Cultural Missions (3)
PMIN 2321 Introduction to Conflict Management (3)
PMIN 3324 Urban Youth Ministry (3)
PMIN 4312 Church Growth (3)

Preaching Ministry Minor (18 credits)*

The Preaching Ministry Minor includes the following required courses:

PMIN 3316 Cross-Cultural Communication (3)
PMIN 3335 Preaching the Old Testament (3)
PMIN 3345 Preaching the New Testament (3)
PMIN 4300 Special Topics in Practical Ministries (3)

Ministry Electives (choose two)
PMIN 2321 Introduction to Conflict Management (3)
PMIN 3304 Current Issues in Ministry (3)
PMIN 4300 Special Topics in Practical Ministries (3)
PMIN 4312 Church Growth (3)
PSYC 3310 Marriage and Family (3)
PSYC 3321 Pastoral Counseling (3)

**Most courses require PMIN 2325 Introduction to Biblical Preaching as a prerequisite.*

Youth and Family Ministry Minor *(18 credits)*

The Youth and Family Ministry Minor includes the following required courses:

PMIN 3321 Youth Ministry (3)
PMIN 3325 Urban Youth Ministry (3)
PSYC 2314 Developmental Psychology (3)
PSYC 3310 Marriage and Family (3)

Youth and Family Electives *(choose two)*

MISS 3323 Cults and the Occult (3)
PMIN 2321 Introduction to Conflict Management (3)
PMIN 3304 Current Issues in Ministry (3)
PMIN 3313 Small Group Ministry (3)
PMIN 3335 Preaching the Old Testament (3)
PMIN 3345 Preaching the New Testament (3)
PMIN 4300 Special Topics in Practical Ministries (3)
PMIN 4312 Church Growth (3)

Practicum

Compass Ministry Practicum

(offered entirely on the campus of Compass Christian Church)

Program Director: Lori Murillo, M.Ed.

The COMPASS.CHURCH (www.compass.church) hosts DCC's Compass Ministry Practicum, a mentored discipleship and leadership training experience under the supervision of DCC instructors and Compass staff. This program is also known as the Compass Academy (www.compass.academy).

The practicum includes introductory studies in biblically-grounded ministry, 3-5 hours per week of hands-on service, and ongoing coaching by staff supervisors and the practicum facilitator. Students immediately apply the knowledge, skills, and dispositions they gain in the context of one of the most vibrant, growing, innovative churches in the Dallas/Fort Worth area.

Practicum Courses. The Compass Ministry Practicum consists of eight 7-week, primarily online courses. Each includes one live meeting, on-ground ministry team projects at the Compass Church, and personal mentoring based on student goals.

For degree-seeking students, Dr. Mark Hahlen, the DCC Bible and Ministry Department Chair, has agreed to accept the Compass Ministry Practicum in fulfillment of Ministry Internship requirements. To discuss other possible degree applications, email him at DCC (m.hahlen@dallas.edu).

BIBL 2101 Bible Basics (1 credit)
This course is designed to teach students the fundamentals of the Bible's structure and the rationale behind the authority and reliability of the Bible as God's inspired word to people. It will also explore how the Bible can be used in the character development of leaders' personal lives.

BIBL 2105 Understanding the Old and New Testaments (1 credit)
This course is an overview of the historical framework, structure, metanarratives, and interpretation issues associated with the Old and New Testament. Special consideration will be given to current applications of Old and New Testament teaching, as well as addressing some of the more difficult issues for the modern Christian.

BIBL 2104 Bible Application in Ministry (1 credit)
This course focuses on how ministry leaders can use and apply the Bible to sustain themselves and those the leader oversees. Students will complete a major project incorporating multiple aspects of learning. The student will provide evidence of leadership competency and growth over the previous two-years.

BIBL 2110 Biblical Study and Application (1 credit)
This course is designed to equip students with skills and tools to study the Bible effectively. They includes basic hermeneutics, inductive methods, exegetical processes, study principles, and procedures for reliable text exposition. The emphasis of this course is for students to learn how to study, interpret, and apply the Scriptures to life properly. As burgeoning Compass leaders, students are expected to develop a passion and discipline for studying the Word of God. After this course, students will evidence understanding of Scripture in several key theological areas (The Trinity, Salvation, Faith, Grace, Sanctification, Sacraments, Eternal Life, Community, and Discipleship). Students must also develop competency in communicating this foundational understanding to others.

MINL 1101 Church Leadership Model: The Compass Way (1 credit)
This course introduces students to Compass Church origins, values, and important ministries. It is designed to introduce students to the Compass model of leadership. Various leaders at Compass Church, including the Senior Pastor, Executive Pastors, Campus Pastors, and Elders share their experience and expertise regarding serving at Compass and navigating people to God. The course gives students a well-rounded overview of Compass Church and its primary leadership philosophy and practice.

MINL 2102 Self-Leadership (1 credit)
This course covers the nature of leadership, leadership skills including priorities, goal formation, follow through, and time management. Students will learn about biblical

leadership concepts around influence, authority, and generosity, as well the pitfalls of leadership and common leadership errors. This course helps the student focus on the soul of leadership, spiritual components of leadership, and personal responsibilities and disciplines as a leader.

MINL 2103 Pastoral Leadership (1 credit)
This course covers pastoral leadership. Topics include Jesus' teachings on pastoring, the five-fold ministry, spiritual gifts, Paul's first missionary journey, historic revivals, and current practices. Students will be equipped with sound teaching on the biblical nature of pastoring. The student will also be given practical tools on how to endure as a pastor, how to set boundaries, and the basics of pastoral care. Subjects such as bearing fruits and ordination will also be discussed. This course gives exposure to Compass Church pastors and helps the student focus on developing a distinct understanding of pastoral leadership, pastoral responsibilities, and intentional growth as applied at Compass.

MINL 2104 Team Leadership (1 credit)
This course focuses on the role of teams in the Body of Christ. Students will examine the role and example of teams within the Old and New Testament. Students will also be exposed to the key skills/aspects of effective team leadership and development of leaders. Innovation and alignment will be discussed within the Compass Church framework. In this course, students will learn vision, strategy, change within an organization, the importance of timing, building trust, recruiting, and best practices at Compass. It is the expectation that the student's team-leading IQ will develop as a result of studying this material. Students are expected to observe and apply effective team leading principles where possible within their area of service at Compass.

Application and Admission. Students may enroll in the practicum on a for-credit or non-credit, non-degree or degree-seeking basis.

All students must apply to and be approved by the Compass Academy, which screens those given access to church facilities and personnel at its four sites. For more information, contact the Academy by email (academy@compass.church) or telephone (817-906-1478).

For-credit, non-degree-seeking students must also submit a simple, one-page online application form (https://www.cognitoforms.com/DallasChristianCollege1/CompassAcademyThroughDCC). Compass Practicum courses will appear on the student's Dallas Christian College transcript.

For-credit, degree-seeking students must complete the normal DCC admissions process (www.dallas.edu/admissions). Compass Ministry Practicum courses can fulfil degree requirements and will appear on the student's Dallas Christian College transcript. Degree-seeking students may also qualify for federal, state, and DCC institutional financial aid. Contact an admission counselor for details.

Costs. Participants pay a $200 fee for each Compass Ministry Practicum course to help cover related expenses at the church. Students make payments directly to the Compass Academy (www.compass.academy).

Dallas Christian College charges *no additional tuition or fees for the eight practicum courses*.

***OPTIONAL* Logos Bible Study Software.** Practicum students enrolled at DCC qualify for large discounts on powerful Logos® Bible Software, including the ABHE Essential Library recommended by the Association for Biblical Higher Education (https://www.logos.com). Logos gives students access to hundreds of thousands of interconnected books and other resources for preaching and ministry. Students typically make four payments of $80 to Dallas Christian College. For more information, contact Mr. Jason Smith, Library and Educational Resources Coordinator (library@dallas.edu).

Business & Leadership Department

Department Chair: Larry Thompson, Ph.D.

Academic Programs

The Business & Leadership Department oversees the following academic programs and program components. Degree Completion Programs include a professional major in Business plus a Bible Minor. All other baccalaureate programs include a double major—that is, a Bible Major plus a second professional major in Business.

Business & Leadership Dept	**MODALITIES**			***Degree Completion Program (DCP)**	**NOTES**
Chair: Larry Thompson, Ph.D. (lthompson@dallas.edu)	**Fully On-Campus**	**Fully Online**	**On-Campus/ Online Mix**		
Associate Degree Program					
• AAS Business	✓	✓	✓		
Baccalaureate Degree Programs					
• BS Business & Bible with: ➢ *Business Admin & Ethics Conc.*	✓	✓	✓		
➢ *Leadership Concentration*	✓	✓	✓		
➢ *Sports Management Concentration*	✓	✓	✓		
• BS Business with: ➢ *No Concentration*	✓	✓	✓	✓	
➢ *Sports Management Concentration*	✓	✓	✓		
Master's Degree Program					
• Master of Transformational Leadership		✓			
Minors					
➢ Business Minor	✓	✓	✓		
➢ Leadership Minor	✓	✓	✓		

***Degree Completion Programs:** Students who transfer 45+ credits to DCC with a 2.25+ cumulative grade point average (GPA) may elect to enter an online baccalaureate "degree completion program" (DCP). These programs speed students toward graduation by (1) requiring a Bible Minor rather than a full Bible Major, and (2) applying more transfer courses to the degree as Open Electives. *In accordance*

with ABHE accreditation standards, students who enter DCC with fewer than 45 credits may not shift to a DCP after completing more credits.

Associate Degree Program

Associate of Applied Science in Business

(on-campus, online, or hybrid)

Program Coordinator: Larry Thompson, Ph.D.

Overview. DCC's Associate of Applied Science in Business equips students with business and administrative skills while also providing a solid biblical foundation for Christian influence in the workplace. The associate degree prepares students for further studies at the baccalaureate level.

Modality. Dallas Christian College offers the A.A.S. in Business in three modalities: (1) on-ground at its campus in Farmers Branch, Texas; (2) fully-online; and (3) a hybrid format that combines on-campus and online studies. DCC*Online* students engage in asynchronous learning through a course website that facilitates interaction with their instructor and classmates. For on-campus students, an online "course companion" includes a gradebook and supplementary materials.

Program Purpose and Student Learning Objectives

Purpose. The Associate of Applied Science program in Business equips students with business and administrative skills while also providing a solid biblical foundation for Christian influence in the workplace.

Consistent with DCC's mission and institutional goals, the General Education Core, Bible Core, and Business studies together accomplish the following student learning objectives:

General Education Core

1. Employ critical thinking across educational disciplines. (Critical Thinking & Information Literacy)
2. Construct and deliver effective written and oral communication. (Communication)
3. Articulate a biblical worldview and engage with those with a different worldview. (Worldview)
4. Demonstrate an understanding of historical developments, cultures, and trends. *(Historical Literacy)*

Bible Core

5. Demonstrate knowledge of the general content of the Bible.
6. Demonstrate understanding of core theological concepts.
7. Competently exegete selected biblical passages.
8. Articulate a coherent biblical view of call and work.

Business Studies

9. Know the core content of management.
10. Communicate effectively in a business context using technology.
11. Demonstrate the ability to write a report that shows a complete understanding of the special topic, reflects the impact on the responsibilities of the Human Resources department, and indicates the importance of Christian ethics with its impact of the topic.

Required Courses. The Associate of Applied Science program in Business consists of the following courses:

General Education Core (28 credits)

Introduction to DCC (choose one)	1
GENS 1111 DCC 101 (1) *(DCC college success skills for new students)*	
GENS 2111 DCC 201 (1) *(DCC culture and policies for transfer students)*	
Written and Oral Communication	
ENGL 1310 Composition I	3
ENGL 1320 Composition II	3
MGMT 2320 Management Communications	3
History, Humanities, and Fine Arts	
HIST 1311 World Civilization I	3
HIST 1321 World Civilization II	3
PHIL 3310 Worldviews and Ethics	3
Mathematics (choose one)	3
MATH 1310 College Algebra (3)	
MATH 1332 College Mathematics (3)	
MATH 2342 Introduction to Statistics (3)	
Social & Behavioral Sciences	
ECON 2301 Macroeconomics	3
PSYC 1325 Cultural Competency	3

Bible Core (12 credits)

BIBL 1331 New Testament Survey	3

BIBL 1332 Old Testament Survey	3
BIBL 2330 Introduction to Biblical Research	3
THEO 2310 Themes in Biblical Theology	3
Business Studies (15 credits)	
BUAD 2310 Principles of Business Management	3
BUAD 3305 Principles of Marketing	3
BUAD 3325 Human Resource Management	3
BUSI 1307 Personal Finance	3
Leadership Elective	3
BUAD 1301 Introduction to Leadership (3)	
BUAD 1315 Leadership and Change (3)	
BUAD 2311 Leadership Styles (3)	
Open Electives (6 credits)	
Elective Courses	6
Christian Service	
CHRS 1000 Developing Christian Influence	
Required for each semester a student is enrolled for 6 or more credits	
TOTAL DEGREE CREDITS:	***61***

Baccalaureate Degree Programs

Bachelor of Science
Business Major & Bible Major
Business Administration and Ethics Concentration

(on-campus, online, or hybrid)

Program Coordinator: Larry Thompson, Ph.D.

Overview. The Bachelor of Science program with a double major in Bible and Business with a Business Administration and Ethics Concentration equips students with business and administrative skills while also providing a solid biblical foundation for Christian influence in the workplace. The program includes a 3-credit mentored Business Internship in which students apply course content to practical experience specific to the major and concentration. The baccalaureate degree provides the necessary foundation for continued studies in graduate school.

Modality. Dallas Christian College offers the B.S. in Bible and Business in three modalities: (1) on-ground at its campus in Farmers Branch, Texas; (2) fully-online;

and (3) a hybrid format that combines on-campus and online studies. DCC*Online* students engage in asynchronous learning through a course website that facilitates interaction with their instructor and classmates. For on-campus students, an online "course companion" includes a gradebook and supplementary materials.

Program Purpose and Student Learning Objectives

Purpose. The B.S. program with a double major in Bible and Business equips students with business and administrative skills while also providing a solid biblical foundation for Christian influence in the workplace.

Consistent with DCC's mission and institutional goals, the General Education Core, Bible Core, and Business Major together accomplish the following student learning objectives:

General Education Core

1. Employ critical thinking across educational disciplines. (Critical Thinking & Information Literacy)
2. Construct and deliver effective written and oral communication. (Communication)
3. Articulate a biblical worldview and engage with those with a different worldview. (Worldview)
4. Demonstrate an understanding of historical developments, cultures, and trends. *(Historical Literacy)*

Bible Core

5. Demonstrate knowledge of the general content of the Bible.
6. Demonstrate understanding of core theological concepts.
7. Competently exegete selected biblical passages.
8. Articulate a coherent biblical view of call and work.

Business Major

9. Know the core content in the functional areas of Accounting, Marketing, and Management.
10. Communicate effectively in a business context using technology.
11. Demonstrate the ability to analyze organizational viability and potential actions, as well as integrate Christ-centered business practices.
12. Develop both personally and in self-awareness.

Required Courses. The B.S. program with a double major in Bible and Business/ Business Administration and Ethics consists of the following courses:

General Education Core (42 credits)

Introduction to DCC (choose one)	1
GENS 1111 DCC 101 (1) *(DCC college success skills for new students)*	
GENS 2111 DCC 201 (1) *(DCC culture and policies for transfer students)*	
Written and Oral Communication	
ENGL 1310 Composition I	3
ENGL 1320 Composition II	3
MGMT 2320 Management Communications	3
History, Humanities, and Fine Arts	
HIST 1311 World Civilization I	3
HIST 1321 World Civilization II	3
HIST 3320 American Christianity	3
PHIL 3310 Worldviews and Ethics	3
Literature Elective (choose one)	3
ENGL 2311 English Literature I (3)	
ENGL 2312 American Literature I (3)	
ENGL 2313 World Literature I (3)	
ENGL 2321 English Literature II (3)	
ENGL 2322 American Literature II (3)	
ENGL 2323 World Literature II (3)	
ENGL 2340 Literature Survey (3)	
ENGL 3311 Introduction to Shakespeare (3)	
Mathematics (choose one)	3
MATH 1310 College Algebra (3)	
MATH 1332 College Mathematics (3)	
MATH 2342 Introduction to Statistics (3)	
Natural Sciences (choose one)	4
SCIN 2310 Life Science (3) + SCIN 2110 Life Science Lab (1)	
SCIN 2410 Life Science (4)	
Social & Behavioral Sciences	
BUSI 1307 Personal Finance	3
ECON 2301 Macroeconomics	3
PSYC 1325 Cultural Competency	3
Physical Education (choose one)	1
PHED 1112 CPR/First Aid/Physical Education (1)	
PHED 111_ Team Sports (1)	

Bible Major (30 credits)

BIBL 1331 New Testament Survey	3
BIBL 1332 Old Testament Survey	3
BIBL 2330 Introduction to Biblical Research	3
BIBL 4320 Senior Bible Seminar	3
THEO 2310 Themes in Biblical Theology	3
THEO 4305 Christian Ethics	3
New Testament Elective (choose one)	3
BIBL 2301 Synoptic Gospels (3)	
BIBL 3314 Acts (3)	
BIBL 3315 Hebrews (3)	
BIBL 3323 Pastoral Epistles (3)	
BIBL 3324 Johannine Literature (3)	
BIBL 3325 Prison Epistles (3)	
BIBL 3345 Preaching the New Testament (3)	
BIBL 4300 Special Topics in Bible (3)	
BIBL 4307 Paul's Letters (3)	
BIBL 4310 Romans (3)	
BIBL 4312 Revelation (3)	
Old Testament Elective (choose one)	3
BIBL 3313 Pentateuch (3)	
BIBL 3322 Psalms and Wisdom Literature (3)	
BIBL 3335 Preaching the Old Testament (3)	
BIBL 4300 Special Topics in Bible (3)	
BIBL 4306 Joshua-Esther (3)	
BIBL 4309 Interpretation of the Old Testament (3)	
BIBL 4315 Hebrew Prophetic Literature (3)	
Bible/Theology Electives (choose two)	6
BIBL 2301 Synoptic Gospels (3)	
BIBL 3313 Pentateuch (3)	
BIBL 3314 Acts (3)	
BIBL 3315 Hebrews (3)	
BIBL 3322 Psalms and Wisdom Literature (3)	
BIBL 3323 Pastoral Epistles (3)	
BIBL 3324 Johannine Literature (3)	
BIBL 3325 Prison Epistles (3)	
BIBL 3335 Preaching the Old Testament (3)	
BIBL 3345 Preaching the New Testament (3)	
BIBL 4300 Special Topics in Bible (3)	

BIBL 4306 Joshua-Esther (3)
BIBL 4307 Paul's Letters (3)
BIBL 4309 Interpretation of the Old Testament (3)
BIBL 4310 Romans (3)
BIBL 4312 Revelation (3)
BIBL 4315 Hebrew Prophetic Literature (3)
THEO 2350 Theology of Sports, Recreation, and Leisure (3)
THEO 3311 Apologetics (3)
THEO 4300 Special Topics in Theology (3)
THEO 4301 Christian Theology (3)

Business Major/Business Administration and Ethics (36 credits)

ACCT 2301 Accounting I	3
ACCT 2302 Accounting II	3
ACCT 3301 Accounting for Managers	3
BUAD 1301 Introduction to Leadership	3
BUAD 2310 Principles of Business Management	3
BUAD 3305 Principles of Marketing	3
BUAD 3309 Leadership and Ethics	3
BUAD 3325 Human Resource Management	3
BUAD 4303 Business Legal Environment	3
BUAD 4350 Business Internship	3
MGMT 4304 Organizational Behavior and Responsibility	3
MGMT 4308 Strategic Management	3

Open Electives (12 credits)

Elective Courses	12

Christian Service

CHRS 1000 Developing Christian Influence
Required for each semester a student is enrolled for 6 or more credits

TOTAL DEGREE CREDITS: 120

Bachelor of Science
Business Major & Bible Major
Leadership Concentration

(on-campus, online, or hybrid)

Program Coordinator: Larry Thompson, Ph.D.

Overview. The Bachelor of Science program with a double major in Bible and Business with a Leadership Concentration equips students with business and administrative skills while also providing a solid biblical foundation for Christian influence in the workplace. The program includes a 3-credit mentored Business Internship in which students apply course content to practical experience specific to the major and concentration. The baccalaureate degree provides the necessary foundation for continued studies in graduate school.

Modality. Dallas Christian College offers the B.S. in Bible and Business/Leadership in three modalities: (1) on-ground at its campus in Farmers Branch, Texas; (2) fully-online; and (3) a hybrid format that combines on-campus and online studies. DCC*Online* students engage in asynchronous learning through a course website that facilitates interaction with their instructor and classmates. For on-campus students, an online "course companion" includes a gradebook and supplementary materials.

Program Purpose and Student Learning Objectives

Purpose. The B.S. program with a double major in Bible and Business/Leadership equips students with business and administrative skills while also providing a solid biblical foundation for Christian influence in the workplace.

Consistent with DCC's mission and institutional goals, the General Education Core, Bible Core, and Business Major together accomplish the following student learning objectives:

General Education Core

1. Employ critical thinking across educational disciplines. (Critical Thinking & Information Literacy)
2. Construct and deliver effective written and oral communication. (Communication)
3. Articulate a biblical worldview and engage with those with a different worldview. (Worldview)

4. Demonstrate an understanding of historical developments, cultures, and trends. *(Historical Literacy)*

Bible Core

5. Demonstrate knowledge of the general content of the Bible.
6. Demonstrate understanding of core theological concepts.
7. Competently exegete selected biblical passages.
8. Articulate a coherent biblical view of call and work.

Business Major

9. Know the core content in the functional areas of Accounting, Marketing, and Management.
10. Communicate effectively in a business context using technology.
11. Demonstrate the ability to analyze organizational viability and potential actions, as well as integrate Christ-centered business practices.
12. Develop both personally and in self-awareness.

Required Courses. The B.S. program with a double major in Bible and Business with a Leadership Concentration consists of the following courses:

General Education Core (42 credits)

Introduction to DCC (choose one)	1
GENS 1111 DCC 101 (1) *(DCC college success skills for new students)*	
GENS 2111 DCC 201 (1) *(DCC culture and policies for transfer students)*	
Written and Oral Communication	
ENGL 1310 Composition I	3
ENGL 1320 Composition II	3
MGMT 2320 Management Communications	3
History, Humanities, and Fine Arts	
HIST 1311 World Civilization I	3
HIST 1321 World Civilization II	3
HIST 3320 American Christianity	3
PHIL 3310 Worldviews and Ethics	3
Literature Elective (choose one)	3
ENGL 2311 English Literature I (3)	
ENGL 2312 American Literature I (3)	
ENGL 2313 World Literature I (3)	
ENGL 2321 English Literature II (3)	

ENGL 2322 American Literature II (3)
ENGL 2323 World Literature II (3)
ENGL 2340 Literature Survey (3)
ENGL 3311 Introduction to Shakespeare (3)

Mathematics (choose one) 3
MATH 1310 College Algebra (3)
MATH 1332 College Mathematics (3)
MATH 2342 Introduction to Statistics (3)

Natural Sciences (choose one) 4
SCIN 2310 Life Science (3) + SCIN 2110 Life Science Lab (1)
SCIN 2410 Life Science (4)

Social & Behavioral Sciences
BUSI 1307 Personal Finance 3
ECON 2301 Macroeconomics 3
PSYC 1325 Cultural Competency 3

Physical Education (choose one) 1
PHED 1112 CPR/First Aid/Physical Education (1)
PHED 111_ Team Sports (1)

Bible Major (30 credits)

BIBL 1331 New Testament Survey 3
BIBL 1332 Old Testament Survey 3
BIBL 2330 Introduction to Biblical Research 3
BIBL 4320 Senior Bible Seminar 3
THEO 2310 Themes in Biblical Theology 3
THEO 4305 Christian Ethics 3

New Testament Elective (choose one) 3
BIBL 2301 Synoptic Gospels (3)
BIBL 3314 Acts (3)
BIBL 3315 Hebrews (3)
BIBL 3323 Pastoral Epistles (3)
BIBL 3324 Johannine Literature (3)
BIBL 3325 Prison Epistles (3)
BIBL 3345 Preaching the New Testament (3)
BIBL 4300 Special Topics in Bible (3)
BIBL 4307 Paul's Letters (3)
BIBL 4310 Romans (3)
BIBL 4312 Revelation (3)

Old Testament Elective (choose one) 3
BIBL 3313 Pentateuch (3)
BIBL 3322 Psalms and Wisdom Literature (3)
BIBL 3335 Preaching the Old Testament (3)
BIBL 4300 Special Topics in Bible (3)
BIBL 4306 Joshua-Esther (3)
BIBL 4309 Interpretation of the Old Testament (3)
BIBL 4315 Hebrew Prophetic Literature (3)

Bible/Theology Electives (choose two) 6
BIBL 2301 Synoptic Gospels (3)
BIBL 3313 Pentateuch (3)
BIBL 3314 Acts (3)
BIBL 3315 Hebrews (3)
BIBL 3322 Psalms and Wisdom Literature (3)
BIBL 3323 Pastoral Epistles (3)
BIBL 3324 Johannine Literature (3)
BIBL 3325 Prison Epistles (3)
BIBL 3335 Preaching the Old Testament (3)
BIBL 3345 Preaching the New Testament (3)
BIBL 4300 Special Topics in Bible (3)
BIBL 4306 Joshua-Esther (3)
BIBL 4307 Paul's Letters (3)
BIBL 4309 Interpretation of the Old Testament (3)
BIBL 4310 Romans (3)
BIBL 4312 Revelation (3)
BIBL 4315 Hebrew Prophetic Literature (3)
THEO 2350 Theology of Sports, Recreation, and Leisure (3)
THEO 3311 Apologetics (3)
THEO 4300 Special Topics in Theology (3)
THEO 4301 Christian Theology (3)

Business Major with Leadership Concentration (36 credits)

ACCT 2301 Accounting I 3
ACCT 2302 Accounting II 3
BUAD 1301 Introduction to Leadership 3
BUAD 2310 Principles of Business Management 3
BUAD 2311 Leadership Styles 3
BUAD 3306 Servant Leadership 3
BUAD 3309 Leadership and Ethics 3
BUAD 3317 Transformational Leadership 3

BUAD 4317 Applied Leadership	3
BUAD 4350 Business Internship	3
MGMT 4304 Organizational Behavior and Responsibility	3
MGMT 4308 Strategic Management	3
Open Electives (12 credits)	
Elective Courses	12
Christian Service	
CHRS 1000 Developing Christian Influence	
Required for each semester a student is enrolled for 6 or more credits	
TOTAL DEGREE CREDITS:	***120***

Bachelor of Science
Business Major & Bible Major
Sports Management Concentration

(on-campus, online, or hybrid)

Program Coordinator: Larry Thompson, Ph.D.

Overview. The Bachelor of Science program with a double major in Bible and Business with a Sports Management Concentration equips students with business and administrative skills while also providing a solid biblical foundation for Christian influence in the workplace. The program includes a 3-credit mentored Business Internship in which students apply course content to practical experience specific to the major and concentration. The baccalaureate degree provides the necessary foundation for continued studies in graduate school.

Modality. Dallas Christian College offers the B.S. in Bible and Business/Sports Management in three modalities: (1) on-ground at its campus in Farmers Branch, Texas; (2) fully-online; and (3) a hybrid format that combines on-campus and online studies. DCC*Online* students engage in asynchronous learning through a course website that facilitates interaction with their instructor and classmates. For on-campus students, an online "course companion" includes a gradebook and supplementary materials.

Program Purpose and Student Learning Objectives

Purpose. The Bachelor of Science program with a double major in Bible and Business/Sports Management equips students with business and administrative skills while also providing a solid biblical foundation for Christian influence in the workplace.

Consistent with DCC's mission and institutional goals, the General Education Core, Bible Core, and Business Major together accomplish the following student learning objectives:

General Education Core

1. Employ critical thinking across educational disciplines. (Critical Thinking & Information Literacy)
2. Construct and deliver effective written and oral communication. (Communication)
3. Articulate a biblical worldview and engage with those with a different worldview. (Worldview)
4. Demonstrate an understanding of historical developments, cultures, and trends. *(Historical Literacy)*

Bible Core

5. Demonstrate knowledge of the general content of the Bible.
6. Demonstrate understanding of core theological concepts.
7. Competently exegete selected biblical passages.
8. Articulate a coherent biblical view of call and work.

Business Major

9. Know the core content in the functional areas of Accounting, Marketing, and Management.
10. Communicate effectively in a business context using technology.
11. Demonstrate the ability to analyze organizational viability and potential actions, as well as integrate Christ-centered business practices.
12. Develop both personally and in self-awareness.

Required Courses. The B.S. program with a double major in Bible and Business with a Sports Management Concentration consists of the following courses:

General Education Core (42 credits)

Introduction to DCC (choose one)	1
GENS 1111 DCC 101 (1) *(DCC college success skills for new students)*	
GENS 2111 DCC 201 (1) *(DCC culture and policies for transfer students)*	
Written and Oral Communication	
ENGL 1310 Composition I	3

ENGL 1320 Composition II	3
MGMT 2320 Management Communications	3
History, Humanities, and Fine Arts	
HIST 1311 World Civilization I	3
HIST 1321 World Civilization II	3
HIST 3320 American Christianity	3
PHIL 3310 Worldviews and Ethics	3
Literature Elective (choose one)	3
ENGL 2311 English Literature I (3)	
ENGL 2312 American Literature I (3)	
ENGL 2313 World Literature I (3)	
ENGL 2321 English Literature II (3)	
ENGL 2322 American Literature II (3)	
ENGL 2323 World Literature II (3)	
ENGL 2340 Literature Survey (3)	
ENGL 3311 Introduction to Shakespeare (3)	
Mathematics (choose one)	3
MATH 1310 College Algebra (3)	
MATH 1332 College Mathematics (3)	
MATH 2342 Introduction to Statistics (3)	
Natural Sciences (choose one)	4
SCIN 2310 Life Science (3) + SCIN 2110 Life Science Lab (1)	
SCIN 2410 Life Science (4)	
Social & Behavioral Sciences	
BUSI 1307 Personal Finance	3
ECON 2301 Macroeconomics	3
PSYC 1325 Cultural Competency	3
Physical Education (choose one)	1
PHED 1112 CPR/First Aid/Physical Education (1)	
PHED 111_ Team Sports (1)	

Bible Major (30 credits)

BIBL 1331 New Testament Survey	3
BIBL 1332 Old Testament Survey	3
BIBL 2330 Introduction to Biblical Research	3
BIBL 4320 Senior Bible Seminar	3
THEO 2310 Themes in Biblical Theology	3
THEO 4305 Christian Ethics	3

New Testament Elective (choose one) 3
BIBL 2301 Synoptic Gospels (3)
BIBL 3314 Acts (3)
BIBL 3315 Hebrews (3)
BIBL 3323 Pastoral Epistles (3)
BIBL 3324 Johannine Literature (3)
BIBL 3325 Prison Epistles (3)
BIBL 3345 Preaching the New Testament (3)
BIBL 4300 Special Topics in Bible (3)
BIBL 4307 Paul's Letters (3)
BIBL 4310 Romans (3)
BIBL 4312 Revelation (3)

Old Testament Elective (choose one) 3
BIBL 3313 Pentateuch (3)
BIBL 3322 Psalms and Wisdom Literature (3)
BIBL 3335 Preaching the Old Testament (3)
BIBL 4300 Special Topics in Bible (3)
BIBL 4306 Joshua-Esther (3)
BIBL 4309 Interpretation of the Old Testament (3)
BIBL 4315 Hebrew Prophetic Literature (3)

Bible/Theology Electives (choose two) 6
BIBL 2301 Synoptic Gospels (3)
BIBL 3313 Pentateuch (3)
BIBL 3314 Acts (3)
BIBL 3315 Hebrews (3)
BIBL 3322 Psalms and Wisdom Literature (3)
BIBL 3323 Pastoral Epistles (3)
BIBL 3324 Johannine Literature (3)
BIBL 3325 Prison Epistles (3)
BIBL 3335 Preaching the Old Testament (3)
BIBL 3345 Preaching the New Testament (3)
BIBL 4300 Special Topics in Bible (3)
BIBL 4306 Joshua-Esther (3)
BIBL 4307 Paul's Letters (3)
BIBL 4309 Interpretation of the Old Testament (3)
BIBL 4310 Romans (3)
BIBL 4312 Revelation (3)
BIBL 4315 Hebrew Prophetic Literature (3)
THEO 2350 Theology of Sports, Recreation, and Leisure (3)

THEO 3311 Apologetics (3)
THEO 4300 Special Topics in Bible (3)
THEO 4301 Christian Theology (3)

Business Major with Sports Management Concentration (33 credits)

ACCT 2301 Accounting I	3
ACCT 2302 Accounting II	3
BUAD 1301 Introduction to Leadership	3
BUAD 2310 Principles of Business Management	3
BUAD 4350 Business Internship	3
EXSC 1310 Sports and Recreation Leadership	3
MGMT 4304 Organizational Behavior and Responsibility	3
MGMT 4308 Strategic Management	3
SPMT 2320 Management of Athletic Programs	3
SPMT 3312 Sports Communication and Public Relations	3
SPMT 3325 Sports Marketing, Promotion, and Public Relations	3

Open Electives (15 credits)

Elective Courses	15

Christian Service

CHRS 1000 Developing Christian Influence
Required for each semester a student is enrolled for 6 or more credits

TOTAL DEGREE CREDITS: 120

Bachelor of Science
Business Major & Bible Minor

*****DEGREE COMPLETION PROGRAM*****

(on-campus, online, or hybrid)

Program Coordinator: Larry Thompson, Ph.D.

Overview. The Bachelor of Science in Business program equips students with business and administrative skills while also providing a solid biblical foundation for Christian influence in the workplace. The program includes a Bible Minor and a 3-credit mentored Business Internship in which students apply course content to practical experience specific to the major. The baccalaureate degree provides the necessary foundation for continued studies in graduate school.

Modality. Dallas Christian College offers the B.S. in Business in three modalities: (1) on-ground at its campus in Farmers Branch, Texas; (2) fully-online; and (3) a hybrid format that combines on-campus and online studies. DCC*Online* students

engage in asynchronous learning through a course website that facilitates interaction with their instructor and classmates. For on-campus students, an online "course companion" includes a gradebook and supplementary materials.

Degree Completion Program (DCP). This *Degree Completion Program (DCP)* is designed for students who transfer 45+ credits to DCC. For a full description of the requirements to qualify for DCP, see "Baccalaureate Degree Completion Programs" in the section of this catalog providing an "Introduction to Academics." The program includes a Bible Minor.

Program Purpose and Student Learning Objectives

Purpose. The Bachelor of Science in Business program equips students with business and administrative skills while also providing a solid biblical foundation for Christian influence in the workplace.

Consistent with DCC's mission and institutional goals, the General Education Core, Bible Core, and Business Major together accomplish the following student learning objectives:

General Education Core

1. Employ critical thinking across educational disciplines. (Critical Thinking & Information Literacy)
2. Construct and deliver effective written and oral communication. (Communication)
3. Articulate a biblical worldview and engage with those with a different worldview. (Worldview)
4. Demonstrate an understanding of historical developments, cultures, and trends. *(Historical Literacy)*

Bible Core

5. Demonstrate knowledge of the general content of the Bible.
6. Demonstrate understanding of core theological concepts.
7. Competently exegete selected biblical passages.
8. Articulate a coherent biblical view of call and work.

Business Major

9. Know the core content in the functional areas of Accounting, Marketing, and Management.
10. Communicate effectively in a business context using technology.

11. Demonstrate the ability to analyze organizational viability and potential actions, as well as integrate Christ-centered business practices.
12. Develop both personally and in self-awareness.

Required Courses. The Bachelor of Science program in Business consists of the following courses:

General Education Core (35 credits)

Introduction to DCC	
GENS 2111 DCC 201 (1) *(DCC culture and policies for transfer students)*	1
Written and Oral Communication	
ENGL 1310 Composition I	3
ENGL 1320 Composition II	3
MGMT 2320 Management Communications	3
History, Humanities, and Fine Arts	
HIST 1311 World Civilization I	3
HIST 1321 World Civilization II	3
HIST 3320 American Christianity	3
Literature Elective (choose one)	3
ENGL 2311 English Literature I (3)	
ENGL 2312 American Literature I (3)	
ENGL 2313 World Literature I (3)	
ENGL 2321 English Literature II (3)	
ENGL 2322 American Literature II (3)	
ENGL 2323 World Literature II (3)	
ENGL 2340 Literature Survey (3)	
ENGL 3311 Introduction to Shakespeare (3)	
Mathematics (choose one)	3
MATH 1310 College Algebra (3)	
MATH 1332 College Mathematics (3)	
MATH 2342 Introduction to Statistics (3)	
Natural Sciences	
SCIN 2310 Life Science	3
Social & Behavioral Sciences	
ECON 2301 Macroeconomics	3
PSYC 1325 Cultural Competency	3
Physical Education (choose one)	1
PHED 1112 CPR/First Aid/Physical Education (1)	
PHED 111_ Team Sports (1)	

Bible Minor (18 credits)

BIBL 1331 New Testament Survey	3
BIBL 1332 Old Testament Survey	3
BIBL 3301 Introduction to Biblical Research	3
PHIL 3310 Worldviews and Ethics	3
THEO 3310 Themes in Biblical Theology	3
**Bible Electives* *(choose one)*	3

BIBL 3313 Pentateuch (3)
BIBL 3314 Acts (3)
BIBL 3315 Hebrews (3)
BIBL 3323 Pastoral Epistles (3)
BIBL 3324 Johannine Literature (3)
BIBL 3325 Prison Epistles (3)
BIBL 4300 Special Topics in Bible (3)
BIBL 4306 Joshua-Esther (3)
BIBL 4307 Paul's Letters (3)
BIBL 4309 Interpretation of the Old Testament (3)
BIBL 4310 Romans (3)
BIBL 4312 Revelation (3)
BIBL 4315 Hebrew Prophetic Literature (3)
PMIN 3335 Preaching the Old Testament (3)
PMIN 3345 Preaching the New Testament (3)

Business Major (30 credits)

ACCT 2301 Accounting I	3
ACCT 2302 Accounting II	3
ACCT 2302 Accounting for Managers	3
BUAD 2310 Principles of Business Management	3
BUAD 3305Principles of Marketing	3
BUAD 3325 Human Resources Management	3
BUAD 4303Business Legal Environment	3
BUAD 4350 Business Internship	3
MGMT 4304 Organizational Behavior and Responsibility	3
MGMT 4308 Strategic Management	3

Open Electives (37 credits)

Elective Courses	37

Christian Service
CHRS 1000 Developing Christian Influence
Required for each semester a student is enrolled for 6 or more credits

TOTAL DEGREE CREDITS: ***120***

**Must be taken in the Upper Division (3000- and 4000-level courses)*

Bachelor of Science
Business Major & Bible Minor
Sports Management Concentration

*****DEGREE COMPLETION PROGRAM*****

(on-campus, online, or hybrid)

Program Coordinator: Larry Thompson, Ph.D.

Overview. The B.S. program in Business with a Sports Management Concentration equips students with business and administrative skills while also providing a solid biblical foundation for Christian influence in the workplace. The program includes a Bible Minor and a 3-credit mentored Business Internship in which students apply course content to practical experience specific to the major. The baccalaureate degree provides the necessary foundation for continued studies in graduate school.

Modality. Dallas Christian College offers the B.S. in Business/Sports Management in three modalities: (1) on-ground at its campus in Farmers Branch, Texas; (2) fully-online; and (3) a hybrid format that combines on-campus and online studies. DCC*Online* students engage in asynchronous learning through a course website that facilitates interaction with their instructor and classmates. For on-campus students, an online "course companion" includes a gradebook and supplementary materials.

Degree Completion Program (DCP). This *Degree Completion Program (DCP)* is designed for students who transfer 45+ credits to DCC. For a full description of the requirements to qualify for DCP, see "Baccalaureate Degree Completion Programs" in the section of this catalog providing an "Introduction to Academics." The program includes a Bible Minor.

Program Purpose and Student Learning Objectives

Purpose. The B.S. program in Business with a Sports Management Concentration equips students with business and administrative skills while also providing a solid biblical foundation for Christian influence in the workplace.

Consistent with DCC's mission and institutional goals, the General Education Core, Bible Core, and Business/Sports Management Major together accomplish the following student learning objectives:

General Education Core

1. Employ critical thinking across educational disciplines. (Critical Thinking & Information Literacy)
2. Construct and deliver effective written and oral communication. (Communication)
3. Articulate a biblical worldview and engage with those with a different worldview. (Worldview)
4. Demonstrate an understanding of historical developments, cultures, and trends. (Historical Literacy)

Bible Core

5. Demonstrate knowledge of the general content of the Bible.
6. Demonstrate understanding of core theological concepts.
7. Competently exegete selected biblical passages.
8. Articulate a coherent biblical view of call and work.

Business Major

9. Know the core content in the functional areas of Accounting, Marketing, and Management.
10. Communicate effectively in a business context using technology.
11. Demonstrate the ability to analyze organizational viability and potential actions, as well as integrate Christ-centered business practices.
12. Develop both personally and in self-awareness.

Required Courses. The B.S. program in Business with a Sports Management Concentration consists of the following courses:

General Education Core (35 credits)

Introduction to DCC

GENS 2111 DCC 201 (1) *(DCC culture and policies for transfer students)*	1

Written and Oral Communication

ENGL 1310 Composition I	3
ENGL 1320 Composition II	3

MGMT 2320 Management Communications	3
History, Humanities, and Fine Arts	
HIST 1311 World Civilization I	3
HIST 1321 World Civilization II	3
HIST 3320 American Christianity	3
Literature Elective (choose one) ENGL 2311 English Literature I (3) ENGL 2312 American Literature I (3) ENGL 2313 World Literature I (3) ENGL 2321 English Literature II (3) ENGL 2322 American Literature II (3) ENGL 2323 World Literature II (3) ENGL 2340 Literature Survey (3) ENGL 3311 Introduction to Shakespeare (3)	3
Mathematics (choose one) MATH 1310 College Algebra (3) MATH 1332 College Mathematics (3) MATH 2342 Introduction to Statistics (3)	3
Natural Sciences	
SCIN 2310 Life Science	3
Social & Behavioral Sciences	
ECON 2301 Macroeconomics	3
PSYC 1325 Cultural Competency	3
Physical Education (choose one) PHED 1112 CPR/First Aid/Physical Education (1) PHED 111_ Team Sports (1)	1

Bible Minor (18 credits)

BIBL 1331 New Testament Survey	3
BIBL 1332 Old Testament Survey	3
BIBL 3301 Introduction to Biblical Research	3
PHIL 3310 Worldviews and Ethics	3
THEO 3310 Themes in Biblical Theology	3
**Bible Electives (choose one)* BIBL 3313 Pentateuch (3) BIBL 3314 Acts (3) BIBL 3315 Hebrews (3) BIBL 3323 Pastoral Epistles (3) BIBL 3324 Johannine Literature (3)	3

BIBL 3325 Prison Epistles (3)
BIBL 3335 Preaching the Old Testament (3)
BIBL 3345 Preaching the New Testament (3)
BIBL 4300 Special Topics in Bible (3)
BIBL 4306 Joshua-Esther (3)
BIBL 4307 Paul's Letters (3)
BIBL 4309 Interpretation of the Old Testament (3)
BIBL 4310 Romans (3)
BIBL 4312 Revelation (3)
BIBL 4315 Hebrew Prophetic Literature (3)

Business Major/Sports Management Concentration (30 credits)

ACCT 2301 Accounting I	3
ACCT 2302 Accounting II	3
BUAD 2310 Principles of Business Management	3
BUAD 4350 Business Internship	3
EXSC 1310 Sports and Recreation Leadership	3
MGMT 4304 Organizational Behavior and Responsibility	3
MGMT 4308 Strategic Management	3
SPMT 2320 Management of Athletic Programs	3
SPMT 3325 Sports Marketing, Promotion, and Public Relations	3
SPMT 3312 Sports Communication and Public Relations	3

Open Electives (37 credits)

Elective Courses	37

Christian Service

CHRS 1000 Developing Christian Influence
Required for each semester a student is enrolled for 6 or more credits

TOTAL DEGREE CREDITS: ***120***

**Must be taken in the Upper Division (3000- and 4000-level courses)*

Master's Degree Program

Master of Transformative Leadership

(online)

Program Co-Directors: Larry Thompson, Ph.D.; Lyndsey Neal, Ph.D.

Overview. The Master of Transformative Leadership (MTL) program equips students for dynamic leadership roles in which they join in Christ's transformative work in the world by bringing God-honoring holistic change that begins with

themselves and extends to the individuals, communities, and organizations they serve. Course and project options allow students to explore personal interests, applying course insights to their own leadership contexts.

Modality. Dallas Christian College offers the Master of Transformative Leadership degree (MTL) in DCC*Online* format. Online students engage in asynchronous learning through a course website that facilitates interaction with their instructor and classmates.

For the MTL program, the academic year consists of three 16-week "terms" (Spring, Fall, and Summer), each of which includes two 8-week "sessions." Students complete the program in two years by taking one course per session year-round, with an extended break at Christmas and Spring Break. For graduate students, one course per 8-week session, or two courses per 16-week term, constitutes "full-time" status.

Each session-long MTL course lasts 8 weeks. Online course "weeks" always begin on Monday and end on Sunday. At the beginning of each session, online course sites open on the Friday prior to the course start on Monday. During that first week of each graduate session, formal learning activities do not begin until Thursday. Faculty use Monday through Wednesday to orient new students to the program. Returning students use the time to log onto the course website, introduce themselves to their instructor and fellow learners, review course syllabi, secure required textbooks, participate in course orientations, and get a head start on initial assignments.

The first MTL course, THEO 5310 The Emerging Kingship of God, is offered every session year-round. It provides a biblical and theological framework for the entire Master of Transformative Leadership program. All other MTL courses are offered in a rotating "carousel" system.

The MTL program operates on a "continuous enrollment" model in which new students may start the program at the beginning of any 8-week session. New students always complete THEO 5310 in their first session. They then join other students in the rotation and complete the full circuit leading to graduation.

MTL students are never required to come to campus or be online at the same time. This flexibility enables working adults to complete their graduate studies at the times of the week most convenient for them while also meeting their job and family responsibilities. It takes the average student about 14 hours per week to complete MTL course assignments. Students are strongly urged to build into their schedules regular study times throughout the week rather than trying to complete all their

weekly assignments at the last minute. For example, devoting two hours per day to the MTL program enables students to log into the course site early in the week to review assignments and register their attendance, return mid-week to participate in discussion boards or other interactive learning experiences, and complete all their weekly assignments by the 11:59 deadline on Sunday evening.

Program Purpose, Goals, and Student Learning Objectives

Purpose. The Master of Transformative Leadership program equips students for effective, Christ-centered leadership within culturally diverse communities and organizations through development and transformation of both the leader and the follower.

Goal 1: Ground students in a ***theology of transformation*** that proclaims the emerging Kingship of God.

Objective 1.1: Students summarize the biblical metanarrative and Christians' role in it.

Objective 1.2: Students explain the concepts of the "emerging" Kingship of God (realized eschatology) and *Missio Dei* (mission of God) and their relevance for the Church and the world.

Objective 1.3: Students perceive the redemptive movement of God's Spirit in large and small manifestations of His Kingship in the past, present, and future.

Objective 1.4: Students describe biblical and historical examples of the missional Church engaged in holistic ministry and transformative social action that embody God's Kingship.

*Objective 1.*5: Students apply ethical principles in leadership contexts.

Objective 1.6: Based on critical evaluation of leadership models and theories, students articulate their personal philosophy of leadership.

Goal 2: Equip students for effective ***personal and relational leadership*** through psychological principles and spiritual formation.

Objective 2.1: Students develop and articulate a biblical concept of holistic spiritual formation.

Objective 2.2: Students engage classic literature and exercise spiritual disciplines that promote spiritual formation—that is, being with Christ, becoming like Christ, and participating in the work of Christ.

Objective 2.3: Students apply biblical principles, theory, practical skills, and strategies of self-leadership as balanced, healthy leaders of themselves and others.

Objective 2.4: Students integrate psychological principles, tools, and techniques into their leadership praxis to increase their effectiveness in shaping and guiding healthy, impactful communities and organizations.

Goal 3: Equip students for effective transformational ***leadership within the community*** that meets physical, emotional, relational, and spiritual needs.

Objective 3.1: Students practice and promote reciprocal and collaborative communication that enhances leadership effectiveness, team cohesion, collaboration, and group success.

Objective 3.2: Students critically evaluate contemporary worldviews and cultures from a Christian perspective as they develop and implement redemptive ministry strategies.

*Objective 3.*3: Students demonstrate a sophisticated understanding of the knowledge, skills, and attitudes necessary to exercise cultural competence in professional and personal settings.

Objective 3.4: Students analyze and evaluate contemporary models of holistic ministry employed by "missional" churches and parachurch organizations.

Goal 4: Equip students to effect ***organizational leadership*** through Kingdom-oriented planning, innovative leadership, and effective management.

Objective 4.1: Students analyze and assess organizational, local, regional, and global Market Viability Index (MVI) trends that shape the future of organizations, the Church, and the world.

Objective 4.2: Students critically assess organizational behaviors as well as an organization's adaptability and willingness to change using industry-standard tools.

Objective 4.3: Students develop strategic plans that address organizational adaptability and success measurements through case studies.

Objective 4.4: Students practice essential leadership functions that prepare churches and organizations for transformation, including analyzing organizational culture, vision casting, renewing

the organizational life cycle, strategic planning, and change management.

Goal 5: The Master of Transformative Leadership (MTL) program also develops habits of ***lifelong learning*** that fuel long and productive careers in leadership and service. Throughout the program, students critically engage thought leaders in key areas of leadership as they research issues and formulate practical, contextualized approaches to leadership challenges.

Required Courses. The Master of Transformative Leadership (MTL) degree program consists of the following courses:

Theology and Philosophy of Transformative Leadership	
THEO 5310 The Emerging Kingship of God	3
THEO 5330 The Church as God's Agent of Transformation	3
LEAD 5325 Transformational Leadership	3
Transformative Personal & Relational Leadership	
PMIN 5330 Holistic Spiritual Formation	3
LEAD 5330 Self-Leadership	3
PSYC 5320 Psychology of Leadership	3
Transformative Community Leadership	
LEAD 5335 Leadership Communication	3
THEO 5320 Reading and Redeeming Culture	3
LEAD 5340 Culturally-Competent Leadership	3
LEAD 5345 Transforming Culture	3
Transformative Organizational Leadership	
LEAD 5320 Strategic Planning and Change Management	3
LEAD 5315 Organizational Innovation and Change	3
TOTAL DEGREE CREDITS:	***36***

Minors

Policy on Minors. Students pursuing a DCC baccalaureate degree have the *option* of adding a minor(s) to that degree beyond the normal program requirements. A "minor" is a shorter series of courses focusing on a particular field or discipline. At DCC, a minor includes a minimum of 18 credits, at least half of which must be taken in the Upper Division (3000- and 4000-level courses). A maximum of six credits may be counted toward both a minor *and* any core area of the student's baccalaureate degree plan. For the full policy regarding "Majors and Minors," see the section of this catalog focusing on "Introduction to Academics."

Departmental Minor. DCC's Business and Leadership Department offers the following minors:

Business Minor (18 credits)

The Business Minor includes the following required courses:

BUAD 2310 Principles of Business Management (3)
BUAD 3305 Principles of Marketing (3)
BUAD 3325 Human Resource Management (3)
BUAD 4303 Business Legal Environment (3)
BUSI 1307 Personal Finance (3)
MGMT 4304 Organizational Behavior and Responsibility (3)

Leadership Minor (18 credits)

The Leadership Minor includes the following required courses:

BUAD 1301 Introduction to Leadership (3)
BUAD 2311 Leadership Styles (3)
BUAD 3306 Servant Leadership (3)
BUAD 3309 Leadership and Ethics (3)
BUAD 3317 Transformational Leadership (3)
BUAD 4317 Applied Leadership (3)

Dallas Graduate Institute for Global Studies

MA-LDT Program Director: Rebecca Pruett, M.A.
MA-ME Program Director: Regina R. Foard, Ph.D.

Academic Programs

DCC's Dallas Graduate Institute for Global Studies oversees the following academic programs.

Dallas Graduate Institute for Global Studies	**MODALITIES**			***Degree Completion Program (DCP)**	**NOTES**
Program Directors: **Rebecca Pruett, M.A. (MA-LDT)** (rpruett@dallas.edu) **Regina R. Foard, Ph.D. (MA-ME)** (rfoard@dallas.edu)	**Fully On-Campus**	**Fully Online**	**On-Campus/ Online Mix**		
Master's Degree Programs					
• MA Language Development & Translation		✓		Developed in partnership with Pioneer Bible Translators (PBT) Direct assessment competency-based	
• MA Multicultural Engagement		✓			
Certificate					
➢ Graduate Certificate in Multicultural Engagement		✓			

Master's Degree Programs

Master of Arts in Language Development and Translation

(online, competency-based)

Program Director: Rebecca Pruett, M.A.

Overview. The Master of Arts program in Language Development and Translation (MA-LDT) equips students with the biblical foundations, theoretical frameworks, translation principles, technical skills, and professional values necessary for engaging with local populations in cross-cultural environments. It prepares them to facilitate the creation of appropriate tools for the introduction of transformational worldview change beneficial to their community. The program's competency-based educational model (described below) produces graduates ready to engage immediately in effective service helping communities produce translated materials of high moral character and fostering their widespread use towards human flourishing. The MA-LDT also prepares graduates for doctoral programs in related fields.

PBT Partnership. DCC developed the Language Development and Translation program in close collaboration with Pioneer Bible Translators (PBT) and other organizations active around the globe. These partners make invaluable contributions to the program in the form of student advising, expert instructors, graduate placement, and guidance from practitioners in the field on needs that influence program content.

Program Highlights include:

- ***Competency-Based Education*** emphasizing the acquisition and application of specific knowledge, skills, and dispositions relevant to multicultural engagement and cross-cultural mission work. This model ensures that graduates are not only well-versed in theoretical concepts but also capable of applying their knowledge, skills, and dispositions in real-world scenarios. The model also enables students to receive academic credit for MA-LDT competencies developed prior to entering the program, speeding their path to graduation.

- ***A Flexible Learning Environment*** designed to accommodate working professionals with diverse needs in various locations. Fully-online delivery and freedom to work at one's own pace enable students to balance academic pursuits with other commitments.
- ***Biblical Foundations*** ground students' understanding of the nature of the biblical text and develop their ability to interpret accurately the meaning of those texts in their original languages as a part of the process of transferring their meaning into new linguistic and cultural contexts.
- ***Cross-Cultural Capabilities.*** The program focuses on developing cultural intelligence, emphasizing the ability to navigate varied cultural contexts with appreciation and understanding. Competencies cover areas such as biblical theology, cultural anthropology, intercultural communication, spiritual formation, and strategies for building bridges across cultural divides with the goal of assisting local faith communities to acquire reliable and acceptable translated materials to guide their spiritual growth.
- ***Translation Principles and Practices*** Students develop practical capabilities in moving texts through the stages of translation while meticulously ensuring adherence to translation principles and communication theories. The program introduces students to the pragmatic and effective use of a wide variety of current linguistic and translation software.
- ***Global Perspectives.*** The curriculum incorporates global perspectives on multicultural ministry, preparing graduates to navigate the dynamic interactions of majority and minority language communities. Professional values nurtured in this program equip students to address the challenges and opportunities presented by an interconnected world while always keeping the gospel central.

Educational Model. Dallas Christian College offers the M.A. in Language Development and Translation (MA-LDT) in a fully-online, almost entirely asynchronous format through DCC*Online* program websites that facilitate interaction with faculty and fellow learners. Students are never required to come to campus and rarely required to be online at the same time. This flexibility enables working adults to complete their graduate studies at the times most convenient for them while also meeting job and family responsibilities.

DCC offers the program through an educational model known as Competency-Based Education (CBE). In this direct assessment approach, students develop the required competencies at their own pace and in the order they choose. To earn the MA-LDT degree, students must demonstrate (1) three corequisite competencies

related to biblical languages and exegesis, which they develop before or during the M.A. program; (2) seventeen required competencies related to missiology, world-views and belief systems, language and culture acquisition, and translation; and (3) one to three elective competencies chosen according to their personal needs. Students do not graduate until the faculty declares them "competent" in *every* required program area.

For the sake of convenience, data management in DCC's student information system (SIS), representation on transcripts, and transfer credit equivalence, the registrar and faculty have assigned each competency a prefix and number (similar to a course number), a name (similar to a course title), and a credit value based on the relative weight and complexity of a given competency. Thus, *demonstrated* competencies appear on student transcripts in the following format:

> ANTH 5210 Applied Anthropology (2 credits): COMPETENT
> ANTH 6210 Local Theologies (2 credits): COMPETENT

However, these are not traditional "courses" or clock-based "semester credit hours" with a traditional A-F grading scale. Instead, they are weighted competencies. Students do not graduate based on time spent in the program or a cumulative grade point average (GPA) that may reveal strength in some areas while obscuring weaknesses in others. Again, the MA-LDT is a self-paced, direct assessment, competency-based program in which students do not graduate until the faculty declares them "competent" in *every* required program area. Transcripts represent the MA-LDT as equivalent to a 37-credit traditional master's degree program.

The program operates as follows:

- ***Application and Admission.*** To enter the program, students complete the process outlined in the section of this catalog titled "Application & Admission."
- ***Credit by Demonstrated Competency (CDC).*** The MA-LDT Program Director, in conversation with faculty, identifies any program competencies applicants may already possess. Students may demonstrate these competencies through, for example, transfer courses from other colleges and universities, work products, expert evaluations, and/or other direct assessments. DCC awards academic "credit by demonstrated competency" (CDC), acknowledging that students have already completed part of the degree requirements. Students pay an "M.A. Credit by Demonstrated Competency Fee" for every credit granted, which covers the cost of the evaluation. Students need not waste time repeating prior learning but can move directly toward developing the remaining program competencies. Alongside faculty, the MA-

LDT Program Director stands ready to assist students through academic advising and career guidance.

The College treats credits by demonstrated competency (CDC) as DCC credits since DCC did the evaluation and awarded the credits. Thus, CDC credits are taken into consideration when, for example, the registrar determines if students meet the College's residency requirements.

- ***Program Calendar.*** The program operates year-round over three 16-week terms—namely, Fall Term (typically late August through mid-December), Spring Term (early January through early May), and Summer Term (early May through late August).
- ***Program Websites.*** DCC has created one website for each competency within its DCC*Online* Moodle Learning Management System (LMS). The College has also created a central MA-LDT "hub" site with direct links to all the competency sites. The "hub" provides a program overview and access to the Graduate Orientation, DCC's extensive digital library resources, and other services. Each competency site includes (1) an orientation to that competency; (2) sub-competencies that delineate knowledge, skills, and dispositions essential to that competency; (3) learning activities designed to help students develop that competency, such as video presentations, books and journal articles, discussion forums, research papers, projects, and study strategies; and (4) assessment instruments and rubrics for demonstrating competence.
- ***Program Faculty.*** The program utilizes three types of faculty guides: (1) The "Program Director" assesses any credit by demonstrated competency (CDC), orients students to the program, and tracks their progress through it. (2) "Facilitators" are master- or doctoral-level instructors possessing a high level of expertise and experience in a given competency area(s). They help students navigate competency websites, clarify learning needs, recommend appropriate sequencing of learning activities, answer questions, and otherwise *facilitate* students' progress toward graduation. (3) "Mentors" are professor-practitioners holding doctoral-level academic credentials, broad-based expertise, and extensive field experience. The mentors alone oversee program requirements, curricula, and competency assessment.

  Students notify the Program Director when they are ready to begin developing a new competency. The Director notifies the facilitator and mentor who oversee that competency. This triggers regular and substantive faculty interaction with the student as they guide him/her through the learning activities. Mentors and facilitators remain available to students year-round.

- ***Program Progress.*** At the beginning of each term (Fall, Spring, or Summer), students pay an "M.A. Subscription Fee" (tuition) that gives them access to the faculty and all materials and services within the program's Moodle sites for the duration of that term. Learning resources and activities for *almost all competencies* are available *all the time*, so students must seldom wait for a desired offering. (Learning activities related to two competencies—MCEN 5210 Spiritual Formation and MCEN 5220 Cross-Cultural Team Dynamics—are offered in an interactive online format at designated times of the year.) When students feel prepared to demonstrate a given competency, the mentor meets with them via videoconference, assesses their readiness, grants permission to proceed, oversees the assessment process, and awards the grade of "Competent" to those who succeed. At that time, students pay an "M.A. Competency Assessment Fee," and the registrar records the credits on their DCC transcript.

  Students move through the program at their own pace, interacting with learning resources, fellow students, and faculty. By moving through the program as quickly as their circumstances allow, students save both time and money.

- ***Program Costs.*** As noted above, new students pay an "M.A. Credit by Demonstrated Competency Fee" for any credits granted based on competencies gained prior to entering the MA-LDT program. These fees cover the cost of the evaluation. Students pay an "M.A. Subscription Fee" at the beginning of each four-month term, which gives them access to online program resources and faculty for the duration of that term. DCC uses these funds to help cover the cost of Moodle and administrative services. Throughout the program, students pay an "M.A. Competency Assessment Fee" each time they demonstrate one of the required program competencies. DCC uses these funds to compensate faculty mentors and facilitators. For current fee rates, see the section of this catalog titled "Student Costs."

- ***Program Tracking and Transcripts.*** Through the DCC Student Portal or the Moodle MA-LDT "hub" site, M.A. students may track their progress toward mastering each degree competency. Demonstrated competencies appear on a DCC transcript much like a "course." Students do not graduate from the degree program until they demonstrate each and every required program competency.

- ***Transitioning to the Field.*** Since students leave the program "Competent" and fully capable of applying their knowledge, skills, and dispositions in the "real world," they often move seamlessly into full-time work with DCC partners or other mission agencies seeking qualified team members. Some organizations require team members to demonstrate some MA-LDT competencies *before*

going to the field and allow them to develop the remaining competencies online *from the field.* Such flexibility puts capable workers on the field more quickly.

Program Purpose. DCC's Master of Arts program in Language Development and Translation (MA-LDT) prepares men and women to facilitate translation and engagement programs in cross-cultural settings while integrating Christian values and best practices in their approach, contributing to life transformation within communities, and promoting enduring access to the Bible for faith communities worldwide.

Program Competencies. The Master of Arts program in Language Development and Translation develops the following professional competencies. A brief description of each competency appears in the section of this catalog titled "Course Descriptions and Program Competencies."

Program Corequisites

To graduate from the MA-LDT program, students must demonstrate the following competencies before or during their time in the program. These preparatory competencies are prerequisites for certain other competencies in the program, such as LING 5220 Translation Principles (2).

BIBL 5320 Exegetical Studies (3)

One of the following courses:
BIBL 5331 Critical Introduction to Biblical Texts: Old Testament (3)
BIBL 5332 Critical Introduction to Biblical Texts: New Testament (3)

One of the following languages:
GREK 5310 Greek I (3)
GREK 5320 Greek II (3)
or
HEBR 5310 Hebrew I (3)
HEBR 5320 Hebrew II (3)

Language Development and Translation

Missiology Competencies (12 credits)	
ANTH 5210 Applied Anthropology	2
MCEN 5210 Spiritual Formation	2
MCEN 5220 Cross-Cultural Team Dynamics	2
MCEN 5310 Textual Metanarratives	3
MCEN 5340 Promoting Engagement	3
Belief System Competencies (choose one)	*3*

ANTH 5310 Animism (3)
ANTH 5320 Islam (3)
ANTH 5330 Belief System Research (3)

Language and Culture Acquisition Competencies (5 credits)	
LING 5210 Understanding Language	2
LING 5310 Second Language and Culture Acquisition	3
Translation Competencies (14 credits)	
LING 5110 Sociolinguistics	1
LING 5120 Phonological Analysis	1
LING 5130 Syntactic Analysis	1
LING 5140 Lexical Semantics	1
LING 5220 Translation Principles	2
LING 6130 Translation Modalities	1
LING 6210 Semantic Issues in Translation	2
LING 6220 Discourse Issues in Translation	2
LING 6310 Translation Process	3
Elective Competencies (choose 3 credits)	*3*
(Alternative electives may be applied with program director approval.)	
ANTH 5110 Analysis of Religions (1)	
ANTH 5130 Ethnographic Research (1)	
ANTH 6120 Worldview Analysis (1)	
ANTH 6130 Dynamics of Cultural Change (1)	
ANTH 6210 Local Theologies (2)	
LING 5230 Orthography Development (2)	
MCEN 5300 Special Topics in Multicultural Engagement (3)	
MCEN 5330 Fostering Transformational Communities (3)	
MCEN 6330 Cross-Cultural Leadership (3)	
MCEN 6350 Multi-dimensional Engagement in Diaspora Communities (3)	
TOTAL DEGREE CREDITS:	***37***

Master of Arts in Multicultural Engagement

(online, competency-based)

Program Director: Regina R. Foard, Ph.D.

Overview. The Master of Arts program in Multicultural Engagement (MA-ME) equips students with the biblical foundations, theoretical frameworks, practical skills, and professional values necessary for navigating complex multicultural and cross-cultural environments with sensitivity and theological insight. The program's competency-based educational model (described below) produces graduates ready

to engage immediately in effective service as Christ-centered agents of change in a culturally diverse and interconnected world. The MA-ME also prepares graduates for doctoral programs in related fields.

PBT Partnership. Dallas Christian College developed the Multicultural Engagement program in close collaboration with Pioneer Bible Translators (PBT) and other organizations active around the globe. These partners make invaluable contributions to the MA program in the form of student advising, expert instructors, graduate placement, and guidance from practitioners in the field on needs that influence program content.

Program Highlights include:

- ***Competency-Based Education*** emphasizing the acquisition and application of specific knowledge, skills, and dispositions relevant to multicultural engagement and cross-cultural mission work. This model ensures that graduates are not only well-versed in theoretical concepts but also capable of applying their knowledge, skills, and dispositions in real-world scenarios. The model also enables students to receive academic credit for MA-ME competencies developed prior to entering the program, speeding their path to graduation.
- ***A Flexible Learning Environment*** designed to accommodate working professionals with diverse needs in various locations. Fully-online delivery and freedom to work at one's own pace enable students to balance academic pursuits with other commitments.
- ***Biblical Foundations*** ground students in God's redemptive vision for Creation and Christian principles for multicultural engagement. Students gain a deep understanding of how Christian faith informs and shapes perspectives on theological application and community engagement in diverse cultural contexts.
- ***Cross-Cultural Capabilities.*** The program focuses on developing cultural intelligence, emphasizing the ability to navigate varied cultural contexts with appreciation and understanding. Competencies cover areas such as mission theology, cultural anthropology, intercultural communication, advanced cross-cultural leadership, spiritual formation, and strategies for building bridges across cultural divides for the purpose of sharing the gospel and helping people find God.

- ***Community Engagement and Missional Service.*** A hallmark of this program is its emphasis on practical experience for missionaries and other cross-cultural workers. Students are encouraged to use both their past and present ministry contexts as educational environments.
- ***Ethical Leadership Across Cultures*** forms a central theme, preparing students to lead in multicultural settings with understanding, compassion, and integrity. Competencies address challenges and considerations for cross-cultural interactions as leaders motivate and guide multicultural teams toward a common goal.
- ***Global Perspectives.*** The curriculum incorporates global perspectives on multicultural engagement, preparing graduates to navigate both local and international contexts. This global outlook equips students to address the challenges and opportunities presented by an interconnected world while always keeping the gospel central.

Educational Model. Dallas Christian College offers the M.A. in Multicultural Engagement (MA-ME) in a fully-online, almost entirely asynchronous format through a DCC*Online* program website that facilitates interaction with faculty and fellow learners. Students are never required to come to campus or be online at the same time. This flexibility enables working adults to complete their graduate studies at the times most convenient for them while also meeting job and family responsibilities.

DCC offers the program through an educational model known as Competency-Based Education (CBE). In this direct assessment approach, students develop the required competencies at their own pace and in the order they choose. To earn the MA-ME degree, students must demonstrate (1) fourteen required competencies related to belief systems and multicultural engagement; and (2) three elective competencies chosen according to their personal needs. Students do not graduate until the faculty declares them "competent" in *every* required program area.

For the sake of convenience, data management in DCC's student information system (SIS), representation on transcripts, and transfer credit equivalence, the registrar and faculty have assigned each competency a prefix and number (similar to a course number), a name (similar to a course title), and a credit value based on the relative weight and complexity of a given competency. Thus, *demonstrated* competencies appear on student transcripts in the following format:

ANTH 5210 Applied Anthropology (2 credits): COMPETENT
ANTH 6210 Local Theologies (2 credits): COMPETENT

However, these are not traditional "courses" or clock-based "semester credit hours" with a traditional A-F grading scale. Instead, they are weighted competencies. Students do not graduate based on time spent in the program or a cumulative grade point average (GPA) that may reveal strength in some areas while obscuring weaknesses in others. Again, the MA-ME is a self-paced, direct assessment, competency-based program in which students do not graduate until the faculty declares them "competent" in *every* required program area. Transcripts represent the MA-ME as equivalent to a 37-credit traditional master's degree program.

The program operates as follows:

- ***Application and Admission.*** To enter the program, students complete the process outlined in the section of this catalog titled "Application & Admission."
- ***Credit by Demonstrated Competency (CDC).*** The MA-ME Program Director, in conversation with faculty, identifies any program competencies applicants may already possess. Students may demonstrate these competencies through, for example, transfer courses from other colleges and universities, work products, expert evaluations, and/or other direct assessments. DCC awards academic "credit by demonstrated competency" (CDC), acknowledging that students have already completed part of the degree requirements. Students pay an "M.A. Credit by Demonstrated Competency Fee" for every credit granted, which covers the cost of the evaluation. Students need not waste time repeating prior learning but can move directly toward developing the remaining program competencies. Alongside faculty, the MA-ME Program Director stands ready to assist students through academic advising and career guidance.

  The College treats credits by demonstrated competency (CDC) as DCC credits since DCC did the evaluation and awarded the credits. Thus, CDC credits are taken into consideration when, for example, the registrar determines if students meet the College's residency requirements.
- ***Program Calendar.*** The program operates year-round over three 16-week terms—namely, Fall Term (typically late August through mid-December), Spring Term (early January through early May), and Summer Term (early May through late August).
- ***Program Website.*** DCC has created one website for each competency within its DCC*Online* Moodle Learning Management System (LMS). The College has also created a central MA-ME "hub" site with direct links to all the competency sites. The "hub" provides a program overview and access to the Graduate Orientation, DCC's extensive digital library resources, and other services. Each competency site includes (1) an orientation to that competency; (2) sub-

competencies that delineate knowledge, skills, and dispositions essential to that competency; (3) learning activities designed to help students develop that competency, such as video presentations, books and journal articles, discussion forums, research papers, projects, and study strategies; and (4) assessment instruments and rubrics for demonstrating competence.

- ***Program Faculty.*** The program utilizes three types of faculty guides: (1) The "Program Director" assesses any credit by demonstrated competency (CDC), orients students to the program, and tracks their progress through it. (2) "Facilitators" are master- or doctoral-level instructors possessing a high level of expertise and experience in a given competency area(s). They help students navigate competency websites, clarify learning needs, recommend appropriate sequencing of learning activities, answer questions, and otherwise *facilitate* students' progress toward graduation. (3) "Mentors" are professor-practitioners holding doctoral-level academic credentials, broad-based expertise, and extensive field experience. The mentors alone oversee program requirements, curricula, and competency assessment.

  Students notify the Program Director when they are ready to begin developing a new competency. The Director notifies the facilitator and mentor who oversee that competency. This triggers regular and substantive faculty interaction with the student as they guide him/her through the learning activities. Mentors and facilitators remain available to students year-round.

- ***Program Progress.*** At the beginning of each term (Fall, Spring, or Summer), students pay an "M.A. Subscription Fee" (tuition) that gives them access to the faculty and all materials and services within the program's Moodle sites for the duration of that term. Learning resources and activities for *almost all competencies* are available *all the time*, so students must seldom wait for a desired offering. (Learning activities related to two competencies—MCEN 5210 Spiritual Formation and MCEN 5220 Cross-Cultural Team Dynamics—are offered in an interactive online format at designated times of the year.) When students feel prepared to demonstrate a given competency, the mentor meets with them via videoconference, assesses their readiness, grants permission to proceed, oversees the assessment process, and awards the grade of "Competent" to those who succeed. At that time, students pay an "M.A. Competency Assessment Fee," and the registrar records the credits on their DCC transcript.

  Students move through the program at their own pace, interacting with learning resources, fellow students, and faculty. By moving through the program as quickly as their circumstances allow, students save both time and money.

- ***Program Costs.*** As noted above, new students pay an "M.A. Credit by Demonstrated Competency Fee" for any credits granted based on competencies gained prior to entering the MA-LDT program. These fees cover the cost of the evaluation. Students pay an "M.A. Subscription Fee" at the beginning of each four-month term, which gives them access to online program resources and faculty for the duration of that term. DCC uses these funds to help cover the cost of Moodle and administrative services. Throughout the program, students pay an "M.A. Competency Assessment Fee" each time they demonstrate one of the required program competencies. DCC uses these funds to compensate faculty mentors and facilitators. For current fee rates, see the section of this catalog titled "Student Costs."
- ***Program Tracking and Transcripts.*** Through the DCC Student Portal or the online Gradebook, MA-ME students may track their progress toward mastering each degree competency. Demonstrated competencies appear on a DCC transcript much like a "course." Students do not graduate from the degree program until they demonstrate each and every required program competency.
- ***Transitioning to the Field.*** Since students leave the program "Competent" and fully capable of applying their knowledge, skills, and dispositions in the "real world," they often move seamlessly into full-time work with DCC partners or other mission agencies seeking qualified team members. Some organizations require team members to demonstrate some MA-ME competencies *before going to the field* and allow them to develop the remaining competencies online *from the field.* Such flexibility puts capable workers on the field more quickly.

Program Purpose. DCC's Master of Arts program in Multicultural Engagement (MA-ME) prepares men and women to be transformative leaders in cross-cultural missional settings who integrate Christian values in their approach to multicultural engagement, contribute to uplift within communities, and promote global understanding and the advancement of God's Kingship among all nations.

Program Competencies. The Master of Arts program in Multicultural Engagement develops the following professional competencies. A brief description of each competency appears in the section of this catalog titled "Course Descriptions and Program Competencies."

Multicultural Engagement Core Competencies (24 credits)

ANTH 5110 Analysis of Religions	1
ANTH 5130 Ethnographic Research	1
ANTH 5210 Applied Anthropology	2
ANTH 6120 Worldview Analysis	1

ANTH 6130 Dynamics of Cultural Change	1
ANTH 6210 Local Theologies	2
MCEN 5210 Spiritual Formation	2
MCEN 5220 Cross-Cultural Team Dynamics	2
MCEN 5310 Textual Metanarratives	3
MCEN 5330 Fostering Transformational Communities	3
MCEN 5340 Promoting Engagement	3
MCEN 6330 Cross-Cultural Leadership	3

Belief System Competencies (choose one) *3*

ANTH 5310 Animism (3)
ANTH 5320 Islam (3)
ANTH 5330 Belief System Research (3)

Elective Competencies *8-9*

(Alternative electives may be applied with program director approval.)

Choose EITHER:

Language Learning Track (8 credits)
LING 5210 Understanding Language (2)
LING 5310 Second Language and Culture Acquisition (3)

Language Learning Elective (choose 3 credits)
GREK 5310 Greek I (3)
GREK 5320 Greek II (3)
HEBR 5310 Hebrew I (3)
HEBR 5320 Hebrew II (3)
MCEN 5350 Microfinance (3)
MCEN 6310 Multicultural Issues in Context (3)

OR choose:

Elective Track (choose 9 credits) *9*
GREK 5310 Greek I (3)
GREK 5320 Greek II (3)
HEBR 5310 Hebrew I (3)
HEBR 5320 Hebrew II (3)
MCEN 5300 Special Topics in Multicultural Engagement (3)
MCEN 5350 Microfinance (3)
MCEN 6310 Multicultural Issues in Context (3)
MCEN 6350 Multi-dimensional Engagement in Diaspora Communities (3)

TOTAL DEGREE CREDITS: ***35-36***

Certificate Program

Graduate Certificate in Multicultural Engagement

(online, competency-based)

Program Director: Regina R. Foard, Ph.D.

Overview. The Graduate Certificate in Multicultural Engagement equips students with foundational knowledge, skills, and attitudes necessary for navigating complex multicultural and cross-cultural environments with insight and sensitivity. The program's competency-based educational model (described below) produces graduates ready to support Christ-centered change initiatives in a culturally diverse and interconnected world.

PBT Partnership. Dallas Christian College developed the Graduate Certificate in close collaboration with Pioneer Bible Translators (PBT) and other organizations active around the globe. These partners make invaluable contributions to the program in the form of student advising, expert instructors, graduate placement, and guidance from practitioners in the field on needs that influence program content.

Educational Model. Dallas Christian College offers the Graduate Certificate in Multicultural Engagement in a fully-online, asynchronous format through a DCC*Online* program website that facilitates interaction with faculty and fellow learners. Students are never required to come to campus or be online at the same time. This flexibility enables working adults to complete their graduate studies at the times most convenient for them while also meeting job and family responsibilities.

DCC offers the program through an educational model known as Competency-Based Education (CBE). In this direct assessment approach, students develop the required competencies at their own pace and in the order they choose. A more detailed description of CBE and program operation appears above under the M.A. in Multicultural Engagement.

Program Purpose. DCC's Graduate Certificate in Multicultural Engagement prepares men and women to support Christ-centered transformation in cross-cultural missional settings.

Program Competencies. The Graduate Certificate in Multicultural Engagement develops the following professional competencies. Brief descriptions of each competency appear under "Course Descriptions and Program Competencies" near the end of this catalog.

Multicultural Engagement Core Competencies (9 credits)	
ANTH 5210 Applied Anthropology	2
MCEN 5210 Spiritual Formation	2
MCEN 5220 Cross-Cultural Team Dynamics	2
MCEN 5310 Textual Metanarratives	3
Elective Competencies (6 credits)	*6*
In consultation with the program director, students develop selected competencies in Anthropology (ANTH), Linguistics (LING), and/or Multicultural Engagement (MCEN). Other competencies may also be considered, such as Bible (BIBL), Greek (GREK), and Hebrew (HEBR). For options, see "Course Descriptions and Program Competencies" near the end of this catalog. *(Alternative electives may be applied with program director approval.)*	
TOTAL CERTIFICATE CREDITS:	***15***

Fidelis International Seminary

Vice President for Disciple-Making Movements:
Joshua ("Josh") Howard, D.Div.

Dean of the Seminary: Frank Schattner, D.Miss.

Academic Program

Fidelis International Seminary of Dallas Christian College oversees the following academic program.

Fidelis International Seminary	**MODALITIES**			***Degree Completion Program (DCP)**	**NOTES**
Dean of the Seminary **Frank Schattner, D.Miss.** (frank@fidelisproject.com)	**Fully On-Campus**	**Fully Online**	**On-Campus/ Online Mix**		
Master's Degree Program					
• MA Catalytic Leadership		✓	✓	Cohort-based, Direct assessment Competency-based Obedience-based	

Fidelis International Seminary

of Dallas Christian College

History. Founded in 1978, Team Expansion (https://teamexpansion.org) exists to multiply disciples and churches among the unreached peoples of the world. It partners with the global church to mobilize, train, and coach qualified workers in the implementation of fruitful practices of disciple-making movements.

In 2020, Team Expansion launched the Fidelis Project to address the need for emerging Christian leaders to have (1) a deeper grounding in the Bible and biblical theology, (2) a broader understanding of the Missionary God's redemptive movements throughout history, (3) proven strategies and tools for effective disciple-multiplying ministries, and (4) greater physical and spiritual health to sustain long-term faithful service. (The Latin word "Fidelis" means "faithful, trustworthy, dependable.") The Fidelis Project birthed an innovative approach to ministry education called Fidelis International Seminary (https://www.fidelisproject.com).

At the request of its leadership team, Fidelis International Seminary was placed under the umbrella of Dallas Christian College (DCC). *Remaining true to Fidelis' vision and purpose,* DCC has accepted full responsibility for program design and curricula, qualified faculty, assessment of student learning, awarding academic credit and credentials, upholding ABHE accreditation standards, and overall quality control. Thus, emerging disciple-makers who enroll in the "Fidelis International Seminary of Dallas

Christian College" may earn a low-cost, accredited Master of Arts in Catalytic Leadership (described below).

Master's Degree Program

Master of Arts in Catalytic Leadership

(online or hybrid, cohort-based, direct assessment competency-based)

Program Director: Frank Schattner, D.Miss.

Overview. A *"catalytic"* Christian leader is a person who trains a new generation of faithful disciples and leaders in accordance with the principles of organic growth and multiplication described in texts such as Mark 1:17 ("I will send you out to fish for people"); John 15:8 ("bear much fruit, showing yourselves to be my disciples"); John 15:16 ("bear fruit—fruit that will last"); Matthew 13:8 ("seed fell on good soil, where it produced a crop—a hundred, sixty or thirty times what was sown"); 2 Timothy 2:2 ("entrust [discipleship training] to reliable people who will also be qualified to teach others").

The Master of Arts program in Catalytic Leadership (MA-CL) equips students for leadership roles in disciple-making movements actively engaged in obeying King Jesus' command to "go and make disciples of all nations" (Matthew 28:19).

The knowledge and skills students learn in this program are *transformative* and intended to become a permanent part of their Christian lives and ministries. *During the program*, students are expected to "multiply" their transformative impact by teaching others to do the same. Thus, MA-CL graduates are equipped—*and experienced*—in leading others to be faithful and reproducing disciples of Jesus.

Modality. DCC offers the M.A. in Catalytic Leadership in a cohort format in which small groups of students begin the program together under a cohort leader, proceed through the learning activities, and graduate together.

Cohorts complete their studies in one of two ways:

- ***Fully-online cohorts:*** All MA-CL learning modules appear on a Fidelis website (https://path.fidelisproject.com/home/learn). Cohorts meet exclusively online, interacting with one another through videoconferencing services such as Zoom. Thus, students are never required to travel to a campus or the same location. A Zoom link is included at the end of each module for a cohort meeting.

- ***Hybrid cohorts:*** Ideally, cohorts are formed by students living in the same geographical area. They access the learning modules online, but proximity enables them to meet face-to-face and integrate the material together as a community. Thus, students participate in the M.A. program partly online and partly on-ground, a hybrid format.

Since the M.A. program is delivered largely or fully online, students need a reliable internet connection and a laptop or other device capable of using tools such as YouTube, Zoom, and Kindle or other digital reading options.

Educational Model. The 36-credit M.A. in Catalytic Leadership (MA-CL) consists of 12 courses, each of which includes 4-8 learning modules, for a total of 65 modules. The program is designed to develop five professional competencies related to (1) Biblical Theology and Metanarrative, (2) Spiritual Formation, (3) Disciple-Making Movements, (4) Public Policy, and (5) Personal Wellness. Trained cohort leaders guide students on a "learning journey" through the modules to develop these competencies.

Each module integrates all five competencies but typically gives primary attention to one or two. Broadly speaking, the earlier courses focus primarily on knowledge and dispositions (head and heart) while the later courses focus more on skills and dispositions (hands and heart). The modules are progressive in the sense that each builds on the prior modules for continuing growth in all required competencies.

Dr. Frank Schattner, the Dean of the Seminary and primary designer of the MA-CL program, leads some cohorts himself. All other cohort leaders are appointed by Schattner and trained by him. All are experienced disciple-makers. Some are outstanding graduates of the MA-CL program.

Each cohort moves through the 65 learning modules at its own pace. Most cohorts complete one learning module per week, which enables students to earn the MA-CL in 18-24 months.

The program employs a "flipped classroom" model: Prior to cohort meetings, students work through learning modules on the program website that employ readings, videos, ministry practice, and other educational tools. In the weekly live meetings, the cohort leader makes frequent use of the Socratic method to help students integrate and internalize program materials while strengthening critical thinking skills. The program relies less on written papers and more on the students' ability to talk deeply and intelligently about what they are learning and how they are applying it in their ministries. Cohort leaders do not let the cohort move on to the next learning module until they have demonstrated mastery of the current module.

At six points throughout the program, the cohort as a group completes formative oral assessments of their growing competencies conducted by the cohort leader. These formative assessments are progressive in that each builds on the earlier assessments. Weekly cohort discussions and the six oral assessments serve as "rehearsals" for the final Graduation Assessment.

At the end of the MA-CL program, each individual student completes a summative Graduation Assessment of all five competencies. It takes the form of a two-hour, one-on-one, oral discussion conducted by the Dean of the Seminary or his designee. The Dean likens it to the "bar exam" required of lawyers. Students do not graduate until the Dean—through the Graduation Assessment—declares them "Competent" in all five areas. If necessary, students may repeat the Graduation Assessment multiple times until they achieve the required level of competence.

Program Distinctives. The unique and innovative M.A. in Catalytic Leadership program is:

- ***Accessible and Affordable*** in that students at any location tied to the internet may access MA-CL learning materials and complete the entire program online at low cost.
- ***Relational*** in that students journey through the program as part of a cohort or community of like-minded students who are committed to the Lord, actively engaged in disciple-making, seeking to learn and grow, and ready to support one another in that endeavor.
- ***Timely and Flexible*** in that new cohorts may start the program at any time of year. Cohorts typically complete one module per week. At this rate of study (plus breaks for Christmas and other holidays), students complete the master's degree in about 18 months. However, the timeframe could be longer or shorter depending on the pace chosen by the cohort.
- ***Practical and Application-Oriented*** rather than merely "academic." Fidelis faculty love education and believe that the transformation of the mind is essential to whole-self conformity to the image of Christ by the power of His Spirit in the ongoing process of sanctification. The MA-CL program requires a high degree of intellectual rigor for students. For example, while studying God's creation narrative in Genesis, they are also exploring the latest advancements in modern science pointing to Intelligent Design. While considering Public Policy, they are studying the philosophical underpinnings of a God-centric societies developed over past centuries. However, the key factors for success in the MA-CL program are not based on learners' ability to compose well-written thesis papers but on their personal discipleship and

practical application of God's written word to the task of fulfilling Christ's Great Commission.

- ***Competency-Based Education (CBE) with Direct Assessment:*** The MA-CL is not a traditional knowledge-based program in which students pass merely by reading *about* or writing *about* disciple-making movements. It is not a time-based program in which students pass by spending the required number of hours in class. It is not a credit-based or grade-based program in which students graduate by earning a minimum required cumulative grade point average (GPA) that demonstrates strength in some areas while possibly hiding weaknesses in others. Instead, the MA-CL utilizes a direct assessment competency-based education (CBE) model which ensures that graduates are not only well-versed in theoretical concepts but also capable of applying their knowledge, skills, and dispositions in real-world scenarios. Students do not graduate with the MA-CL degree until the faculty declares them "Competent" in *all* required program areas.
- ***Obedience-based:*** The MA-CL is also an obedience-based program from which students do not graduate until they actually obey Christ's command to "make disciples" who, in turn, make other disciples. The program equips students with proven strategies and tools for disciple-making.
- ***Reproducible*** in that students are expected to multiply the knowledge and skills they gain into the lives of others as they seek to make disciples within their spheres of influence (2 Timothy 2:2). MA-CL instructors are teacher-practitioners themselves. Fidelis encourages graduates to gather and lead a program cohort of their own toward the goal of developing many generations of cohort leaders around the world who can be a force for the advancement of the Kingdom of God in their home countries. Cohort leaders must be trained and approved by Dr. Schattner, the Dean of the Seminary and primary MA-CL program designer.

Program Purpose, Goals, and Student Learning Objectives

Purpose. The Master of Arts in Catalytic Leadership program (MA-CL) produces graduates who are biblical grounded, physically and spiritually healthy, actively leading effective disciple-multiplying movements, and intentionally engaged in redemptive efforts to create a more virtuous, free, just, and God-honoring culture and civilization.

Competency 1: Graduates ground their lives and ministries in the **Bible and Biblical Theology** with emphasis on promoting the Missionary God's redemptive action in the world.

Evidence 1.1: Students summarize the ***biblical metanarrative*** and the Church's role in it.

Evidence 1.2: Students display a ***working knowledge of the Bible and Biblical Theology***, including key persons (e.g., Adam, Abraham, David, Jesus, Peter, Paul, Holy Spirit), events (Creation, Fall, Exodus, Exile, Messiah, Redemption, Pentecost, Consummation), theological concepts and developments (image of God; mission of God; inclusivity and exclusivity of God; Abrahamic, Davidic, and New Covenants; promise, fulfillment, Kingdom of God; End Times), and the place in history and contributions of each biblical writing.

Evidence 1.3: In interpreting the Bible, students apply ***hermeneutical principles*** appropriate for each biblical genre (e.g., narrative, poetry, prophecy, Gospel, epistle, apocalypse).

Evidence 1.4: Students identify important persons and milestones in the development of the ***Western theological tradition*** and the modern missionary movement (e.g., Trinitarian Controversy, Pelagian Controversy, Thomas Aquinas, Martin Luther, Council of Trent).

Evidence 1.5: Students' lives and ministries are informed by a ***biblical worldview*** that shapes, for example, their views on human nature, good and evil, purpose and meaning, science and faith, human civilizations and human destiny.

Competency 2: Graduates intentionally and faithfully practice habits that promote ongoing **Spiritual Formation**, a deeper relationship with God, and daily guidance by God's Holy Spirit.

Evidence 2.1: Students memorize and meditate on key passages of ***Scripture*** that inform their daily lives and ministries.

Evidence 2.2: Students practice ongoing ***spiritual disciplines*** such as prayer, Bible reading, stewarding relationships, the Lord's Supper, and personal testimony.

Competency 3: Graduates make disciples and catalyze sustainable, large-scale **Disciple-Multiplication Movements (DMM)**.

Evidence 3.1: Students demonstrate mastery of effective ***disciple-making tools***, including "Firm Foundations" chronological Bible teaching, "Walk Thru the Bible" presentations of the Story of Scripture using images and hand motions, Zúme discipleship training, and

the "Wheel Model" for catalyzing sustainable multiplication efforts.

*Evidence 3.*2: In obedience to Christ's Great Commission, students ***make disciples who, in turn, make more disciples***.

Competency 4: Graduates articulate ways churches in their context can influence **Public Policy** toward the goal of countering cultural decay and creating God-honoring civil societies.

Evidence 4.1: Students understand the ***biblical roots*** of virtue, freedom, liberal democracy, and self-government necessary for a civil and just society.

Evidence 4.2: Students summarize the development of ***political theory*** in the Western World, including the unprecedented "American Experiment" of a free and virtuous people governing themselves.

Evidence 4.3: Students contrast the impact of non-western ***worldviews*** (e.g., Confucianism, Buddhism, Hinduism, Islam) on civil society.

Evidence 4.4: Students embrace the crucial role of pastors in ***cultural redemption and renewal*** by identifying ways churches in various ministry contexts can strengthen institutions of freedom and promote virtue, justice, and self-government in civil society.

Competency 5: Graduates take an ongoing, intentional approach to increased physical health and **Personal Wellness** that promotes resilience and longevity of service.

Evidence 5.1: Students develop and implement a personalized faith-led approach to ***physical health and wellness*** under the guidance of health professionals.

Evidence 5.2: Students develop and accomplish ***SMART goals*** for increased personal wellness.

The Master of Arts program in Catalytic Leadership (MA-CL) also develops habits of ***lifelong learning*** that fuel long and productive careers in ministry and service. Throughout the program, students critically engage thought leaders in related fields as they formulate practical, contextualized approach-es to discipleship challenges.

Required Courses. The M.A. in Catalytic Leadership degree program (MA-CL) consists of the following courses, which represent an integrated learning journey designed to develop required program competencies:

CATL 5010 MA-CL Program Orientation	0
CATL 5310 Creator and Creation	3
CATL 5315 Fall and Redemption	3
CATL 5320 Mission of God I	3
CATL 5340 Mission of God II	3
CATL 5350 Kingdom of God	3
CATL 5325 Jesus the Messiah	3
CATL 5335 Jesus' Legacy	3
CATL 5345 Sharing the Biblical Metanarrative	3
CATL 5360 The American Experiment I	3
CATL 5370 The American Experiment II	3
CATL 6310 Christian Perspectives on the Past Century I	3
CATL 6320 Christian Perspectives on the Past Century II	3
CATL 6030 MA-CL Graduation Assessment	0
TOTAL DEGREE CREDITS:	***36***

Psychology Department

Department Chair: Lyndsey Neal, Ph.D.

Academic Programs

The Psychology Department oversees the following academic programs and program components. All Degree Completion Programs include a professional major in Psychology plus a Bible Minor. All other baccalaureate programs include a double major—that is, a Bible Major plus a second professional major in some area of Psychology.

Psychology Department	**MODALITIES**			***Degree Completion Program (DCP)**	**NOTES**
Chair: Lyndsey Neal, Ph.D. (lneal@dallas.edu)	**Fully On-Campus**	**Fully Online**	**On-Campus/ Online Mix**		
Baccalaureate Degree Programs					
• BS Psychology with: ➢ *No Concentration*	✓	✓	✓	✓	
• BS Psychology & Bible with: ➢ *No Concentration*	✓	✓	✓		
➢ *Brain Sciences Concentration*	✓	✓	✓		
➢ *Human Rights Concentration*	✓	✓	✓		
➢ *Organizational Leadership Conc.*	✓	✓	✓		
➢ *Pastoral Care Concentration*	✓	✓	✓		
➢ *Sports Psychology Concentration*	✓		✓		
Minor					
➢ Psychology Minor	✓	✓	✓		

***Degree Completion Programs:** Students who transfer 45+ credits to DCC with a 2.25+ cumulative grade point average (GPA) may elect to enter an online baccalaureate "degree completion program" (DCP). These programs speed students toward graduation by (1) requiring a Bible Minor rather than a full Bible Major, and (2) applying more transfer courses to the degree as Open Electives. *In accordance with ABHE accreditation standards, students who enter DCC with fewer than 45 credits may not shift to a DCP after completing more credits.*

Baccalaureate Degree Programs

Bachelor of Science
Psychology Major & Bible Minor

*****DEGREE COMPLETION PROGRAM*****

(on-campus, online, or hybrid)

Program Coordinator: Lyndsey Neal, Ph.D.

Overview. DCC's Bachelor of Science in Psychology program, which includes a Bible Minor, equips students with foundational tools in psychology and counseling from a biblical perspective. The program includes a 3-credit mentored Psychology Internship in which students apply course content to practical experiences specific to the major.

The baccalaureate degree prepares students to continue their studies in graduate school. Students should note that (1) an undergraduate degree in psychology is preparatory for graduate studies, and (2) all licensing in psychology and counseling requires, at minimum, a master's degree in the field.

Modality. Dallas Christian College offers the B.S. in Psychology in three modalities: (1) on-ground at its campus in Farmers Branch, Texas; (2) fully-online; and (3) a hybrid format that combines on-campus and online studies. DCC*Online* students engage in asynchronous learning through a course website that facilitates interaction with their instructor and classmates. For on-campus students, an online "course companion" includes a gradebook and supplementary materials.

Degree Completion Program (DCP). This *Degree Completion Program (DCP)* is designed for students who transfer 45+ credits to DCC. For a full description of the requirements to qualify for DCP, see "Baccalaureate Degree Completion Programs" in the section of this catalog providing an "Introduction to Academics." The program includes a Bible Minor.

Program Purpose and Student Learning Objectives

Purpose. The B.S. program Psychology, which includes a Bible Minor, equips students with foundational tools in psychology and counseling from a biblical perspective in preparation for graduate studies in the field.

Consistent with DCC's mission and institutional goals, the General Education Core, Bible Minor, and Psychology Major together accomplish the following student learning objectives:

General Education Core

1. Employ critical thinking across educational disciplines. *(Critical Thinking & Information Literacy)*
2. Construct and deliver effective written and oral communication. *(Communication)*
3. Articulate a biblical worldview and engage with those with a different worldview. *(Worldview)*
4. Demonstrate an understanding of historical developments, cultures, and trends. *(Historical Literacy)*

Bible Minor

5. Demonstrate knowledge of the general content of the Bible.
6. Demonstrate understanding of core theological concepts.
7. Competently exegete selected biblical passages.
8. Articulate a coherent biblical view of call and work.

Psychology Major

9. Know the fundamental history, development, contemporary concepts, and theories of psychology *(Knowledge Base in Psychology)*
10. Evidence advanced understanding of self *(Self-Awareness and Personal Development)*
11. Appropriately synthesize psychological knowledge and biblical perspectives *(Faith Integration)*
12. Be adequately prepared for graduate and professional training *(Professional Development)*

Required Courses. The B.S. in Psychology program consists of the following courses:

General Education Core (32 credits)

Introduction to DCC	1
GENS 2111 DCC 201 (1) *(DCC culture and policies for transfer students)*	
Written and Oral Communication	
ENGL 1310 Composition I	3
ENGL 1320 Composition II	3
SPCH 2310 Speech	3
History, Humanities, and Fine Arts	
HIST 1311 World Civilization I	3

HIST 1321 World Civilization II	3
HIST 3320 American Christianity	3
Natural Sciences	
SCIN 2310 Life Science	3
Social & Behavioral Sciences	
PSYC 1320 General Psychology	3
PSYC 1325 Cultural Competency	3
PSYC 2342 Statistics for Psychological Studies	3
Physical Education (choose one)	1
PHED 1112 CPR/First Aid/Physical Education (1)	
PHED 111_ Team Sports (1)	

Bible Minor (18 credits)

BIBL 1331 New Testament Survey	3
BIBL 1332 Old Testament Survey	3
*BIBL 3301 Introduction to Biblical Research	3
PHIL 3310 Worldviews and Ethics	3
THEO 3310 Themes in Biblical Theology	3
Bible Elective (choose one)	3
BIBL 3313 Pentateuch (3)	
BIBL 3314 Acts (3)	
BIBL 3315 Hebrews (3)	
BIBL 3323 Pastoral Epistles (3)	
BIBL 3324 Johannine Literature (3)	
BIBL 3325 Prison Epistles (3)	
BIBL 3335 Preaching the Old Testament (3)	
BIBL 3345 Preaching the New Testament (3)	
BIBL 4300 Special Topics in Bible (3)	
BIBL 4306 Joshua-Esther (3)	
BIBL 4307 Paul's Letters (3)	
BIBL 4309 Interpretation of the Old Testament (3)	
BIBL 4310 Romans (3)	
BIBL 4312 Revelation (3)	
BIBL 4315 Hebrew Prophetic Literature (3)	

Psychology Major (33 credits)

PSYC 2319 Social Psychology	3
PSYC 2320 Abnormal Psychology I	3
PSYC 2325 Mental Health and Wellbeing	3
PSYC 2345 Psychological Tests and Research Methodology	3

PSYC 3315 Theories of Personality	3
PSYC 4340 Psychology Capstone	3
PSYC 4350 Psychology Internship	3
Psychology A Electives (choose two)	6
PSYC 3310 Marriage and Family (3)	
PSYC 3321 Pastoral Counseling (3)	
PSYC 3340 Abnormal Psychology II (3)	
PSYC 4315 Counseling Methods (3)	
Psychology B Electives (choose two)	6
PSYC 2305 Cognition and Emotion (3)	
PSYC 2311 Leadership Styles (3)	
PSYC 2312 Psychology of Leadership (3)	
PSYC 2314 Developmental Psychology (3)	
PSYC 2330 Neuropsychology (3)	
PSYC 3306 Servant Leadership (3)	
PSYC 3310 Marriage and Family (3)	
PSYC 3317 Transformational Leadership (3)	
PSYC 3321 Pastoral Counseling (3)	
PSYC 3340 Abnormal Psychology II (3)	
PSYC 4300 Special Topics in Psychology (3)	
PSYC 4315 Counseling Methods (3)	
PSYC 4317 Applied Leadership (3)	
Open Electives (37 credits)	
Elective Courses	37
Christian Service	
CHRS 1000 Developing Christian Influence	
Required for each semester a student is enrolled for 6 or more credits	
TOTAL DEGREE CREDITS:	***120***

Bachelor of Science
Psychology Major & Bible Major

(on-campus, online, or hybrid)

Program Coordinator: Lyndsey Neal, Ph.D.

Overview. The Bachelor of Science program with a double major in Psychology and Bible equips students with foundational tools in psychology and counseling from a biblical perspective. The program includes a 3-credit mentored Psychology

Internship in which students apply course content to practical experiences specific to the major.

The baccalaureate degree prepares students to continue their studies in graduate school. Students should note that (1) an undergraduate degree in psychology is preparatory for graduate studies, and (2) all licensing in psychology and counseling requires, at minimum, a master's degree in the field.

Modality. Dallas Christian College offers the B.S. in Psychology and Bible in three modalities: (1) on-ground at its campus in Farmers Branch, Texas; (2) fully-online; and (3) a hybrid format that combines on-campus and online studies. DCC*Online* students engage in asynchronous learning through a course website that facilitates interaction with their instructor and classmates. For on-campus students, an online "course companion" includes a gradebook and supplementary materials.

Program Purpose and Student Learning Objectives

Purpose. The B.S. program Psychology and Bible equips students with foundational tools in psychology and counseling from a biblical perspective in preparation for graduate studies in the field.

Consistent with DCC's mission and institutional goals, the General Education Core, Bible Major, and Psychology Major together accomplish the following student learning objectives:

General Education Core

1. Employ critical thinking across educational disciplines. *(Critical Thinking & Information Literacy)*
2. Construct and deliver effective written and oral communication. *(Communication)*
3. Articulate a biblical worldview and engage with those with a different worldview. *(Worldview)*
4. Demonstrate an understanding of historical developments, cultures, and trends. *(Historical Literacy)*

Bible Major

5. Demonstrate knowledge of the general content of the Bible.
6. Demonstrate understanding of core theological concepts.
7. Competently exegete selected biblical passages.
8. Articulate a coherent biblical view of call and work.

Psychology Major

9. Know the fundamental history, development, contemporary concepts, and theories of psychology *(Knowledge Base in Psychology)*
10. Evidence advanced understanding of self *(Self-Awareness and Personal Development)*
11. Appropriately synthesize psychological knowledge and biblical perspectives *(Faith Integration)*
12. Be adequately prepared for graduate and professional training *(Professional Development)*

Required Courses. The B.S. program in Psychology and Bible consists of the following courses:

General Education Core (39 credits)

Introduction to DCC (choose one)	1
GENS 1111 DCC 101 (1) *(DCC college success skills for new students)*	
GENS 2111 DCC 201 (1) *(DCC culture and policies for transfer students)*	
Written and Oral Communication	
ENGL 1310 Composition I	3
ENGL 1320 Composition II	3
SPCH 2310 Speech	3
History, Humanities, and Fine Arts	
HIST 1311 World Civilization I	3
HIST 1321 World Civilization II	3
HIST 3320 American Christianity	3
PHIL 3310 Worldviews and Ethics	3
Natural Sciences (choose one)	4
SCIN 2310 Life Science (3) + SCIN 2110 Life Science Lab (1)	
SCIN 2410 Life Science (4)	
Social & Behavioral Sciences	
PSYC 1320 General Psychology	3
PSYC 1325 Cultural Competency	3
PSYC 2319 Social Psychology	3
PSYC 2342 Statistics for Psychological Studies	3
Physical Education (choose one)	1
PHED 1112 CPR/First Aid/Physical Education (1)	
PHED 111_ Team Sports (1)	

Bible Major (30 credits)

BIBL 1331 New Testament Survey	3
BIBL 1332 Old Testament Survey	3
BIBL 2330 Introduction to Biblical Research	3
BIBL 4320 Senior Bible Seminar	3
THEO 2310 Themes in Biblical Theology	3
New Testament Electives (choose two):	6
BIBL 2301 Synoptic Gospels (3)	
BIBL 3314 Acts (3)	
BIBL 3315 Hebrews (3)	
BIBL 3323 Pastoral Epistles (3)	
BIBL 3324 Johannine Literature (3)	
BIBL 3325 Prison Epistles (3)	
BIBL 4300 Special Topics in Bible (3)	
BIBL 4307 Paul's Letters (3)	
BIBL 4310 Romans (3)	
BIBL 4312 Revelation (3)	
Old Testament Electives (choose two)	6
BIBL 3313 Pentateuch (3)	
BIBL 3322 Psalms and Wisdom Literature (3)	
BIBL 4300 Special Topics in Bible (3)	
BIBL 4306 Joshua-Esther (3)	
BIBL 4309 Interpretation of the Old Testament (3)	
BIBL 4315 Hebrew Prophetic Literature (3)	
Theology Elective (choose one)	3
THEO 2350 Theology of Sports, Recreation, and Leisure (3)	
THEO 3311 Apologetics (3)	
THEO 4300 Special Topics in Theology (3)	
THEO 4301 Christian Theology (3)	
THEO 4305 Christian Ethics (3)	

Psychology Major (36 credits)

PSYC 2305 Cognition and Emotion	3
PSYC 2320 Abnormal Psychology I	3
PSYC 2325 Mental Health and Wellbeing	3
PSYC 2330 Neuropsychology	3
PSYC 2345 Psychological Tests and Research Methodology	3
PSYC 3315 Theories of Personality	3
PSYC 4340 Psychology Capstone	3
PSYC 4350 Psychology Internship	3

Psychology A Electives (choose two) 6
PSYC 3310 Marriage and Family (3)
PSYC 3321 Pastoral Counseling (3)
PSYC 3340 Abnormal Psychology II (3)
PSYC 4315 Counseling Methods (3)

Psychology B Electives (choose two) 6
PSYC 1301 Introduction to Leadership (3)
PSYC 2311 Leadership Styles (3)
PSYC 2312 Psychology of Leadership (3)
PSYC 2314 Developmental Psychology (3)
PSYC 3306 Servant Leadership (3)
PSYC 3310 Marriage and Family (3)
PSYC 3317 Transformational Leadership (3)
PSYC 3321 Pastoral Counseling (3)
PSYC 3340 Abnormal Psychology II (3)
PSYC 4300 Special Topics in Psychology (3)
PSYC 4315 Counseling Methods (3)
PSYC 4317 Applied Leadership (3)

Open Electives (15 credits)
Elective Courses 15

Christian Service
CHRS 1000 Developing Christian Influence
Required for each semester a student is enrolled for 6 or more credits

TOTAL DEGREE CREDITS: ***120***

Bachelor of Science
Psychology Major & Bible Major
Brain Sciences Concentration

(on-campus, online, or hybrid)

Program Coordinator: Lyndsey Neal, Ph.D.

Overview. This Bachelor of Science program, which includes both a Bible Major and a Psychology Major with a Brain Sciences Concentration, equips students with foundational tools in psychology and counseling from a biblical perspective. The program includes a 3-credit mentored Psychology Internship in which students apply course content to practical experiences specific to the major and the concentration.

The baccalaureate degree prepares students to continue their studies in graduate school. Students should note that (1) an undergraduate degree in psychology is preparatory for graduate studies, and (2) all licensing in psychology and counseling requires, at minimum, a master's degree in the field.

Modality. DCC offers the B.S. in Psychology/Brain Sciences and Bible in three modalities: (1) on-ground at its campus in Farmers Branch, Texas; (2) fully-online; and (3) a hybrid format that combines on-campus and online studies. DCC*Online* students engage in asynchronous learning through a course website that facilitates interaction with their instructor and classmates. For on-campus students, an online "course companion" includes a gradebook and supplementary materials.

Program Purpose and Student Learning Objectives

Purpose. The B.S. program Psychology/Brain Sciences and Bible equips students with foundational tools in psychology and counseling from a biblical perspective in preparation for graduate studies in the field.

Consistent with DCC's mission and institutional goals, the General Education Core, Bible Major, and Psychology Major together accomplish the following student learning objectives:

General Education Core

1. Employ critical thinking across educational disciplines. *(Critical Thinking & Information Literacy)*
2. Construct and deliver effective written and oral communication. *(Communication)*
3. Articulate a biblical worldview and engage with those with a different worldview. *(Worldview)*
4. Demonstrate an understanding of historical developments, cultures, and trends. *(Historical Literacy)*

Bible Major

5. Demonstrate knowledge of the general content of the Bible.
6. Demonstrate understanding of core theological concepts.
7. Competently exegete selected biblical passages.
8. Articulate a coherent biblical view of call and work.

Psychology Major

9. Know the fundamental history, development, contemporary concepts, and theories of psychology *(Knowledge Base in Psychology)*
10. Evidence advanced understanding of self *(Self-Awareness and Personal Development)*
11. Appropriately synthesize psychological knowledge and biblical perspectives *(Faith Integration)*
12. Be adequately prepared for graduate and professional training *(Professional Development)*

Required Courses. The B.S. program in Psychology/Brain Sciences and Bible consists of the following courses:

General Education Core (39 credits)

Introduction to DCC (choose one)	1
GENS 1111 DCC 101 (1) *(DCC college success skills for new students)*	
GENS 2111 DCC 201 (1) *(DCC culture and policies for transfer students)*	
Written and Oral Communication	
ENGL 1310 Composition I	3
ENGL 1320 Composition II	3
SPCH 2310 Speech	3
History, Humanities, and Fine Arts	
HIST 1311 World Civilization I	3
HIST 1321 World Civilization II	3
HIST 3320 American Christianity	3
PHIL 3310 Worldviews and Ethics	3
Natural Sciences (choose one)	4
SCIN 2310 Life Science (3) + SCIN 2110 Life Science Lab (1)	
SCIN 2410 Life Science (4)	
Social & Behavioral Sciences	
PSYC 1320 General Psychology	3
PSYC 1325 Cultural Competency	3
PSYC 2319 Social Psychology	3
PSYC 2342 Statistics for Psychological Studies	3
Physical Education (choose one)	1
PHED 1112 CPR/First Aid/Physical Education (1)	
PHED 111_ Team Sports (1)	

Bible Major (30 credits)

BIBL 1331 New Testament Survey	3
BIBL 1332 Old Testament Survey	3
BIBL 2330 Introduction to Biblical Research	3
BIBL 4320 Senior Bible Seminar	3
THEO 2310 Themes in Biblical Theology	3
New Testament Electives (choose two):	6
BIBL 2301 Synoptic Gospels (3)	
BIBL 3314 Acts (3)	
BIBL 3315 Hebrews (3)	
BIBL 3323 Pastoral Epistles (3)	
BIBL 3324 Johannine Literature (3)	
BIBL 3325 Prison Epistles (3)	
BIBL 4300 Special Topics in Bible (3)	
BIBL 4307 Paul's Letters (3)	
BIBL 4310 Romans (3)	
BIBL 4312 Revelation (3)	
Old Testament Electives (choose two)	6
BIBL 3313 Pentateuch (3)	
BIBL 3322 Psalms and Wisdom Literature (3)	
BIBL 4300 Special Topics in Bible (3)	
BIBL 4306 Joshua-Esther (3)	
BIBL 4309 Interpretation of the Old Testament (3)	
BIBL 4315 Hebrew Prophetic Literature (3)	
Theology Elective (choose one)	3
THEO 2350 Theology of Sports, Recreation, and Leisure (3)	
THEO 3311 Apologetics (3)	
THEO 4300 Special Topics in Theology (3)	
THEO 4301 Christian Theology (3)	
THEO 4305 Christian Ethics (3)	

Psychology Major with Brain Sciences Concentration (36 credits)

PSYC 2305 Cognition and Emotion	3
PSYC 2314 Developmental Psychology	3
PSYC 2320 Abnormal Psychology I	3
PSYC 2325 Mental Health and Wellbeing	3
PSYC 2330 Neuropsychology	3
PSYC 2345 Psychological Tests and Research Methodology	3
PSYC 3315 Theories of Personality	3
PSYC 3340 Abnormal Psychology II	3

PSYC 4340 Psychology Capstone	3
PSYC 4350 Psychology Internship	3
Psychology A Electives (choose two)	6
PSYC 3310 Marriage and Family (3)	
PSYC 3321 Pastoral Counseling (3)	
PSYC 4315 Counseling Methods (3)	
Open Electives (15 credits)	
Elective Courses	15
Christian Service	
CHRS 1000 Developing Christian Influence	
Required for each semester a student is enrolled for 6 or more credits	
TOTAL DEGREE CREDITS:	***120***

Bachelor of Science
Psychology Major & Bible Major
Human Rights Concentration

(on-campus, online, or hybrid)

Program Coordinator: Lyndsey Neal, Ph.D.

Overview. This Bachelor of Science program includes both a Bible Major and a Psychology Major with a Human Rights Concentration. It equips students with foundational tools in psychology and counseling from a biblical perspective. The program includes a 3-credit mentored Psychology Internship in which students apply course content to practical experiences specific to the major and the concentration.

The baccalaureate degree prepares students to continue their studies in graduate school. Students should note that (1) an undergraduate degree in psychology is preparatory for graduate studies, and (2) all licensing in psychology and counseling requires, at minimum, a master's degree in the field.

Modality. Dallas Christian College offers the B.S. in Psychology/Human Rights and Bible in three modalities: (1) on-ground at its campus in Farmers Branch, Texas; (2) fully-online; and (3) a hybrid format that combines on-campus and online studies. DCC*Online* students engage in asynchronous learning through a course website that facilitates interaction with their instructor and classmates. For on-

campus students, an online "course companion" includes a gradebook and supplementary materials.

Program Purpose and Student Learning Objectives

Purpose. The B.S. program Psychology/Human Rights and Bible equips students with foundational tools in psychology and counseling from a biblical perspective in preparation for graduate studies in the field.

Consistent with DCC's mission and institutional goals, the General Education Core, Bible Major, and Psychology/Human Rights Major together accomplish the following student learning objectives:

General Education Core

1. Employ critical thinking across educational disciplines. *(Critical Thinking & Information Literacy)*
2. Construct and deliver effective written and oral communication. *(Communication)*
3. Articulate a biblical worldview and engage with those with a different worldview. *(Worldview)*
4. Demonstrate an understanding of historical developments, cultures, and trends. *(Historical Literacy)*

Bible Major

5. Demonstrate knowledge of the general content of the Bible.
6. Demonstrate understanding of core theological concepts.
7. Competently exegete selected biblical passages.
8. Articulate a coherent biblical view of call and work.

Psychology Major

9. Know the fundamental history, development, contemporary concepts, and theories of psychology *(Knowledge Base in Psychology)*
10. Evidence advanced understanding of self *(Self-Awareness and Personal Development)*
11. Appropriately synthesize psychological knowledge and biblical perspectives *(Faith Integration)*
12. Be adequately prepared for graduate and professional training *(Professional Development)*

Required Courses. The B.S. program in Psychology/Human Rights and Bible consists of the following courses:

General Education Core (39 credits)

Introduction to DCC (choose one)	1
GENS 1111 DCC 101 (1) *(DCC college success skills for new students)*	
GENS 2111 DCC 201 (1) *(DCC culture and policies for transfer students)*	
Written and Oral Communication	
ENGL 1310 Composition I	3
ENGL 1320 Composition II	3
SPCH 2310 Speech	3
History, Humanities, and Fine Arts	
HIST 1311 World Civilization I	3
HIST 1321 World Civilization II	3
HIST 3320 American Christianity	3
PHIL 3310 Worldviews and Ethics	3
Natural Sciences (choose one)	4
SCIN 2310 Life Science (3) + SCIN 2110 Life Science Lab (1)	
SCIN 2410 Life Science (4)	
Social & Behavioral Sciences	
PSYC 1320 General Psychology	3
PSYC 1325 Cultural Competency	3
PSYC 2319 Social Psychology	3
PSYC 2342 Statistics for Psychological Studies	3
Physical Education (choose one)	1
PHED 1112 CPR/First Aid/Physical Education (1)	
PHED 111_ Team Sports (1)	

Bible Major (30 credits)

BIBL 1331 New Testament Survey	3
BIBL 1332 Old Testament Survey	3
BIBL 2330 Introduction to Biblical Research	3
BIBL 4320 Senior Bible Seminar	3
THEO 2310 Themes in Biblical Theology	3
New Testament Electives (choose two):	6
BIBL 2301 Synoptic Gospels (3)	
BIBL 3314 Acts (3)	
BIBL 3315 Hebrews (3)	
BIBL 3323 Pastoral Epistles (3)	

BIBL 3324 Johannine Literature (3)
BIBL 3325 Prison Epistles (3)
BIBL 4300 Special Topics in Bible (3)
BIBL 4307 Paul's Letters (3)
BIBL 4310 Romans (3)
BIBL 4312 Revelation (3)

Old Testament Electives (choose two) 6
BIBL 3313 Pentateuch (3)
BIBL 3322 Psalms and Wisdom Literature (3)
BIBL 4300 Special Topics in Bible (3)
BIBL 4306 Joshua-Esther (3)
BIBL 4309 Interpretation of the Old Testament (3)
BIBL 4315 Hebrew Prophetic Literature (3)

Theology Elective (choose one) 3
THEO 2350 Theology of Sports, Recreation, and Leisure (3)
THEO 3311 Apologetics (3)
THEO 4300 Special Topics in Theology (3)
THEO 4301 Christian Theology (3)
THEO 4305 Christian Ethics (3)

Psychology Major/Human Rights Concentration (33 credits)

HUMA 3310 Critical Thinking and Communication 3
HUMA 3325 American Civil Rights 3
PSYC 2320 Abnormal Psychology I 3
PSYC 2325 Mental Health and Wellbeing 3
PSYC 2345 Psychological Tests and Research Methodology 3
PSYC 3315 Theories of Personality 3
PSYC 4340 Psychology Capstone 3
PSYC 4350 Psychology Internship 3

Psychology A Electives (choose two) 6
PSYC 3310 Marriage and Family (3)
PSYC 3321 Pastoral Counseling (3)
PSYC 3340 Abnormal Psychology II (3)
PSYC 4315 Counseling Methods (3)

Psychology B Elective (choose one) 3
PSYC 1301 Introduction to Leadership (3)
PSYC 2305 Cognition and Emotion (3)
PSYC 2311 Leadership Styles (3)
PSYC 2312 Psychology of Leadership (3)
PSYC 2314 Developmental Psychology (3)

PSYC 2330 Neuropsychology (3)
PSYC 3306 Servant Leadership (3)
PSYC 3310 Marriage and Family (3)
PSYC 3317 Transformational Leadership (3)
PSYC 3321 Pastoral Counseling (3)
PSYC 3340 Abnormal Psychology II (3)
PSYC 4300 Special Topics in Psychology (3)
PSYC 4315 Counseling Methods (3)
PSYC 4317 Applied Leadership (3)

Open Electives (18 credits)

Elective Courses 18

Christian Service

CHRS 1000 Developing Christian Influence
Required for each semester a student is enrolled for 6 or more credits

TOTAL DEGREE CREDITS: 120

Bachelor of Science
Psychology Major & Bible Major
Organizational Leadership Concentration

(on-campus, online, or hybrid)

Program Coordinator: Lyndsey Neal, Ph.D.

Overview. This Bachelor of Science program includes both a Bible Major and a Psychology Major with an Organizational Leadership Concentration. It equips students with foundational tools in psychology and counseling from a biblical perspective. The program includes a 3-credit mentored Psychology Internship in which students apply course content to practical experiences specific to the major and the concentration.

The baccalaureate degree prepares students to continue their studies in graduate school. Students should note that (1) an undergraduate degree in psychology is preparatory for graduate studies, and (2) all licensing in psychology and counseling requires, at minimum, a master's degree in the field.

Modality. Dallas Christian College offers the B.S. in Psychology/Organizational Leadership and Bible in three modalities: (1) on-ground at its campus in Farmers Branch, Texas; (2) fully-online; and (3) a hybrid format that combines on-campus and online studies. DCC*Online* students engage in asynchronous learning through

a course website that facilitates interaction with their instructor and classmates. For on-campus students, an online "course companion" includes a gradebook and supplementary materials.

Program Purpose and Student Learning Objectives

Purpose. The B.S. program Psychology/Organizational Leadership and Bible equips students with foundational tools in psychology and counseling from a biblical perspective in preparation for graduate studies in the field.

Consistent with DCC's mission and institutional goals, the General Education Core, Bible Major, and Psychology/Organizational Leadership Major together accomplish the following student learning objectives:

General Education Core

1. Employ critical thinking across educational disciplines. *(Critical Thinking & Information Literacy)*
2. Construct and deliver effective written and oral communication. *(Communication)*
3. Articulate a biblical worldview and engage with those with a different worldview. *(Worldview)*
4. Demonstrate an understanding of historical developments, cultures, and trends. *(Historical Literacy)*

Bible Major

5. Demonstrate knowledge of the general content of the Bible.
6. Demonstrate understanding of core theological concepts.
7. Competently exegete selected biblical passages.
8. Articulate a coherent biblical view of call and work.

Psychology Major

9. Know the fundamental history, development, contemporary concepts, and theories of psychology *(Knowledge Base in Psychology)*
10. Evidence advanced understanding of self *(Self-Awareness and Personal Development)*
11. Appropriately synthesize psychological knowledge and biblical perspectives *(Faith Integration)*
12. Be adequately prepared for graduate and professional training *(Professional Development)*

Required Courses. The B.S. program in Psychology/Organizational Leadership and Bible consists of the following courses:

General Education Core (39 credits)

Introduction to DCC (choose one)	1
GENS 1111 DCC 101 (1) *(DCC college success skills for new students)*	
GENS 2111 DCC 201 (1) *(DCC culture and policies for transfer students)*	
Written and Oral Communication	
ENGL 1310 Composition I	3
ENGL 1320 Composition II	3
SPCH 2310 Speech	3
History, Humanities, and Fine Arts	
HIST 1311 World Civilization I	3
HIST 1321 World Civilization II	3
HIST 3320 American Christianity	3
PHIL 3310 Worldviews and Ethics	3
Natural Sciences (choose one)	4
SCIN 2310 Life Science (3) + SCIN 2110 Life Science Lab (1)	
SCIN 2410 Life Science (4)	
Social & Behavioral Sciences	
PSYC 1320 General Psychology	3
PSYC 1325 Cultural Competency	3
PSYC 2319 Social Psychology	3
PSYC 2342 Statistics for Psychological Studies	3
Physical Education (choose one)	1
PHED 1112 CPR/First Aid/Physical Education (1)	
PHED 111_ Team Sports (1)	

Bible Major (30 credits)

BIBL 1331 New Testament Survey	3
BIBL 1332 Old Testament Survey	3
BIBL 2330 Introduction to Biblical Research	3
BIBL 4320 Senior Bible Seminar	3
THEO 2310 Themes in Biblical Theology	3
New Testament Electives (choose two):	6
BIBL 2301 Synoptic Gospels (3)	
BIBL 3314 Acts (3)	
BIBL 3315 Hebrews (3)	
BIBL 3323 Pastoral Epistles (3)	

BIBL 3324 Johannine Literature (3)
BIBL 3325 Prison Epistles (3)
BIBL 4300 Special Topics in Bible (3)
BIBL 4307 Paul's Letters (3)
BIBL 4310 Romans (3)
BIBL 4312 Revelation (3)

Old Testament Electives (choose two) 6
BIBL 3313 Pentateuch (3)
BIBL 3322 Psalms and Wisdom Literature (3)
BIBL 4300 Special Topics in Bible (3)
BIBL 4306 Joshua-Esther (3)
BIBL 4309 Interpretation of the Old Testament (3)
BIBL 4315 Hebrew Prophetic Literature (3)

Theology Elective (choose one) 3
THEO 2350 Theology of Sports, Recreation, and Leisure (3)
THEO 3311 Apologetics (3)
THEO 4300 Special Topics in Theology (3)
THEO 4301 Christian Theology (3)
THEO 4305 Christian Ethics (3)

Psychology Major/Organizational Leadership Conc. (36 credits)

PSYC 1301 Introduction to Leadership 3
PSYC 2312 Psychology of Leadership 3
PSYC 2320 Abnormal Psychology I 3
PSYC 2325 Mental Health and Wellbeing 3
PSYC 2345 Psychological Tests and Research Methodology 3
PSYC 3315 Theories of Personality 3
PSYC 3317 Transformational Leadership 3
PSYC 4317 Applied Leadership 3
PSYC 4340 Psychology Capstone 3
PSYC 4350 Psychology Internship 3

Psychology Elective (choose one) 3
PSYC 3310 Marriage and Family (3)
PSYC 3321 Pastoral Counseling (3)
PSYC 3340 Abnormal Psychology II (3)
PSYC 4315 Counseling Methods (3)

Leadership Elective (choose one) 3
PSYC 2311 Leadership Styles (3)
PSYC 3306 Servant Leadership (3)

Open Electives (15 credits)

Elective Courses 15

Christian Service

CHRS 1000 Developing Christian Influence
Required for each semester a student is enrolled for 6 or more credits

TOTAL DEGREE CREDITS: ***120***

Bachelor of Science
Psychology Major & Bible Major
Pastoral Care Concentration

(on-campus, online, or hybrid)

Program Coordinator: Lyndsey Neal, Ph.D.

Overview. This Bachelor of Science program includes both a Bible Major and a Psychology Major with a Pastoral Care Concentration. It equips men and women with foundational tools in psychology, counseling, and pastoral care from a biblical perspective. The program includes a 3-credit mentored Psychology Internship in which students apply course content to practical experiences specific to the major and the concentration.

The baccalaureate degree prepares students to continue their studies in graduate school. Students should note that (1) an undergraduate degree in psychology is preparatory for graduate studies, and (2) all licensing in psychology and counseling requires, at minimum, a master's degree in the field.

Modality. Dallas Christian College offers the B.S. in Psychology/Pastoral Care and Bible in three modalities: (1) on-ground at its campus in Farmers Branch, Texas; (2) fully-online; and (3) a hybrid format that combines on-campus and online studies. DCC*Online* students engage in asynchronous learning through a course website that facilitates interaction with their instructor and classmates. For on-campus students, an online "course companion" includes a gradebook and supplementary materials.

Program Purpose and Student Learning Objectives

Purpose. The B.S. program Psychology/Pastoral Care and Bible equips men and women with foundational tools in psychology, counseling, and pastoral care from a biblical perspective in preparation for graduate studies in the field.

Consistent with DCC's mission and institutional goals, the General Education Core, Bible Major, and Psychology/Pastoral Care Major together accomplish the following student learning objectives:

General Education Core

1. Employ critical thinking across educational disciplines. *(Critical Thinking & Information Literacy)*
2. Construct and deliver effective written and oral communication. *(Communication)*
3. Articulate a biblical worldview and engage with those with a different worldview. *(Worldview)*
4. Demonstrate an understanding of historical developments, cultures, and trends. *(Historical Literacy)*

Bible Major

5. Demonstrate knowledge of the general content of the Bible.
6. Demonstrate understanding of core theological concepts.
7. Competently exegete selected biblical passages.
8. Articulate a coherent biblical view of call and work.

Psychology Major

9. Know the fundamental history, development, contemporary concepts, and theories of psychology *(Knowledge Base in Psychology)*
10. Evidence advanced understanding of self *(Self-Awareness and Personal Development)*
11. Appropriately synthesize psychological knowledge and biblical perspectives *(Faith Integration)*
12. Be adequately prepared for graduate and professional training *(Professional Development)*

Required Courses. The B.S. program in Psychology/Pastoral Care and Bible consists of the following courses:

General Education Core (39 credits)

Introduction to DCC (choose one) 1

GENS 1111 DCC 101 (1) *(DCC college success skills for new students)*
GENS 2111 DCC 201 (1) *(DCC culture and policies for transfer students)*

Written and Oral Communication

ENGL 1310 Composition I 3

ENGL 1320 Composition II	3
SPCH 2310 Speech	3
History, Humanities, and Fine Arts	
HIST 1311 World Civilization I	3
HIST 1321 World Civilization II	3
HIST 3320 American Christianity	3
PHIL 3310 Worldviews and Ethics	3
Natural Sciences (choose one)	4
SCIN 2310 Life Science (3) + SCIN 2110 Life Science Lab (1)	
SCIN 2410 Life Science (4)	
Social & Behavioral Sciences	
PSYC 1320 General Psychology	3
PSYC 1325 Cultural Competency	3
PSYC 2319 Social Psychology	3
PSYC 2342 Statistics for Psychological Studies	3
Physical Education (choose one)	1
PHED 1112 CPR/First Aid/Physical Education (1)	
PHED 111_ Team Sports (1)	

Bible Major (30 credits)

BIBL 1331 New Testament Survey	3
BIBL 1332 Old Testament Survey	3
BIBL 2330 Introduction to Biblical Research	3
BIBL 4320 Senior Bible Seminar	3
THEO 2310 Themes in Biblical Theology	3
New Testament Electives (choose two):	6
BIBL 2301 Synoptic Gospels (3)	
BIBL 3314 Acts (3)	
BIBL 3315 Hebrews (3)	
BIBL 3323 Pastoral Epistles (3)	
BIBL 3324 Johannine Literature (3)	
BIBL 3325 Prison Epistles (3)	
BIBL 4300 Special Topics in Bible (3)	
BIBL 4307 Paul's Letters (3)	
BIBL 4310 Romans (3)	
BIBL 4312 Revelation (3)	
Old Testament Electives (choose two)	6
BIBL 3313 Pentateuch (3)	
BIBL 3322 Psalms and Wisdom Literature (3)	

BIBL 4300 Special Topics in Bible (3)
BIBL 4306 Joshua-Esther (3)
BIBL 4309 Interpretation of the Old Testament (3)
BIBL 4315 Hebrew Prophetic Literature (3)

Theology Elective (choose one) 3
THEO 2350 Theology of Sports, Recreation, and Leisure (3)
THEO 3311 Apologetics (3)
THEO 4300 Special Topics in Theology (3)
THEO 4301 Christian Theology (3)
THEO 4305 Christian Ethics (3)

Psychology Major/Pastoral Care Concentration (42 credits)

PSYC 2320 Abnormal Psychology I 3
PSYC 2325 Mental Health and Wellbeing 3
PSYC 2345 Psychological Tests and Research Methodology 3
PSYC 3310 Marriage and Family 3
PSYC 3315 Theories of Personality 3
PSYC 3321 Pastoral Counseling 3
PSYC 3340 Abnormal Psychology II 3
PSYC 4315 Counseling Methods 3
PSYC 4340 Psychology Capstone 3
PSYC 4350 Psychology Internship 3

Practical Ministry Electives (choose four) 12
PMIN 1301 Introduction to Leadership (3)
PMIN 2311 Leadership Styles (3)
PMIN 2312 Psychology of Leadership (3)
PMIN 2321 Introduction to Conflict Management (3)
PMIN 3301 Spiritual Formation (3)
PMIN 3304 Current Issues in Ministry (3)
PMIN 3306 Servant Leadership (3)
PMIN 3313 Small Group Ministry (3)
PMIN 3317 Transformational Leadership (3)
PMIN 3335 Preaching the Old Testament (3)
PMIN 3345 Preaching the New Testament (3)
PMIN 4300 Special Topics in Practical Ministries (3)
PMIN 4312 Church Growth (3)
PMIN 4317 Applied Leadership (3)

Open Electives (9 credits)

Elective Courses 9

Christian Service

CHRS 1000 Developing Christian Influence
Required for each semester a student is enrolled for 6 or more credits

TOTAL DEGREE CREDITS: ***120***

Bachelor of Science
Psychology Major & Bible Major
Sports Psychology Concentration

(on-campus or hybrid)

Program Coordinator: Lyndsey Neal, Ph.D.

Overview. This Bachelor of Science program includes both a Bible Major and a Psychology Major with a Sports Psychology Concentration. It equips students with foundational tools in psychology and counseling from a biblical perspective. The program includes a 3-credit mentored Psychology Internship in which students apply course content to practical experiences specific to the major and the concentration.

The baccalaureate degree prepares students to continue their studies in graduate school. Students should note that (1) an undergraduate degree in psychology is preparatory for graduate studies, and (2) all licensing in psychology and counseling requires, at minimum, a master's degree in the field.

Modality. Dallas Christian College offers the B.S. in Psychology/Sports Psychology and Bible on-ground at its campus in Farmers Branch, Texas. Some required courses are also available in fully-online format, making a hybrid program possible. DCC*Online* students engage in asynchronous learning through a course website that facilitates interaction with their instructor and classmates. For on-campus students, an online "course companion" includes a gradebook and supplementary materials.

Program Purpose and Student Learning Objectives

Purpose. The B.S. program Psychology/Sports Psychology and Bible equips men and women with foundational tools in psychology and counseling from a biblical perspective in preparation for graduate studies in the field.

Consistent with DCC's mission and institutional goals, the General Education Core, Bible Major, and Psychology/Sports Psychology Major together accomplish the following student learning objectives:

General Education Core

1. Employ critical thinking across educational disciplines. *(Critical Thinking & Information Literacy)*
2. Construct and deliver effective written and oral communication. *(Communication)*
3. Articulate a biblical worldview and engage with those with a different worldview. *(Worldview)*
4. Demonstrate an understanding of historical developments, cultures, and trends. *(Historical Literacy)*

Bible Major

5. Demonstrate knowledge of the general content of the Bible.
6. Demonstrate understanding of core theological concepts.
7. Competently exegete selected biblical passages.
8. Articulate a coherent biblical view of call and work.

Psychology Major

9. Know the fundamental history, development, contemporary concepts, and theories of psychology *(Knowledge Base in Psychology)*
10. Evidence advanced understanding of self *(Self-Awareness and Personal Development)*
11. Appropriately synthesize psychological knowledge and biblical perspectives *(Faith Integration)*
12. Be adequately prepared for graduate and professional training *(Professional Development)*

Required Courses. The B.S. program in Psychology/Sports Psychology and Bible consists of the following courses:

General Education Core (39 credits)

Introduction to DCC (choose one)	1
GENS 1111 DCC 101 (1) *(DCC college success skills for new students)*	
GENS 2111 DCC 201 (1) *(DCC culture and policies for transfer students)*	
Written and Oral Communication	
ENGL 1310 Composition I	3
ENGL 1320 Composition II	3
SPCH 2310 Speech	3

History, Humanities, and Fine Arts	
HIST 1311 World Civilization I	3
HIST 1321 World Civilization II	3
HIST 3320 American Christianity	3
PHIL 3310 Worldviews and Ethics	3
Natural Sciences (choose one)	4
SCIN 2310 Life Science (3) + SCIN 2110 Life Science Lab (1)	
SCIN 2410 Life Science (4)	
Social & Behavioral Sciences	
PSYC 1320 General Psychology	3
PSYC 1325 Cultural Competency	3
PSYC 2319 Social Psychology	3
PSYC 2342 Statistics for Psychological Studies	3
Physical Education (choose one)	1
PHED 1112 CPR/First Aid/Physical Education (1)	
PHED 111_ Team Sports (1)	

Bible Major (30 credits)

BIBL 1331 New Testament Survey	3
BIBL 1332 Old Testament Survey	3
BIBL 2330 Introduction to Biblical Research	3
BIBL 4320 Senior Bible Seminar	3
THEO 2310 Themes in Biblical Theology	3
New Testament Electives (choose two):	6
BIBL 2301 Synoptic Gospels (3)	
BIBL 3314 Acts (3)	
BIBL 3315 Hebrews (3)	
BIBL 3323 Pastoral Epistles (3)	
BIBL 3324 Johannine Literature (3)	
BIBL 3325 Prison Epistles (3)	
BIBL 4300 Special Topics in Bible (3)	
BIBL 4307 Paul's Letters (3)	
BIBL 4310 Romans (3)	
BIBL 4312 Revelation (3)	
Old Testament Electives (choose two)	6
BIBL 3313 Pentateuch (3)	
BIBL 3322 Psalms and Wisdom Literature (3)	
BIBL 4300 Special Topics in Bible (3)	

BIBL 4306 Joshua-Esther (3)
BIBL 4309 Interpretation of the Old Testament (3)
BIBL 4315 Hebrew Prophetic Literature (3)

Theology Elective (choose one) 3
THEO 2350 Theology of Sports, Recreation, and Leisure (3)
THEO 3311 Apologetics (3)
THEO 4300 Special Topics in Theology (3)
THEO 4301 Christian Theology (3)
THEO 4305 Christian Ethics (3)

Psychology Major/Sports Psychology Concentration (36 credits)

EXSC 1310 Sports and Recreation Leadership	3
PSYC 2305 Cognition and Emotion	3
PSYC 2312 Psychology of Leadership	3
PSYC 2320 Abnormal Psychology I	3
PSYC 2325 Mental Health and Wellbeing	3
PSYC 2345 Psychological Tests and Research Methodology	3
PSYC 3315 Theories of Personality	3
PSYC 3335 Sport and Exercise Psychology	3
PSYC 4315 Counseling Methods	3
PSYC 4340 Psychology Capstone	3
PSYC 4350 Psychology Internship	3
SPMT 2320 Management of Athletic Programs	3

Psychology A Elective (choose one) 3
PSYC 3310 Marriage and Family (3)
PSYC 3321 Pastoral Counseling (3)
PSYC 3340 Abnormal Psychology II (3)

Open Electives (15 credits)

Elective Courses 15

Christian Service

CHRS 1000 Developing Christian Influence
Required for each semester a student is enrolled for 6 or more credits

TOTAL DEGREE CREDITS: 120

Minor

Policy on Minors. Students pursuing a DCC baccalaureate degree have the *option* of adding a minor(s) to that degree beyond the normal program requirements. A "minor" is a shorter series of courses focusing on a particular field or discipline. At

DCC, a minor includes a minimum of 18 credits, at least half of which must be taken in the Upper Division (3000- and 4000-level courses). A maximum of six credits may be counted toward both a minor *and* any core area of the student's baccalaureate degree plan. For the full policy regarding "Majors and Minors," see the section of this catalog focusing on "Introduction to Academics."

Departmental Minor. DCC's Psychology Department offers the following minor:

Psychology Minor (18 credits)

The Psychology Minor includes the following required courses:

PSYC 1320 General Psychology (3)
PSYC 2325 Mental Health and Wellbeing (3)

Psychology Electives (choose four)

PSYC 1301 Introduction to Leadership (3)
PSYC 2305 Cognition and Emotion (3)
PSYC 2311 Leadership Styles (3)
PSYC 2312 Psychology of Leadership (3)
PSYC 2314 Developmental Psychology (3)
PSYC 2319 Social Psychology (3)
PSYC 2320 Abnormal Psychology I (3)
PSYC 2330 Neuropsychology (3)
PSYC 3306 Servant Leadership (3)
PSYC 3310 Marriage and Family (3)
PSYC 3315 Theories of Personality (3)
PSYC 3317 Transformational Leadership (3)
PSYC 3321 Pastoral Counseling (3)
PSYC 3340 Abnormal Psychology II (3)
PSYC 4300 Special Topics in Psychology (3)
PSYC 4315 Counseling Methods (3)
PSYC 4317 Applied Leadership (3)

Sports Science Department

Department Chair: Andrew Pacheco, M.S., Ph.D. candidate

Academic Programs

The Sports Science Department oversees the following academic programs. All baccalaureate programs include a double major—that is, a Bible Major plus a second professional major in some area of Sports Science.

Sports Science Department	**MODALITIES**			***Degree Completion Program (DCP)**	**NOTES**
Andrew Pacheco, M.S., Ph.D. candidate (apacheco@dallas.edu)	**Fully On-Campus**	**Fully Online**	**On-Campus/ Online Mix**		
Associate Degree Program					
• AS Sports Science	✓		✓		
Baccalaureate Degree Programs					
• BSS Athletic Coaching & Bible	✓		✓		
• BSS Sports Management & Bible	✓		✓		
• BSS Sports and Recreation Ministry & Bible	✓		✓		
Minor					
➢ Sports & Recreation Ministry Minor	✓		✓		
Certificate					
➢ Sports & Recreation Ministry Certificate	✓		✓		

Associate Degree Program

Associate of Science in Sports Science

(on-campus)

Program Coordinator: Andrew Pacheco, M.S., Ph.D. candidate

Overview. Sports and physical fitness play a very influential role in contemporary society. The sport and fitness field includes numerous opportunities for mentoring

relationships through which believers can influence others for Christ. The A.S. in Sports Science provides a foundation for entry-level positions in sport, recreation, and fitness organizations. The program includes coursework in biblical foundations for life and service, sports leadership and management, sports psychology, and other areas of the student's choice, such as coaching and sports ministry. If A.S. graduates desire to continue their education, they may move seamlessly into one of DCC's Bachelor of Sports Science programs focusing on Athletic Coaching, Sports Management, or Sports and Recreation Ministry.

Modality. Dallas Christian College offers the A.S. in Sports Science in on-campus format at its main campus in Farmers Branch, Texas. An online "course companion" includes a gradebook and supplementary materials.

Program Purpose and Student Learning Objectives

Purpose. The A.S. in Sports Science program develops foundational competencies for aspiring sports professionals.

Consistent with DCC's mission and institutional goals, the General Education Core, Bible Core, and Sports Science Core together accomplish the following student learning objectives:

General Education Core

1. Employ critical thinking across educational disciplines. *(Critical Thinking & Information Literacy)*
2. Construct and deliver effective written and oral communication. *(Communication)*
3. Articulate a biblical worldview and engage with those with a different worldview. *(Worldview)*
4. Demonstrate an understanding of historical developments, cultures, and trends. *(Historical Literacy)*

Bible Major

5. Demonstrate knowledge of the general content of the Bible.
6. Demonstrate understanding of core theological concepts.
7. Competently exegete selected biblical passages.
8. Articulate a coherent biblical view of call and work.

Sports Science Core

9. Demonstrate effective, Christ-honor leadership by integrating personal philosophy and field-based experiences through a mentored internship in coaching, ministry, or sports management.
10. Demonstrate a basic working knowledge of exercise anatomy, physiology, and biomechanics, and effectively apply these principles in coaching.
11. Demonstrate proficiency in utilizing technological tools for sports management, such as project development and scheduling software.
12. Articulate biblical, theological, and philosophical foundations for sports and recreation ministry.
13. Articulate principles of healthy nutrition and physical fitness.
14. Demonstrate mastery of sports safety principles and the care and prevention of common athletic injuries.
15. Earn American Red Cross certification in first aid, cardiopulmonary resuscitation (CPR), and the use of an automated external defibrillator (AED).
16. Employ insights from sports psychology to motivate athletes toward peak performance.
17. Apply biblical principles for spiritual formation and discipleship in contextually and culturally relevant ways in a sports and recreation ministry setting.

Required Courses. The A.S. in Sports Science program consists of the following courses:

General Education Core (29 credits)

Introduction to DCC (choose one)	1
GENS 1111 DCC 101 (1) *(DCC college success skills for new students)*	
GENS 2111 DCC 201 (1) *(DCC culture and policies for transfer students)*	
Written and Oral Communication	
ENGL 1310 Composition I	3
ENGL 1320 Composition II	3
SPCH 2310 Speech	3
History, Humanities, and Fine Arts	
HIST 1311 World Civilization I	3
HIST 1321 World Civilization II	3
PHIL 3310 Worldviews and Ethics	3

Mathematics (choose one)	3
MATH 1310 College Algebra (3)	
MATH 1332 College Mathematics (3)	
MATH 2342 Introduction to Statistics (3)	3
Natural Sciences	
SCIN 2310 Life Science	3
SCIN 2110 Life Science Lab	1
Social & Behavioral Sciences	
PSYC 1325 Cultural Competency	3
Bible Core (12 credits)	
BIBL 1331 New Testament Survey	3
BIBL 1332 Old Testament Survey	3
BIBL 2330 Introduction to Biblical Research	3
THEO 2310 Themes in Biblical Theology	3
Sports and Recreation Science Core (15 credits)	
EXSC 1310 Sports and Recreation Leadership	3
PHED 2356 Care and Prevention of Athletic Injuries	3
PSYC 3335 Sport and Exercise Psychology	3
SPMT 2320 Management of Athletic Programs	3
Sports Science Elective (choose one)	3
EXSC 2310 Applied Exercise Anatomy & Physiology	3
PHED 1321 Principles of Athletic Coaching	3
PMIN 3323 Sports and Recreation Ministry Models	3
SPMN 4340 Coaching, Mentoring, and Discipleship	3
SPMT 3325 Sports Marketing, Promotion, and Public Relations	3
THEO 2350 Theology of Sports, Recreation, and Leisure	3
Open Electives (4 credits)	
Elective Courses	4
Christian Service	
CHRS 1000 Developing Christian Influence	
Required for each semester a student is enrolled for 6 or more credits	
TOTAL DEGREE CREDITS:	***60***

Baccalaureate Degree Programs

Bachelor of Sports Science
Athletic Coaching Major & Bible Major

(on-campus)

Program Coordinator: Andrew Pacheco, M.S., Ph.D. candidate

Overview. Sports and physical fitness play a very influential role in contemporary society. DCC students often name a coach among those who have made the greatest impact on their lives. Coaches engage in the rewarding work of helping others reach their full potential—not only in terms of athletic prowess, but also through developing important life skills such as hard work, discipline, problem-solving, persistence, self-confidence, teamwork, and personal health and wellbeing. The Sports Science field also includes numerous opportunities for mentoring relationships through which believers can influence others for Christ. Accordingly, Dallas Christian College has designed Bachelor of Sports Science (B.S.S.) programs with a Great Commission thrust.

The B.S.S. program with a double major in Athletic Coaching and Bible develops foundational knowledge, skills, and dispositions needed to flourish as a coach in any context from youth to high school to college athletes to community programs to sports professionals. The program includes coursework in sports physiology and nutrition, sports psychology, coaching and mentoring, sports leadership and management, and legal and ethical standards. Students learn general principles of athletic coaching and then specialize in one or more sports, such as basketball, baseball, softball, soccer, or volleyball. They gain hands-on field experience and build their résumés through internship and practicum opportunities under seasoned coaches.

Modality. Dallas Christian College offers the B.S.S. in Athletic Coaching and Bible in on-campus format at its main campus in Farmers Branch, Texas. An online "course companion" includes a gradebook and supplementary materials.

Program Purpose and Student Learning Objectives

Purpose. The B.S.S. program in Athletic Coaching and Bible develops foundational competencies needed to flourish as a coach and influence others for Christ.

Consistent with DCC's mission and institutional goals, the General Education Core, Bible Major, and Athletic Coaching Major together accomplish the following student learning objectives:

General Education Core

1. Employ critical thinking across educational disciplines. *(Critical Thinking & Information Literacy)*
2. Construct and deliver effective written and oral communication. *(Communication)*
3. Articulate a biblical worldview and engage with those with a different worldview. *(Worldview)*
4. Demonstrate an understanding of historical developments, cultures, and trends. *(Historical Literacy)*

Bible Major

5. Demonstrate knowledge of the general content of the Bible.
6. Demonstrate understanding of core theological concepts.
7. Competently exegete selected biblical passages.
8. Articulate a coherent biblical view of call and work.

Athletic Coaching Major

9. Demonstrate effective, Christ-honor leadership by integrating personal philosophy and field-based experiences through a mentored internship in coaching, ministry, or sports management.
10. Demonstrate a basic working knowledge of exercise anatomy, physiology, and biomechanics, and effectively apply these principles in coaching.
11. Demonstrate knowledge of business law and key regulations that impact the conduct of sports-related organizations.
12. Demonstrate proficiency in utilizing technological tools for sports management, such as project development and scheduling software.
13. Articulate biblical, theological, and philosophical foundations for sports and recreation ministry.
14. Articulate principles of healthy nutrition and physical fitness.
15. Demonstrate mastery of sports safety principles and the care and prevention of common athletic injuries.
16. Earn American Red Cross certification in first aid, cardiopulmonary resuscitation (CPR), and the use of an automated external defibrillator (AED).

17. Employ insights from sports psychology to motivate athletes toward peak performance.
18. Apply biblical principles for spiritual formation and discipleship in contextually and culturally relevant ways in a sports and recreation ministry setting.

Required Courses. The B.S.S. in Athletic Coaching and Bible program consists of the following courses:

General Education Core (32 credits)

Introduction to DCC (choose one)	1
GENS 1111 DCC 101 (1) *(DCC college success skills for new students)*	
GENS 2111 DCC 201 (1) *(DCC culture and policies for transfer students)*	
Written and Oral Communication	
ENGL 1310 Composition I	3
ENGL 1320 Composition II	3
SPCH 2310 Speech	3
History, Humanities, and Fine Arts	
HIST 1311 World Civilization I	3
HIST 1321 World Civilization II	3
HIST 3320 American Christianity	3
PHIL 3310 Worldviews and Ethics	3
Mathematics (choose one)	3
MATH 1310 College Algebra (3)	
MATH 1332 College Mathematics (3)	
MATH 2342 Introduction to Statistics (3)	
Natural Sciences	
SCIN 2310 Life Science	3
SCIN 2110 Life Science Lab	1
Social & Behavioral Sciences	
PSYC 1325 Cultural Competency	3

Bible Major (30 credits)

BIBL 1331 New Testament Survey	3
BIBL 1332 Old Testament Survey	3
BIBL 2330 Introduction to Biblical Research	3
BIBL 4320 Senior Bible Seminar	3
THEO 2310 Themes in Biblical Theology	3
THEO 2350 Theology of Sports, Recreation, and Leisure	3

New Testament Electives (choose two): 6
BIBL 2301 Synoptic Gospels (3)
BIBL 3314 Acts (3)
BIBL 3315 Hebrews (3)
BIBL 3323 Pastoral Epistles (3)
BIBL 3324 Johannine Literature (3)
BIBL 3325 Prison Epistles (3)
BIBL 4300 Special Topics in Bible (3)
BIBL 4307 Paul's Letters (3)
BIBL 4310 Romans (3)
BIBL 4312 Revelation (3)

Old Testament Electives (choose two) 6
BIBL 3313 Pentateuch (3)
BIBL 3322 Psalms and Wisdom Literature (3)
BIBL 4300 Special Topics in Bible (3)
BIBL 4306 Joshua-Esther (3)
BIBL 4309 Interpretation of the Old Testament (3)
BIBL 4315 Hebrew Prophetic Literature (3)

Athletic Coaching Major (34 credits)

Sports Science Core (18 credits)
EXSC 1310 Sports and Recreation Leadership 3
PHED 2356 Care and Prevention of Athletic Injuries 3
PSYC 3335 Sport and Exercise Psychology 3
SPMN 4340 Coaching, Mentoring, and Discipleship 3
SPMT 2320 Management of Athletic Programs 3
SPMT 4315 Legal, Ethical, and Professional Standards for Sports Leaders 3

Athletic Coaching Specialization (16 credits)
EXSC 1322 Nutrition for Sport and Exercise 3
EXSC 2310 Applied Exercise Anatomy and Physiology 3
PHED 1321 Principles of Athletic Coaching 3

Coaching Theory and Practice Elective (complete at least one): 3
EXSC 3315 Coaching Baseball and Softball (3)
EXSC 3316 Coaching Basketball (3)
EXSC 3317 Coaching Soccer (3)
EXSC 3318 Coaching Volleyball (3)
EXSC 3335 Coaching Golf (3)

EXSC 4150 Orientation to Sport and Fitness Internships 1
EXSC 4350 Athletic Coaching Internship 3

Open Electives (24 credits)
Elective Courses 24

Christian Service
CHRS 1000 Developing Christian Influence
Required for each semester a student is enrolled for 6 or more credits

TOTAL DEGREE CREDITS: 120

Bachelor of Sports Science
Sports Management Major & Bible Major

(on-campus)

Program Coordinator: Andrew Pacheco, M.S., Ph.D. candidate

Overview. Sports and physical fitness play a very influential role in contemporary society. The sport and fitness field includes numerous opportunities for mentoring relationships through which believers can influence others for Christ. Accordingly, Dallas Christian College has designed Bachelor of Sports Science (B.S.S.) programs with a Great Commission thrust.

The B.S.S. program with a double major in Sports Management and Bible equips students for entry-level managerial professions within the unique context of sport, recreation, and fitness organizations in various sectors, including youth, community, scholastic, collegiate, and professional. The program includes coursework in sports leadership and management, sports psychology, coaching and mentoring, marketing and public relations, facilities management, financial management, and legal and ethical standards. Students gain hands-on field experience and build their résumés through internship and practicum opportunities under seasoned field supervisors.

Modality. Dallas Christian College offers the B.S.S. in Sports Management and Bible in on-campus format at its main campus in Farmers Branch, Texas. An online "course companion" includes a gradebook and supplementary materials.

Program Purpose and Student Learning Objectives

Purpose. The B.S.S. program in Sports Management and Bible develops foundational competencies needed for managerial roles and Christian influence in sports organizations.

Consistent with DCC's mission and institutional goals, the General Education Core, Bible Major, and Sports Management Major together accomplish the following student learning objectives:

General Education Core

1. Employ critical thinking across educational disciplines. *(Critical Thinking & Information Literacy)*
2. Construct and deliver effective written and oral communication. *(Communication)*
3. Articulate a biblical worldview and engage with those with a different worldview. *(Worldview)*
4. Demonstrate an understanding of historical developments, cultures, and trends. *(Historical Literacy)*

Bible Major

5. Demonstrate knowledge of the general content of the Bible.
6. Demonstrate understanding of core theological concepts.
7. Competently exegete selected biblical passages.
8. Articulate a coherent biblical view of call and work.

Sports Management Major

9. Demonstrate effective, Christ-honor leadership by integrating personal philosophy and field-based experiences through a mentored internship in coaching, ministry, or sports management.
10. Demonstrate knowledge of business law and key regulations that impact the conduct of sports-related organizations.
11. Demonstrate proficiency in utilizing technological tools for sports management, such as project development and scheduling software.
12. Articulate biblical, theological, and philosophical foundations for sports and recreation ministry.
13. Demonstrate mastery of sports safety principles and the care and prevention of common athletic injuries.
14. Earn American Red Cross certification in first aid, cardiopulmonary resuscitation (CPR), and the use of an automated external defibrillator (AED).
15. Employ insights from sports psychology to motivate athletes toward peak performance.
16. Apply biblical principles for spiritual formation and discipleship in contextually and culturally relevant ways in a sports and recreation ministry setting.

Required Courses. The B.S.S. in Sports Management and Bible program consists of the following courses:

General Education Core (32 credits)

Introduction to DCC (choose one)	1
GENS 1111 DCC 101 (1) *(DCC college success skills for new students)*	
GENS 2111 DCC 201 (1) *(DCC culture and policies for transfer students)*	
Written and Oral Communication	
ENGL 1310 Composition I	3
ENGL 1320 Composition II	3
SPCH 2310 Speech	3
History, Humanities, and Fine Arts	
HIST 1311 World Civilization I	3
HIST 1321 World Civilization II	3
HIST 3320 American Christianity	3
PHIL 3310 Worldviews and Ethics	3
Mathematics (choose one)	3
MATH 1310 College Algebra (3)	
MATH 1332 College Mathematics (3)	
MATH 2342 Introduction to Statistics (3)	3
Natural Sciences	
SCIN 2310 Life Science	3
SCIN 2110 Life Science Lab	1
Social & Behavioral Sciences	
PSYC 1325 Cultural Competency	3

Bible Major (30 credits)

BIBL 1331 New Testament Survey	3
BIBL 1332 Old Testament Survey	3
BIBL 2330 Introduction to Biblical Research	3
BIBL 4320 Senior Bible Seminar	3
THEO 2350 Theology of Sports, Recreation, and Leisure	3
THEO 2310 Themes in Biblical Theology	3
New Testament Electives (choose two):	6
BIBL 2301 Synoptic Gospels (3)	
BIBL 3314 Acts (3)	
BIBL 3315 Hebrews (3)	
BIBL 3323 Pastoral Epistles (3)	
BIBL 3324 Johannine Literature (3)	

BIBL 3325 Prison Epistles (3)
BIBL 4300 Special Topics in Bible (3)
BIBL 4307 Paul's Letters (3)
BIBL 4310 Romans (3)
BIBL 4312 Revelation (3)

Old Testament Electives (choose two) 6
BIBL 3313 Pentateuch (3)
BIBL 3322 Psalms and Wisdom Literature (3)
BIBL 4300 Special Topics in Bible (3)
BIBL 4306 Joshua-Esther (3)
BIBL 4309 Interpretation of the Old Testament (3)
BIBL 4315 Hebrew Prophetic Literature (3)

Sports Management Major (34 credits)

Sports Science Core (18 credits)

EXSC 1310 Sports and Recreation Leadership	3
PHED 2356 Care and Prevention of Athletic Injuries	3
PSYC 3335 Sport and Exercise Psychology	3
SPMN 4340 Coaching, Mentoring, and Discipleship	3
SPMT 2320 Management of Athletic Programs	3
SPMT 4315 Legal, Ethical, and Professional Standards for Sports Leaders	3

Sports Management Specialization (16 credits)

ACCT 2301 Accounting I	3
EXSC 4150 Orientation to Sport and Fitness Internships	1
SPMT 3301 Financial Management in Sports	3
SPMT 3320 Sports Facilities and Event Management	3
SPMT 3325 Sports Marketing, Promotion, and Public Relations	3
SPMT 4350 Sports Management Internship	3

Open Electives (24 credits)

Elective Courses	24

Christian Service

CHRS 1000 Developing Christian Influence
Required for each semester a student is enrolled for 6 or more credits

TOTAL DEGREE CREDITS: 120

Bachelor of Sports Science
Sports and Recreation Ministry Major & Bible Major

(on-campus)

Program Coordinator: Andrew Pacheco, M.S., Ph.D. candidate

Overview. Sports and physical fitness play a very influential role in contemporary society, bringing people together and nurturing meaningful human connections. Athletes and sportspeople (coaches, administrative staff, spectators) represent one of the largest "mission fields" in the world. Sport and fitness endeavors include numerous opportunities for mentoring relationships through which believers can influence others for Christ. Accordingly, Dallas Christian College has designed Bachelor of Sports Science (B.S.S.) programs with a Great Commission thrust.

The B.S.S. program with a double major in Sports and Recreation Ministry and Bible focuses on how to use sports as a tool for evangelistic outreach and discipleship within the local church, parachurch settings, and in global mission contexts. The program includes coursework in biblically-grounded sports and recreation ministry, coaching and mentoring, spiritual formation and discipleship, cross-cultural communication, sports management, sports psychology, and legal and ethical standards. Students gain hands-on field experience and build their résumés through internship and practicum opportunities under seasoned sports ministers.

Modality. Dallas Christian College offers the B.S.S. in Sports and Recreation Ministry and Bible in on-campus format at its main campus in Farmers Branch, Texas. An online "course companion" includes a gradebook and supplementary materials.

Program Purpose and Student Learning Objectives

Purpose. The B.S.S. program in Sports and Recreation Ministry and Bible develops foundational competencies for effective work as a sports minister dedicated to influencing others for Christ.

Consistent with DCC's mission and institutional goals, the General Education Core, Bible Major, and Sports and Recreation Ministry Major together accomplish the following student learning objectives:

General Education Core

1. Employ critical thinking across educational disciplines. *(Critical Thinking & Information Literacy)*

2. Construct and deliver effective written and oral communication. *(Communication)*
3. Articulate a biblical worldview and engage with those with a different worldview. *(Worldview)*
4. Demonstrate an understanding of historical developments, cultures, and trends. *(Historical Literacy)*

Bible Major

5. Demonstrate knowledge of the general content of the Bible.
6. Demonstrate understanding of core theological concepts.
7. Competently exegete selected biblical passages.
8. Articulate a coherent biblical view of call and work.

Sports and Recreation Ministry Major

9. Demonstrate effective, Christ-honor leadership by integrating personal philosophy and field-based experiences through a mentored internship in coaching, ministry, or sports management.
10. Demonstrate knowledge of business law and key regulations that impact the conduct of sports-related organizations.
11. Articulate biblical, theological, and philosophical foundations for sports and recreation ministry.
12. Demonstrate mastery of sports safety principles and the care and prevention of common athletic injuries.
13. Earn American Red Cross certification in first aid, cardiopulmonary resuscitation (CPR), and the use of an automated external defibrillator (AED).
14. Employ insights from sports psychology to motivate athletes toward peak performance.
15. Apply biblical principles for spiritual formation and discipleship in contextually and culturally relevant ways in a sports and recreation ministry setting.

Required Courses. The B.S.S. in Sports and Recreation Ministry and Bible program consists of the following courses:

General Education Core (32 credits)

Introduction to DCC (choose one)	1
GENS 1111 DCC 101 (1) *(DCC college success skills for new students)*	
GENS 2111 DCC 201 (1) *(DCC culture and policies for transfer students)*	
Written and Oral Communication	
ENGL 1310 Composition I	3
ENGL 1320 Composition II	3
SPCH 2310 Speech	3
History, Humanities, and Fine Arts	
HIST 1311 World Civilization I	3
HIST 1321 World Civilization II	3
HIST 3320 American Christianity	3
PHIL 3310 Worldviews and Ethics	3
Mathematics (choose one)	3
MATH 1310 College Algebra (3)	
MATH 1332 College Mathematics (3)	
MATH 2342 Introduction to Statistics (3)	3
Natural Sciences	
SCIN 2310 Life Science	3
SCIN 2110 Life Science Lab	1
Social & Behavioral Sciences	
PSYC 1325 Cultural Competency	3

Bible Major (30 credits)

BIBL 1331 New Testament Survey	3
BIBL 1332 Old Testament Survey	3
BIBL 2330 Introduction to Biblical Research	3
BIBL 4320 Senior Bible Seminar	3
THEO 2350 Theology of Sports, Recreation, and Leisure	3
THEO 2310 Themes in Biblical Theology	3
New Testament Electives (choose two):	6
BIBL 2301 Synoptic Gospels (3)	
BIBL 3314 Acts (3)	
BIBL 3315 Hebrews (3)	
BIBL 3323 Pastoral Epistles (3)	
BIBL 3324 Johannine Literature (3)	
BIBL 3325 Prison Epistles (3)	
BIBL 3345 Preaching the Old Testament (3)	
BIBL 4300 Special Topics in Bible (3)	

BIBL 4307 Paul's Letters (3)
BIBL 4310 Romans (3)
BIBL 4312 Revelation (3)

Old Testament Electives (choose two) 6
BIBL 3313 Pentateuch (3)
BIBL 3322 Psalms and Wisdom Literature (3)
BIBL 3335 Preaching the Old Testament (3)
BIBL 4300 Special Topics in Bible (3)
BIBL 4306 Joshua-Esther (3)
BIBL 4309 Interpretation of the Old Testament (3)
BIBL 4315 Hebrew Prophetic Literature (3)

Sports and Recreation Ministry Major (34 credits)

Sports Science Core (15 credits)
EXSC 1310 Sports and Recreation Leadership 3
PHED 2356 Care and Prevention of Athletic Injuries 3
PSYC 3335 Sport and Exercise Psychology 3
SPMN 4340 Coaching, Mentoring, and Discipleship 3
SPMT 4315 Legal, Ethical, and Professional Standards for Sports Leaders 3

Sports and Recreation Ministry Specialization (16 credits)
PMIN 3301 Spiritual Formation 3
PMIN 3316 Cross-Cultural Communication 3
PMIN 3323 Sports and Recreation Ministry Models 3
SPMN 3363 Sports and Recreation Ministry Applications 3
Ministry Elective (choose one) *3*
PMIN 3305 Biblical Ministry (3)
PMIN 3313 Small Group Ministry (3)
EXSC 4150 Orientation to Sport and Fitness Internships 1
SPMN 4350 Sports and Recreation Ministry Internship 3

Open Electives (24 credits)
Elective Courses 24

Christian Service
CHRS 1000 Developing Christian Influence
Required for each semester a student is enrolled for 6 or more credits

TOTAL DEGREE CREDITS: 120

CSRM Certification. DCC students who successfully complete the B.S.S. in Sports and Recreation Ministry program qualify to receive the Sport, Recreation, and Fitness Ministry Certification (SRFMC) from the Association of Church Sports and Recreation Ministers (CSRM, https://www.csrm.org). Students pay a $25 processing fee to receive this professional certification.

Why is Certification Important?

Professional Commitment. The education and training necessary to gain certification communicates your commitment to the field of sports and recreation ministries. Continuing education is a crucial aspect of professionalism, and the certification not only gives that initial education, but in order to maintain certification, one must obtain Continuing Education Units in workshops, webinars, and other forms.

Enhances a Professional Image. Learning the biblical basis of how sports and recreation ties into the ministry of the church offers the sports and recreation minister the opportunity to improve how others view their leadership. Instead of being a "separate" ministry, one can communicate how all ministries work together in a local church.

Recognition of Your Accomplishment. People finishing the process obtain a certificate indicating their completion of Sports Outreach Minister's Certification. Completion also grants the minister the ability to use the letters "CSRFM" following their signature. In this way, all communication will alert others of your accomplishment.

Expansion of Skill and Knowledge. John Wooden once said, "It's what you learn after you know it all that really counts." A leader that desires to keep learning demonstrates why certification is of utmost importance.

Next Steps. Students interested in CSRM certification may use this link to apply (https://docs.google.com/forms/d/e/1FAIpQLSe0LLy1s6_yxNwPtCCX6SRwr4hc7pU9B0bgB6FDmnXMeut3kQ/viewform?usp=sf_link).

Certificate Program

Sports and Recreation Ministry Certificate

(on-campus)

Program Coordinator: Andrew Pacheco, M.S., Ph.D. candidate

Overview. Sports and physical fitness play a very influential role in contemporary society, bringing people together and nurturing meaningful human connections. Athletes and sportspeople (coaches, administrative staff, spectators) represent one of the largest "mission fields" in the world. Sport and fitness endeavors include numerous opportunities for mentoring relationships through which believers can influence others for Christ. DCC's Sports and Recreation Ministry Certificate program focuses on how to use sports as a tool for evangelistic outreach and discipleship within the local church, parachurch settings, and in global mission contexts. Students gain hands-on field experience and build their résumés through an internship under a seasoned sports minister.

Modality. Dallas Christian College offers the Sports and Recreation Ministry Certificate on-ground at its campus in Farmers Branch, Texas. An online "course companion" includes a gradebook and supplementary materials.

Required Courses. The Sports and Recreation Ministry Certificate program consists of the following courses:

EXSC 1310 Sports and Recreation Leadership	3
PMIN 3323 Sports and Recreation Ministry Models	3
SPMN 3363 Sports and Recreation Ministry Applications	3
SPMN 4340 Coaching, Mentoring, and Discipleship	3
SPMN 4350 Sports and Recreation Ministry Internship	3
SPMT 4315 Legal, Ethical, Prof. Standards for Sports Leaders	3
THEO 2350 Theology of Sports, Recreation, and Leisure	3
TOTAL CERTIFICATE CREDITS:	***21***

CSRM Certification. DCC students who successfully complete the Sports and Recreation Ministry Certificate qualify to receive the Sport, Recreation, and Fitness Ministry Certification (SRFMC) from the Association of Church Sports and Recreation Ministers (CSRM). Students pay a $25 processing fee to receive this professional certification.

Minor

Policy on Minors. Students pursuing a DCC baccalaureate degree have the *option* of adding a minor(s) to that degree beyond the normal program requirements. A "minor" is a shorter series of courses focusing on a particular field or discipline. At DCC, a minor includes a minimum of 18 credits, at least half of which must be taken in the Upper Division (3000- and 4000-level courses). A maximum of six credits may be counted toward both a minor *and* any core area of the student's baccalaureate degree plan. For the full policy regarding "Majors and Minors," see the section of this catalog focusing on "Introduction to Academics."

Departmental Minor. DCC's Sports Science Department offers the following minor:

Sports and Recreation Ministry Minor (21 credits)

The Sports and Recreation Ministry Minor includes the following required courses:

EXSC 1310 Sports and Recreation Leadership (3)
PMIN 3323 Sports and Recreation Ministry Models (3)
SPMN 3363 Sports and Recreation Ministry Applications (3)
SPMN 4340 Coaching, Mentoring, and Discipleship (3)
SPMN 4350 Sports and Recreation Ministry Internship (3)
SPMT 4315 Legal, Ethical, Professional Standards for Sports Leaders (3)
THEO 2350 Theology of Sports, Recreation, and Leisure (3)

CSRM Certification. DCC students who successfully complete the Sports and Recreation Ministry Minor qualify to receive the Sport, Recreation, and Fitness Ministry Certification (SRFMC) from the Association of Church Sports and Recreation Ministers (CSRM). Students pay a $25 processing fee to receive this professional certification.

E. L. and Sue Derr Teacher Education Department

Department Chair: Tracy Hahn, Ed.D.

Academic Programs

Dallas Christian College's E. L. and Sue Derr Teacher Education Department oversees the following teacher certification programs approved by the Texas Education Agency (TEA), the Texas State Board of Educator Certification (SBEC), and the Association of Christian Schools International (ACSI).

Teacher Education Dept	**MODALITIES**			***Degree Completion Program (DCP)**	**NOTES**
Chair: Tracy Hahn, Ed.D. (thahn@dallas.edu)	**Fully On-Campus**	**Fully Online**	**On-Campus/ Online Mix**		
Baccalaureate Degree Programs					
• BS Education & Bible with: ➢ *Early Childhood – Grade 6 Conc.*	✓		✓		
➢ *English/Language Arts 7-12 Conc.*	✓		✓		
➢ *Social Studies 7-12 Concentration*	✓		✓		
Post-Baccalaureate Program					
➢ Alternative [Teacher] Certification Program (ACP)		✓			

Program Structure. All DCC baccalaureate programs in teacher education include four primary components:

- *General Education Core* courses offer students a broad foundation in major branches of human learning, such as Language, Literature, Communications, History, Humanities, Human Cultures and Worldviews, Mathematics, Natural Sciences, and Social and Behavioral Sciences.
- *The Bible Major* grounds students in God's written word toward the goals of spiritual formation, development of a Christian worldview, and a life of Christ-centered service in the student's chosen field.

- *The Education Major* prepares aspiring teachers through courses in Education History and Philosophy, Educational Psychology, Teaching Theory and Methods, Classroom Management, and other aspects of the teaching profession. Note that all DCC teacher education students complete a "double major"—that is, a Bible Major plus a professional major in Education.
- *Content* courses prepare students for certification in their area of specialization. At DCC, students may choose a "content" area of elementary-level Core Subjects, English, Language Arts, Social Studies, or Music.

The Path to Teacher Certification

Dallas Christian College can start students on their journey to gaining certification to teach in public, private, and/or church-related schools at the elementary, middle, and/or secondary (high school) level. To reach this goal, students follow a step-by-step process:

STEP #1: Apply for admission to Dallas Christian College.

Applicants must fulfil the normal admission requirements described in the "Admissions" section of this catalog.

NOTE: If students already hold a baccalaureate degree, they should consider DCC's Alternative Teacher Certification Program (ACP—described below), which offers a quicker route to certification.

STEP #2: As a DCC student, fulfil the requirements for entering *the Teacher Education Program (TEP). They include:*

- Deciding which baccalaureate degree and "content" area the student will pursue.
- A 3.00 cumulative grade point average (GPA) over all college coursework
- A grade of "B" or better in ENGL 1310 Composition I, ENGL 1320 Composition II, and SPCH 2310
- A minimum of 12 credit hours completed in the student's chosen "content" area (English, Language Arts, Music, or Social Studies)
- A 3.00 cumulative GPA in the "content" courses
- Passing EITHER the Texas Success Initiative Assessment (TSIA, which measures readiness for college coursework in reading, writing, and mathematics) OR passing the Texas Higher Educa-

tion Assessment® (THEA) with a minimum score of 230 in reading, 230 in mathematics, and 220 in writing.

STEP #3: Apply for admission to the Teacher Education Program (TEP). Note that admission to DCC and admission to the TEP are two different processes with different requirements.

Students typically enter the Teacher Education Program (TEP) and begin their specialized coursework during the second semester of their sophomore year. Therefore, in addition to meeting the admission requirements listed above under STEP #2, students must:

- Submit a completed *Teacher Education Program Application* by October 1 to begin the admission process.
- Submit a written description of their teaching philosophy (typed, 12-point font, double-spaced).
- Submit three completed candidate evaluations (references).
- Schedule an admission interview with the Teacher Education Department Chair (thahn@dallas.edu).
- Upon acceptance into the TEP, meet with the Chair for advising and develop a degree planning sheet for finishing the degree.

STEP #4: As a TEP student, fulfil the requirements for remaining *in the Teacher Education Program and gaining teacher certification.* They include:

- Earn a grade of "B" or higher in *each* Education (EDUC) course.
- Complete a 15-hour Field-Based Experience (FBE) requirement as a part of EDUC 4309 Discipline and Classroom Management (EC-12).
- Complete a 15-hour Field-Based Experience (FBE) requirement as a part of EDUC 4362 Teaching Diverse Learners.
- Complete a minimum 45 hours of Field-Based Experiences (FBEs) in Teaching Methodology courses, including 15 hours in EDUC 4311 Methods of Social Studies and Geography (EC-12), 15 hours in EDUC 4312 Methods of Teaching Science and Math (EC-6), and 15 hours in EDUC 4314 Methods of Reading and Related Language Arts (EC-12).

Submit a portfolio at the conclusion of Field-Based Experiences (FBEs) prior to Student Teaching.

- Complete all TEA requirements for obtaining a Texas Education Agency Login (TEAL) for the Educator Certification Online System (ECOS) used to apply for initial certification and verify existing certification.

STEP #5: Sometime prior to entering Student Teaching, pass the appropriate TExES exam (Texas Examinations of Educator Standards), which assesses content-area knowledge and professional knowledge.

DCC offers the following course to aid in preparation: EDUC 3110 TExES Prep Seminar (1 credit).

STEP #6: Complete a Student Teaching placement lasting a minimum of 14 weeks (500 hours minimum).

Submit a Student Teaching portfolio at the conclusion of the semester.

STEP #7: Pass the Texas state Pedagogy and Professional Responsibilities (EC-12) exam (PPR).

STEP #8: Pass the Texas Science of Teaching Reading (STR) test (applies only to students in Core Subjects EC-6, Core Subjects 4-8, and English Language Arts and Reading 4-8).

STEP #8: Finish degree requirements and graduate from DCC.

Upon successful completion of the program, the TEP *recommends* qualified candidates to the Texas Education Agency (TEA) and Texas State Board of Educator Certification (SBEC) for Initial Teacher Certification in Texas.

STEP #9: Candidates apply *for certification by the Texas Education Agency (TEA) for public schools and/or the Association of Christian Schools International (ACSI) for Christian Schools.*

Supervision Fees. To cover travel expenses of field supervisors, students pay a $400 fee if completing EDUC 4930 All-Level Student Teaching (EC-12) or a $600 fee if completing EDUC 4904 Professional Internship (EC-12). Candidates who choose to complete **S**tudent Teaching or a Professional Internship farther than 50 miles from the DCC campus are charged an additional supervision fee of $285.

Other Teacher Education Program Costs. In addition to the normal tuition and fees paid to attend DCC (see the sections of this catalog on "Student Costs" and "Financial Aid"), teacher education students should take into account the following possible expenses: (1) textbooks, (2) supplies, (3) outside program tutoring, (4) TExES content test fee, (5) Pedagogy and Professional Responsibilities test fee, (6) Science of Teaching Reading test fee, (7) Intern Certification fee, (8) TEA training and documentation fees, (9) Texas Standard Certification application fee, and (10) ACSI application fee. For more information, contact the Teacher Education Department Chair at DCC (thahn@dallas.edu).

Baccalaureate Programs

Bachelor of Science
Education Major & Bible Major
Early Childhood through Grade 6 Concentration

(on-campus)

Program Coordinator: Tracy Hahn, Ed.D.

Overview. The Bachelor of Science program with a double major in Bible and Education/Early Childhood through Grade 6 (EC-6) helps future teachers model Christian ethics through positive relationships and effective pedagogy in today's classrooms. It prepares students for teaching in elementary schools, whether public, private, or church-related. The program design aligns with teacher certification requirements laid down by the Texas Education Agency (TEA).

Modality. Dallas Christian College offers the B.S. in Bible and Education/EC-6 on-ground at its campus in Farmers Branch, Texas. Some courses in the program are also available online. DCC*Online* students engage in asynchronous learning through a course website that facilitates interaction with their instructor and classmates. For on-campus students, an online "course companion" includes a gradebook and supplementary materials.

Program Purpose and Student Learning Objectives

Purpose. The Bachelor of Science program with a double major in Bible and Education/Early Childhood through Grade 6 helps future teachers gain Texas public school certification and model Christian ethics through positive relationships and effective pedagogy in elementary school classrooms.

Consistent with DCC's mission and institutional goals, the General Education Core, Bible Core, and Education Major (EC-6) together accomplish the following student learning objectives:

General Education Core

1. Employ critical thinking across educational disciplines. (Critical Thinking & Information Literacy)
2. Construct and deliver effective written and oral communication. (Communication)
3. Articulate a biblical worldview and engage with those with a different worldview. (Worldview)
4. Demonstrate an understanding of historical developments, cultures, and trends. *(Historical Literacy)*

Bible Major

5. Demonstrate knowledge of the general content of the Bible.
6. Demonstrate understanding of core theological concepts.
7. Competently exegete selected biblical passages.
8. Articulate a coherent biblical view of call and work.

Education Major

9. Demonstrate 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.
10. 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.
11. Exhibit a comprehensive understanding of one's content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lesson plans and the ability to match objectives and activities to relevant state standards.
12. 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.

13. 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.
14. Consistently hold 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 oneself ethically and with integrity.
15. Evidence knowledge of both public and private educational philosophy and systems.

Required Courses. The Bachelor of Science program in Bible and Education/Early Childhood through Grade 6 consists of the following courses:

General Education Core (39 credits)

Introduction to DCC (choose one)	1
GENS 1111 DCC 101 (1) *(DCC college success skills for new students)*	
GENS 2111 DCC 201 (1) *(DCC culture and policies for transfer students)*	
Written and Oral Communication	
ENGL 1310 Composition I	3
ENGL 1320 Composition II	3
SPCH 2310 Speech	3
History, Humanities, and Fine Arts	
ENGL 2312 American Literature I	3
GOVT 2310 National and State Government	3
HIST 2311 United States History I	3
HIST 2321 United States History II	3
HUMA 2322 Art and Music Appreciation	3
Mathematics	
MATH 1310 College Algebra	3
Natural Sciences (choose one)	4
SCIN 2310 Life Science (3) + SCIN 2110 Life Science Lab (1)	
SCIN 2410 Life Science (4)	
Social & Behavioral Sciences	
PSYC 2314 Developmental Psychology	3
Physical Education	
PHED 1112 CPR/First Aid/Physical Education	1
PHED 1320 Wellness and Lifestyle	3

Bible Major (30 credits)

BIBL 1331 New Testament Survey	3
BIBL 1332 Old Testament Survey	3
BIBL 2330 Introduction to Biblical Research	3
BIBL 4320 Senior Bible Seminar	3
PHIL 3310 Worldviews and Ethics	3
THEO 2310 Themes in Biblical Theology	3
THEO 3320 American Christianity	3
New Testament Elective (choose one)	3

BIBL 2301 Synoptic Gospels (3)
BIBL 3314 Acts (3)
BIBL 3315 Hebrews (3)
BIBL 3323 Pastoral Epistles (3)
BIBL 3324 Johannine Literature (3)
BIBL 3325 Prison Epistles (3)
BIBL 4300 Special Topics in Bible (3)
BIBL 4307 Paul's Letters (3)
BIBL 4310 Romans (3)
BIBL 4312 Revelation (3)

Old Testament Elective (choose one) 3

BIBL 3313 Pentateuch (3)
BIBL 3322 Psalms and Wisdom Literature (3)
BIBL 4300 Special Topics in Bible (3)
BIBL 4306 Joshua-Esther (3)
BIBL 4309 Interpretation of the Old Testament (3)
BIBL 4315 Hebrew Prophetic Literature (3)

Bible/Theology Electives (choose one) 3

BIBL 2301 Synoptic Gospels (3)
BIBL 3313 Pentateuch (3)
BIBL 3314 Acts (3)
BIBL 3315 Hebrews (3)
BIBL 3322 Psalms and Wisdom Literature (3)
BIBL 3323 Pastoral Epistles (3)
BIBL 3324 Johannine Literature (3)
BIBL 3325 Prison Epistles (3)
BIBL 4300 Special Topics in Bible (3)
BIBL 4306 Joshua-Esther (3)
BIBL 4307 Paul's Letters (3)
BIBL 4309 Interpretation of the Old Testament (3)

BIBL 4310 Romans (3)
BIBL 4312 Revelation (3)
BIBL 4315 Hebrew Prophetic Literature (3)
THEO 2350 Theology of Sports, Recreation, and Leisure (3)
THEO 3311 Apologetics (3)
THEO 4300 Special Topics in Theology (3)
THEO 4301 Christian Theology (3)
THEO 4305 Christian Ethics (3)

Education Major (46 credits)

EDUC 3110 TExES Prep Seminar	1
EDUC 3320 Educational Psychology	3
EDUC 4301 Educational Technology (EC-12)	3
EDUC 4309 Discipline and Classroom Management (EC-12)	3
EDUC 4311 Methods of Social Studies and Geography (EC-12)	3
EDUC 4312 Methods of Teaching Science and Math (EC-6)	3
EDUC 4314 Methods of Reading and Related Language Arts (EC-12)	3
EDUC 4320 Foundations of Reading	3
EDUC 4321 Philosophy and History of Christian Education	3
EDUC 4358 Teaching and Learning (EC-12)	3
EDUC 4361 Educational Assessment (EC-12)	3
EDUC 4362 Teaching Diverse Learners (EC-12)	3
EDUC 4363 Professional Expectations and Ethics (EC-12)	3
EDUC 4910 Early Childhood/Elementary Student Teaching	9

EC-6 Education Content (18 credits)

MATH 1332 College Mathematics	3
HIST 4320 Texas History	3
Content Electives (choose four)	12

ENGL 3310 World Literature I (3)
ENGL 3311 Introduction to Shakespeare (3)
ENGL 3312 Children's Literature (3)
ENGL 3314 English Literature I (3)
ENGL 3316 C. S. Lewis (3)
ENGL 3320 World Literature II (3)
ENGL 3322 English Literature II (3)
ENGL 3324 Creative Writing (3)
HIST 3321 Advanced Studies in Civilizations (3)
HIST 3322 Ancient World (3)
HIST 3325 American Civil Rights (3)
HIST 4300 Special Topics in History (3)

HIST 4331 Special Topics in U. S. History (3)

Open Electives (0 credits)

Elective Courses 0

Christian Service

CHRS 1000 Developing Christian Influence

Required for each semester a student is enrolled for 6 or more credits

TOTAL DEGREE CREDITS: 133

Bachelor of Science
Education Major & Bible Major
Grades 7-12 English and Language Arts Concentration

(on-campus)

Program Coordinator: Tracy Hahn, Ed.D.

Overview. The Bachelor of Science program with a double major in Bible and Education/Grades 7-12 English and Language Arts helps future teachers model Christian ethics through positive relationships and effective pedagogy in today's classrooms. It prepares students for teaching in middle schools, whether public, private, or church-related. The program design aligns with teacher certification requirements laid down by the Texas Education Agency (TEA).

Upon successful completion of the program, DCC's Teacher Education Department *recommends* the candidate to the Texas Education Agency (TEA) and State Board of Educator Certification (SBEC) for Texas state teacher certification. It is the student's responsibility to *apply* for certification by TEA.

Modality. Dallas Christian College offers the B.S. in Bible and Education/Grades 7-12 English and Language Arts on-ground at its campus in Farmers Branch, Texas. Some courses in the program are also available online. DCC*Online* students engage in asynchronous learning through a course website that facilitates interaction with their instructor and classmates. For on-campus students, an online "course companion" includes a gradebook and supplementary materials.

Program Purpose and Student Learning Objectives

Purpose. The Bachelor of Science program with a double major in Bible and Education/Grades 7-12 English and Language Arts helps future teachers gain Texas public school certification and model Christian ethics through positive relationships and effective pedagogy in elementary school classrooms.

Consistent with DCC's mission and institutional goals, the General Education Core, Bible Core, and Education Major together accomplish the following student learning objectives:

General Education Core

1. Employ critical thinking across educational disciplines. *(Critical Thinking and Information Literacy)*
2. Construct and deliver effective written and oral communication. *(Communication)*
3. Articulate a biblical worldview and engage with those with a different worldview. *(Worldview)*
4. Demonstrate an understanding of historical developments, cultures, and trends. *(Historical Literacy)*

Bible Major

5. Demonstrate knowledge of the general content of the Bible.
6. Demonstrate understanding of core theological concepts.
7. Competently exegete selected biblical passages.
8. Articulate a coherent biblical view of call and work.

Education Major

9. Demonstrate 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.
10. 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.
11. Exhibit a comprehensive understanding of one's content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lesson plans and the ability to match objectives and activities to relevant state standards.
12. 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.

13. 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.
14. Consistently hold 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 oneself ethically and with integrity.
15. Evidence knowledge of both public and private educational philosophy and systems.

Required Courses. The B.S. program in Bible and Education/Grades 7-12 English and Language Arts consists of the following courses:

General Education Core (39 credits)

Introduction to DCC (choose one)	1
GENS 1111 DCC 101 (1) *(DCC college success skills for new students)*	
GENS 2111 DCC 201 (1) *(DCC culture and policies for transfer students)*	
Written and Oral Communication	
ENGL 1310 Composition I	3
ENGL 1320 Composition II	3
SPCH 2310 Speech	3
History, Humanities, and Fine Arts	
ENGL 2312 American Literature I	3
GOVT 2310 National and State Government	3
HIST 2311 United States History I	3
HIST 2321 United States History II	3
HUMA 2322 Art and Music Appreciation	3
Mathematics	
MATH 1310 College Algebra	3
Natural Sciences (choose one)	4
SCIN 2310 Life Science (3) + SCIN 2110 Life Science Lab (1)	
SCIN 2410 Life Science (4)	
Social & Behavioral Sciences	
PSYC 2314 Developmental Psychology	3
Physical Education	
PHED 1112 CPR/First Aid/Physical Education	1
PHED 1320 Wellness and Lifestyle	3

Bible Major (30 credits)

BIBL 1331 New Testament Survey	3
BIBL 1332 Old Testament Survey	3
BIBL 2330 Introduction to Biblical Research	3
BIBL 4320 Senior Bible Seminar	3
PHIL 3310 Worldviews and Ethics	3
THEO 2310 Themes in Biblical Theology	3
THEO 3320 American Christianity	3
New Testament Elective (choose one)	3

BIBL 2301 Synoptic Gospels (3)
BIBL 3314 Acts (3)
BIBL 3315 Hebrews (3)
BIBL 3323 Pastoral Epistles (3)
BIBL 3324 Johannine Literature (3)
BIBL 3325 Prison Epistles (3)
BIBL 4300 Special Topics in Bible (3)
BIBL 4307 Paul's Letters (3)
BIBL 4310 Romans (3)
BIBL 4312 Revelation (3)

Old Testament Elective (choose one) 3

BIBL 3313 Pentateuch (3)
BIBL 3322 Psalms and Wisdom Literature (3)
BIBL 4300 Special Topics in Bible (3)
BIBL 4306 Joshua-Esther (3)
BIBL 4309 Interpretation of the Old Testament (3)
BIBL 4315 Hebrew Prophetic Literature (3)

Bible/Theology Elective (choose one) 3

BIBL 2301 Synoptic Gospels (3)
BIBL 3313 Pentateuch (3)
BIBL 3314 Acts (3)
BIBL 3315 Hebrews (3)
BIBL 3322 Psalms and Wisdom Literature (3)
BIBL 3323 Pastoral Epistles (3)
BIBL 3324 Johannine Literature (3)
BIBL 3325 Prison Epistles (3)
BIBL 4300 Special Topics in Bible (3)
BIBL 4306 Joshua-Esther (3)
BIBL 4307 Paul's Letters (3)
BIBL 4309 Interpretation of the Old Testament (3)

BIBL 4310 Romans (3)
BIBL 4312 Revelation (3)
BIBL 4315 Hebrew Prophetic Literature (3)
THEO 2350 Theology of Sports, Recreation, and Leisure (3)
THEO 3311 Apologetics (3)
THEO 4300 Special Topics in Theology (3)
THEO 4301 Christian Theology (3)
THEO 4305 Christian Ethics (3)

Education Major (40 credits)

EDUC 3110 TExES Prep Seminar	1
EDUC 3320 Educational Psychology	3
EDUC 4301 Educational Technology (EC-12)	3
EDUC 4309 Discipline and Classroom Management (EC-12)	3
EDUC 4314 Methods of Reading and Related Language Arts (EC-12)	3
EDUC 4321 Philosophy and History of Christian Education	3
EDUC 4358 Teaching and Learning (EC-12)	3
EDUC 4360 Teaching Literacy Skills (EC-12)	3
EDUC 4361 Educational Assessment (EC-12)	3
EDUC 4362 Teaching Diverse Learners (EC-12)	3
EDUC 4363 Professional Expectations and Ethics (EC-12)	3
EDUC 4920 Secondary Student Teaching	9

English and Language Arts Education Content (24 credits)

**Content Electives (choose eight)* 24

ENGL 2322 American Literature II (3)
ENGL 2340 Literature Survey (3)
ENGL 3310 World Literature I (3)
ENGL 3314 English Literature I (3)
ENGL 3320 World Literature II (3)
ENGL 3322 English Literature II (3)
ENGL 3311 Introduction to Shakespeare (3)
ENGL 3312 Children's Literature (3)
ENGL 3316 C. S. Lewis (3)
ENGL 3324 Creative Writing (3)
ENGL 3326 American Historical Novels (3)

Open Electives (0 credits)

Elective Courses 0

Christian Service
CHRS 1000 Developing Christian Influence
Required for each semester a student is enrolled for 6 or more credits

TOTAL DEGREE CREDITS: ***133***

**A minimum of 18 credits must be taken in the Upper Division (3000- and 4000-level courses)*

Bachelor of Science
Education Major & Bible Major
Grades 7-12 Social Studies Concentration

(on-campus)

Program Coordinator: Tracy Hahn, Ed.D.

Overview. The Bachelor of Science program with a double major in Bible and Education/Grades 7-12 Social Studies helps future teachers model Christian ethics through positive relationships and effective pedagogy in today's classrooms. It prepares students for teaching in middle schools and high schools, whether public, private, or church-related. The program design aligns with teacher certification requirements laid down by the Texas Education Agency (TEA).

Upon successful completion of the program, DCC's Teacher Education Department *recommends* the candidate to the Texas Education Agency (TEA) and State Board of Educator Certification (SBEC) for Texas state teacher certification. It is the student's responsibility to *apply* for certification by TEA.

Modality. Dallas Christian College offers the B.S. in Bible and Education/Grades 7-12 Social Studies on-ground at its campus in Farmers Branch, Texas. Some courses in the program are also available online. DCC*Online* students engage in asynchronous learning through a course website that facilitates interaction with their instructor and classmates. For on-campus students, an online "course companion" includes a gradebook and supplementary materials.

Program Purpose and Student Learning Objectives

Purpose. The Bachelor of Science program with a double major in Bible and Education/Grades 7-12 Social Studies helps future teachers gain Texas public school certification and model Christian ethics through positive relationships and effective pedagogy in elementary school classrooms.

Consistent with DCC's mission and institutional goals, the General Education Core, Bible Core, and Education Major together accomplish the following student learning objectives:

General Education Core

1. Employ critical thinking across educational disciplines. *(Critical Thinking and Information Literacy)*
2. Construct and deliver effective written and oral communication. *(Communication)*
3. Articulate a biblical worldview and engage with those with a different worldview. *(Worldview)*
4. Demonstrate an understanding of historical developments, cultures, and trends. *(Historical Literacy)*

Bible Major

5. Demonstrate knowledge of the general content of the Bible.
6. Demonstrate understanding of core theological concepts.
7. Competently exegete selected biblical passages.
8. Articulate a coherent biblical view of call and work.

Education Major

9. Demonstrate 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.
10. 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.
11. Exhibit a comprehensive understanding of one's content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lesson plans and the ability to match objectives and activities to relevant state standards.
12. 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.

13. 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.
14. Consistently hold 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 oneself ethically and with integrity.
15. Evidence knowledge of both public and private educational philosophy and systems.

Required Courses. The B.S. program in Bible and Education/Grades 7-12 Social Studies Arts consists of the following courses:

General Education Core (39 credits)

Introduction to DCC (choose one)	1
GENS 1111 DCC 101 (1) *(DCC college success skills for new students)*	
GENS 2111 DCC 201 (1) *(DCC culture and policies for transfer students)*	
Written and Oral Communication	
ENGL 1310 Composition I	3
ENGL 1320 Composition II	3
SPCH 2310 Speech	3
History, Humanities, and Fine Arts	
ENGL 2312 American Literature I	3
GOVT 2310 National and State Government	3
HIST 2311 United States History I	3
HIST 2321 United States History II	3
HUMA 2322 Art and Music Appreciation	3
Mathematics	
MATH 1310 College Algebra	3
Natural Sciences (choose one)	4
SCIN 2310 Life Science (3) + SCIN 2110 Life Science Lab (1)	
SCIN 2410 Life Science (4)	
Social & Behavioral Sciences	
PSYC 2314 Developmental Psychology	3
Physical Education	
PHED 1112 CPR/First Aid/Physical Education	1
PHED 1320 Wellness and Lifestyle	3

Bible Major (30 credits)

BIBL 1331 New Testament Survey	3
BIBL 1332 Old Testament Survey	3
BIBL 2330 Introduction to Biblical Research	3
BIBL 4320 Senior Bible Seminar	3
PHIL 3310 Worldviews and Ethics	3
THEO 2310 Themes in Biblical Theology	3
THEO 3320 American Christianity	3
New Testament Elective (choose one)	3

BIBL 2301 Synoptic Gospels (3)
BIBL 3314 Acts (3)
BIBL 3315 Hebrews (3)
BIBL 3323 Pastoral Epistles (3)
BIBL 3324 Johannine Literature (3)
BIBL 3325 Prison Epistles (3)
BIBL 4300 Special Topics in Bible (3)
BIBL 4307 Paul's Letters (3)
BIBL 4310 Romans (3)
BIBL 4312 Revelation (3)

Old Testament Elective (choose one) 3

BIBL 3313 Pentateuch (3)
BIBL 3322 Psalms and Wisdom Literature (3)
BIBL 4300 Special Topics in Bible (3)
BIBL 4306 Joshua-Esther (3)
BIBL 4309 Interpretation of the Old Testament (3)
BIBL 4315 Hebrew Prophetic Literature (3)

Bible/Theology Elective (choose one) 3

BIBL 2301 Synoptic Gospels (3)
BIBL 3313 Pentateuch (3)
BIBL 3314 Acts (3)
BIBL 3315 Hebrews (3)
BIBL 3322 Psalms and Wisdom Literature (3)
BIBL 3323 Pastoral Epistles (3)
BIBL 3324 Johannine Literature (3)
BIBL 3325 Prison Epistles (3)
BIBL 4300 Special Topics in Bible (3)
BIBL 4306 Joshua-Esther (3)
BIBL 4307 Paul's Letters (3)
BIBL 4309 Interpretation of the Old Testament (3)

BIBL 4310 Romans (3)
BIBL 4312 Revelation (3)
BIBL 4315 Hebrew Prophetic Literature (3)
THEO 2350 Theology of Sports, Recreation, and Leisure (3)
THEO 3311 Apologetics (3)
THEO 4300 Special Topics in Theology (3)
THEO 4301 Christian Theology (3)
THEO 4305 Christian Ethics (3)

Education Major (40 credits)

EDUC 3110 TExES Prep Seminar	1
EDUC 3320 Educational Psychology	3
EDUC 4301 Educational Technology (EC-12)	3
EDUC 4309 Discipline and Classroom Management (EC-12)	3
EDUC 4311 Methods of Social Studies and Geography	3
EDUC 4321 Philosophy and History of Christian Education	3
EDUC 4358 Teaching and Learning (EC-12)	3
EDUC 4360 Teaching Literacy Skills (EC-12)	3
EDUC 4361 Educational Assessment (EC-12)	3
EDUC 4362 Teaching Diverse Learners (EC-12)	3
EDUC 4363 Professional Expectations and Ethics (EC-12)	3
EDUC 4920 Secondary Student Teaching	9

Social Studies Education Content (24 credits)

HIST 4320 Texas History	3
**Content Electives* *(choose seven)*	21

ECON 2301 Macroeconomics (3)
GEOG 1300 Introduction to Geography (3)
HIST 3321 Advanced Studies in Civilizations (3)
HIST 3322 Ancient World (3)
HIST 3325 American Civil Rights (3)
HIST 4300 Special Topics in History (3)
HIST 4331 Special Topics in U.S. History (3)

Open Electives (0 credits)

Elective Courses	0

Christian Service

CHRS 1000 Developing Christian Influence
Required for each semester a student is enrolled for 6 or more credits

TOTAL DEGREE CREDITS: 133

Alternative Teacher Certification Program

Alternative Teacher Certification Program (ACP)

(online)

Program Coordinator: Tracy Hahn, Ed.D.

Overview. The E. L. and Sue Derr Teacher Education Department of Dallas Christian College offers an Alternative Teacher Certification Program (also known as the Alternative Certification Program or ACP). The ACP provides highly qualified individuals holding a baccalaureate degree the opportunity to launch a successful career in education with Texas public school certification. The need for effective teachers in Texas is critical and widely acknowledged. The need for teachers who experience confidence and joy in teaching because of successful, research-based practices is even more critical to retaining those teachers in Texas schools. DCC's Alternative Certification Program provides opportunities for teacher candidates to pursue a career in education while making a positive contribution to a local school. The Program is based on state standards for Texas educators and approved by both the Texas Education Agency (TEA) and State Board for Educator Certification (SBEC). Upon successful completion of the program, DCC's Teacher Education Department *recommends* the candidate to the Texas Education Agency (TEA) and State Board of Educator Certification (SBEC) for Texas state teacher certification. It is the student's responsibility to *apply* for certification by TEA. See below for more information on state certification.

Modality. Dallas Christian College offers the Alternative Teacher Certification Program (ACP) in DCC*Online* format. Online students engage in asynchronous learning through a course website that facilitates interaction with their instructor and classmates.

The program operates on a cohort system in which students complete online courses in a series of eight-week sessions. *DCC is currently accepting applications for the next cohort.*

Program Purpose and Student Learning Objectives

Purpose. The Alternative Teacher Certification Program provides highly qualified individuals holding a baccalaureate degree the opportunity to launch a successful career in education with Texas public school certification.

Consistent with DCC's mission and institutional goals, the Alternative Teacher Certification Program accomplishes the following student learning objectives:

1. Demonstrate 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 one's content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lesson plans and the 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 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 oneself ethically and with integrity.
7. Evidence knowledge of both public and private educational philosophy and systems.

Required Courses. The Alternative Teacher Certification Program (ACP) consists of the following courses:

EDUC 4301 Educational Technology	3
EDUC 4309 Discipline and Classroom Management (EC-12)	3
EDUC 4319 Methodology (EC-12)	3
EDUC 4358 Teaching and Learning (EC-12)	3
EDUC 4362 Teaching Diverse Learners (EC-12)	3
EDUC 4363 Professional Expectations and Ethics	3

Education Elective (choose one) EDUC 4360 Teaching Literacy Skills (EC-12) (3) EDUC 4320 Foundations of Reading (EC-6) (3)	3
Field Education Elective (choose one) EDUC 4904 Professional Internship (EC-12) (9) EDUC 4930 All-Level Student Teaching (EC-12) (9)	9
TOTAL PROGRAM CREDITS:	***30***

Alternative Certification Program (ACP) Benefits. Students in ACP program can:

- Complete program coursework online in an eight-week block format.
- Learn from faculty members who are professional practitioners in the teaching field.
- Receive individualized support from a Mentor or Master Teacher and a College Supervisor.
- Teach as a Student Teacher (14 consecutive weeks) or Professional Intern (one full academic year of 180 days) in a SACSCOC-accredited/TEA-approved public or private school.
- Complete the program and gain the Teacher Education Department's recommendation for certification as a public school teacher in Texas.
- Gain satisfaction from fulfilling an educational and professional goal.

Content Areas for Certification. Texas teachers are certified in a specialization or "content" area—which might be the field in which the ACP candidate majored in college. DCC can assist students seeking certification in the following areas:

- *Early Childhood through Grade 6:* (1) Core Subjects EC-6
- *Grades 4-8/Middle School:* (1) Core Subjects 4-8, (2) English Language Arts and Reading, (3) Mathematics, (4) Science, (5) Social Studies
- *Grades 7-12/High School:* (1) English Language Arts and Reading, (2) Mathematics, (3) History, (4) Science, (5) Life Science, (6) Physical Science, (7) Social Studies
- *All Levels/Early Childhood through Grade 12:* (1) Art, (2) Music, (3) Physical Education

- *Prior to entering the Alternative Certification Program,* students must pass the Texas Pre-Admission Content Test (PACT) in their desired area of certification.

  NOTE: A Texas Education Agency (TEA) ID number is used for identification throughout the certification and exam registration process. Students must know their TEA ID to set up their testing account. If registering for the first time, they must go to https://tea.texas.gov/Texas_Educators/Certification/Educator_Certification_Online_System (ECOS) and create a TEA login (TEAL) account. When the account has been created, users will complete an Educator Profile and obtain a TEA ID number. Once the TEA ID number is obtained, they must go to the online registration system for the test vendor (https://tea.texas.gov/Texas_Educators/Certification/Educator_Testing/Test_Registration_and_Preparation).

  For additional information about PACT, contact the DCC Teacher Education Department Chair (thahn@dallas.edu).

The ACP Path to Teacher Certification

Two-Phase ACP Admission Process. To enter DCC's Alternative Certification Program, applicants pass through a two-phase admission process: First, they must apply to DCC as a student, fulfilling all admissions requirements of the College. Second, they must apply to enter the Teacher Education Program, fulfilling all admission requirements of the TEP. For more information, see the "Admissions" section of this catalog under "Alternative Teacher Certification Program (ACP)."

Certification Process. The step-by-step process to attain teacher certification includes:

STEP #1: Pass the Texas PACT test in the desired area of certification (described above).

STEP #2: Apply for admission to Dallas Christian College.

To begin the admission process, complete and submit DCC's online application (www.dallas.edu/admissions).

STEP #3: Apply for admission to the Teacher Education Program (TEP), submit the following materials, including official documentation of the academic requirements:

- Completed *Teacher Education Program Application*.

- Official transcripts from all colleges or universities attended, including proof that the applicant has earned a baccalaureate or higher degree from an accredited college or university approved by the U.S. Department of Education.
- Minimum college cumulative grade point average (GPA) of 2.75 on a 4-point scale.
- Grades of "B" (3.0) or better in ENGL 1310 Composition I, ENGL 1320 Composition II, and SPCH 2310 Speech or equivalent.
- Minimum GPA of 3.00 in the applicant's "content" area.
- Passing score on the PACT exam (described above).
- Written description of the applicant's teaching philosophy (typed, 12-point font, double-spaced).
- Three completed candidate evaluations (references).
- Schedule an admission interview with the Teacher Education Department Chair (thahn@dallas.edu).
- Upon acceptance into the TEP, meet with the Chair for advising and develop a degree planning sheet for finishing the degree.

STEP #4: As a TEP student, fulfil the requirements for remaining *in the Teacher Education Program and gaining teacher certification.* They include:

- Earn a grade of "B" or higher in *each* Education (EDUC) course.
- Complete a 30-hour Field-Based Experience (FBE) requirement as a part of EDUC 4309 Discipline and Classroom Management (EC-12)
- Complete a 30-hour Field-Based Experience (FBE) requirement as a part of EDUC 4362 Teaching Diverse Learners.
- Submit a portfolio at the conclusion of Field-Based Experiences (FBEs) prior to Student Teaching.
- Complete all TEA requirements for obtaining a Texas Education Agency Login (TEAL) for the Educator Certification Online System (ECOS) used to apply for initial certification and verify existing certification.

STEP #5: Complete a Student Teaching placement (lasting a minimum of 14 weeks or 500 hours) *or Professional Internship* (lasting two complete semesters or one full academic year).

Submit a Student Teaching/Professional Internship portfolio at the conclusion of the placement.

STEP #6: Pass the Texas state Pedagogy and Professional Responsibilities (EC-12) exam (PPR).

STEP #7: Pass the Texas Science of Teaching Reading (STR) test (applies only to students in the Early Childhood through Grade 6 program).

STEP #8: Finish ACP program requirements.

Upon successful completion of the program, the TEP *recommends* qualified candidates to the Texas Education Agency (TEA) and Texas State Board of Educator Certification (SBEC) for Initial Teacher Certification in Texas.

STEP #9: Candidates apply *for certification by the Texas Education Agency (TEA) for public schools and/or the Association of Christian Schools International (ACSI) for Christian Schools.*

Alternative Teacher Certification Program (ACP) Costs. Student costs for the ACP include:

Tuition. The $3,500 tuition package covers the cost of ACP courses (21 credits), training, and internship or Student Teaching/Professional Internship (9 credits) within 50 miles of the Dallas Christian College campus. Full payment or payment arrangements must be made prior to beginning any coursework.

Supervision Fees. To cover travel expenses of field supervisors, students pay a $400 fee if completing EDUC 4930 All-Level Student Teaching (EC-12) or a $600 fee if completing EDUC 4904 Professional Internship (EC-12). Candidates who choose to complete Student Teaching or a Professional Intern-ship farther than 50 miles from the DCC campus are charged an additional supervision fee of $285.

Other Expenses. In addition to the normal tuition and fees paid to attend DCC (see the sections of this catalog on “Student Costs” and “Financial Aid”), teacher education students should take into account the following possible expenses: (1) textbooks, (2) supplies, (3) outside program tutoring, (4) PACT Pre-Admittance Content Test fee, (5) TExES content test fee, (6) Pedagogy and Professional Responsibilities test fee, (7) Science of Teaching Reading test fee*, (8) Intern

Certification fee, (9) TEA training and documentation fees, (10) Texas Standard Certification application fee, and (11) ACSI Association of Christian Schools International application fee. For more information, contact the Teacher Education Department Chair at DCC (thahn@dallas.edu).

**Applies only to Core Subjects EC-6, Core Subjects 4-8, and English Language Arts and Reading 4-8*

ACADEMIC POLICIES & PROCEDURES

REGISTRAR: CRYSTAL LAIDACKER

Academic Calendar Structure

Dallas Christian College operates year-round on undergraduate and graduate academic calendars organized as follows:

Undergraduate Calendar Structure (associate and baccalaureate degrees). For undergraduates, each calendar year includes Fall Term/Semester extending from early August through mid-December, Spring Term/Semester from early January through mid-May, and two short Summer Terms from mid-May through early August. DCC also offers accelerated courses during a one-week "Wintermester" held in early January at the start of Spring Semester.

	FALL TERM (18 weeks)			SPRING TERM (18 weeks)				SUMMER TERMS (6 + 6 Weeks)	
Traditional Undergrad	Fall Semester (16 weeks)			Spring Semester (16 weeks)				*FLEX*Campus® (online only)	
DCC*Online Undergrad*	Fall 1 (6 wks)	Fall 2 (6 wks)	Fall 3 (6 wks)	Winter-mester (1 wk)	Spring 1 (6 wks)	Spring 2 (6wks)	Spring 3 (6 wks)	Summer 1 Term (6 wks)	Summer 2 Terms (6 wks)

Traditional Academic Year

Within this common framework, DCC offers undergraduate courses of varying lengths according to the needs of a given academic program:

- *Traditional on-campus undergraduate courses* are 16 weeks in length, including a Final Exam Week at the end of each semester. Most traditional students enroll in four to six courses during Fall and Spring Semesters (the traditional academic year), with optional on-campus accelerated courses available during the one-week Wintermester in early January and optional *FLEX*Campus® online courses available during the two six-week Summer Terms.

- DCC*Online* undergraduate courses are offered in six-week sessions—three during Fall Semester, three in Spring Semester, and two during the short *FLEX*Campus® Summer Terms (called Fall Session 1, Fall Session 2, etc.). Online students typically complete one or two courses each session year-round. Online course "weeks" always begin on Monday and end on Sunday.

Transfer students may participate in DCC's Degree Completion Program (DCP) in on-campus or online format. For a description of DCP, see the "Introduction to Academics" section of this catalog under "Types of Degree Programs."

Graduate Calendar Structure (master's degree). For graduate students, each calendar year includes three "terms." Fall Term typically extends from late August through mid-December, Spring Term from early January through late April, and Summer Term from early May through late August:

	FALL TERM (16 weeks)		**SPRING TERM (16 weeks)**		**SUMMER TERM (16 weeks)**	
Online Master's Degrees	**Fall 1 (8 weeks)**	**Fall 2 (8 weeks)**	**Spring 1 (8 weeks)**	**Spring 2 (8 weeks)**	**Summer 1 (8 weeks)**	**Summer 2 (8 weeks)**

Within this framework, *DCC's online master's degree program* operates in eight-week sessions with two sessions in each term. Graduate students complete one course per session year-round. The graduate program operates on a "continuous enrollment" model in which new students may join the program at the beginning of each eight-week session. Online course "weeks" always begin on Monday and end on Sunday. At the beginning of *each session*, online course sites open on the Friday prior to the course start on Monday. During that first week of each graduate session, formal learning activities do not begin until Thursday. Faculty use Monday through Wednesday to orient new students to the program. Returning students use the time to log onto the course website, introduce themselves to their instructor and fellow learners, review course syllabi, secure required textbooks, participate in course orientations, and get a head start on initial assignments.

Academic Calendar. DCC's Academic Calendar identifies course start and end dates, add/drop/withdrawal deadlines, holidays and breaks, and key events for the college community. The 2024-2025 calendar appears at the end of this catalog.

Credit Definition and Time Commitments

Course Credits. DCC students earn "credits" or "semester credit hours" by successfully completing college courses. Most DCC courses are 3-credit courses. The college defines a "credit hour" in a manner consistent with traditional practice in the United States (the "Carnegie Unit") and with regulations issued by the U.S. Department of Education.

Credit Hour Definition. DCC defines a "credit hour" to include about 37.5 clock hours of learning activities, including any in-class sessions, outside "homework," and/or online studies. Accordingly, a typical 3-credit course represents a total time commitment of about 112.5 hours (37.5 hours x 3 credits) for an average student.

Time Commitments. The weekly time commitment required to complete a course depends on the length of time allotted for the course. Students should budget their time accordingly.

- *Traditional on-campus students* complete courses in 16-week terms. A single 3-credit course represents an average time commitment of 7 hours per week. Two 3-credit courses require about 14 hours per week, and three require about 21 hours per week. Four 3-credit courses (12 credits or "full-time" status for purposes of financial aid eligibility) represent a commitment of about 28 hours per week. Five 3-credit courses require about 35 hours per week.
- *Undergraduate* DCC*Online courses* are offered in an accelerated 6-week format. The reduced face-to-face contact time is compensated for by increased non-classroom assignments. In this format, one 3-credit course represents an average time commitment of 18 hours per week. Two require about 36 hours per week.
- *Graduate-level* DCC*Online courses* are offered in an accelerated 8-week format. A single 3-credit course represents an average time commitment of 14 hours per week. Two courses require about 28 hours per week.

Credit Determination in Competency-Based Programs. DCC currently offers three Master of Arts programs utilizing a self-paced or cohort-paced, direct assessment, competency-based education (CBE) model. These programs do not employ traditional "courses" or clock-based "semester credit hours" with a traditional A-F grading scale. Students do not graduate based on time spent in the

program or a cumulative grade point average (GPA) that may reveal strength in some areas while obscuring weaknesses in others. Instead, subject matter experts have worked with practitioners in the field to determine the competencies needed for employment in that field. Based on the number and rigor of those competencies, they have assigned each competency a credit value comparable to the credits received if a student develops that competency in a traditional semester credit hour course. In these competency-based programs, students do not graduate until the faculty declares them "competent" in *every* program area.

Full-Time and Part-Time Student Status

Term System. For purposes of state and federal financial aid, DCC is an attendance-taking school and students are considered to be on a "standard term semester system."

Undergraduate Full-Time Status. For undergrad students (including traditional on-campus students, DCC*Online* students, and Degree Completion students), 12 credits per semester constitute "full-time" status for purposes of financial aid. Nine to 11.5 credits are considered a "three-quarters load," and 6 to 8.5 credits a "half-time load." For financial aid purposes, any credits completed during Wintermester are added to the credits completed during Spring Term.

Graduate Full-Time Status. For graduate students, 6 credits per term constitute "full-time" status. Graduate students complete one 3-credit course per 8-week session year-round.

Course Load

Course Load Considerations. When registering for courses, students should weigh multiple factors, such as the time required each week to complete those studies, the length of time to graduation under a lighter or heavier course load, the number of credits required for "full time status" and financial aid, and job responsibilities for those who work. Other considerations include the amount of additional time needed for lab-type courses, music practices and rehearsals, and athletics. Academic advisors stand ready to assist students with their academic planning.

Traditional On-Campus Undergraduate Course Load. To earn a typical 120-credit bachelor's degree in four years, or a 60-credit associate degree in two years, DCC students must complete an average of 15 credits per semester. If they take a lighter load during the semesters, they may "catch up" by taking additional on-campus courses during the one-week January Wintermester and/or *FLEX*Campus®

online courses during two six-week Summer Terms. (*NOTE:* To meet Texas state requirements, Teacher Education programs include about 132 credits rather than the normal 120.)

With careful planning, students who take courses year-round may earn a four-year baccalaureate degree in only three years for a ***"Degree in Three"*** (described below under "Timetables for Earning a Baccalaureate Degree"). Students who desire to pursue this accelerated path to graduation should discuss it with their academic advisors.

For on-campus undergraduate students, 12+ credits per semester constitutes a "full-time load" for purposes of financial aid. The maximum course load is 19 credits per semester, or six 3-credit courses plus up to one credit for either CPR/First Aid/ Physical Education, Team Sports, or Choir.

Enrolling in more than 19 credits per term requires special permission from the student's academic advisor and the Vice President of Academics. To qualify for special approval, the student must not work more than 12 hours per week and must have at least a 3.3 cumulative grade point average (GPA).

If on-campus students desire to earn a professional major offered *only* online, they may complete their General Education and Bible requirements on campus and complete the professional major online—all at the on-campus tuition rate since they are using campus services. The 19-credit maximum load applies.

Students who must work to help meet college expenses should plan to reduce their course load. The following table shows the recommended maximum credit-hour limitation for working students:

Traditional Undergraduate Weekly Work Hours	Recommended Maximum Course Credits
0-12	18-19
13-21	15-17
22-30	12-14
31-40	10-11
40+	9 or less

Traditional Students Combining On-Campus and Online Courses. With advisor approval, students enrolled in a traditional, on-campus degree program may take a DCC*Online* course(s) alongside their on-campus studies. However, they must keep

in mind that, ***in an online course, students do the same amount of work in 6 weeks that they would spread over 16 weeks in a traditional course***. To illustrate: If a student enrolled in three traditional 16-week Fall courses plus a 6-week online course during the Fall 2 Session, they would be enrolled in four courses during Fall 2 but, in terms of workload, it would feel like being enrolled in 5+ courses. During that 6-week period, they will need to devote about 18 additional hours per week to meeting the online requirements (see sample scenarios below). For this reason, students enrolled in a traditional, on-campus degree program are typically limited to one DCC*Online* course per session alongside their on-campus studies.

SAMPLE STUDENT WORKLOAD WHEN COMBINING ON-GROUND AND ONLINE COURSES			
16-Week Trad Course	Fall Term		
16-Week Trad Course	Fall Term		
16-Week Trad Course	Fall Term		
6-Week Online Course		Fall Session 2	
6-Week Online Course			Fall Session 3
Feels like:	3 Courses	5+ Courses	5+ Courses

SAMPLE STUDENT WORKLOAD WHEN COMBINING ON-GROUND AND ONLINE COURSES			
16-Week Trad Course	Fall Term		
16-Week Trad Course	Fall Term		
6-Week Online Course	Fall Session 1	Fall Session 2	Fall Session 3
6-Week Online Course	Fall Session 1	Fall Session 2	Fall Session 3
Feels like:	6+ Courses	6+ Courses	6+ Courses

SAMPLE STUDENT WORKLOAD WHEN COMBINING ON-GROUND AND ONLINE COURSES			
16-Week Trad Course	Fall Term		
6-Week Online Course	Fall Session 1	Fall Session 2	Fall Session 3
6-Week Online Course	Fall Session 1	Fall Session 2	Fall Session 3
Feels like:	5+ Courses	5+ Courses	5+ Courses

DCC*Online* Undergraduate Course Load. DCC*Online* students may not enroll in more than two courses within a six-week session. Each term, many working adults enroll in two courses for one six-week session and one course in each of the other two sessions. In this way, they maintain 12-credit "full-time" student status for purposes of financial aid eligibility.

Graduate Course Load. To earn the Master of Transformative Ministry (MTM) in two years, graduate students must complete one course per 8-week session year-round. DCC offers graduate courses on a rotating basis, so missing a course makes it necessary for students to wait until that course appears again in the rotation.

The Master of Arts in Language Development and Translation (MA-LDT) and the Master of Arts in Multicultural Engagement (MA-ME) are competency-based programs in which students set their own pace.

Timetables for Earning a Baccalaureate Degree

Timetable to Graduation. The table below shows the number of credits students must earn each term to earn a baccalaureate degree in four, five, or six years. Students should keep in mind that they must complete 12 credits per term to maintain full-time status for purposes of financial aid.

"Degree in 3." The College also offers an accelerated program that allows students to earn a four-year baccalaureate degree in only three years (see table). One way to accomplish this goal is to complete 15 credits each Fall and Spring Term, along with additional credits during Wintermester and the two *FLEX*Campus® Summer Terms. This timetable works most efficiently when students have a plan in place by the end of the freshmen year. Those interested should contact their academic advisor or the Registrar.

Baccalaureate: Time to Graduation Based on Credits Earned Per Year				
	Three Years	**Four Years**	**Five Years**	**Six Years**
Year 1				
Fall Term	15	14	13	13
Wintermester	3		12	12
Spring Term	15	15		
Summer *FLEX*Campus®	6			
Year 2				
Fall Term	15	15	13	13
Wintermester	3			
Spring Term	15	16	13	13
Summer *FLEX*Campus®	9			

Year 3				
Fall Term	15	15	12	9
Wintermester	3			
Spring Term	15	15	12	9
Summer *FLEX*Campus®	6			
Year 4	**Graduate**			
Fall Term		15	12	9
Wintermester			3	3
Spring Term		15	12	9
Year 5		**Graduate**		
Fall Term			9	9
Wintermester				
Spring Term			9	9
Summer *FLEX*Campus®			**Graduate**	
Year 6				
Fall Term				6
Wintermester				6
Spring Term				**Graduate**
Summer *FLEX*Campus®				
TOTAL CREDITS	120	120	120	120

Academic Classifications

Undergraduate Classifications. Dallas Christian College classifies *undergraduate* students according to the number of credits they have earned at DCC and/or transferred from other institutions to fulfil degree requirements:

Academic Classification	Cumulative Credit Hours
Freshman	0 – 29 credits
Sophomore	30 – 59.5 credits
Junior	60 – 89.5 credits
Senior	90+ credits

Academic classification is important for determining the level of financial aid for which students may qualify.

DCC *recommends* that students not enroll in a course more than one level above their academic classification (e.g., freshmen should generally take 1000- or 2000-level courses, rather than 3000- or 4000-level courses). Undergraduate students may enroll in a 5000-level graduate course only when they reach senior classification and only with written permission from the faculty department chair who oversees their major.

Graduate Students. Graduate students are enrolled for degree credit in courses at the 5000 level or above.

Academic Advising and Registration

Degree Requirements. Detailed descriptions of each DCC degree program appear in this catalog. Students should carefully study course and graduation requirements for their program of choice. The Registrar's Office produces worksheets helpful for following student progress through a given degree plan.

Academic Advising. A faculty advisor is assigned to each student at the time of registration. When students declare their major field of study, they receive an advisor who teaches in that field. Academic advisors assist students with understanding program requirements and formulating strategies for finishing the degree on the preferred schedule. There are many factors to consider, such as:

- All Dallas Christian College students are required to take the orientation course GENS 1111 DCC 101 (for on-campus freshmen) or GENS 2111 DCC 201 (for online and transfer students) during their first semester of enrollment at DCC.
- While there are certain core courses common to all the degrees, there are also vital differences.
- Not all courses are offered annually, and some have prerequisites students must complete prior to enrollment.
- The Registrar's Office produces suggested course sequences designed to help the student progress from one year to the next in an orderly fashion. Non-sequential scheduling of courses can cause schedule conflicts, which may make it necessary for students to spend additional semesters at DCC in order to meet graduation requirements.

Students should consult regularly with their advisors on such matters.

Student Responsibilities. Prior to registration for each term, students communicate with their faculty advisors concerning their status and upcoming courses. However, *students are ultimately responsible for their own academic progress*. The following list outlines students' responsibilities in the advising process:

- Read the *Academic Catalog* and other academic information provided by DCC.
- Know and comply with all current policies, procedures, and requirements for earning a degree—including internship and practicum requirements.
- Review the course schedule and discuss course options with faculty advisors.
- Obtain, complete, and submit all forms needed for registration, course changes (audit, add, drop), graduation, and related matters, according to the deadlines in the academic calendar.
- Contact faculty advisors immediately with concerns about academic progress in particular courses or progress toward a degree.

Enrollment. Although provisional enrollment may be granted for a limited period, no student is officially enrolled in courses until the admission process is completed, all enrollment forms are approved, and all fees and charges are paid, or a payment plan has been arranged with the business and financial aid offices.

Auditing Courses

Students may audit ("listen in on") DCC courses for personal enrichment without seeking academic credit. To audit a course, students must secure written permission from the course instructor, meet course prerequisites, register for the course, purchase the required textbooks, and pay the audit fee.

The College at its discretion may limit the number of audit students in a given course. For-credit students receive priority in course registration. DCC does not permit students to audit athletics, choir, private music lessons, worship ensemble, or independent studies.

Audit students may attend class sessions, complete required readings, and participate fully in on-campus and online learning activities and group discussions. Participation in group projects is at the professor's discretion. Written and/or graded assignments are optional. Instructors may voluntarily grade or provide feedback on assignments submitted by auditing students, but they are under no obligation to do so. Students who audit a course do not receive a final letter grade. Instead, their transcripts indicate "Audit" (AUD) in place of a grade. Audited courses may not be used to meet graduation requirements for any degree program.

Students may not change from audit to credit status, or from credit to audit status, except during the drop/add period and with the permission of both the instructor and the Registrar.

Audit and non-degree-seeking students are not eligible for financial aid.

Directed Independent Studies (DIS)

Individual students or groups of students may request a Directed Independent Study (DIS) under the supervision of a Dallas Christian College instructor. Such studies provide an opportunity to remedy unavoidable course scheduling conflicts or explore an area of interest not covered by the College's standard curricula. They are not intended to remedy poor academic planning on the part of the student or merely as a personal convenience (e.g., enrolling in a DIS to avoid an early morning class). Students are responsible for arranging their schedules so as to complete required courses when they become available.

At times, the Registrar and faculty department chairs may convert a regularly scheduled course to a DIS due to low enrollment.

Students may request a DIS by contacting the Registrar (registrar@dallas.edu), who initiates the approval process with academic leadership. Dallas Christian College can approve only a very limited number of DIS courses due to the already heavy demands on faculty members' time.

Field-Based Learning

Observations and Short-Term Practica. Students in any degree program at any level or modality (undergraduate or graduate, on-campus or online) may be required to participate in short-term practical experiences related to a particular course. Examples include observations, interviews, field trips, concerts, conferences, practice labs, teaching or coaching sessions, event planning and implementation, and Field-Based Experiences (FBEs) for Teacher Education students. Specifics appear in program requirements, course syllabi, and/or instructor orientations. Students are responsible for arranging times to complete these experiences, with faculty providing guidance as needed.

Formal Internships and Student Teaching. All baccalaureate programs of Dallas Christian College include a formal internship through which students gain practical experience in their chosen profession. Internships in Teacher Education programs take the form of a one-semester Student Teaching assignment or a two-semester Professional Internship.

Placement of interns and student teachers will be arranged with the appropriate faculty department chair and/or program director in conjunction with the professor and field supervisor overseeing the experience. The length and number of hours required for an internship will be established in each department according to professional needs and obligations. Student teachers will follow Texas Education Agency (TEA) codes and requirements. All learning activities are considered part of the internship, including interviews, orientations, assignments, fieldwork, assessments, and reports. For the requirements of a given internship, see the relevant course description, syllabus, and faculty department chair.

When planning an internship, the supervising professor will specify the term(s) within which the student should complete it.

- If the specified time frame for completion is more than one term, students will be assigned a grade of IP ("In Progress") for the term(s) prior to the planned term of completion.
- Students who do not finish within the specified time frame are assigned a temporary grade of IPC ("In Progress—Continuation Required"). They are automatically enrolled in INTR 4010 Internship Continuation for *each additional* term until the internship is completed. They pay the Internship Continuation Fee for *each additional term* to cover the costs of prolonged internship supervision.

If students exit the College *during* an internship, a grade of F will be assigned and they will be required to retake the internship if and when they return to DCC.

Extended Internships. An extended internship is available for credit by special arrangement with the Vice President of Academics and the appropriate Department Chair. Contact the Department Chair for additional information about this special opportunity.

Applying Graduate Courses to Undergraduate Degrees (Dual Graduate Credit)

Dallas Christian College occasionally allows Upper Division undergraduate students to enroll in master-level courses and apply the credits toward both their baccalaureate degree and a master's degree. Enrollment in these "dual graduate credit" (DGC) courses must be approved by the appropriate faculty department chairs. Please note:

- Course descriptions are found near the end of this catalog. Approved DGC substitutions appear under "Special Considerations" and on the table below. Students may also use DGC courses as Open Electives.
- To enroll in DGC courses, an undergraduate student must have earned a minimum 75 credits and must hold a minimum cumulative grade point average (GPA) of 3.00.
- Undergraduate students are subject to any prerequisites attached to a desired graduate course.
- Students enrolled in a bachelor's degree program complete such DGC courses at the undergraduate tuition rate.
- The College allows a maximum of 9 graduate units to apply to *both* a master's degree and a bachelor's degree.
- Undergraduate students must earn a minimum grade of "Competent" to apply the graduate course to a master's degree at a later date.
- Completing DGC courses does not exempt students from graduate admission requirements if they later decide to enroll in a master's degree program.

Current Dual Graduate Credit (DGC) Courses		
Graduate Course	***may be taken in place of***	***Undergraduate Course***
PMIN 5320 Transformative Communication (3)		PMIN 3335 Preaching the Old Testament (3)*
PMIN 5320 Transformative Communication (3)		PMIN 3345 Preaching the New Testament (3)*
PMIN 5330 Holistic Spiritual Formation (3)		PMIN 3301 Spiritual Formation (3)
Any PMIN 5____ or LEAD 5____ course		Any PMIN Elective
PSYC 5315 Psy Tools for Transformative Min (3)		Any PMIN Elective
THEO 5310 The Emerging Kingship of God (3)		Any BIBL, THEO, or Open Elective
*These courses are dual listed as PMIN 3335/BIBL 3335 Preaching the Old Testament (3) and PMIN 3345/BIBL 3345 Preaching the New Testament (3). They may be taken in place of the undergraduate PMIN courses but not as BIBL electives.		

Credit for Prior Learning

Students may fulfil degree requirements by successfully completing courses offered by Dallas Christian College. Students may also secure credit for prior learning. DCC accepts an unlimited number of credits for prior learning within the bounds of the College's residency requirements (see below under "Graduation Requirements") and the policies outlined below. Decisions regarding the awarding of credit

for prior learning are made by the Registrar's Office staff in consultation with faculty department chairs and the Vice President of Academics. The Registrar provides students with transcript evaluations and other documents specifying the type and amount of credit granted.

Credit by Transfer. Dallas Christian College accepts transfer credits from the following types of institutions. Applicants must submit official transcripts from those institutions. A *tentative* evaluation of transfer credits may be made as part of the admission process, but the Registrar's Office and faculty make final judgments regarding what transfer credits to accept toward a DCC degree program.

Other Colleges and Universities. Dallas Christian College accepts academic credits transferred from other colleges and universities according to the following criteria:

- The college or university must typically be an institution of higher education accredited by an institutional accrediting body (e.g. SACSCOC, HLC, MSACS, WASC), national accrediting body (e.g. ABHE, TRACS), or professional accrediting body (e.g. NASM, NCATE) recognized by the U.S. Department of Education and the Council for Higher Education Accreditation (CHEA) at the time the credits were awarded. These accrediting bodies mandate assessment and other quality control systems that give DCC a high level of confidence in their programs.
- *Credits from non-accredited institutions are usually not transferable. However, DCC will evaluate such credits on a case-by-case basis.* Students must provide the following documentation: (1) official transcripts signed, sealed, and delivered directly from the institution to DCC; (2) academic catalog; (3) syllabus from each course; and (4) name and academic credentials of teaching faculty. Applicants may be asked to provide samples of their coursework or other evidence needed to make transfer judgments. Furthermore, students must validate the transfer of unaccredited courses by earning at least a 2.0 (C) GPA during the first two semesters of study at Dallas Christian College. If experience shows that DCC can have confidence in a given institution, the Registrar may place it on a list of "approved" institutions, which will facilitate the transfer process. DCC reserves the right to withhold recognition of credits awarded by any college or university that does not, in the opinion of the faculty and administration, meet reasonable academic standards.
- Students must have completed the transferred courses, earning a minimum grade of "C-" for undergraduate credit or "B" for graduate credit (or "P" if

the courses were offered on a Pass/Fail basis or "S" if offered on a Satisfactory/Unsatisfactory basis). Some degree programs, such as Teacher Education, may require a higher transfer grade to meet state or program standards.

- The transferred courses must be college-level and must apply to a Dallas Christian College degree program as the equivalents of required courses (i.e. providing a similar knowledge base and/or competencies) or as appropriate electives. Some fields, such as information technology, are constantly changing, so courses completed many years ago may be outdated and therefore ineligible for transfer. Departmental faculty will review transcripts and may require students to complete a newer version of a course. They will do this only when necessary for student success in the degree program and the professional field. This policy ensures that students' professional competencies are reasonably up-to-date at the time DCC awards the degree.
- Dallas Christian College does not grant transfer credit for college orientations, remedial coursework, high school level courses (apart from the Advanced Placement and Dual Credit Enrollment programs described below), or General Education Development (GED) tests.
- Dallas Christian College does not grant credit for duplicated courses (e.g., Beginning Composition completed at one college *and* Freshman English completed at another). The course equivalency will be awarded only once.
- If a course has been repeated for credit, the most recent grade earned will be used in the transfer evaluation—even if it is a lower grade—because it represents the most recent measure of student competency.
- DCC residency requirements (see below under "Graduation Requirements") limit the number of transfer credits students may apply to a DCC degree to no more than 75% of an undergraduate degree (typically 45 credits for an associate and 90 credits for a baccalaureate degree) and no more than 33% of a master's degree. These limits apply to all forms of Credit by Prior Learning, including AP, IB, CLEP, DSST, military training, and credit by demonstrated competency (CDC, described below).
- Students who transfer credits from non-U.S. or non-English-speaking institutions must provide DCC with a certified translation of transcripts and course descriptions, as well as a detailed and comprehensive transcript evaluation. For the full policy, see the instructions for international students

in the section of this catalog devoted "Application Requirements and Admission Standards."

- Applicable transfer credit is placed in the accepted student's electronic file for advising purposes and will appear on the student transcript. The transfer credit is included in DCC cumulative GPA calculations and is used to determine (1) student classification; (2) financial aid eligibility; (3) academic status after the student's first semester; (4) graduation eligibility; and (5) eligibility for graduation honors. To be considered for graduation honors, students must earn a minimum of 70 credit hours toward a baccalaureate degree at DCC.

Vocational Schools, Technical Colleges, or Institutes. Degree credits earned at vocational or technical institutions may be transferred to Dallas Christian College according to the policies stated above. Courses equivalent in content to required DCC courses may be used to fulfil General Education Core or professional major requirements. Others may be used as Open Electives.

Credit by Examination. DCC recognizes credits earned by examination from sources with known validities and reliabilities, including Advanced Placement (AP), International Baccalaureate (IB), the College Level Examination Program (CLEP), and DSST (formerly DANTES Subject Standardized Tests, now by Prometrics). Students may not receive credit for duplicated subject areas (e.g., *both* AP English Language & Composition and IB College Composition). The course equivalency will be awarded only once.

Students submit official exam scores to the DCC Registrar, who determines their applicability to degree requirements at Dallas Christian College. To allow time for processing prior to graduation, all credit-by-examination must be completed prior to preregistration for the final semester at DCC. In certain cases, departmental examinations may be required as a part of the evaluation process. The Registrar awards AP, IB, CLEP, and DSST credit according to the following guidelines:

Advanced Placement (AP). Advanced Placement (AP) examinations are a set of national exams on selected college-level topics studied in high school (testing available off campus only). The American Council on Education (ACE) recommends that colleges and universities award credit for AP grades of "3" or higher on any AP Examination. DCC follows this recommendation. For purposes of computing grade point averages (GPA), DCC assigns Advanced Placement credit a grade of "P" (Passing).

The following table lists available AP exams, the number of credits DCC awards for successful completion of each exam, and DCC course requirements those exams may fulfil:

ADVANCED PLACEMENT (AP) EXAMINATIONS			
AP Subject Examination	**Credits**	**DCC Credit-Granting Score**	**DCC Course Equivalents**
ARTS			
Art History	3	3	Elective
Studio Art: 2-D Design	3	3	Elective
Studio Art: 3-D Design	3	3	Elective
Studio Art—General	3	3	Elective
Studio Art—Drawing	3	3	Elective
ENGLISH			
English Language & Composition	3	3	ENGL 1310
English Literature & Composition	3	3	ENGL 1320
HISTORY & SOCIAL SCIENCES			
European History	6	3	Elective
Government & Politics— Comparative	3	3	Elective
Government & Politics—U. S	3	3	Elective
Human Geography	3	3	GEOG 1300
Macroeconomics	3	3	ECON 2301
Microeconomics	3	3	Elective
Psychology	3	3	PSYC 1320
United States History	6	3	HIST 2311, HIST 2321
World History	6	3	HIST 1311, HIST 1321
MATHEMATICS & COMPUTER SCIENCE			
Calculus AB	4	3	Elective
Calculus BC	8	3	Elective
Computer Science A	3	3	Elective
Computer Science Principles	6	3	Elective
Statistics	3	3	MATH 2342/PSYC 2342
SCIENCE			
Biology	6	3	SCIN 2410, Elective
Chemistry	8	3	SCIN, Elective
Environmental Science	3	3	SCIN or Elective
Physics 1: Algebra-Based	4	3	SCIN or Elective
Physics 2: Algebra-Based	3	3	SCIN or Elective
Physics C—Mechanics	4	3	Elective
Physics C—Electricity and Magnetism	4	3	Elective
WORLD LANGUAGES & CULTURES			
Chinese Language and Culture	6	3	Elective
French Language and Culture	6	3	Elective
German Language and Culture	6	3	Elective
Italian Language and Culture	6	3	Elective
Japanese Language and Culture	6	3	Elective
Latin	6	3	Elective
Spanish Language and Culture	6	3	Elective

Spanish Literature and Culture	3	3	Elective

International Baccalaureate (IB). International Baccalaureate Higher-Level Examinations (IB) are an international set of exams on selected topics studied through the International Baccalaureate Diploma Programme (testing available off campus only). The American Council on Education (ACE) recommends that colleges and universities award credit for IB grades of "5" or higher on any IB Examination. Dallas Christian College follows this recommendation. Scores below "5" are not accepted. For purposes of computing grade point averages (GPA), Dallas Christian College assigns IB credit a grade of "P" (Passing).

Upon completion of the International Baccalaureate (IB) Diploma Programme, students may earn up to 24 credit hours at DCC. The Registrar evaluates IB credits on an individual basis according to the student's chosen field of study.

College Level Examination Program (CLEP). The College Level Examination Program (CLEP) is a set of national exams on selected topics offered on a regular schedule (testing available off campus only). The following table lists available CLEP exams, the number of credits DCC awards for successful completion of each exam, and DCC course requirements those exams may fulfil. In setting its requirements, DCC has taken into consideration guidelines published by the American Council on Education (ACE). For purposes of computing grade point averages (GPA), the College assigns CLEP credit a grade of "P" (Passing).

If a student fails a DCC course and then passes a CLEP equivalent, the course grade remains on the DCC transcript, but the course requirement is fulfilled. The only way to remove the grade from the transcript is to retake the same course.

CLEP EXAMINATIONS			
CLEP Subject Examination	**Credits**	**DCC Credit-Granting Score**	**DCC Course Equivalents**
BUSINESS			
Financial Accounting	3	50	ACCT 2301
Information Systems	3	50	Elective
Introductory Business Law	3	50	BUAD 4303
Principles of Management	3	50	BUAD 2310
Principles of Marketing	3	50	BUAD 3305
COMPOSITION & LITERATURE			
American Literature	3	50	ENGL 2312
Analyzing and Interpreting Literature	3	50	ENGL 2340
College Composition	6	50	ENGL 1310, ENGL 1320
College Composition Modular	3	50	ENGL 1310
English Literature	3	50	ENGL 2311
Humanities	3	50	HUMA 2322

HISTORY & SOCIAL SCIENCE			
American Government	3	50	Elective
History of the United States I	3	50	HIST 2311
History of the United States II	3	50	HIST 2321
Human Growth and Development	3	50	PSYC 2314
Introduction to Educational Psychology	3	50	PSYC 3320
Introductory Psychology	3	50	PSYC 1320
Introductory Sociology	3	50	SOCI 2310
Principles of Macroeconomics	3	50	ECON 2301
Principles of Microeconomics	3	50	Elective
Social Sciences & History	6	50	Elective
Western Civilization I	3	50	Elective
Western Civilization II	3	50	Elective
SCIENCE & MATHEMATICS			
Biology	6	50	SCIN 2410, Elective
Calculus	4	50	Elective
Chemistry	6	50	SCIN, Elective
College Algebra	3	50	MATH 1310
College Mathematics	6	50	MATH 1332, Elective
Natural Sciences	6	50	SCIN 2310
Precalculus	3	50	Elective
WORLD LANGUAGES			
College-Level French I	6	50	Elective
College-Level French II	9	59	Elective
College-Level German Language I	6	50	Elective
College-Level German Language II	9	60	Elective
College-Level Spanish Language I	6	50	Elective
College-Level Spanish Language II	12	65	Elective

DSST (DANTES Subject Standardized Tests). Students who enroll in Dallas Christian College may also secure credit through DSST, the U.S. military's Defense Activity for Non-Traditional Educational Support (DANTES). The DSST exams cover the equivalent of college introductory courses in more than 50 different subject areas (testing available off campus only).

The following table lists available DSST exams, the number of credits DCC awards for successful completion of each exam, and DCC course requirements those exams may fulfil. In setting its requirements, DCC has taken into consideration guidelines published by the American Council on Education (ACE). For purposes of computing grade point averages (GPA), the College assigns DSST credit a grade of "P" (Passing).

DSST EXAMINATIONS			
DSST Subject Examination	**Credits**	**DCC Credit-Granting Score**	**DCC Course Equivalents**
BUSINESS			
Business Ethics and Society	3	400	Elective
Business Mathematics	3	400	MATH 1305
Human Resource Management	3	400	BUAD 3325
Introduction to Business	3	400	BUAD 2310
Management Info Systems	3	400	Elective
Money and Banking	3	400	Elective
Organizational Behavior	3	400	MGMT 4304
Personal Finance	3	400	BUSI 1307
Principles of Finance	3	400	MGMT 4309
Principles of Supervision	3	400	Elective
HUMANITIES			
Ethics in America	3	400	Elective
History of the Soviet Union	3	400	Elective
Introduction to World Religions	3	400	RELI 1304
Principles/Advanced English Composition	3	400	ENGL 1320
Principles of Public Speaking	3	400	SPCH 2310
MATHEMATICS			
Fundamentals of College Algebra	3	400	MATH 1310
Mathematics for Liberal Arts	3	400	MATH 1332
Principles of Statistics	3	400	MATH 2342/PSYC 2342
PHYSICAL SCIENCE			
Astronomy	3	400	Elective
Environmental Science	3	400	Elective
Health and Human Development	3	400	PHED 1320
Principles of Physical Science I	3	400	Elective
SOCIAL SCIENCE			
A History of Vietnam War	3	400	Elective
Art of the Western World	3	400	Elective
Foundations of Education	3	400	Elective
Fundamentals of Counseling	3	400	PMIN 4321
General Anthropology	3	400	Elective
History of the Soviet Union	3	400	Elective
Human/Cultural Geography	3	400	GEOG 1300
Lifespan Developmental Psychology	3	400	PSYC 2314
Substance Abuse	3	400	Elective
The Civil War and Reconstruction	3	400	Elective
Western Europe since 1945	3	400	Elective
TECHNOLOGY			
Computing and Information Technology	3	400	Elective
Fundamentals of Cybersecurity	3	400	Elective
Technical Writing	3	400	Elective

Credit for Military Training. Dallas Christian College evaluates military training courses according to the American Council on Education's (ACE) *Guide to the Evaluation of Educational Experiences in the Armed Services*. Students must submit all pertinent documentation to the Registrar for evaluation. Military transfer

courses should be reported on an Army American Council on Education Registry Transcript (AART) or Sailor/Marine American Council on Education Registry Transcript (SMART) or, if not available, on form DD295 for personnel still in service or form DD214 for those discharged.

For more information about academic credit through the American Council on Education (ACE), see the Council's *Student Guide to Credit for Prior Learning*, the *Learner Transfer Guide*, and frequently asked questions about the *Military Guide* (www.acenet.edu/Programs-Services/Pages). To see if a particular military exam or course has been evaluated by ACE, see the Course/Examination Search site.

Earning Alternative Credit. The faculty recognizes that some students come to DCC with college-level competencies that have been developed experientially or attained outside the traditional classroom. Students who enroll in DCC degree programs may obtain credit for such competencies in two ways:

Credit by Demonstrated Competency (CDC). To earn credit by demonstrated competency (CDC), students assemble a portfolio of appropriate evidence for each claimed competency and submit it to the Vice President of Academics. *In the portfolio, students must demonstrate the knowledge, skills, and philosophical grounding articulated in the learning objectives for specific courses offered by Dallas Christian College or college-level open electives.*

The portfolio must include:

- The student's résumé and an autobiographical sketch.
- A list of Dallas Christian College courses for which the student desires CDC credit.
- Substantial, documented evidence of competencies related to *each course.* Such evidence may include, for example, examinations, certificates, seminars, workshops, demonstrations, apprenticeships, formal on-the-job training, volunteer experiences, interviews, licenses, job descriptions, memoirs, papers, work products, publications, publicity, references, and other appropriate materials. *For each course, students should include a written narrative explaining how the evidence demonstrates achievement of course learning objectives.*

After receiving these materials, the Vice President of Academics, in consultation with the appropriate faculty department chair, appoints a CDC Committee consisting of DCC faculty members with expertise in the area(s) under consideration. The Committee then evaluates the evidence and sends its written recommendations to the VP. Based upon the recommendations, the VP may

award academic credit according to the level of mastery displayed by the student, waive a required course(s) in the student's degree program, substitute a more advanced course in the same area, or deny the student's petition for credit based on demonstrated competency.

The College treats credits by demonstrated competency (CDC) as DCC credits since DCC did the evaluation and awarded the credits. Thus, CDC credits are taken into consideration when, for example, the registrar determines if students meet the College's residency requirements.

Students must have successfully completed 12+ credit hours of coursework in a degree program at DCC prior to receiving CDC credit. To cover expenses associated with the CDC Committee, DCC charges a fee of $100 for each credit awarded to the student. Upon receipt of this fee, the Registrar records the credits on the student's transcript.

Challenge Examinations. Students may also request a challenge exam through which they demonstrate the competencies associated with a particular DCC course. Challenge exams must be approved in advance by the department chair overseeing that course. The procedure is as follows: The student submits a written request to the Academic Office. If approved, the department chair assigns an appropriate instructor to create the exam and evaluate the student's work. The Academic Office administers the exam.

At the time of application for a challenge exam, students must pay a non-refundable fee of $110 for each credit they hope to earn through the exam.

Students may earn a maximum of 30 credits through credit by demonstrated competency and challenge exams. To allow time for processing prior to graduation, all alternative credits must be completed prior to preregistration for the student's final semester at DCC.

Transferring DCC Credits to Other Institutions. Dallas Christian College is nationally accredited by the Association for Biblical Higher Education (ABHE), an accrediting agency authorized by the United States Department of Education and recognized by the Council for Higher Education Accreditation (CHEA). Due to this accreditation, students who earn credits from Dallas Christian College can expect that their credits will transfer to other colleges and universities (two-year and four-year). Credits generally transfer, assuming that (1) the courses apply to the student's program at the accepting institution, and (2) the student earned a transferrable grade (usually a C or higher) in the course at Dallas Christian College.

Dallas Christian College cannot guarantee the transfer of credit since each institution sets its own policy regarding acceptance of transfer credit. Students from Dallas Christian College who wish to transfer to other colleges are urged to contact DCC's Academic Office when initiating that process. Students have occasionally experienced initial resistance to accepting credits from DCC since ABHE is less widely known than other accreditors. The Academic Office is equipped to deal with these issues and negotiate for the transfer of credits.

Attendance Policy

Attendance Philosophy. DCC's attendance regulations are based on the belief that students benefit from the discussion and interaction that take place within a community of learners. By missing live class sessions and/or online interactions, students experience a loss that may not be reflected in a final grade but is nevertheless real. Furthermore, DCC has a legal obligation to certify attendance to outside agencies, including the U.S. Department of Education (for financial aid purposes), the Texas Higher Education Coordinating Board, and other entities such as student lenders and athletic associations. Attendance is therefore required at Dallas Christian College. *Minimum attendance requirements must be met to pass DCC courses.*

Students are expected to attend regularly and participate actively in each course in which they are enrolled. "Attendance" takes different forms in on-campus courses versus online courses.

Traditional On-Campus Attendance Policy. DCC on-campus courses take the form of 16-week, semester-length courses or shorter "intensive" courses.

Excused versus Unexcused Absences (PASA). Excused absences are those that occur due to a Pre-Approved School-Authorized (PASA) event or a documented illness, emergency, or funeral. PASA events may include athletic events or other DCC-sponsored activities (e.g., conferences, seminars, field trips) as determined and approved by the Academic Council. Intercollegiate Athletics PASAs include *ONLY* scheduled competitions and not scrimmage or practice sessions.

PASA absences must be made up. Otherwise, they count as unexcused absences.

Student Responsibilities When Absences Occur. *For absences to be excused*, students must:

- Notify their professors in advance when possible (as in a PASA event) of the reason for the upcoming absence. Students may *not* ask for makeup work *after* an absence for a PASA event has occurred.

- Provide professors with documentation of the illness or circumstances that prevented class attendance. Such documentation must come from either a physician or school official.
- Submit any assignments by the due date, even if they are not in attendance on that date.
- Acquire course information and content missed during the absence. Within two weeks of the absence, they must view recordings of class sessions missed and submit notes to the instructor.

Students absent due to an illness that exceeds one week must contact the professor to determine an appropriate amount of time in which to make up missed sessions and assignments.

Absences must be made up within two weeks of the absence or by the deadline set by the instructor. Otherwise, they count as unexcused absences.

Course Failure Due to Unexcused Absences. Unexcused absences may not be made up. Students who exceed the equivalent of one full week of unexcused absences are subject to course failure due to excessive absences. *Class sessions missed during the late-registration period count as unexcused absences.* The following table shows the maximum number of unexcused absences allowed in a traditional 16-week, semester-long course before receiving a failing grade:

Maximum Unexcused Absences for Traditional 16-Week, Semester-Length Courses		
Frequency of Class Meetings	**Total Number of Sessions**	**Maximum Unexcused Absences**
3 times per week	43	3
2 times per week	29	2
1 time per week	15	1

Professors may outline additional attendance and participation requirements for a given course, including penalties for non-attendance. These additional requirements must be clearly articulated in the syllabus and may include grade reduction penalties for tardies, non-attendance, or non-participation. Students are responsible for reading the syllabus and knowing the extra requirements.

Maximum Allowed Absences of Any Type. *Students are allowed no more than eight total absences—excused and/or unexcused—for a given course. If they exceed this 8-absence maximum, they automatically fail the course due to lack of attendance.* Accordingly, students must carefully monitor their attendance and their use of PASA (Pre-Approved School-Authorized event) absences. To illustrate: If an athletic team's season schedule potentially causes students to miss ten class sessions, they and their coaches must decide in which competitions an individual player will *not* participate in order to avoid course failure due to excessive absences. Student athletes are first students because DCC is, after all, an academic institution.

"Intensive Course" Attendance. Students may not miss more than 10% of any short, "intensive" course held during Wintermester or other special sessions. PASA absences do not apply to intensive courses.

Worley School of Ministry Attendance Policy. The active, on-ground ministry apprenticeship model of the Worley School of Ministry (WSOM) makes attendance critical to student learning. If students miss *more* than the equivalent of one full week of class (more than two Sunday and/or Wednesday sessions), they are subject to course failure due to excessive absences. For WSOM, Sunday attendance will be reported based on physical presence in class. Wednesday attendance will be reported based on students submitting the written assignments due for that evening.

WSOM students who must be absent due to important events beyond their control (such as a family wedding, funeral, college visit) should inform the instructor or program director at least one week prior to the absence. To be excused, a student must submit all assignments on time (present or not) and submit notes based on listening to the recording of the class session. If students know this situation will arise more than once during an 8-week course, they should discuss plans with the program director to determine the best course of action.

Extended absences due to extreme circumstance (such as serious illness or injury, surgery) should be taken to the program director, who will decide whether they should be excused.

DCC*Online* Attendance Policy. The following policies govern online courses offered in the six- or eight-week session format, including course-based master-level programs:

Recording Online Attendance. Although DCC*Online* students (including summer *FLEX*Campus® students and online graduate students) do not "attend" in the same way students attend in a face-to-face classroom, they must meet DCC attendance requirements. Online attendance is determined by completion

of a designated learning activity or assignment each week. To be counted present for the week, students must complete that activity or assignment by no later than 11:59 p.m. on Wednesday of the course week. *Note that, under this definition, a student could do all assignments for the week except the designated attendance assignment and still be marked absent.* Pre-Approved School-Authorized (PASA) absences (discussed above in the on-campus attendance policy) do *not* apply to DCC*Online* courses since students have several days (Monday through Wednesday) within which to register attendance.

Although instructors typically notify online learners of an absence, students should monitor their official attendance record in the DCC Student Portal. If a mistake is made, they should contact the instructor within 48 hours to rectify it.

Maximum Allowed Absences. Students are allowed one week of absence without penalty for a six-week or eight-week online course.

Consequences of Excessive Absences. If students do not attend or participate at all during the first two weeks of an online course, the "no show" policy applies (see below). If students attend any part of the course but are absent during any two weeks of the course, they are subject to course failure, a negative impact on GPA, loss of full tuition for the course, and possibly loss of financial aid. To avoid these penalties, online students should strive to satisfy attendance requirements each week and communicate with the instructor immediately if serious unforeseen factors make attendance impossible.

WARNING. If students are absent for two consecutive weeks (14 consecutive days), it may trigger loss of financial aid even if they remain in the course. Contact the Financial Aid Office for more information (email fa@dallas.edu; telephone 1-214-453-8101).

Competency-Based Program Attendance. DCC's currently offers two Master of Arts programs (M.A. in Language Development and Translation, M.A. in Multicultural Engagement) on a Competency-Based Education (CBE) model. These CBE programs are self-paced, so faculty do not record attendance.

"No Show" Policy. If students do not attend or participate at all during the first two weeks of an on-campus or online course, the Registrar will assume they are "no shows" who do not intend to complete the course—unless, because of exceptional circumstances, prior arrangements have been made with the professor and the Vice President of Academics. The Registrar will therefore remove them from the course roster and implement an administrative withdrawal (AW).

Late Assignment Policy

Students are expected to submit all assignments when due. Regular written work (essays, projects, reflections, research papers, etc.) will be marked down 2% for every day the assignment is late, beginning immediately after the deadline. Without previous arrangements, written work submitted more than two weeks late will not be accepted. Instructors may use more gracious or more stringent late work policies. Students should review the late work policy in each course syllabus.

Discussion forums cannot be late under any circumstances. Once the posting period is over, students will no longer visit the forum, so it is no longer a discussion.

All assignments for traditional on-campus courses must be submitted by 5:00 p.m. on the last class day before Final Exam Week unless the professor sets an earlier deadline. All assignments for DCC*Online* courses must be submitted by Day 4 after the final week concludes. Regardless of course format, no additional work may be submitted after the deadline unless the student and the professor agree on an alternative completion plan prior to the deadline. Even then, severe penalties may apply.

The professor may modify this standard by documenting the modification in the syllabus or introductory email for the course.

Final grades for traditional courses must be reported to the Registrar's office within 48 hours after the final exam or final project is due. Final grades for all other courses must be reported within one week after the final exam or final project is due. Students should be aware that instructors will report student grades as they stand at the deadline. Instructors can submit an official grade change for a student if agreed-upon coursework is submitted after the grade report deadline.

When issues arise that make it difficult to complete a course on time, students should refer to the policy regarding "Filing for an Incomplete" (see below).

Policy for On-Campus Tests and Final Examinations

Students are expected to complete all examinations—including quizzes, mid-term exams, and final exams—on their assigned dates.

Make-Up Exams. If students miss a regular test, quiz, or mid-term exam (not a final exam), they may complete a make-up exam after the test date *only in one of the following circumstances:*

- Students notify the professor *in advance* of the absence, and together they agree on a time for the student to make up the test.

- Students present a worthy case as to (1) why they were unable to notify the professor of the absence in advance, and (2) why the test or quiz could not be taken on time (e.g., "I was ready to take the test, but was in an accident and was in the hospital").

Final Examinations. DCC's traditional on-campus calendar includes a Final Exam Week at the end of every semester. Final examinations—including major projects and other academic activities assigned in lieu of final exams—must be completed during Final Exam Week. Classes must meet during Final Exam Week.

Requests to reschedule a final exam will be considered *only* if a student has three exams scheduled on the same day. Requests must be submitted to the professor in writing prior to Final Exam Week.

Students involved in college-approved travel on a scheduled Final Exam day (e.g., participation in a post-season athletic competition) may arrange with the professor to have the examination given by a pre-approved proctor—usually DCC personnel sponsoring the event. Such requests must be submitted by the sponsoring personnel on behalf of the student. Requests to reschedule any exam to accommodate merely personal travel will not be granted.

Instructional Crisis Recovery Plan

Crisis Management. DCC's full Crisis Management Plan, which addresses many types of crises, appears on the college website (https://www.dallas.edu). If a crisis interferes with instruction, the College will respond as follows:

Response to a Crisis That Prevents Classes from Meeting on Campus. If a crisis prevents the majority of DCC classes from meeting on campus, the instructional functions of the College will move entirely to the online Learning Management System (LMS), which is Moodle. Although multiple means of communication will be used when available, students should go to their course sites to receive news about the course, adjustments being made, directions from their instructors, and other instructional needs. Students will be responsible for finding a way to access their course sites. The LMS is compatible with portable devices such as smartphones and tablets. The majority of DCC's library and learning resources are online, so students should have continued access to them. Along with monitoring their course sites, students should check their DCC email (i.e., firstname.lastname@dallas.edu) for official messages from the College. In addition, students will have access to their college's student information system via their Student Portal. The student information system is also cloud-based and available on the web. This will allow students seamless access to online class registration, class

schedule, grades and transcripts, online bill pay, financial aid information, notes or alerts from faculty, and the ability to electronically sign official college documents.

Response to a Crisis that Prevents Classes from Meeting in Moodle. The Moodle Learning Management System (LMS) is hosted off-site in the cloud with OpenLMS, which provides a 99.9% uptime guarantee. Therefore, it is not expected that a crisis on the DCC campus or even in Dallas would prevent all instruction from going to the LMS. If a crisis is large enough that the LMS is down for a significant period of time, students should access their DCC email (firstname. lastname@dallas.edu), which is also a cloud service, to learn about alternative plans. If a return to instruction within a reasonable time is not possible, DCC maintains a surety bond to protect students as consumers.

Grading Systems

Grading Philosophy. Grades symbolize the student's work accomplished, personal achievement, competencies, and knowledge gained and retained in a usable form. Grades are not the only measure of a student's success, but they are one statement concerning student progress and achievement.

Letter Grade System. In all undergraduate and some graduate programs, Dallas Christian College uses the following letter grade system to indicate the grade points earned per credit hour. Grade points are used to compute the grade point average (GPA) described below.

Grades of F, I, W/F, and XF are computed as 0.00 grade points for purposes of computing students' grade point average.

Grade	Description	Suggested Numeric Value	Grade Points
A	Excellent	93-100	4.00
A-		90-92	3.67
B+		87-89	3.33
B	Good	83-86	3.00
B-		80-82	2.67
C+		77-79	2.33
C	Average	73-76	2.00
C-		70-72	1.67
D+		67-79	1.33
D	Passing	63-66	1.00
D-		60-62	0.67

F	Failing	0-59	0.00
P**	Pass in a Pass/Fail Option	N/A	0.00
NC**	No Credit	N/A	0.00
I*	Incomplete	N/A	0.00
IP**	In Progress	N/A	0.00
IPC**	In Progress – Continuation Required	N/A	0.00
R*	Denotes course repeated for credit	N/A	0.00
XF*	Failure Due to Academic Dishonesty	N/A	0.00
AUD	Audit	N/A	0.00
W**	Approved Withdrawal	N/A	0.00
W/P**	Approved Withdrawal Passing	N/A	0.00
W/F*	Withdrawal Failing	N/A	0.00
AW**	Administrative Withdrawal	N/A	0.00

**Credit hours are computed for grade point average (GPA).*

***Credit hours are not computed for grade point average (GPA).*

Competency-Based Education (CBE) Grading Systems. DCC's Master of Arts programs (M.A. in Language Development and Translation, M.A. in Multicultural Engagement) utilize a Competency-Based Education (CBE) system. Students do not graduate from these programs until the faculty judges them "competent" in every required program-level competency. CBE programs employ the following grading system:

Grade	Abbreviation	Description	Grade Points
Competent	COMP	Competent in all learning objective(s)	N/A
In Progress	IP		N/A
No Credit	NC		N/A

The registrar uses the "IP" grade when, for example, students have demonstrated a competency but have not yet paid the Competency Assessment Fee required for placing that competency on the student's transcript. The registrar uses the "NC" grade when, for example, an MA-LDT or MA-ME student has not paid a term subscription fee and has been withdrawn from the program. The "NC" grade is removed if the student is reinstated in the program.

Grades Entered Only by the Registrar. The following grades are entered only by the Registrar: NC, I, IP, W, W/P, W/F, AW, and XF. If professors believe that

one of these grades is appropriate but not reflected (or incorrectly reflected) in the DCC Faculty Portal system, they should contact the DCC Registrar.

Filing for an Incomplete ("I"). Incompletes must be filed by petition. Forms for incompletes may be requested from or picked up in the Academic Office. A $60 Incomplete fee will be charged for each course in which a student requests an Incomplete. A completed form must be filed with the Registrar by the end of the 12th week for full-semester courses or before the beginning of the final week of class or the final class session for any DCC*Online* or other accelerated class. Upon approval by the professor and Vice President of Academics (or academic advisor for DCC*Online* students), an incomplete may be granted in circumstances of death in the immediate family, sickness, or extreme circumstances. If the Incomplete is not removed within six weeks of the end of the on-campus semester or online session, there will be no extension on the original incomplete, and the student's grade will automatically be recorded as the grade which the student would have received if an incomplete had not been granted. Granting an incomplete is predicated upon prior satisfactory completion of at least 50% of the course assignments.

Failure Due to Academic Dishonesty ("XF"). Students caught cheating on a test, plagiarizing, or violating academic integrity standards in any fashion may be given a grade of "XF" at the discretion of the Student Conduct Committee. An "XF" will be recorded by the Registrar on the student's permanent record and reflected on the transcript as "XF – Failure Due to Academic Dishonesty."

The "XF" grade can be removed from the student's academic record when the student submits a formal written request to the Academic Office. This request must be submitted after the student has completed an additional semester of study at DCC, but before the end of one year after the "XF" grade was earned. A committee appointed by the Vice President of Academics will review the request and meet with the student. This committee will make the final decision regarding the changing of the grade from "XF" to "F."

Grades Submission Deadlines. Faculty must submit final grades for traditional 15-week courses within 48 hours after the final exam has been administered. Grades for all other courses (Wintermester, Maymester, DCC*Online*, and summer online *FLEXCampus*® courses) are due within one week after the course end date.

Grade Point Average (GPA). The grade points earned in each course are computed by multiplying the number of credit hours for the course by the grade point value of the grade received. The student's grade point average (GPA) each term is determined by dividing the total number of grade points earned in all courses by the total number of credit hours taken. For example, if 45 grade points are earned in

taking 15 credit hours, the GPA is 3.00. The cumulative GPA, which establishes academic progress, is determined by dividing the total number of grade points in all terms by the total number of credit hours taken in all terms. Transferred coursework is counted in computing the cumulative grade point average.

DCC rounds GPAs to two decimal places (e.g., 3.33). This guideline establishes fairness and equality in areas such as academic honors and requirements set for athletic participation.

Course Assignment Grades and Final Grade Reports. For both on-campus and online courses, students may access grades and instructor feedback on individual assignments through the Gradebook found in each DCC*Online* /Moodle course site. *Official final course grades appear in the DCC Student Portal*. Students may request printed grade reports from the Registrar's Office at the end of each term.

Grade Appeals. If students believe a grading error has been made, they should immediately discuss it with the professor to resolve the issue. Students may petition to challenge a final grade through the Academic Office. A petition must be submitted within one calendar year from the end of the term in which the grade was received. The DCC *Student Handbook* details the appeals process (www.dallas.edu/student-resources).

Academic Transcripts

The Registrar's Office maintains students' educational records, including official academic transcripts showing course grades and credits earned.

Transcript Requests. Dallas Christian College students and alumni may obtain *electronic* copies of their official transcripts through DCC's partnership with the Parchment service provider. Instructions and the Transcript Request form appear on the College website (www.dallas.edu/transcript). Parchment charges a $10 fee for each transcript and delivers them almost instantly to those whom the student designates (e.g., other colleges and graduate schools, employers, themselves).

Students may also obtain *free paper copies* of their official transcripts by visiting or sending a written request to the Registrar's Office (registrar@dallas.edu).

Policy on Student Privacy and Release of Information

In accordance with the Family Educational Rights and Privacy Act (FERPA) of 1974, Dallas Christian College is committed to protecting the confidentiality of student records and the rights of students to (a) inspect and review their educational records, (b) seek correction of inaccurate or misleading data through informal and

formal hearings, (c) consent to disclosure of their educational records, and (d) file a formal complaint with the U.S. Department of Education concerning alleged failures by the institution to comply with the Act. Further information about students' legal rights appears in Section 16.6 of the DCC *Student Handbook*. Contact the Registrar's Office with specific questions regarding FERPA (registrar@dallas.edu).

Academic Standing for Undergraduate Students

Good Academic Standing. To graduate with an undergraduate certificate, associate degree, or baccalaureate degree from Dallas Christian College, students must hold a minimum cumulative grade point average (GPA) of 2.0 ("C") on a 4-point scale. Therefore, to remain in "good standing" and on track for graduation, students must maintain a cumulative GPA of 2.0. Students should strive to maintain "good" academic standing during their entire enrollment at DCC for a variety of reasons, including athletic eligibility and financial aid eligibility. The Registrar computes GPAs and academic standing at the end of each term.

Academic Probation. At the end of each term, students whose *cumulative GPA* falls below 2.0 are placed on academic probation for the following term. Transfer students completing their first term at DCC are likewise placed on academic probation if their *term GPA* falls below 2.0. Any full-time students whose *term GPA* falls below 1.0 are automatically placed on academic probation for the following term, regardless of their *cumulative GPA*. The Registrar notifies students in writing if they are placed on academic probation.

Traditional, on-campus students on probation are limited to 13 credits per term and required to complete the one-credit DVLS 0101 Building Academic Success course. They must secure permission from the Academic Office to participate in extra-curricular activities, such as leadership roles with ministry teams and other travel representing the College. Kingdom Week travel is allowed.

Student athletes retain their eligibility while on academic probation, provided that they still meet NCCAA eligibility standards. Those eligible to compete are required to complete all academic probation requirements (including DVLS 0101) plus any additional requirements set forth by the Athletic Director.

DCC*Online students on academic probation* are limited to taking one course per 6-week session.

Getting Off Probation. To get off probation, undergraduates must raise their *cumulative GPA* to the required 2.0 by the end of the probationary term. Traditional students must also pass DVLS 0101 Building Academic Success.

Academic Suspension. If students on academic probation do not raise their *cumulative GPA* to the required 2.0 minimum during the probationary term, they are suspended from the College for one term. Academic suspension bars students from continued enrollment at Dallas Christian College, bars them from living in DCC housing, and bars them from participation in extra-curricular activities, such as sports practices and competitions. The Registrar notifies students in writing if they have been placed on academic suspension.

PLEASE NOTE: If undergraduate students enrolled in a DCC*Online* program operating year-round incur an academic suspension during Spring Term, then the following Summer Term counts as their "one-term suspension." If students enrolled in a traditional on-campus program (i.e., Fall and Spring Term courses with summers off) incur an academic suspension during Spring Term, then the following Fall Term counts as their "one-term suspension."

Appealing Academic Suspension. Students placed on academic suspension may submit a written appeal to the Vice President of Academics, asking permission to continue on probation for one more term in an effort to raise their GPA to the required minimum and thus avoid suspension. The appeal letter should include realistic strategies for improving their academic performance. For an appeal to be considered, students must meet the following requirements:

- Students must have earned a minimum *term GPA* of 1.67 GPA for the months on probation.
- Students must hold a minimum *cumulative GPA* of 1.85 at the end of their probationary term.
- They must not have exceeded the maximum number of unexcused absences allowed for any course while on probation. (The Vice President may take into consideration extraordinary circumstances, such as a serious personal illness or accident, or the death of a family member.)
- Traditional on-campus students must have passed DVLS 0101 Building Academic Success while on probation.

If students meet these conditions, the Vice President will also consider other factors, such as faculty input and mitigating circumstances, when deciding whether to grant the appeal. *The VP will not grant suspension appeals for two consecutive terms.*

If an appeal is granted, students will be allowed to continue on academic probation for one more term under the normal limitations (see above). A second term on probation may also impact their financial aid and NCCAA athletic eligibility.

If students do not raise their *cumulative GPA* to the required level by the end of this second probationary term, they will be academically suspended and not eligible for appeal.

Readmission after Academic Suspension. If students academically suspended from DCC later want to return, they must reapply to the College following the full admissions process. If, during the interval, they have taken no action to improve their GPA (through, for example, transfer courses or other credit for prior learning), they will reenter on academic probation.

Academic Standing for Graduate Students

Good Academic Standing. To graduate with a master's degree from DCC, students must hold a minimum cumulative grade point average (GPA) of 2.6 ("B-") on a 4-point scale. Therefore, to remain in "good standing" and on track for graduation, students must maintain a cumulative GPA of 2.6. The Registrar computes GPAs and academic standing at the end of each term.

Academic Probation. At the end of each term (consisting of two 8-week sessions), graduate students whose *cumulative GPA* falls below 2.6 are placed on academic probation for the following term. The Registrar notifies students in writing if they are placed on academic probation. *Graduate students on probation* are limited to one course per 8-week session. They should contact the program director for advice on improving academic performance. It may help to repeat courses for which they earned a final grade lower than "Competent."

Getting Off Probation. To get off probation, graduate students must raise their *cumulative GPA* to the required 2.6 by the end of the probationary term.

Academic Suspension and Readmission. If the cumulative GPA remains below 2.6 at the end of the probationary term, graduate students are suspended from the College on academic grounds. After one term, they may reapply to return to the master's program, making their case for continuation with the program director.

Academic Integrity Policy Statement

Academic Honesty. Honesty in all academic endeavors is vital as an expression of the Christian life. It is required that students at Dallas Christian College will not participate in cheating, plagiarism (using another's words or ideas as one's own

work without properly crediting the original source), or other forms of academic dishonesty, nor encourage or condone such behavior by permitting it and/or allowing it to go unreported. All assignments must be the student's original work for the course in which the material is submitted. When a student utilizes work that is not his/her own, proper credit must be given to the source of the information.

Writing assistance, such as a proofreader or a writing lab, can contribute to the excellence of a student's work. This assistance should be limited to identifying issues. The student must do the corrections and revisions.

AI Tools. Since Artificial Intelligence (AI) tools such as ChatGPT and DALL•E are mainstream, all students need to know that using AI inappropriately in an academic setting constitutes academic dishonesty and could result in failing the assignment, failing the entire course, or dismissal. DCC offers the following clarifications to prevent any misunderstanding.

1. Academic dishonesty occurs any time students present work as their own when they did not actually produce the work for that assignment.
2. Using AI to write a paragraph, a discussion post, an entire essay, a poem, or a song—even if a student makes a few edits so it is not an exact copy—is not allowed.
3. When authoritative quotations are required to support a point, reputable sources should be used and cited properly. ChatGPT and similar AI platforms are not considered reputable academic sources.
4. Using AI to find answers to quiz or exam questions is academic dishonesty even if it is cited.
5. Using a voice clone and/or a deep fake to create something such as a speech is academic dishonesty. It may sound like your voice and look like you talking, but you did not actually deliver the speech.
6. When in doubt, consult the syllabus or your instructor for clarification. Many technology tools are powered by AI, and you may not know it. For example, Grammarly uses AI. Some instructors are fine for students to use it, but other instructors may have a specific procedure to follow if Grammarly is used.
7. If it feels like cheating, it is probably academic dishonesty.

Instructors may allow students to use AI tools for specifically directed tasks. Any such uses by students must be explicitly permitted by the instructor in the syllabus,

and the use of the AI tool must be properly cited in the assignment. Such uses are limited to the specific instructor and to the specific task.

Rationale. Why does Dallas Christian College restrict the educational use of AI tools? The key word is "educational." When instructors design assignments, they are intended to help students achieve educational outcomes through doing the work. If students use an AI, it may reduce the work and time to complete the assignment but also diminishes the intended learning. Exams are designed to assess how well students have learned. If an AI is used, it does not reflect the knowledge and skills of the student whose name is on the exam.

[NOTE: Technology changes fast, so DCC reserves the right to revise this policy at any time.]

Academic dishonesty is a serious violation of morality and academic integrity and will not be tolerated. Academic Dishonesty (cheating) will be reported to the registrar (who maintains a record of violations), as well as the department chair who oversees the course. Depending on the egregiousness of the offense and whether it is a first or repeat offense, the student may receive a zero for the assignment or exam, fail the course, receive an "XF" for the course, and/or be dismissed from the college. The grade of "XF" will be recorded on the student's permanent record and reflected on the transcript as "XF – Failure Due to Academic Dishonesty." The "XF" may be removed from a student's record as outlined in the DCC *Academic Catalog*.

Procedure for Reporting and Adjudicating Improper Use of AI. Upon finding a student has improperly used AI, to cultivate their awareness and engage in an effort to enhance their education, making them "better for it not just disciplined for it," faculty will use the following process:

The instructor who suspects improper or unauthorized use of AI on an assignment or exam will report all suspected incidents to the Registrar within 3 business days of the discovery of the offense by sending a copy of the offending assignment, a summary of the integrity issue(s), and the completed AI procedural checklist. This report should include a digest of any discussion (email, web conference, or face to face) the instructor has had with the student to this point. The instructor should copy the Department Chair, if the Department Chair has not already been informed.

1. The Registrar will communicate to the Department Chair and the instructor whether this is the first recorded instance of academic dishonesty by the student. If it is, the Department Chair and instructor will decide on the course of action. Typically, the instructor would meet virtually or in-person with the student. This meeting could be used to allow a student to respond or for the

instructor to do an oral exam to provide final evidence of the offense. The minimum consequence for a first offense is to fail the assignment with a 0 grade. The student should be notified of the penalty via email within 10 days of the discovery of the offense.

If students decline to participate in a meeting, either by verbal decline or lack of response, they forfeit their right to be heard, and the instructor and department chair will proceed with a decision on the course of action to be taken.

2. If the student has had previous instances of academic dishonesty, the case will be forwarded to the Academic Standards Committee (ASC) who will conduct a hearing with the student. During such hearings, the student has the right to bring evidence and a defense relative to the accusation. The ASC has the right to conduct an oral exam over the assignment in question, to consult the reporting instructor, to ask the student to create a writing sample in the meeting (for style comparison), and to make pertinent inquiries.

   Again, if students decline to participate in a meeting, either by verbal decline or lack of response, they forfeit their right to be heard, and the committee will proceed with a decision on the course of action to be taken. The committee will work to be flexible to the student's schedule as long as the student is responding promptly to communications.

3. If the student declines to participate in the ASC hearing or if the ASC determines the student has engaged in the improper use of AI, it can assess a range of penalties including failure of the assignment with a 0 grade, course failure (an "XF" grade signifying failure due to academic dishonesty), and suspension from the College for a semester. The student will be notified in person and via email of any penalties assessed. A digest of the hearing, the finding, and the penalty will be provided to the Registrar, the Vice President of Academics, and the Director of Student Life.

Appeal Process

1. Students must submit an appeal to an ASC decision within 8 weeks of the decision.
2. The appeal email or letter should go to the VP of Academics or his/her designee and should include (a) the information about the offense, including class name, instructor, and dates, (b) the reason the student believes the ASC conclusion about the offense was unfounded or the consequence too severe, and (c) the alternate consequence the student is requesting.

3. If the academic administrator believes the case has merit, s/he will gather information on the case from the ASC and meet with the student. The student is permitted to have a support person in the meeting.
4. Based on this meeting and any follow-up research, the administrator will inform the student of the outcome within 5 business days of that meeting
5. If the appeal results in a change of the consequence, ASC, Registrar, and Director of Student Life will be informed immediately.

Disciplinary Probation and Suspension

Student and Employee Handbooks. The DCC *Student Handbook* outlines rules, regulations, policies, and procedures governing student conduct in a Christ-centered community of learners (see www.dallas.edu/student-resources). The *Employee Handbook* does the same for faculty and staff.

Disciplinary Probation. Students who violate College rules can be placed on disciplinary probation by action of the Student Conduct Committee. Students placed on disciplinary probation are not permitted to participate in leadership roles, ministry teams, or travel for the College. The Athletic Department may impose additional penalties, such as suspension from team games or practice. Continued violations while on probation make students subject to disciplinary dismissal.

Disciplinary Suspension. Students guilty of serious violation of College rules will be dismissed from the College under the conditions set forth in the DCC *Student Handbook*.

> *NOTE: No student may graduate from Dallas Christian College while on academic or disciplinary probation or suspension.* Graduates must be "in good standing" with the College, having met both the academic requirements and community standards.

DCC Athletic Eligibility

NCCAA Standards. Dallas Christian College is a member of the National Christian College Athletic Association (NCCAA). When determining the eligibility of student athletes, the College follows the NCCAA eligibility guidelines in effect for a given semester.

DCC Standards. Because student athletes are first students, and because they represent the College, DCC reserves the right to (1) enact additional and/or more rigorous standards for eligibility; (2) require academic mentoring as needed; and

(3) suspend players from participation in practice sessions, specific games, or sets of games on the grounds of (a) poor attendance in one or more courses, (b) poor academic progress in one or more courses, (c) poor attendance in CHRS 1000 Developing Christian Influence, or (d) behavior that violates standards set in the *Student Handbook* and constitutes grounds for disciplinary action by the Student Conduct Committee.

Poor attendance in CHRS 1000 Developing Christian Influence is determined after the third week of the semester. Student athletes who have missed more than 25% of the chapel services for a given semester will be ineligible until their attendance improves to above that threshold.

Adding, Dropping, or Withdrawing from Courses

Course Changes. Students who are considering adding, dropping, or withdrawing from a course should first consult with their academic advisor and the financial aid office (including the VA certifying official for veterans) to discuss the educational and financial implications of these actions. *Depending on a student's individual circumstances and financial aid package, dropping or withdrawing from a course could lead to loss of (1) full-time student status, (2) satisfactory academic progress, (3) current or future financial aid eligibility, (4) scholarships, (5) VA benefits, (6) on-campus housing, (7) athletic eligibility, and/or (8) work-study hours. It could (9) cause DCC to remove financial aid funds from the student's account and return them to the government, and/or (10) trigger student repayment of loans.*

Students must complete all changes through the Registrar's Office by filling out a course change form (registrar@dallas.edu).

Course Change Deadlines. DCC Academic Calendars (found near the end of this catalog) include specific deadlines for adding, dropping, or withdrawing from courses in traditional on-campus programs, DCC*Online* programs, and graduate programs.

Adding a Course. If students add a course after the start of a term or session, they may have incurred absences for the portion of the course missed prior to enrollment. Therefore, they must "catch up" by quickly securing required textbooks and completing missed assignments. Missing assignments impact the final grade.

Dropping a Course. If students drop a course by the deadline, that course will appear on their transcript as a "W" (Withdrawn). As noted above, dropping a course may have negative consequences, such as loss of full-time student status and loss of financial aid. Students should consult with their academic advisor and a financial

aid counselor *in advance* to discuss the educational and financial implications of such actions.

Students bear the responsibility for dropping a course in which they decide not to participate. If students decide to drop but do not notify the Registrar, they remain financially responsible for the course. If students do not attend or participate at all during the first two weeks of an online course, the "no show" policy applies.

NOTE: The student's enrollment at the end of the drop period is counted as that term's "attempted hours" for purposes of financial aid—even if the student later withdraws from a course.

Withdrawing from a Course. The academic calendars include multiple deadlines for withdrawing from a course:

- If students complete a withdrawal by the first withdrawal deadline (which occurs sometime during the first week of the course), they will receive a full or partial tuition refund. The course will either not appear on their transcript or will appear as a "W" (Approved Withdrawal). *Deadlines and processes vary depending on the timing and the type of course. Check the academic calendars for specifics.*
- If students withdraw after the first withdrawal deadline but prior to the "last day to withdraw passing," instructors will compute their course grade based on assignments submitted to that point. The course will appear on their transcript with either a grade of "W/P" (Approved Withdrawal While Passing) or "W/F" (Approved Withdrawal While Failing).
- If students withdraw after the "last day to withdraw passing," the course will appear on their transcript with a grade of "W/F" (Approved Withdrawal While Failing). This policy discourages students from hiding a term-long failing performance under cover of a last-minute withdrawal.

A grade of "W/P" is not calculated in the student's grade-point average (GPA). A grade of W/F is calculated in the GPA as an "F".

The student is solely responsible for initiating and completing the withdrawal process. After the second week of a course, all withdrawals require permission from the student's professor, academic advisor, and the Registrar. A withdrawal becomes effective on the date the student submits a completed *Withdrawal Form* to the Registrar's Office. Forms are available in that Office or online.

Administrative Removal from a Course. At any time during the term or session, the Registrar may administratively remove students from a course based on failure

to meet attendance requirements, or violations of behavioral standards. The Registrar's Office notifies students of administrative removals. Such students receive a grade of "F". Students are responsible for tuition and fees for the course. Possible consequences of the removal include, for example, loss of full-time student status and current or future financial aid.

If students are administratively removed from *all* their courses, they are required to move out of the residence halls.

Administrative Schedule Change Due to Course Cancellation. Typically, a minimum of six enrollees must be registered for a course to be offered. (This threshold does not apply to private music classes or approved Directed Independent Studies.) If a course does not meet this threshold, the academic administration will review the matter to determine if there are compelling reasons to allow the course to proceed as a regular course or Directed Independent Study (e.g., a senior-level course required for pending graduation).

If a course is cancelled, the Registrar will notify students and unregister them from the course. They will not be charged tuition or any associated course fees. Students may need to add another course to meet financial aid and/or other scholarship or grant requirements. The Registrar will facilitate their move to another course.

Retaking Courses

Course Repeats. DCC allows students to retake courses in which they earned a low grade (D, C) or failing grade (F, XF, W/F). They may not repeat a course for credit if they earned a "B-" or better. The College places no limit on the number of times students may retake a course. An "R*" to the right of the grade on the transcript denotes a course repeated for credit.

Certain types of courses may be repeated for credit without being identified as "Repeats." Examples include applied music instruction, applied music ensembles, team sports, internships, and 4000-level "topical" courses with different content (e.g., HIST 4331 Special Topics in U.S. History (3 credits).

Impact on GPA. Students who fail a required course are encouraged to retake that course the next time it is offered. If they earn a higher grade, then both the original grade and the higher grade are recorded on their transcript. However, the lower grade points and credits do not count toward their cumulative grade-point average (GPA).

If a student completes a required course at DCC earning a low or failing grade, and then completes an equivalent course at another institution earning a higher grade,

and then transfers that course to DCC to fulfil degree requirements, then the lower grade and credit hours remain on the DCC transcript. The only way to remove the lower DCC grade from the transcript is to retake the same course at DCC.

Financial Aid Implications. Students planning to retake a course should discuss it with a financial aid counselor *in advance* to understand its impact on student aid. This is necessary because policies vary for different types of aid. To illustrate: Some types of financial aid fund repeats of courses in which students earned an "F." Others allow students to repeat *once* a course for which they earned a satisfactory grade in an attempt to earn a higher grade. Others do not pay for repeats of a course previously completed with a passing grade ("D" or above) unless a higher grade for that course is a requirement for graduation. The counselor will help students choose the best course of action based on their own circumstances and the types of aid they receive.

Changing Degree Plans

Change of Degree Plan. Students desiring to change a degree plan (including a change of degree, major, minor, concentration, emphasis, or teacher education content area) must submit a request to the Registrar's Office in person or via email (registrar@dallas.edu). The Registrar will review the degree plan with students to inform them of specific applications of already-earned credits toward the desired degree program, as well as the impact the change may have on course requirements, schedules, and graduation goals. Students are strongly urged to consult with the Financial Aid Office *in advance* to see what impact the change may have on their financial aid package.

Degree Completion Programs. In accordance with ABHE accreditation standards and policies, students currently enrolled in baccalaureate programs requiring both a Bible Major and a professional major may *not* change to a Degree Completion Program (DCP) requiring a professional major and a Bible Minor. As explained elsewhere in this catalog ("Types of Degree Programs"), DCPs are designed for students in a particular set of circumstances.

Student Leave of Absence

Leave of Absence. In accordance with guidelines set forth by the U.S. Department of Education relative to Title IV funds, students attending Dallas Christian College may request a "leave of absence" from coursework should an appropriate situation arise. Requests for a leave of absence must be submitted for approval to the Vice President of Academics *prior to departure* unless unforeseen circumstances prevent

students from doing so, in which case the request must be submitted as soon as circumstances permit.

Any request must be written, signed, and dated by the student. It must include the rationale for the leave of absence and establish a reasonable expectation that the student will return from the leave. A valid request cannot exceed 180 calendar days from the beginning of the leave to the return to attendance within any 12-month period. Any student receiving federal financial aid must also complete a consultation with a DCC financial aid advisor.

Military Absences for Deployment or Training. Dallas Christian College complies with the Executive Order of 2012 {section 2(e)} which requires that the College "…allow service members and reservists to be readmitted to a program if they are temporarily unable to attend class or have to suspend their studies due to service requirements, and take additional steps to accommodate short absences due to service obligations, provided that satisfactory academic progress is being made by the service members and reservists prior to suspending their studies."

DCC will accommodate short absences due to service obligations by excusing up to three weeks of absences for full-semester courses if the student (1) is making satisfactory academic progress, (2) notifies the Registrar's Office in advance, and (3) arranges with each instructor a schedule for completing coursework before the service obligation begins.

Since DCC*Online* classes are only six weeks long, and the timing of the obligation may fall at any point in those six weeks, DCC*Online* students fulfilling a short-term military obligation are given two options: (1) The student may be administratively removed from the course at no charge, or (2) the student may request an Incomplete ("I") with a waiver of the requirement that at least 50% of coursework must be satisfactorily completed. The Incomplete Fee will be waived.

Wintermester courses are never more than two weeks long and are highly dependent on class time. Therefore, students fulfilling a short-term service obligation during one of these courses will be administratively removed at no charge.

Withdrawing from Dallas Christian College

Voluntary Withdrawal. Students desiring to withdraw entirely from the College after the start of a term must contact the Registrar's Office and request a *Student Exit Form*. The form requires signatures from the Registrar, Financial Aid Director, Business Office, and Resident Director to ensure they understand the implications of leaving the College and have met all obligations to each department.

Students should confer with a financial aid counselor prior to withdrawal to ensure that they fully understand the financial implications of their decision. Withdrawal may, for example, cause DCC to remove financial aid funds from student accounts and return them to the government, or it may trigger student repayment of loans.

Administrative Removal. In certain circumstances, the DCC Registrar may administratively remove students from a course or the College even against their will. Examples include cases of academic suspension and disciplinary suspension. (See above under "Administrative Removal from a Course.") If students are administratively removed from *all* their courses, they are required to move out of the residence halls.

Readmission After Withdrawal from DCC

Readmission after Absence. If students desire to return to DCC after an absence of one year (three consecutive terms for graduate students) for any reason, they must apply for readmission. If accepted, they enter under the degree requirements in place at the time of readmission.

Readmission after Suspension. If dismissed for academic or disciplinary reasons, students may apply for reinstatement only after an absence of two full terms. If they were enrolled in a DCC*Online* program operating year-round, and if they were suspended during Fall Term, then the following Spring Term and Summer Term count as their two-term suspension. If they were enrolled in a traditional on-campus program (i.e., Fall and Spring Term courses with summers off), and if they were suspended during Spring Term, then the following Fall Term and Spring Term count as their "two-term suspension."

If they were suspended for academic reasons, students must complete a personal interview satisfactory to the Academic Office to be readmitted conditionally, and they must repeat all courses in which they earned grades of "D" or "F". Should satisfactory progress not be evident, final readmission will not be granted.

If they were suspended for disciplinary reasons, students must complete a personal interview satisfactory to the Academic Office and the Student Conduct Committee. If readmitted, they must maintain academic standards and the standard of conduct outlined in the DCC *Student Handbook*.

Graduation Requirements

To earn a degree, certificate, or other credential from Dallas Christian College, students must complete all required coursework and/or competencies within the

specified time limit, earn a sufficient grade point average, fulfil DCC's residency requirements, and be in good standing with the College. *DCC will not release diplomas or allow participation in graduation ceremonies until students have settled all financial accounts with all departments of the College.*

Degree Requirements. For course and program requirements for each DCC degree, see the program descriptions included in the sections of this *Catalog* devoted to each academic department (above).

DCC's academic programs must, by definition, include a minimum of 60 credits for an associate degree, 120 credits for a baccalaureate degree, and 30 credits for a master's degree. In some cases, students must complete Open Electives to meet these standards.

Undergraduate Requirements for Graduation. Alongside course and program requirements, candidates for associate and baccalaureate degrees must meet the following conditions to qualify for graduation:

- Candidates must complete a Graduation Application six months prior to their planned graduation date and pay the non-refundable $200 Graduation Fee in the term they plan to graduate.
- Candidates must have completed all coursework and assignments by the week prior to Commencement.
- Candidates must have attained a minimum cumulative GPA of 2.00 for all coursework applied to the degree, including transfer credits.
- Baccalaureate candidates must also earn:
  - A minimum cumulative GPA of 2.00 for all coursework in their Bible Major or Minor, and
  - A minimum cumulative GPA of 2.00 for all coursework in their chosen professional major.
- Candidates must meet DCC residency requirements (described below).
- Candidates must have completed their studies within the maximum timeframe for completing degrees (described below).
- Candidates must have completed any required departmental and institutional quality assessments, such as student satisfaction surveys or exit interviews.
- Candidates must have fulfilled all financial obligations to the College related to student accounts, financial aid (including exit counseling), library, and other departments. All financial obligations and academic issues from previous

terms must be resolved by *April 1* prior to Commencement. *DCC will not release diplomas or allow participation in graduation ceremonies until students have settled all financial accounts with all departments of the College.*

- Candidates must be "in good standing" with the College, having met both the academic requirements and community standards. *No student may graduate from DCC while on academic or disciplinary probation or suspension.*

Graduate Student Requirements for Graduation. Alongside course and program requirements, candidates for a graduate degree or certificate must meet the following conditions to qualify for graduation:

- Candidates must complete a Graduation Application six months prior to their planned graduation date and pay the non-refundable Graduation Fee in the term they plan to graduate.
- Candidates must have completed all required coursework, assignments, and/or competencies by the week prior to Commencement.
- Candidates must have attained a minimum cumulative GPA of 2.60 for all coursework applied to the degree, including transfer credits. For competency-based programs, candidates must have demonstrated all required competencies to the faculty's satisfaction.
- Candidates must meet DCC residency requirements (described below).
- Candidates must have completed their studies within the maximum timeframe for completing degrees (described below).
- Candidates must have completed any required departmental and institutional quality assessments, such as student satisfaction surveys or exit interviews.
- Candidates must have fulfilled all financial obligations to the College related to student accounts, financial aid (including exit counseling), library, and other departments. All financial obligations and academic issues from previous terms must be resolved by *April 1* prior to Commencement. *DCC will not release diplomas or allow participation in graduation ceremonies until students have settled all financial accounts with all departments of the College.*
- Candidates must be "in good standing" with the College, having met both the academic requirements and community standards. *No student may graduate from DCC while on academic or disciplinary probation or suspension.*

DCC Residency Requirements for Graduation. To receive a degree from Dallas Christian College, students must complete a significant portion of the required coursework at DCC. These "residency requirements" ensure that academic

programs reflect DCC's distinctive mission, ethos, values, and educational aims, so that the student's degree may reasonably be called a "Dallas Christian College degree." Accordingly,

- To receive an associate degree from Dallas Christian College, at least 25% of the degree credits (usually 15) must be earned at DCC. Typically, students must complete at least 15 of the last 26 credits at DCC.
- To receive a baccalaureate degree from Dallas Christian College, at least 25% of the degree credits (usually 30) must be earned at DCC—including at least 30 credits in the professional major. Typically, students must complete at least 30 of the last 42 credits at DCC. Students may transfer a maximum of 60 credits from two-year colleges.
- To receive a master's degree from Dallas Christian College, at least 66% of the degree credits (usually 24) must be earned at DCC.
- To receive a certificate or credential, students must complete at least 25% of the required credits at DCC.

Course-Based Programs. All types of DCC courses—traditional on-campus, DCC*Online*, *FLEX*Campus®, and Dual Credit Enrollment (DCE)—count toward meeting residency requirements.

Transfer limits apply to all forms of Credit by Prior Learning (CPL), including AP, IB, CLEP, DSST, and military training. The College treats credits by demonstrated competency (CDC) as DCC credits since DCC did the evaluation and awarded the credits. Thus, CDC credits count toward residency requirements.

Active-duty service members and their spouses, including Reservists and National Guard members on active duty, are exempt from the requirement to complete a specified number of their "last" credits at DCC. The Academic Council may approve other special arrangements.

Competency-Based Programs. DCC offers three Master of Arts programs (M.A. in Catalytic Leadership, M.A. in Language Development and Translation, M.A. in Multicultural Engagement) on a Competency-Based Education (CBE) model. To earn these degrees, students do not pass courses but demonstrate required professional competencies. DCC places no limits on CDC credits earned as part of a CBE program.

Maximum Timeframe for Completing Degrees. Candidates enrolling in a degree program fulfil the catalog requirements in effect at the time they enter the program. Students are responsible for arranging their schedules to complete courses when

they become available. Students may choose to adopt a newer catalog and its curricular requirements, but they may not combine the requirements of two catalogs.

NOTE: An archive of past catalogs appears on the DCC website (www.dallas.edu/academics).

The college recognizes that not all students will be able to complete their degree requirements within the normal timeframe (two years for an associate's degree, four years for a bachelor's degree, and two years for a master's degree). Accordingly, DCC permits students to complete their degrees *under the original catalog requirements* as long as they do so within 200% of the normal timeframe—that is, four years for an associate degree, eight years for a baccalaureate, and four years for a master's degree. *If degrees are not completed within the allotted timeframe, students must fulfil the new degree requirements in place at that time. This policy ensures that students' knowledge and professional skills are reasonably up-to-date at the time DCC awards the degree.*

Students who exit the college must reapply to return. They must then complete the catalog requirements in force at the time of re-enrollment.

DCC Diplomas and Transcripts. Diplomas awarded by Dallas Christian College include the graduate's degree and major(s), along with the content area for teacher education students. Diplomas do not include minors or concentrations.

DCC transcripts include all courses completed, final grades, degree(s) awarded, majors, minors, concentrations, emphases, and teacher education content areas as applicable.

Changes in Degree Requirements. As part of its quality control efforts, DCC constantly reviews, assesses, and revises its educational programs to meet changing world needs. Accordingly, this academic catalog should not be considered a contract between DCC and its students. While the College fully intends to offer all the programs and courses described therein, it retains the right to alter programs and course offerings for the sake of improvement. In such cases, the faculty offers students reasonable substitutions or other accommodations if courses required under a given degree program are significantly altered or removed from the curriculum.

Undergraduate Awards and Academic Honors

Dean's List. As an incentive to academic achievement, the Registrar publishes an undergraduate Dean's List at the end of each term. Full-time, degree-seeking

undergraduate students who earn a grade point average (GPA) of 3.5-3.79 for that term are recognized on the Dean's List.

President's List. At the end of each term, the Registrar also publishes a President's List. Full-time, degree-seeking undergraduate students who earn a GPA of 3.8-4.0 for that term are recognized on the President's List.

Honors Chapel and Athletic Banquet. Near the end of each Spring Term, Dallas Christian College holds an Honors Chapel and Athletic Banquet in which it celebrates student achievement. Honors awarded include:

Athletic Awards. The Sports Science faculty and coaches announce the DCC Student Athlete of the Year, present the Academic All-American Award from the National Christian College Athletic Association (NCCAA), and recognize players demonstrating outstanding Christian sportsmanship. For each sport, they also recognize the Most Valuable Player (MVP) and present the Crusader of Excellence Award and Faith in Action Award.

Biblical Studies Award. The Bible faculty presents this award to a graduating senior who has demonstrated superior exegetical skills and who has developed an outstanding portfolio in Bible and theology courses.

Campus Living Awards. These honors are presented to one male and one female student who live in the DCC residence halls and who make the greatest positive contribution to campus living throughout the year. Honorees are selected by their fellow residents.

Church Musician Award. Worship Arts faculty honor the most outstanding student in music courses who displays not only musical talent and ability, but also Christian character and goals.

Delta Epsilon Chi Honor Society. This national academic and leadership honor society is sponsored by the Association for Biblical Higher Education (ABHE). Membership is awarded by faculty vote to no more than 7% of the graduating class in any one year.

Highest GPA. DCC recognizes the student from each class who has earned the highest cumulative grade point average (GPA). To qualify, (1) freshmen must have completed at least one traditional fall semester, earning 12+ credits; (2) sophomores must have completed at least two traditional fall and one traditional spring semester, earning 31+ credits; and juniors must have completed at least three traditional fall and two traditional spring semesters, earning 61+ credits.

(As noted below, seniors with the highest GPAs are recognized during the commencement ceremony as the class valedictorian and salutatorian.)

Humanities Award. Arts and Sciences faculty recognize the most outstanding student in the department.

Kings Psychology Award in Academic Excellence. The Psychology faculty presents this award to the student in the Psychology program who demonstrates consistent and superior academic flair and excellence, as well as outstanding character and influence. To qualify, students must hold a cumulative GPA of 3.5 or higher and a GPA in the Psychology major of 3.75 or higher.

Kings Award in Applied Psychology. The Psychology faculty presents this award to a student in the program who demonstrates special aptitude for applied Christian Psychology—particularly, Kingdom-minded Psychology. Recipients will demonstrate academic excellence in Psychology, integration with a Christian worldview, and successful application for the benefit of others.

Leadership and Service in Education Award. This award is presented to a graduating senior from the Education program who holds a cumulative GPA of 3.0 or higher; promotes leadership and service to individuals, the college, and community; and fosters personal and professional development of peers through example. Candidates for the award must submit a portfolio for consideration. The recipient is selected by the Vice President of Academics and the chair of the E.L. and Sue Derr Department of Teacher Education.

Outstanding Business Leadership Award. The Business faculty recognizes a graduating senior who has demonstrated excellent growth and experiential prowess in leadership skills and style, thereby having a positive influence upon fellow students as well as themselves.

Outstanding Psychology Student Award. The Psychology faculty presents this award to a senior from the Psychology Program who has a cumulative GPA of 3.5 or higher, a GPA in the Psychology Major of 3.75 or higher, and who plans to pursue graduate school in the field of Psychology toward the goal of serving in a ministry-aligned field.

Outstanding Student Worker Award. Faculty, staff, and administrators present this award to a student worker who has excelled in work quality and reliability, initiative, professionalism, leadership, uniqueness of contributions, and impact on the department and campus community.

Lucille L. Perkins Award. The Business faculty honors a graduating Business Administration student who has demonstrated outstanding Christian character, academic ability, and commitment to Christian service within an administrative context.

Preaching Award. The Preaching faculty presents this award to a graduating senior who has demonstrated outstanding preaching ability and shows promise for preaching ministry.

Servant Award. This award honors a traditional, on-campus student who has demonstrated exemplary Christian service, displayed a servant's heart and attitude, expressed a willingness and desire to serve, and shown consistent growth in ministry skills. Recipients are selected by their student peers in the on-campus program.

Dr. Cara Snyder Christian Humanitarian Award. This award is presented to a student who has mentored and/or assisted other students in their academic and/or spiritual development while at Dallas Christian College. Recipients are selected by the Arts and Science faculty based on nominations received from the DCC campus community.

Teaching Testament Award. This award is presented to a graduating senior from the Education program who holds a cumulative GPA of 2.75 or higher and promotes the concept of being a person of influence through teaching in the private or public-school setting. Candidates must submit a portfolio to the Education Department for consideration. The recipient is selected by the Vice President of Academics and the chair of the E.L. and Sue Derr Department of Teacher Education.

Dr. Leroy C. Wineinger Award. Bible and Ministry faculty honor a graduating student who demonstrates outstanding Christian character, academic ability, and commitment to Christian ministry.

Zondervan Greek Award. The Bible faculty bestows this honor on a student who has completed four semesters of Greek at DCC and has demonstrated superior application of exegetical skills. The Zondervan Publishing House sponsors this award.

Graduation Honors. Dallas Christian College awards the following graduation honors at its annual Commencement ceremony:

Latin Honors. In accordance with centuries-old tradition, DCC bestows "Latin honors" on students who demonstrate academic excellence throughout their undergraduate career:

- Students earning a cumulative grade point average (GPA) of 3.4 to 3.59 graduate *cum laude* ("with honor").
- Students earning a GPA of 3.6 to 3.79 graduate *magna cum laude* ("with high honors").
- Students earning a GPA of 3.8 to 4.00 graduate *summa cum laude* ("with highest honors").

In recognition of their achievement, honors graduates receive a gold cord to wear at Commencement.

Biblical Studies Honors. In like manner, graduates earn Biblical Studies Honors by (1) completing 21+ credits in Biblical Studies and Theology at DCC; (2) achieving a 3.33-4.00 GPA in all such courses, including transfer courses; (3) demonstrating superior exegetical skills; and (4) developing an outstanding portfolio in Bible and Theology courses. In recognition of their achievement, they receive a scarlet cord to wear at Commencement.

Master's Degree Graduates. DCC does not award Latin or Biblical Studies honors to master's degree graduates. *All* such students must perform at a high level to enter the program and to graduate. At the Commencement ceremony, they wear a special master's gown and receive a velvet academic hood, lined with silk, signifying their achievement.

Valedictorian and Salutatorian. DCC honors the graduating senior with the highest cumulative grade point average (GPA) as class "valedictorian." The graduate with the second-highest GPA is named "salutatorian." These honors are based on no more than ten semesters of coursework toward the student's first baccalaureate degree, with at least 70 credits completed at DCC. All transferable credits are included in the cumulative GPA.

C. C. Crawford Merit Award. The C. C. Crawford Merit Award may be conferred upon a graduating senior who has (1) achieved a 3.7 or better cumulative GPA with at least 70 hours of coursework completed at DCC; (2) made positive contributions to campus life; (3) displayed a cooperative attitude and willingness to serve; and (4) demonstrated a strong inclination and aptitude toward ministry, whether vocational ministry or ministering through vocation. Recipients of this award are chosen by unanimous approval of the faculty. It is considered the highest student award given at Dallas Christian College.

APPLICATION & ADMISSION

VP OF ENROLLMENT MANAGEMENT: MARSHALL A. DUNBAR, D.MIN.

DIRECTOR OF ADMISSIONS: ANTHONY BREWER, M.A.

Admission Philosophy

Dallas Christian College (DCC) seeks students looking for a college educational experience that will prepare them for a career, enable them to make a difference by serving others, and equip them to be influencers for God's Kingdom. The College mission statement is the foundation:

> *DCC 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.*

To accomplish that mission, DCC teaches all courses from a Christian worldview and mentors students through relationships and experiences that promote the growth of each student beyond mere academics.

Prospective students are encouraged to apply online at www.dallas.edu/admissions. Contact the Admissions Office by email (admissions@dallas.edu) or phone (214-453-8155) for more information about the application process, to schedule a time to meet with an admission counselor and faculty representative from the major of interest, and to tour the campus. Prospective students are encouraged to visit the campus any day. Chapel attendance during visits is encouraged, and lunch will be provided following the chapel service.

Non-Discrimination Policy. Dallas Christian College offers a distinctly Christian curriculum and environment. In its admission policies, educational policies, scholarship and loan programs, and other school-administered programs, DCC does not discriminate on the basis of age, sex, race, color, national origin, ethnic group

identification, socioeconomic background, physical or mental disability, or veteran status. However, as a private religious institution, the College reserves the right to exercise preference on the basis of religion in all its employment practices. All employees must demonstrate spiritual behavior in harmony with the methods and goals of the College and its Statement of Faith. It is DCC's policy to recruit, hire and promote within all job classifications on the basis of merit, qualification, competence, behavior, and spiritual commitment.

Application Requirements and Admission Standards

The Admissions Office, the DCC Admissions Committee, and members of the faculty holistically evaluate each application for admission. Applicants who do not meet some of the admissions criteria are encouraged to continue with the application process because they may, for example, qualify for conditional or probationary admission. Contact an admissions representative if there are any questions about the admissions process or eligibility for admissions. Working adult students are encouraged to apply to DCC*Online* programs.

Traditional On-Campus Undergraduate Programs: Freshmen. Applicants to the traditional undergraduate programs must have graduated from an accredited secondary institution or satisfactorily passed the General Education Development (GED) examination. Students educated at home are encouraged to apply and are subject to the same requirements.

A complete application consists of the following items:

- A fully completed DCC Application for Admission
- An official high school transcript with a stamp and administrator’s signature, which must arrive in a sealed envelope bearing the school’s logo or through a secured online transcript company (e.g., Parchment, E Scrip-safe)
- Advanced Placement (AP), International Baccalaureate (IB), or Dual Credit Enrollment (DCE) college transcript (if applicable)

Once an applicant submits all final official high school transcripts reflecting graduation status, the applicant is eligible for unconditional acceptance. Applicants who submit official high school transcripts prior to graduation may be eligible for conditional acceptance. After graduation, a final official high school transcript must be submitted.

Traditional freshman admission criteria include:

- 2.5+ high school cumulative grade point average (GPA) on a 4.0 scale
- Texas Success Initiative (TSI) standards met by one of the following or its equivalent:
  - TSIA1 (TSI Assessment 1 - taken prior to 1/11/21) scores of:
    Mathematics – 350 or higher
    Reading – 351 or higher
    Writing – 5 or higher on the essay section *or* 4 or higher on the essay section combined with a 340 or higher on the multiple-choice section.
  - TSIA2 (TSI Revised Assessment 2 – taken on or after 1/11/21) ELAR (English language arts, writing, and reading) scores of:
    945 or higher on the multiple-choice section with an essay score of 5-8, or less than 945 on the multiple-choice section, a diagnostic level of 5 or 6, and an essay score of 5-8 or higher
  - ACT (American College Testing) scores of:
    Reading – 19 or higher
    English – 19 or higher
    Math – 19 or higher
  - CLT (Classic Learning Test) scores of:
    Reading and Writing – 44 or higher
    Mathematics/Quantitative Reasoning – 14 or higher
  - SAT (Scholastic Assessment Test) scores of:
    Reading and Writing – 450 or higher
    Mathematics – 450 or higher
  - STAAR (State of Texas Assessments of Academic Readiness) scores of:
    Level 2 English III – 4000 or higher
    Level 2 Algebra II – 4000 or higher
  - TAKS (Texas Assessment of Knowledge and Skills) scores of:
    English Language Arts – 2200 or higher (with a writing score of 3 or higher)
    Math – 2200 or higher
  - Transferable grades of college-level course work in the areas of:
    English Composition I-II
    Mathematics
- The Admissions Office will also determine applicants' fit with DCC's mission and their potential success as members of the DCC Community. Lack of mission fit can be grounds for denial.

Traditional On-Campus Undergraduate Programs: Transfer Students. DCC applicants who qualify as transfer students have been out of high school at least one full semester and have earned a minimum of 12 semester hours of college credit.

A complete application consists of the following items:

- A fully completed DCC Application for Admission
- Official college transcript(s) from each institution attended, with a stamp and administrator's signature, which must arrive in a sealed envelope bearing the school's logo or through a secured online transcript company (e.g., Parchment, E Scrip-safe)
- Military DD214 Form (Certificate of Release or Discharge from Active Duty) and military transcripts (if applicable)

Transfer student admissions criteria include:

- 12+ transferable credits of previous college coursework with a cumulative GPA of 2.25 or higher
- Applicants must be in good financial and social standing with each college or university previously and/or currently attended.
- The Admissions Office will also determine applicants' fit with DCC's mission and their potential success as members of the DCC Community. Lack of mission fit can be grounds for denial.

Applicants with less than 12 transferable credits or with a cumulative GPA below the required minimum of 2.5 may be admitted on Probationary Status and may be required to observe the Freshman Admission Requirements.

Traditional On-Campus Undergraduate Programs: International Students. International students desiring to study on the DCC campus should *begin the application process no later than 90 days prior to the beginning of the semester in which they intend to enroll (180 days is recommended). All forms and admission requirements must be completed 60 days prior to the beginning of the semester.* Those with questions regarding application processes should contact the Admissions Office by telephone (1-214-453-8155) or email (admissions@dallas.edu).

A complete international student application packet consists of the following items:

- International Application Form (including Application Essay)
- Official Education/School Records, including:

- Official transcripts of all educational credits received above the eighth-grade level.

  All transcripts that are not in English or that do not correspond with the U.S. standard educational credit system must be translated and evaluated by a previously approved agency. Translation and evaluation is the student's responsibility. Please contact the Admissions Office for a list of acceptable translation and evaluation services. All translations and evaluations must be completed prior to acceptance into DCC.

- ACT or SAT scores if fewer than 12 hours of college-level credit is being transferred. (To register for the ACT examination, visit www.act.org. For SAT information, visit http://sat.collegeboard.org/home.)

- Scores from the Test of English as a Foreign Language (TOEFL) that meet the following standards:

  Minimum internet-based score of 80 (minimum of 17 for each section),

  Minimum computer-based score of 213, or

  Minimum paper-based score of 550.

  Scores more than 2 years old will not be accepted. For TOEFL information, visit http://www.ets.org/toefl.

- A completed Spiritual Reference form
- Financial Arrangement Agreement Form
- An Affidavit of Support from all financial supporters
- A recent picture of the prospective student
- A copy of the student's passport
- Principle Designated School Official/Designated School Official (PDSO/DSO) Release Form from the U.S. institution from which the applicant is transferring (if applicable)
- DCC Residence Hall Application with the $150 Housing Deposit (non-refundable after July 1 for the fall semester or December 1 for the spring semester)

An I-20 form will be completed and issued to applicants for admission into the U.S. only after they have been fully accepted into Dallas Christian College. If prospective students' plans to attend Dallas Christian College change, or if they are denied an F-1 Visa, then this deposit will be fully refunded upon the prospective student's written request.

All tuition and fees for the first semester must be paid in full at the beginning of the semester. After the first semester, international students are not required to pay in

full at the beginning of the semester and may enter an approved payment plan. As a reminder, international students are not eligible for financial aid.

All forms and admission requirements must be completed 60 days prior to the beginning of the semester. Applicants must abide by the regulations of the Immigration and Naturalization Service, in every respect, or be subject to I-20 cancellation and dismissal from Dallas Christian College.

Non-Traditional DCC*Online* Undergraduate Programs. DCC recognizes the benefits of multiple course delivery options. DCC*Online* offers courses in an online, asynchronous, accelerated format that benefits working adults. Learners can complete their education online without any required visits to campus. Adult learners are encouraged to apply to DCC*Online* programs.

A complete application consists of the following items:

- A fully completed DCC Application for Admission
- Official college transcript(s) from each institution where the applicant has enrolled or attended (whether credits were earned or not), with a stamp and administrator's signature, which must arrive in a sealed envelope bearing the school's logo or through a secured online transcript company (e.g., Parchment, E Scrip-safe)
- If applicants have no previous college coursework or fewer than 12 transferable college credits, the application must also either include *EITHER* (1) proof of having satisfactorily passed the General Education Development (GED) examination; *OR* (2) an official high school transcript with a stamp and administrator's signature, which must arrive in a sealed envelope bearing the school's logo or through a secured online transcript company (e.g., Parchment, E Scrip-safe).
- Military DD214 Form (Certificate of Release or Discharge from Active Duty) and military transcript (if applicable)

Admission criteria for DCC*Online* include the following:

- Applicants must have graduated from an accredited secondary institution or satisfactorily completed the General Education Development (GED) examination.
- The admissions committee considers all previous college coursework.
- Applicants must be in good financial standing with each college or university previously and/or currently attending.

- The Admissions Office will also determine applicants' fit with DCC's mission and their potential success as members of the DCC Community. Lack of mission fit can be grounds for denial.

International Students in DCC*Online* Undergraduate Programs. International students seeking a Form I-20 (Certificate of Eligibility for Nonimmigrant Student Status) as F-1 VISA students are not eligible to enroll in the online program only. International students are required to take 12 credit hours minimum for full-time status, and 9 credit hours of the total credit hours taken must be on campus in person (i.e., international students may be enrolled in 3 credit hours online of the 12 credit hours total). International students who are not seeking an I-20 may be enrolled solely online if they are studying from outside the United States in their resident country.

On-Campus and Online Degree Completion Programs (DCP). DCC encourages adult students who meet *all* the following criteria to apply for the Degree Completion Program (DCP), which can speed their progress toward graduation:

- Applicant must have graduated from an accredited secondary institution or satisfactorily completed the General Education Development (GED) examination.
- Must have earned a minimum of 45 semester hours of transferable college credit
- A cumulative GPA of 2.25 or higher on all college work
- Be in good financial standing with each college or university previously and/or currently attending.
- Must meet all other criteria for admissions as a transfer student (see above).

A complete application consists of the following items:

- A fully completed DCC Application for Admission
- Official college transcript(s) from each institution where the applicant has enrolled or attended (whether credits were earned or not), with a stamp and administrator's signature, which must arrive in a sealed envelope bearing the school's logo or through a secured online transcript company (e.g., Parchment, E Scrip-safe)
- Military DD214 Form (Certificate of Release or Discharge from Active Duty) and military transcript (if applicable)

- The Admissions Office will also determine applicants' fit with DCC's mission and their potential success as members of the DCC Community. Lack of mission fit can be grounds for denial.

For more information concerning Degree Completion Programs (DCP), contact the DCC Admissions Office at admissions@dallas.edu or (214) 453-8155.

Dual Credit Enrollment (DCE) Programs. DCC's Dual Credit Enrollment (DCE) program enables high school students—including home-schooled students—to earn college credits that simultaneously fulfil requirements for both their high school diploma and a college degree. With careful planning, some DCE students have graduated from high school and at the same time graduated from DCC with an associate degree. *Students should consult with high school officials in advance to ensure that the particular courses they choose at DCC will also fulfill their high school graduation requirements*.

DCC's Dual Credit Enrollment program is intended only for students *concurrently enrolled* in high school and at DCC. It is not offered to those who have graduated early from high school.

A complete DCE application consists of the following items:

- A fully completed DCC Dual Enrollment Application
- Permission from parents in the form of a signature on the Application
- Letter of recommendation from a high school official (not required for home schoolers)

Standard college freshman admission tests (TSIA, ACT, SAT, STAAR, TAKS) are *not* required of DCE students. However, they must demonstrate the ability to succeed in college-level studies in order to remain in the program.

Admission criteria for the Dual Credit Enrollment program include the following:

- Must be a high school freshman, sophomore, junior, or senior in good standing
- A cumulative GPA of 2.75 or higher on all high school work

DCE students may register for a maximum of 9 credits per term, including summer term. A maximum of 60 credits may be earned under DCE status.

DCE students may complete courses in either traditional on-campus or DCC*Online* format. Enrollment in on-campus courses may be limited due to classroom space availability. Traditional undergraduate students receive preference in registration.

All DCE tuition and fees must be paid in full at the beginning of the semester. *There are no discounts or scholarships for this program. Dual Credit Enrollment students are not eligible for financial aid.*

The Admissions Committee will review any requests for exceptions to these policies.

Alternative Teacher Certification Program (ACP). DCC's Alternative Certification Program (ACP) provides a pathway for students who have completed a baccalaureate degree with a major other than Education to qualify for Texas public school teacher certification. *The ACP operates on a cohort system and accepts applications based on available space.*

Alternative Certification and post-baccalaureate applicants must meet the admission requirements for both Dallas Christian College and the College's E.L. and Sue Derr Teacher Education Program (TEP).

A complete DCC application consists of the following items:

- A fully completed *DCC Application for Admission*
- A 300-500 word essay (instructions in the application)
- Official college transcript(s) from each institution attended, with a stamp and administrator's signature, which must arrive in a sealed envelope bearing the school's logo or through a secured online transcript company (e.g., Parchment, E Scrip-safe)
- Military DD214 Form (Certificate of Release or Discharge from Active Duty) and military transcript (if applicable)

A complete TEP application consists of the following items:

- A fully completed DCC Teacher Alternative Certification Program application
- A baccalaureate or higher degree from an accredited college or university approved by the U.S. Department of Education (including official transcripts)
- Statement of Teaching Philosophy (typed, 12-point font, double-spaced)
- Completed Program Sheet for advisement with the Department Chair
- Three completed professional references
- Scheduled interview with the Teacher Education Department Chair

Admission criteria for the Alternative Teacher Certification Program include the following:

- Applicant must have graduated with a bachelor's degree from an accredited college or university.
- The admissions committee considers all previous college coursework.
- Applicant must be in good financial standing with each college or university previously and/or currently attending.
- The admission essay must satisfactorily address the essay instructions.
- Minimum cumulative GPA of 2.75 on a 4.0 scale
- 3.00 GPA in content area
- Minimum grade of "B" (3.0) or better in ENGL 1310 Composition I, ENGL 1320 Composition II, and SPCH 2310 Speech
- Evaluations indicating the applicant has the academic ability, character, motivation, and maturity to succeed in DCC's Alternative Certification Program
- Pre-Admittance Content Test (PACT)*

**Must be taken and passed prior to admission.*

For more information on the Alternative Certification Program (ACP), including the process for certification, see the program description in the section of this catalog describing the "Teacher Education Department." Applicants may also contact the Admissions Office (admissions@dallas.edu) and the Teacher Education Department Chair (thahn@dallas.edu).

Master's Degree Programs: MA-LDT, MA-ME, MTL, MTM. Four of the graduate programs offered by DCC are the Master of Arts in Language Development and Translation (MA-LDT), Master of Arts in Multicultural Engagement (MA-ME), Master of Transformative Leadership (MTL), and Master of Transformative Ministry (MTM). Admission requirements for these programs include:

- A fully-completed *DCC Application for Graduate Admission*
- A baccalaureate degree or equivalent
- Official college transcript(s) from each institution where the applicant has enrolled or attended (whether credits were earned or not), with a stamp and administrator's signature, which must arrive in a sealed envelope bearing the school's logo or through a secured online transcript company (e.g., Parchment, E Scrip-safe)

- A minimum college cumulative GPA of 2.5
  Applicants who do not meet this requirement may appeal to the program director to enter on a probationary basis. References and a faculty interview may be required.
- A 500- to 700-word essay in which prospective students describe their current service, leadership, or ministry context and how they expect to use the competencies developed through the master's degree program.

Master's Degree Program: MA-CL. DCC's fifth graduate degree, the Master of Arts in Catalytic Leadership (MA-CL), prepares students to lead large scale disciple-multiplying movements (DMM). DCC offers this online program through the Fidelis International Seminary of Dallas Christian College. To enter this unique program, students:

- Go to the Fidelis website (www.fidelis.online) and click "Apply Now."
- Complete the "Student Application" and click "Submit."
- The Administrative Coordinator sends the applicant a link to the Fidelis "New Student Orientation and Pathway," which is very much like one of the learning modules that make up the MA-CL program.
- *By completing the full "Orientation," applicants demonstrate that they can do master-level work—that they have the "ability to benefit" (referenced below) from the MA-CL program.*
- The program is offered in English, so students must possess the necessary level of English proficiency to succeed. Students demonstrate that proficiency by completing the "Orientation," along with a live interview (in person or via Zoom) with the Dean of the Seminary or his representative. If needed, applicants may be asked to complete the Test of English as a Foreign Language (TOEFL).
- Applicants with English skills who successfully complete the "Orientation" receive a "Certificate of Completion," which qualifies them for admittance to the MA-CL program.
- Students pay the registration fee of $150 U.S. and begin the program.

Master's Degree Applicants Lacking a Baccalaureate Degree. The Graduate Admission Committee may accept a limited number of students who lack a baccalaureate degree, *provided that they demonstrate the "ability to benefit" from the program.* Candidates for this Special Student Status may include, for example, international students who have received solid biblical and ministry training in their own context, persons who have attended a non-accredited Bible College, or

those with significant professional and church leadership experience. Special Students are *typically* at least 30 years of age.

The Graduate Admissions Committee (consisting of the Program Director and Vice President of Academics) *assesses the readiness of each candidate on a case-by-case basis.* Interested persons are encouraged to contact the director of the desired graduate program.

Admission requirements include:

- A 500- to 700-word essay in which prospective students describe their current service or ministry context and how they expect to use the competencies developed through the master's degree program.
- An interview via videoconference with a member of the Graduate Admissions Committee. The Committee may request additional materials from candidates, such as a résumé, official transcripts showing any college-level coursework already completed, and letters of recommendation.

All Special Students enter the MTM program on probation. To remain in the program, students must earn a minimum cumulative GPA of 2.6 (the GPA required to graduate with the MTM) by the end of the first term—that is, by the end of their first two 8-week courses.

International Applicants for Special Student status must submit scores from the Test of English as a Foreign Language (TOEFL) that meet the following standards:

Minimum internet-based score of 80 (minimum of 17 for each section),

Minimum computer-based score of 213, or

Minimum paper-based score of 550.

Scores more than 2 years old will not be accepted. For TOEFL information, visit http://www.ets.org/toefl.

If the Committee requests transcripts, all transcripts that are not in English or that do not correspond with the U.S. standard educational credit system must be translated and evaluated by a previously approved agency. Translation and evaluation is the student's responsibility. Contact the Admissions Office for a list of acceptable translation and evaluation services. All translations and evaluations must be completed prior to acceptance into DCC.

International Students in Graduate Programs. Since current DCC graduate programs are all online, international F-1 students are only eligible to study from outside the United States in their resident country. The College will not issue a Form

I-20 (Certificate of Eligibility for Nonimmigrant Student Status) because U.S. residence is not necessary for accessing the program.

Returning Student Readmission. Traditional and DCC*Online* students who have attended within the previous 12 months, left the College, and then decided to return, must submit the following:

- A fully completed DCC Updated Application
- Official transcripts from all institutions attended since leaving DCC

Returning students who have *not* attended DCC within the previous 12 months must submit the following:

- A fully completed DCC Updated Application
- Official transcripts from all institutions attended since leaving DCC

Returning students who have not attended DCC within the previous five years must complete the full admission process for new students (described above).

Non-Degree Students. Non-degree-seeking students fall into two categories:

For-Credit Students. These students are not seeking a degree from DCC but are taking courses *for academic credit* for personal growth, to meet certification or professional development requirements, or to apply the credits to a degree from another institution. Non-degree-seeking students who earn 24 credits at DCC must declare a major through the Registrar's Office. Students may be required to show academic verification or capability to register for certain courses.

For-credit applicants must submit:

- A fully completed DCC Application for Admission
- Transcripts from the institutions the applicant is currently attending (if any)

Audit Students. Students may audit ("listen in on") DCC courses for personal enrichment without seeking academic credit. To audit a course, students must secure written permission from the course instructor, meet course prerequisites, register for the course, purchase the required textbooks, and pay the audit fee of $110 per course.

Audit and non-degree-seeking students are not eligible for financial aid.

Other Admission Policies

Appeal for Admission. Applicants denied admission to Dallas Christian College may appeal that decision. The DCC Admissions Committee will, on request, review admission documents plus any new material applicant may provide. The Committee may also request additional information from applicants.

Conditional Acceptance. Under unusual circumstances, students may be enrolled with an incomplete admissions file. Such students will be placed on *conditional acceptance* and limited to 13 credit hours until the essential items are received. To illustrate:

> ***Unofficial Transcripts.*** Applications to enroll in Dallas Christian College include *official high school and/or college transcript(s)* from each institution attended (whether or not credit was earned), with a stamp and administrator's signature, which must arrive in a sealed envelope bearing the school's logo or through a secured online transcript company (e.g., Parchment, E Scrip-safe). If students are enrolled in high school or another college at the time they apply, DCC will grant *conditional acceptance* to qualifying applicants based on *unofficial transcripts* reflecting the most recent term completed. *Official final transcripts* necessary for the file must be received within two weeks of registration for students to move to unconditional acceptance.
>
> ***Other Missing Documents.*** If students receive conditional acceptance due to other missing admissions documents (e.g., proof that the student meets TSI standards), those materials must be received by the end of the sixth week of the student's first term to move to unconditional acceptance.

If essential items are not received within the required timeframe, students may be required to withdraw and may not register for additional courses.

Acceptance on Academic Probation. If applicants don't meet all the academic requirements for admission to the College, and yet show potential for success, the Admissions Committee may admit them on academic probation. The Committee may request additional materials from candidates for probationary admission, such as appeal letters and recommendation letters.

Students accepted on academic probation are required to participate in academic mentoring. Traditional undergraduate students are limited to 13 credit hours per semester, and DCC*Online* students are limited to one course per session. Students on academic probation must receive permission from the Academic Office to participate in extra-curricular activities, such as intercollegiate sports practice,

student government, leadership roles with ministry teams, and other travel representing the College. Kingdom Week travel is allowed.

At the end of the first term, undergraduate students must hold a minimum semester GPA of 2.0 and graduate students a minimum 2.5. Students who enter DCC on academic probation but fail to attain the minimum required GPA after their first term are placed on Academic Suspension.

For a discussion of Academic Probation and Suspension see the section of this catalog on Academic Regulations and Procedures.

STUDENT COSTS

STUDENT ACCOUNTS MANAGER: KATE DONATHAN

Student Costs for the 2025-2026 Academic Year

(effective July 1, 2025)

UNDERGRADUATE COSTS

Undergraduate Tuition

Traditional On-Campus	(per credit hour) $685
DCC*Online* Degree	(per credit hour) $430
DCC*Online* Ministry Degree	(per credit hour) $330
For-Credit, Non-Degree-Seeking	(per credit hour) $330
Worley School of Ministry	(per credit hour) $100
Dual Credit Enrollment	(per credit hour) $100
Active-Duty Military	(per credit hour) $250

**Limit 18 credits at this rate for transient students and those taking courses for personal enrichment.*

ACP Tuition Package

Alternative [Teacher] Certification Program	$3,500

Undergraduate Fees

Athletic Equipment Fee	(varies by sport)
Audit Fee	(per course) $110
Challenge Exam Fee	(per credit) $110
Check Void/Reissue Fee *(a)*	$25
Credit by Demonstrated Competency (CDC) Fee	(per credit granted) $100
Critical Thinking Test Fee	$20

DANTES Fee		$110
DCC*Online/FLEXCampus*® Course Fee *(b)*	(per course)	$150
Deferred Payment Fee *(c)*	(per term)	$100
Dorm (Residence Hall) Room Hold Deposit *(d)*		$200
Dorm (Residence Hall) Room Maintenance Fee *(e)*	(per term)	$125
Enrollment Deposit		$200
General Education Assessment Fee	(charged for PHIL 3310 Worldview and Ethics)	$30
Graduation Fee (undergraduate student)		$200
Incomplete Fee	(per course)	$60
Independent Study Fee	(per credit)	$50
Internship Continuation Fee		$600
Insufficient Funds/Returned Check Fee *(f)*		$30
Late Payment Fee *(g)*		$50
Late Registration Fee		$285
Orientation Fee		$125
Private Instrumental Lesson Fee		$285
Private Room Fee	(per term)	$500
Private Voice Lesson Fee		$285
Professional Internship Supervision Fee (Teacher Education)		$600
Security Fee	(per term, traditional students only)	$125
Senior Interdisciplinary Seminar Fee		$255
Spiritual Transformation Inventory Fee		$45
Student Government Fee	(traditional students only)	$25
Student Parking Fee	(per term, traditional students only)	$50
Student Services Fee *(h)*	(per term, traditional students enrolled in 9+ credits)	$630
Student Services Fee *(h)*	(per term, traditional students enrolled in 1-8 credits)	$430
Student Teaching Supervision Fee (Teacher Education)		$400
Student Technology Fee *(i)*	(per term)	$100
TEA Tech Fee	(for Accountability System for Educator Preparation Programs)	$35
Teacher Education Long Distance Supervision Fee		$285
Transcript Processing Fee	(via the Parchment transcript exchange)	$10

Housing and Food

Housing (Double Occupancy) and Food Plan	(per semester)	$5,130

Educational Materials

Library and Course Resource Fee	(Perlego license per academic year)	$125
Logos™ Bible Software Fee	(four $80 payments in four Bible courses)	$80
Other Textbooks	(varies according to courses; many texts included in Perlego or digital library)	

GRADUATE COSTS

Master of Arts in Catalytic Leadership (MA-CL) Tuition and Fees

(Offered through DCC's Fidelis International Seminary)

M.A. in Catalytic Leadership Tuition		$0
Registration Fee*		$150
MA-CL Graduation Fee**		$60
Textbooks	(purchased by students, often in Kindle format, at a total cost of about $500-$600)	

*By preparing leaders, the MA-CL feeds global disciple-making movements (DMM). Costs remain low through the generous gifts of donors and alumni.

**Covers diploma, processing, and shipping; added charge for regalia if desired

M.A. in Language Development & Translation (MA-LDT) Tuition & Fees

(Offered through DCC's Dallas Graduate for Global Studies)

M.A. in Language Development & Translation	(subscription per term)	$450
M.A. Competency Assessment Fee	(per credit earned)	$200
M.A. Credit by Demonstrated Competency (CDC) Fee	(per credit granted)	$100
Library and Course Resource Fee	(Perlego license per academic year)	$125
Other Textbooks	(varies according to courses; many texts included in Perlego or DCC digital library)	
Logos™ Bible Software Fee	(not required, but discounts available for DCC students)	

M.A. in Multicultural Engagement (MA-ME) Tuition and Fees

(Offered through DCC's Dallas Graduate for Global Studies)

M.A./Certificate in Multicultural Engagement	(subscription per term)	$450
M.A. in Language Development & Translation	(subscription per term)	$450
M.A. Competency Assessment Fee	(per credit earned)	$200
M.A. Credit by Demonstrated Competency (CDC) Fee	(per credit granted)	$100
Library and Course Resource Fee	(Perlego license per academic year)	$125
Other Textbooks	(varies according to courses; many texts included in Perlego or DCC digital library)	
Logos™ Bible Software Fee	(not required, but discounts available for DCC students)	

Master of Transformative Leadership Tuition and Fees

Master of Transformative Leadership (MTL)	(per credit hour)	$495
DCC*Online* Course Fee (MTL) *(b)*	(per course)	$150
Library and Course Resource Fee	(Perlego license per academic year)	$125
Spiritual Transformation Inventory Fee	(charged in PMIN 5330; also used in LEAD 5330)	$45
Other Textbooks	(varies according to courses; many texts included in Perlego or DCC digital library)	

Master of Transformative Ministry Tuition and Fees

Master of Transformative Ministry (MTM)	(per credit hour)	$495
DCC*Online* Course Fee (MTM) *(b)*	(per course)	$150
Library and Course Resource Fee	(Perlego license per academic year)	$125
Spiritual Transformation Inventory Fee	(charged in PMIN 5330 Holistic Spiritual Formation)	$45

Other Textbooks (varies according to courses; many texts included in Perlego or DCC digital library)
Logos™ Bible Software Fee (not required, but discounts available for DCC students)

Additional Master-Level Program Fees

Audit Fee	(per course)	$110
Check Void/Reissue Fee *(a)*		$25
Deferred Payment Fee *(c)*		$100
Graduation Fee (MA-LDT, MA-ME, MTL, and MTM students)		$300
Incomplete Fee	(per course)	$60
Insufficient Funds/Returned Check Fee *(f)*		$30
Transcript Processing Fee	(via the Parchment transcript exchange)	$10

EXPLANATION OF FEES

(a) The ***Check Void/Reissue Fee*** is a non-refundable fee that is applied any time a check must be voided and reissued to the student.

(b) The **DCC*Online Course Fee*** is applied to *each* online course taken by both on-campus and online-only students. This fee also applies to each online course taken by traditional students during the Summer Term in lieu of the Student Technology Fee. [*NOTE:* This fee does not apply to M.A. students studying online because these programs are based on competencies rather than courses, and online costs are included in the M.A. subscription fees.]

(c) The ***Deferred Payment Fee*** is applied when a student's account balance is not paid in full before the first day of class. [*Note*: This fee is automatically applied after the first day of class even if a student pays in a lump sum after the official start date.]

(d) The ***Dorm (Residence Hall) Room Hold Deposit*** is a refundable fee that is required to hold a residence hall room for new residence hall students at the beginning of the first term of attendance. Students may apply this deposit to their housing charge if desired.

(e) The ***Dorm (Residence Hall) Room Maintenance Fee*** is due each term students reside in the residence halls. This fee is fully earned, non-refundable, and used for the ongoing maintenance of the residence halls. Room damages exceeding this fee will be charged to the student.

(f) The ***Insufficient Funds/Returned Check Fee*** is a non-refundable fee that is applied any time an insufficient funds notice is given, or checks are returned for a student payment.

(g) The ***Late Payment Fee*** is assessed for each instance that a payment is received late or is not received at all for those on the deferred payment plan.

(h) The ***Student Services Fee*** is charged each semester to each student at the time of registration. This fee is non-refundable if the student does not withdraw from DCC before the first day of class of the official semester (according to the official school calendar). This fee is used to pay a portion of the total cost of athletic events, student activities, library databases, interlibrary loan services, and student services such as admissions, counseling, financial aid, registrar, student accounts, and student development.

(i) The ***Student Technology Fee*** is charged each semester to each traditional student for the betterment of the students' educational experience. The funds may be used for any technology-related expenditure, including, but not limited to equipment, associated software and licensing, Internet and Web-related support, user services/help desk support, enhanced instructional technology for classrooms, and distance education/interactive video equipment.

On-Campus versus Online Tuition Rates

On-Campus and Online Student Support Services. Dallas Christian College serves both traditional on-campus students and non-traditional online students. It therefore makes all its essential support services available both on-campus and "virtually" via the Internet. Examples include admission, financial aid, advising, library, tutoring, and technical support services.

DCC makes additional services available to on-campus residential and commuter students at its Farmers Branch campus. Examples include housing, parking, food service, campus security, athletics, and social programs.

For more information, see "Student Support Services" in this catalog and "Student Development" on the DCC website (www.dallas.edu/studev).

Tuition Rates for On-Campus and Online Students. Undergraduate students enrolled in online programs pay a lower tuition rate than residential students enrolled in on-campus programs. The rates differ based on student services for the two modalities. Online undergraduate programs are less expensive than on-campus programs because online students do not require residence halls, cafeterias, athletic facilities, and other services used only by on-campus students.

Financial Aid for On-Campus and Online Students. Both on-campus and online students have access to various types of federal, state, and institutional financial aid. However, more institutional scholarships are available to on-campus students to help cover the higher costs of on-campus education.

On-Campus Students Taking Online Courses. With permission from the Registrar and their academic advisor, on-campus students sometimes enroll in online courses.

Traditional students apply to the College as "on-campus" applicants. DCC*Online* students apply as "online only" applicants. Accordingly, Student Accounts assigns them either an on-campus billing code or an online billing code to ensure that they pay the appropriate tuition rate.

If traditional students enroll in an occasional online course, they are still charged the on-campus tuition rate because they are using campus facilities and services.

Occasionally, circumstances lead traditional on-campus students to ask to be "online only" for a given semester. At registration, DCC requires them to declare whether they plan to be "online only" on a permanent basis or only for one semester. If they intend to take only online courses for one semester and then return to the traditional program, there is no change in their on-campus billing code and their scholarships remain in place. If they say they are moving off campus and shifting permanently to the DCC*Online* program, they change to an online billing code, pay the lower tuition rate, and any campus-based scholarships are no longer applicable.

Payment Policies

Budget Plan. The College strongly recommends that students make advance preparations for financial aid prior to initiation of the registration process. Financial assistance is available in the form of Pell Grants, Stafford Loans, Student Supplemental Loans, or Parents PLUS Loans. Contact the College Financial Aid Office for details and advisement on the various options.

Method of Applying Payments and Credit. No adjustments for loans, scholarships, grants, or other assistance will be made until the College receives those funds. College-sponsored aid will be deducted at the end of the term in which the aid is earned.

Financial Responsibility. Policies and procedures related to student finances appear below and in the "Financial Responsibility" section of the DCC *Student Handbook* (www.dallas.edu/student-resources). All enrolled students are required to read, acknowledge, and sign the DCC Financial Responsibility Agreement.

Payment of Student Costs. Dallas Christian College does not mail statements. All charges and payments, including payments from all financial aid sources, are available on the Student Portal on the DCC website. Payment is to be made to the Student Accounts Office online through the Student Portal. All credit and debit card

payments will be assessed a non-refundable transaction fee by the financial institution processing the payment. Cash or check payments can be made in the Student Accounts Office and will not incur a fee.

Payment reminders are sent to DCC Crusader Mail (email) each month. For students who have a documented commitment of funds through the Financial Aid Office, any school costs not covered by said financial aid are due and payable in four installments (or less) on the 15th day of every month of the current term beginning with the 15th day of the month in which the current term starts. For students planning to reside in campus residence halls, the first full deferred payment must be made prior to occupancy.

If students have not paid their charges in full or made satisfactory arrangements with the Student Accounts Office by the designated payment deadline, they can be administratively removed from their courses and extracurricular activities, such as sport and fitness center participation. Student accounts must be paid in full each term to attend subsequent terms.

Payment Deferment Plan. Dallas Christian College is pleased to offer a payment deferment option to help alleviate the financial burden of financing a college education. The Interest-Free Monthly Payment Option allows for spreading educational expenses over smaller monthly installments for a small deferment plan enrollment fee. This is a popular option with many families because it reduces the need to borrow, and it gives families more control over their savings. Payment deferment plans are offered on a term basis.

Payment deferment plans are required of all students whose financial aid, if any, is not sufficient to cover a given semester's school costs and who do not have sufficient private resources to cover their institutional costs. The cost for the plan is a $100 per term enrollment fee. Students can check their account charges and balance by logging into the DCC Student Portal. Payments towards deferment plans can be made online through the DCC Student Portal, at the Student Accounts Office, or over the phone using a debit or credit card.

Four monthly payments are due on the15th of each month. All accounts must be paid in full by the end of the term regardless of enrollment date. To illustrate:

- If a student enrolls on August 15th, the first payment (including the $100 deferred payment plan enrollment fee) will be due immediately and three monthly payments will remain.
- If a student enrolls on September 15th, the first payment will be due immediately and only two monthly payments will remain.

- Other enrollment payments follow the same pattern.

Payments of any amount may be made prior to the deadline.

For more information on the Interest-Free Monthly Payment Deferment Plan, contact the Student Accounts Office at (214) 453-8135. Please note that, if students do not wish to utilize the payment plan, the remaining out-of-pocket balance will be due in full to avoid administrative removal for non-payment. Students with past due accounts desiring to set up a monthly payment plan must also contact the Student Accounts Office for assistance.

Students Receiving Tuition Reimbursement Benefits. Students eligible for educational reimbursement from their employer must pay in full at the beginning of the term or apply for a payment plan and provide the Student Accounts Office with appropriate documentation from the employer, including a copy of the employer policy. If employer educational assistance payments are made to DCC directly, any credit balance that results will be refunded to the student.

Past Due and Delinquent Accounts. Students are not permitted to register for the current or future terms until all past due balances are paid in full. Diplomas are not issued until financial obligations are met. In addition, graduating students who do not have their student accounts paid in full are not permitted to participate in the commencement ceremony. Payment plans are available to students with past due and delinquent accounts. For more information, please contact the Student Accounts Office at (214) 453-8135.

The following actions may result for any students who have not paid their account balance as due or have not made financial arrangements with the Student Accounts Office and/or the Financial Aid Office:

- Not being allowed to use the Payment Plan in subsequent terms
- Immediate withdrawal from enrolled courses
- Removal from current residence hall
- Denial of Café dining privileges
- Denial of ability to be advised for or register for any additional courses
- Denial of participation in commencement exercises
- Denial of access to student's diploma upon graduation
- Denial of access to student services
- Students regain these privileges when they are current on their deferred payment plan (within the payment's 30-day window).

Collection Agency. If accounts have not been paid in full by the end of the term, DCC submits those accounts to a third-party collection agency for collection. DCC adds a collection agency fee totaling up to one-third or one-half of the remaining balance, which is a reasonable fee for collection agency service regardless of the dollar amount owed. DCC also reports this balance to a credit-reporting agency, which could affect one's credit rating.

Student Account Classifications. Dallas Christian College employs the following student account classifications:

Current: All payments made according to the payment schedule.

On-Hold: Payment arrangements not currently satisfied.

Past Due: Multiple payments not made within the specified payment dates.

Delinquent: Account is past due with no satisfactory arrangements made with the Student Accounts Office.

DCC reserves the right to deny enrollment, class attendance, grades, or extension of credit to any student who does not meet Past Due obligations or fulfill financial obligations to the College.

On occasion, legitimate financial circumstances may warrant special consideration. If this occurs, the student is encouraged to contact the Student Accounts Office immediately to make appropriate arrangements.

If satisfactory arrangements are not made with the Student Accounts Office, the account will be placed with a third-party collection agency. If this occurs, the student may be subject to additional interest and collection charges.

Returned Checks. Checks returned for Non-Sufficient Funds, or credit card transactions that are denied, may result in an NSF Fee assessed to the student's account.

FINANCIAL AID

FINANCIAL AID & VETERANS AFFAIRS COUNSELOR: JEAN-CLAUDE ST. JUSTE

Financial Aid

Purpose. Dallas Christian College operates a Financial Aid Office to assist degree- or certificate-seeking students in making their educational goals financially possible. *The primary purpose of financial aid is to assist students who, without such aid, would be unable to attend college.* The Financial Aid Office administers various types of financial aid programs, including grants, loans, scholarships, and part-time employment. These types of aid may be awarded singly or in various combinations. However, the total cannot exceed the cost of the student's education.

Most financial aid is awarded based on need. Most financial aid programs also require annual applications. The Financial Aid Office will make every effort and utilize all available resources to assist students in meeting their needs. Each student has certain rights and responsibilities in the financial aid application process. Therefore, it is important to read all information carefully to ensure compliance with regulations governing receipt and maintenance of financial aid funds. Failure to comply with regulations may result in loss of funding and/or eligibility.

All new and continuing students must establish financial need annually in order to receive financial aid. Requests for information and awards should be directed to:

Financial Aid Office
Dallas Christian College
2700 Christian Parkway
Dallas, TX 75234-7299

(214) 453-8101
fa@dallas.edu

Federal Financial Aid Programs

FAFSA. To qualify for any federal financial aid programs, the student must demonstrate financial need by completing the *Free Application for Federal Student Aid (FAFSA)*. The student must be accepted into DCC, enrolled as a regular student in an eligible degree program, and make Satisfactory Academic Progress (SAP, described below) toward completion of that program. The student must also comply with any other requirements of the federal program. The amount of aid cannot exceed the cost of education.

Non-Discrimination Policy. No person shall be excluded from participation, denied benefits, or subjected to discrimination under any federal aid program administered by DCC on any basis prohibited by applicable law.

Federal Aid Programs. DCC participates in the following federal aid programs:

Federal Pell Grant. Pell eligibility is determined by the completion of the *Free Application for Federal Student Aid (FAFSA)*. Pell Grants are only awarded to undergraduate students who have not yet earned a baccalaureate or professional degree. For many students, Pell Grants provide a foundation of financial aid to which other aid may be added. Eligibility requirements include enrollment for at least one credit hour during an eligible enrollment period. For the 2025-2026 academic year, the maximum Pell Grant award is $7,395. This award is based on full-time enrollment and split between two terms (typically the fall and spring term, although Pell funds may also be used during the summer term). Pell awards are based on enrollment level as defined by the institution.

Lifetime Pell Eligibility. The Consolidation Appropriations Act of 2012, signed by President Obama, sets limits on the number of semesters students can receive Pell Grants over their lifetime. Students attending full-time have a limit of up to 12 semesters or equivalent (6 years) of Pell Grant eligibility at 100% per award year. Once the maximum has been reached, students can no longer receive a Pell Grant from any institution.

The 2012 provision applies to all students and takes into consideration any Pell Grant funds previously received. Because of this, some students who would have been eligible for Pell Grants in the past may no longer qualify for those funds. Some students who are close to their eligibility limit may be eligible for less Pell Grant funding than they would have been previously.

The Pell Grant Lifetime Eligibility Used (LEU) is calculated by adding together each of the annual percentages of a student's scheduled award that were actually disbursed to the student. For more information, visit www.nslds.ed.gov.

Federal Supplemental Education Opportunity Grant (SEOG). The Federal SEOG program is only for undergraduates with exceptional financial need. These are students with the lowest Student Aid Index (SAI) as calculated from the information provided on the *FAFSA*. Federal regulations give priority to students who are receiving federal Pell Grant and whose SAI is 0. Maximum awards are based on the availability of federal funds in a given year. Eligibility requirements include enrollment for at least 1 credit hour.

Federal Work-Study (FWS). The Federal Work-Study (FWS) Program provides part-time employment only to undergraduate students attending institutions of higher education who need the earnings to help meet the costs of post-secondary education. The program also encourages students receiving FWS assistance to participate in community service activities.

FWS Award Amount. A Federal Work-Study award is determined by a student's financial need based on his or her financial aid budget and *FAFSA* information. "Financial need" is defined as the difference between the total Cost of Attendance (COA) and the Student Aid Index (SAI), which is calculated by the *FAFSA* form. To qualify, students must have a minimum of $2000 of unmet need.

FWS Job Placement. Federal Work-Study jobs may be on or off campus. Most Dallas Christian College FWS jobs are on campus. Off-campus FWS jobs with federal, state, local public agencies, or non-profit organizations must be in the public interest. Off-campus FWS jobs with private, for-profit organizations must be academically relevant to the maximum extent possible.

FWS Timesheets. Student workers and supervisors must track the actual hours worked on a daily basis to ensure that, when timesheets are completed, they reflect true data. Timesheets are completed online and must be filled out completely and approved by the supervisor before they can be processed. Falsification of timesheets will result in immediate student termination with no appeal.

FWS Pay Rate/Hours. For the 2025-2026 academic year, the FWS pay rate is a minimum of $10.00 per hour up to a maximum of 20 hours per week.

FWS Maximum Earnings. Students may earn up to their awarded amount or up to the DCC departmental allocation. Since total earnings are based on a school-wide federal allocation, students should be aware that the amount they are allowed to earn could be less than the amount awarded to them. They must work with their employing department to determine the maximum amount they will be able to earn for the award year.

FWS Termination. Student employees must notify their employer and the Financial Aid Office if they voluntarily decide to withdraw from the FWS program. If student employees do not perform their duties satisfactorily and are terminated, supervisors are required to notify the Financial Aid Office in writing. Federal Work

Study employees who are terminated are responsible for writing an appeal letter to the Financial Aid Office before applying for another position during the same semester. The Director of Financial Aid will evaluate the appeal and contact the student in writing regarding probation or suspension of any future Federal Work Study awards. This process must be completed before moving into any new position.

FWS Criminal Background Check. Under the authority of the Texas Education Code and the Fair Credit Reporting Act, DCC shall require a criminal background check on its employees, applicants for employment, authorized volunteers, and employees of independent contractors that do business with DCC, if the employment or relationship will require the individual to be classified as having regular contact with minor children, handling currency, access to debit/credit card information, or access to security sensitive information.

DCC will not employ a person or contract with an independent contractor who has been convicted of any felony or misdemeanor involving any type of sexual offense of a minor, theft, burglary, or robbery as defined in the Texas Penal Code, as amended, unless the misdemeanor is minor in nature and the individual has a background that is otherwise clear of criminal convictions. A conviction includes adjudication.

FWS Eligibility Requirements. To qualify for Federal Work Study, a student must:

- Have a completed Financial Aid file
- Meet the Satisfactory Academic Progress (SAP) standard set by DCC
- Be enrolled and certified in at least 6 credit hours (half time) for fall and spring
- Be a U.S. citizen or eligible U.S. non-citizen

Federal Direct Loans (subsidized or unsubsidized). Federal Stafford loans to students are either subsidized or unsubsidized. A subsidized loan is only awarded to undergraduate students based on financial need. The borrower is not charged any interest before beginning repayment or during authorized periods of deferment. The federal government "subsidizes" the interest during these periods.

An unsubsidized loan is not awarded based on need. The borrower is charged interest from the time the loan is disbursed until it is paid in full. If the borrower allows interest to accumulate, it will be capitalized, that is, the interest will be added to the principal amount of the loan and additional interest will be based upon the higher amount. The borrower can receive a subsidized loan and an unsubsidized loan for the same enrollment period. A student must be enrolled

in at least six credit hours per term to be eligible to borrow from the Stafford Loan Program.

Loan Entrance/Exit Counseling. Federal regulations mandate that all first-time borrowers must successfully complete loan entrance counseling before they can receive the first loan disbursement of a federal direct loan. As part of an overall plan to help students avoid delinquency and default, DCC requires loan entrance counseling for all federal loan student borrowers in the year in which the student applies for a loan.

- **Loan Entrance Counseling/Master Promissory Note**
  - Students will complete Entrance counseling and a signed master promissory note online at https://studentaid.gov using the Federal Student Aid (FSA) user ID and password.
  - Loan funds will not be disbursed to students until they have completed both the entrance counseling and master promissory note. This information is verified through the www.studentloans.gov website.
- **Exit Counseling Procedures**
  - Students who graduate, drop below half-time enrollment, or are not returning to DCC must complete loan exit counseling.
  - Borrowers are contacted through email to complete loan exit counseling during the last semester before transferring or graduating. Students complete loan exit counseling online through the U.S. Department of Education website at https:// studentaid.gov.
  - A copy of the email notification is placed in the student's file to document that contact has been made in alerting the student to the required exit counseling.
  - Federal regulations require the college to ensure that each borrower has been provided information about repayment benefits and obligations.

Benefits for Teacher Education Students. Students planning to become teachers may be interested in the Federal Loan cancellation benefits for teachers. Borrowers may be able to cancel a portion of their loans if they are teaching in a low-income school. To qualify, the borrower must work as a full-time teacher for five consecutive years in an elementary or secondary school that has been designated as a "low-income" school. The U.S. Department of Education each year designates low income elementary and secondary schools, and a list of these schools, by year, is posted on the department's website. A full list of qualifying conditions and other information concerning repayment of loans may be found at the federal Student Aid website at http://www.studentaid.ed.gov.

Loan Interest Rates and Limits. The tables below provide further information regarding student loan interest rates and limits:

Loan Interest Rates for Federal Student Loans ***Interest rates vary depending on the loan type and (for most types of federal student loans) the first disbursement date of the loan. The following are interest rates for Direct Loans first disbursed on or after July 1, 2025.***		
Loan Type	**Borrower Type**	**Loans first disbursed on or after 7/1//2025 and before 7/1/2026**
Direct Subsidized Loans	Undergraduate	6.53%
Direct Unsubsidized Loans	Undergraduate	6.53%
Direct Unsubsidized Loans	Graduate or Professional	8.08%
Direct PLUS Loans	Parents and Graduate or Professional Students	9.08%

Notes:

- All interest rates shown in the above table are fixed rates for the life of the loan.
- The interest rates for federal student loans are determined by federal law. If there are future changes to federal law that affect federal student loan interest rates, the college will notify students of those changes.
- View the interest rates on federal student loans first disbursed before July 1, 2024, in the previous year's DCC *Academic Catalog*.

Annual and Aggregate Limits for Subsidized and Unsubsidized Loans		
Year	**Dependent Students (except students whose parents are unable to obtain PLUS Loans)**	**Independent Students (and dependent undergraduate students whose parents are unable to obtain PLUS Loans)**
First-Year Undergraduate Annual Loan Limit	$5,500—No more than $3,500 of this amount may be in subsidized loans.	$9,500—No more than $3,500 of this amount may be in subsidized loans.
Second-Year Undergraduate Annual Loan Limit	$6,500—No more than $4,500 of this amount may be in subsidized loans.	$10,500—No more than $4,500 of this amount may be in subsidized loans.
Third-Year and Beyond Undergraduate Annual Loan Limit	$7,500—No more than $5,500 of this amount may be in subsidized loans.	$12,500—No more than $5,500 of this amount may be in subsidized loans.
Graduate or Professional Students Annual Loan Limit	Not Applicable (All graduate and professional students are considered independent.)	$20,500 (unsubsidized only)
Subsidized and Unsubsidized Aggregate Loan Limit	$31,000—No more than $23,000 of this amount may be in subsidized loans.	$57,500 for undergraduates—No more than $23,000 of this amount may be in subsidized loans. $138,500 for graduate or professional students—No more than $65,500 of this amount may be in subsidized loans. The graduate aggregate limit includes all federal loans received for undergraduate study.

(See notes on next page.)

Notes: *(for table on previous page)*

- The aggregate loan limits include any Subsidized Federal Stafford Loans or Unsubsidized Federal Stafford Loans students may have previously received under the *Federal Family Education Loan (FFEL) Program*. As a result of legislation that took effect July 1, 2010, no further loans are being made under the *FFEL Program*.
- Effective for periods of enrollment beginning on or after July 1, 2012, graduate and professional students are no longer eligible to receive Direct Subsidized Loans. The $65,500 subsidized aggregate loan limit for graduate or professional students includes subsidized loans that a graduate or professional student may have received for periods of enrollment that began before July 1, 2012, or for prior undergraduate study.
- If the total loan amount students receive over the course of their education reaches the aggregate loan limit, they are not eligible to receive additional loans. However, if they repay some of their loans to bring their outstanding loan debt below the aggregate loan limit, they could then borrow again, up to the amount of their remaining eligibility under the aggregate loan limit.

Scholarships

General Requirements. All Dallas Christian College academic scholarships, grants, and participation awards are for ***tuition only***. Excess funding may not be carried over to the next academic year. Grants and participation awards may be added to academic scholarships as long as they do not exceed tuition costs for each semester. Scholarships and grants are divided in half each year and applied to each regular (fall and spring) term attended unless otherwise specified. All eligible students ***must*** complete the *Free Application for Federal Student Aid (FAFSA)* in order to qualify for Dallas Christian College scholarships.

Academic Scholarships. DCC academic scholarships are designed to recognize students for their academic achievement, service in the church, Christ-like character, and commitment to fulfilling the mission of Dallas Christian College (*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.*). DCC desires to attract the best and brightest students who wish to prepare to be workers for the harvest (Matthew 9:36-38), and it believes that substantial scholarships will help toward that end.

All academic scholarships are guaranteed for four years (two years for transfer students), provided that students remain in good standing with DCC and maintain the required GPA for scholarship renewal.

President's Scholarship. The President's Scholarship is awarded to incoming freshman students who demonstrate academic excellence, service in the church, Christ-like character, and commitment to fulfilling the mission of DCC. Award amounts are determined based on GPA, college entrance exam scores, and an essay. Maximum awards are:

- 4.00 GPA (On Campus) = $7,500 maximum award
- 4.00 GPA (Off Campus) = $5,000 maximum award

Students who receive the President's Scholarship are not eligible for additional academic scholarships. Recipients must maintain a 3.0 cumulative GPA and remain in good standing with the College. Award amounts are based on full-time enrollment (12 hours minimum). Part-time (9-11 hours) students are awarded at 50% of the full-time rate. Please see "Requirements to Maintain Scholarships" below for more information.

President's Scholarship Requirements. To apply for a President's Scholarship, students must:

- Hold a minimum cumulative grade point average (GPA) of 4.0 on a 4-point scale.
- Maintain a minimum cumulative grade point average (GPA) of 3.0.
- Provide a reference letter from a pastor of the church the applicant currently attends.
- Prepare an essay that contains 200-250 words on each of the following topics:
  - Provide a brief biographical background about yourself.
  - In light of the DCC 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.*), how do you believe you will benefit from and contribute to community life at DCC?
  - In what ways have you served others in your school, church, and community?
  - Share your career aspirations and how you intend to impact the world for Christ.
  - Include any additional information you think may be relevant to the DCC Scholarship Committee.
- Complete a personal interview (in person or by live web conference) with a DCC faculty member.
- Commit to abide by DCC community standards and to participate as a campus leader in the area from which the scholarship is awarded.
- Live on campus and enroll in a minimum of 15 credit hours per semester.

Honors Scholarship. Each academic department awards Honors Scholarships ranging up to $10,000. The Honors Scholarship is for new incoming traditional students. Recipients are expected to maintain good academic and social standing, enroll in a minimum of 15 credits per semester, maintain a minimum cumulative GPA of 3.0, participate in community/church service, and be involved in leadership roles in the department from which the scholarship was awarded. The total scholarship awarded is all inclusive, meaning it will include all forms of institutional aid. It does not include federal loans or grants or outside

scholarships from churches and other organizations. Any student receiving more than $7,500 in scholarship assistance must live on campus.

Honors Scholarship Requirements. To apply for an Honors Scholarship, students must:

- Hold a minimum cumulative grade point average (GPA) of 3.5 on a 4-point scale.
- Maintain a minimum cumulative grade point average (GPA) of 3.0.
- Provide a reference letter from a pastor of the church the applicant currently attends.
- Prepare an essay that contains 200-250 words on each of the following topics:
  - Provide a brief biographical background about yourself.
  - In light of the DCC 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.*), how do you believe you will benefit from and contribute to community life at DCC?
  - In what ways have you served others in your school, church, and community?
  - Share your career aspirations and how you intend to impact the world for Christ.
  - Include any additional information you think may be relevant to the DCC Scholarship Committee.
- Complete a personal interview (in person or by live web conference) with a DCC faculty member.
- Commit to abide by DCC community standards and to participate as a campus leader in the area from which the scholarship is awarded.
- Live on campus and enroll in a minimum of 15 credit hours per semester.

DCC Academic Scholarships for Incoming New Students. The DCC Academic Scholarship is awarded to incoming traditional undergraduate students who demonstrate strong academic performance. Award amounts are determined by GPA (based on a 4-point scale). Students may be eligible for one of the following scholarship amounts:

Academic Scholarship Maximum Awards				
	First-Time Freshmen		Transfer Students	
GPA Levels	On-Campus	Off-Campus	On-Campus	Off-Campus
3.8-3.99	$6,500	$4,500	$5,500	$3,500
3.5-3.79	$5,500	$3,500	$4,500	$2,500
3.0-3.49	$4,500	$2,500	$3,500	$2,000
2.5-2.99	$3,500	$1,500	$2,500	$1,000

Academic Scholarship recipients must maintain a 2.5 cumulative GPA and remain in good standing with the College in addition to any other requirements to maintain scholarships outlined in this *Catalog*. Award amounts are based on full-time enrollment (12 credits minimum). Part-time students (9-11 credits) are awarded at 50% of the full-time rate.

DCC D-1 Athletic Scholarship. As a member of the National Christian College Athletic Association, DCC offers NCCAA Division I Athletic Scholarships for three of its sports: Men's Baseball, Women's Softball, and Men's Soccer. The intent behind athletic scholarships is the same as all DCC's scholarships—namely, to attract, support, and graduate as many students as possible, with as little debt as possible, who are devoted to Kingdom service.

The maximum all-inclusive institutional aid a student in the athletic program may receive is $15,000. The total scholarship awarded will include all forms of institutional aid. It does not include federal loans or grants or outside scholarships from churches and other organizations. Any student receiving more than $7,500 in scholarship assistance must live on campus.

International Student Scholarship. The Dallas Christian College International Student Scholarship is available to all full-time traditional students that are ineligible for Title IV financial aid based on citizenship or residency. Eligible on-campus students will be awarded an annual scholarship ranging up to $8,000, while those living off-campus receive a maximum of $5,000. Total institutional scholarships awarded to international students cannot exceed the designated tuition scholarship award amount.

Additional Scholarships. Students may be eligible for one or more of the following DCC scholarships, but they may accept only one:

Church Matching. Dallas Christian College will match up to $1,000 per year any scholarship that a student receives from a church that is applied directly to their student bill.

Minister/Missionary Dependent. Students who are dependent children of a vocational minister or missionary will receive $1,000 per year for four years. Each year, recipients must submit to the Financial Aid Office proof of minister or missionary employment, on church or agency stationary, signed by an elder or administrator of the church or agency.

Pastor-Referred Ministry Student Award. This scholarship is awarded to students who have been referred by a pastor in their home church and are entering Bible and Practical Ministry degree programs. A formal letter of

recommendation from the pastor is required. Students may be eligible for up to $10,000 per year for four years ($40,000 maximum all-inclusive award). Students must maintain Satisfactory Academic Progress (SAP) toward graduation.

Requirements to Maintain DCC Scholarships. Each DCC scholarship recipient will be evaluated following the spring semester of each academic year for renewal for the next academic year. All scholarship recipients must meet the following requirements:

- Be enrolled in consecutive semesters, making Satisfactory Academic Progress (SAP) toward degree certification.
- Maintain full-time enrollment status (minimum 12 credits per semester). Dropping to 9-11 credits results in a 50% reduction in awards, except where otherwise noted.
- Maintain the grade point average (GPA) specified by the scholarship.
- Remain in good standing with the College, complying with the DCC *Student Handbook*, including financial responsibility.
- Students receiving more than $7,000 annually must live on campus. Students who move off campus after completing the first semester will have a 30% reduction in their DCC scholarships.
- Institutional scholarships cannot be applied toward any repeat courses regardless of course grade or status.

Endowed and Named Scholarships. Endowed and Named Scholarships are awarded each spring in honor of an individual or group. For the applicable year, any scholarships in this category are received *in addition to* academic or other scholarships listed above. These honor scholarships are awarded each spring for the following academic year.

Brintnall Scholarship. The Brintnall Scholarship is awarded to a student who demonstrates Christian character and leadership consistent with the Dallas Christian College mission. The recipient must be at least a rising sophomore who has completed one full semester at DCC and must possess and maintain a 2.5 cumulative GPA.

Chapel Hills Christian Church Scholarship. The Chapel Hills Christian Church Scholarship is awarded in spring semester for the upcoming academic year. The recipient must have completed at least 12 credit hours with a 2.5+ GPA. The award is for one year, with one-half applied to the student's account

each semester. The student must complete the fall semester having taken at least 12 semester hours with a 2.5 semester GPA to receive the scholarship for the spring semester. Any funds not used will be retained in the scholarship fund to be awarded at a later time.

Christian Ministry Scholarship. The Christian Ministry Scholarship was established in the spirit of 2 Timothy 4:2: "Preach the Word; be prepared in season and out of season; correct, rebuke, and encourage—with great patience and careful instruction." It is awarded to a full-time male student, who is at least a rising junior, who has completed one full semester at DCC. He must have expressed a career goal of full-time Christian ministry (preaching, youth and family, or missions), and must possess and maintain a cumulative GPA of 2.0 or higher.

Marilyn Foggin Scholarship. This award is given in memory of Marilyn Foggin. The recipient must have a 2.5 GPA, be a female, have attended Dallas Christian College at least one year, be planning to enter vocational Christian service, and show Christian leadership.

Kory Ford Memorial Scholarship. Students who apply for the Kory Ford scholarship must submit a 500-word essay answering the question, "How can my life be an influence like that of Mordecai or Esther?" The recipient must be in good standing with DCC and have a GPA of 2.5 or better.

William O. Gaslin Scholarship. The Gaslin scholarship is awarded to a full-time male student seeking a degree in preaching ministry. The student must be an active member of an Independent Christian Church or Church of Christ. He must be at least a rising junior and must have completed one full semester at Dallas Christian College. The student must also possess and maintain a minimum cumulative GPA of 2.5.

Henry Halff Scholarship. This scholarship was established by the Central Christian Church of Richardson, Texas, in memory of Henry Halff. The scholarship is awarded to a male or female sophomore majoring in cross-cultural missions. The student must maintain a 2.5 GPA.

Les Hoyt Scholarship. This award is given in memory of Les Hoyt by Evie Rubeck. It is presented to a student who will be at least a sophomore and who demonstrates Christian leadership in the school, church, and community. A minimum GPA of 2.5 is required.

Dennis James Morgan Scholarship. In memory of their son, Mr. and Mrs. William J. Morgan have designated this scholarship for a male student who

displays potential for success in vocational Christian ministry. It is based on need. The student must maintain a 2.5 GPA.

Daniel L. Pinney Scholarship. In memory of Daniel L. Pinney, beloved husband and father, Mrs. Dawn O'Banion has designated that this scholarship be awarded annually to a student planning to enter the mission field or full-time Christian ministry. It is based on financial need. The student must be at least a sophomore and demonstrate Christian leadership.

Myron and Eleanor Reichardt Memorial Scholarship. The Reichardt scholarship is awarded to a rising sophomore who has completed a minimum of one full semester at Dallas Christian College. The student must possess and maintain a 2.5 cumulative GPA and be in good social and academic standing.

Ronald and Doris Rife Life of Service Scholarship. This scholarship is given in honor of Ronald and Doris Rife, who lived lives of ministry and service in private and public education, as well as missions. It is presented to a full- or part-time student who desires to fulfill a life of service in full-time ministry, missions, or education. It is based on financial need.

J.W. and Evie Rubeck Scholarship. This scholarship is designated in memory of J.W. and Evie Rubeck. It is presented to a student who demonstrates Christian leadership in the school, church, and community. A minimum GPA of 2.5 is required.

Edward Schorstein Scholarship. The Schorstein scholarship is awarded to a student who has a history of mentoring others. The recipient must be at least a rising sophomore with a Christian character consistent with Dallas Christian College's educational purpose. The student must have a cumulative GPA of 2.5 or higher.

Bob and Carol Smith Memorial Scholarship. This scholarship is awarded each spring semester to qualified students in memory of Bob and Carol Smith. It is given to a male or female sophomore planning to enter the Christian ministry. Recipients must maintain a 2.5 GPA.

Roy Wheeler Scholarship. The Wheeler scholarship is designated for a student who is majoring in pastoral ministry. The recipient must have Christian character consistent with Dallas Christian College's educational purpose. The student must have a cumulative GPA of 3.0 or higher and be in good social standing. Priority is given to Texas residents.

Wallace and Marjory Worley Scholarship. The Worley scholarship is awarded to students who demonstrate strong potential in the field of education. The award is for one year, with one-half received each semester.

Veterans Assistance

V.A. Benefits. Veterans and veteran dependents may be eligible for educational benefits through the Veterans Administration (VA). For more information, veterans should contact DCC's Veteran Certifying Officer (1-214-453-8101) or visit the Department of Veteran Affairs website (http://www.va.gov/). Students who qualify for VA benefits will be certified based on eligibility determined by the VA and enrollment level. Funds will then be disbursed to DCC to be processed and posted to their account ledger for payment of expenses. Any overage of VA funds will be credited to the student in the form of a check within 14 days of posting. Contact the Student Accounts Office for more information. VA pays tuition and fees directly to the College only for Chapters 31 and 33 benefit recipients.

Pending V.A. Payment Compliance. In accordance with Title 38 US Code 3679(e), Dallas Christian College has adopted the following policy for students using U.S. Department of Veterans Affairs (VA) Post-9/11 G.I. Bill® (Ch. 33) benefits, or Vocational Rehabilitation and Employment (Ch. 31) benefits, in the case of a delayed payment from the VA. As long as the student has a Certificate of Eligibility on file, Dallas Christian College will not:

- Prevent the student from registering for courses.
- Assess a late penalty fee to the student.
- Require the student to secure alternative or additional funding.
- Deny the student access to institutional resources available to other students who have satisfied their financial responsibilities to the College.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA).

Student Employment

On-Campus Employment. DCC offers on-campus employment, but the number of jobs is limited. To be considered for these positions, the student must complete the *Free Application for Federal Student Aid (FAFSA)*, along with a DCC job application. These forms are available through Career Services in the Student Development Office.

Off-Campus Employment. Job opportunities are plentiful in the Dallas/Fort Worth area for students who desire to work. Assistance with job availability may be obtained through Career Services in the DCC Student Development Office. Students must be careful to align their job with the college schedule. Academic preparation takes priority over work.

Financial Aid Policies and Regulations

Applicants for financial aid must be accepted for admission, enrolled in an eligible degree program, and making Satisfactory Academic Progress (SAP, defined below) in that program. All financial aid applications for institutional assistance, federal grants, loans, or work study must be completed in a timely manner.

Student Credit Balances (Stipend) Release Procedure. Credit balances on student accounts are handled under the following procedure:

- Students receive notification of financial disbursements via email from the Financial Aid Office. Any aid that produces a credit balance due to the student is processed for release within 14 calendar days by the institution's business office.
- Students may elect to have the credit balance held in their student account until the end of the financial aid award year only if DCC obtains authorization to hold or apply that balance to charges outside the normal costs of tuition and fees, room and board, and/or other authorized charges for a DCC academic program. Students may give authorization electronically or by submitting a signed authorization form to the Student Accounts Office.
- In the event the credit balance is due from the awarding of a Parent Plus Loan (PLUS), DCC will review the PLUS loan application to determine the credit balance recipient. If the application designates the release of excess funds to the student, the student will be issued the check or direct deposit within the 14-calendar-day limit unless s/he completes the Authorization to Hold request. If the application designates the parent, the parent will be issued the refund within the 14-calendar-day limit unless s/he completes the Authorization to Hold request.
- Credit balances are issued through Bill.com by e-payment or check. Students who do not set up electronic payment will be issued a check to the address on file. Students are responsible for verifying that their address is current. Students will be assessed a $25 void and reissue fee for lost, undelivered, or expired checks.

Student Right to Cancel Financial Aid. Students have the right to cancel any Title IV aid awarded within 14 days of receipt. Once this time has elapsed, and in the event that a credit disbursement is due to the student, the institution will not hold funds in their account unless students submit an Authorization to Hold excess credit.

Refund Policies. Students who withdraw during a semester must notify the Financial Aid Office and the Student Accounts Office. Eligibility for a refund depends on the student's enrollment status, cost of attendance, dates of attendance, and the type of aid received. Changes in any of these factors, such as dropping courses or withdrawing from the college, could result in the reduction of the student's financial aid package, thereby removing a potential credit balance. A student who withdraws from the College will receive only the remaining credit balance, if any, after costs are calculated and financial aid is restored to the financial aid accounts, including the possible return of Title IV funds.

All scholarships are awarded for direct costs only (unless otherwise specified by the donor). If scholarship money exceeds cost of attendance (tuition, fees, books, housing, food, etc.), the excess will be refunded to the scholarship funds in the following order:

1. Dallas Christian College institutional scholarships
2. Private institutional scholarships
3. Church scholarships
4. Private scholarships

DCC's institutional tuition refund policy appears below. Fees are not refundable.

Traditional 16-Week Courses

Before the end of the FIRST week of the semester	100%
After the first week but before the end of the SECOND week of the semester	90%
Before the end of the FOURTH week of the semester	60%
Before the end of the EIGHTH week of the semester	30%
After EIGHTH week of the semester	NONE

An exception to the above policy would be an approved leave of absence. (Please see "Student Leave of Absence Policy" in the Academic Regulations section.) No adjustments to tuition charges are granted to those involved in a disciplinary dismissal.

Six-Week DCC*Online* Undergraduate Courses

Before the beginning of the SECOND week of the session	100%
After beginning of the SECOND week of the session	NONE

Eight-Week MTL/MTM Graduate Courses

Before the beginning of the SECOND week of the session	100%
After the beginning of the SECOND week of the session	NONE

For DCC*Online* courses that do not begin during the week of registration, the official first week is the week in which formal learning activities begin.

NO REFUNDS will be given after course start dates for Wintermester or Maymester.

At the discretion of the College, students who leave the residence halls before the end of any semester may receive a reduction in room and board charges. There is *NO REFUND ON FEES.*

For veterans under subsidy, the College conforms to the Veterans Administration regulations regarding refunds.

Any military personnel called to active duty during a college semester will have their tuition reimbursed for that semester if they have not completed enough coursework for their professors to award a final grade. In addition, lenders will automatically postpone student loan payments, upon notification in writing, during the period of the borrower's active-duty service. Letters of active-duty status must be provided to the DCC Registrar's Office, Student Accounts Office, and Financial Aid Office.

The College reserves the right to prorate charges incurred for room and board usage before active-duty activation. For further information, contact the Student Accounts Office.

Students who simultaneously add and drop courses within the first week of a semester without resulting in a change in total credit hours are not subject to the above refund policies.

A student is not officially withdrawn from the College until withdrawal procedures have been completed through the Registrar's Office, Student Accounts Office, and Financial Aid Office, if applicable. All refunds are based on this date. *The student is solely responsible for initiating and completing the withdrawal process.* Students who do not initiate or complete the withdrawal process, and who never attended a course, will be administratively removed.

Return of Title IV Funds. DCC returns unearned funds received from federal student assistance program accounts or lenders in accordance with the Federal Title IV student assistance regulations, as amended, under 34 CFR, section 688.22(d) of the Reauthorization of the Higher Education Act of 1965; rules of the Texas Higher Education Coordinating Board (THECB); and DCC policies.

Students receiving assistance from Federal Title IV programs are required to complete a minimum number of credit hours for which assistance was received. If students completely withdraw from the College during a semester, or quit attending but fail to officially withdraw, they may be required to return the unearned part of the funds received to help pay educational expenses for the semester. Liability for return of Federal Title IV funds will be determined according to the following guidelines:

1. If the student remains enrolled and attends class beyond the 60% mark of the semester in which aid is received, all federal aid is considered earned and not subject to this policy.
2. If the student completely withdraws from all classes before completing 60% of the semester, a prorated portion of the federal aid received must be returned to the federal aid programs equal to the percentage of the semester remaining.
3. If all eligible aid was not already disbursed to the student before the student withdrew, the earned portion of aid will be paid to the student as a post-withdrawal disbursement.
4. If the student does not officially withdraw from classes, and stops attending all classes, a prorated portion of the federal aid received, based on the documented last date of attendance, must be returned to the federal aid programs. If the college is unable to document the last date of attendance, one-half of all federal aid received during the semester must be returned to the federal aid programs.

Funds are returned in the following order:

1. Direct Unsubsidized Loan
2. Direct Subsidized Loan
3. Direct PLUS Loan
4. Federal Pell Grant
5. FSEOG

Financial aid recipients who enroll and receive aid for a particular semester, then fail to complete more than 60% of that semester will have to repay part or all of the aid received for that semester. Additionally, any tuition, fees and room and/or

board payments refunded by DCC as a result of a student's withdrawal must be returned to the financial aid programs in accordance with Federal law. Students who fail to complete the official withdrawal process but stop attending classes prior to the end of the semester and receive grades of "F" in all classes for that semester will also have to repay part or all of the aid received for that semester. Up through the 60% point in each semester, a *pro-rata* schedule is used to determine the amount of aid to be repaid by a student who withdraws. No adjustments in financial aid are required for students who withdraw after the 60% point in a semester.

Tuition Assistance Return Policy. Dallas Christian College follows its policy of returning unearned tuition assistance (TA) funds on a proportional basis for any tuition assistance recipient who withdraws from a course before completing at least 60 percent of the course. When a service member must suspend attendance due to military obligations, the college works with the student to identify solutions that will not result in student debt for the returned portion.

Traditional 16-Week Course Withdrawal Submitted

Before or during weeks 1-2	100% returned
During weeks 3-4	75% returned
During weeks 5-8	50% returned
During weeks 9-10	40% returned *(60% of course is completed)*
During weeks 11-16	0% returned

Note: The institution's week of instruction is counted as seven days.

DCC*Online* Six-Week Undergraduate Course Withdrawal Submitted

Before or during week 1	100% returned
During week 2	80% returned
During weeks 3	70% returned *(50% of course is completed)*
During weeks 4	40% returned *(60% of course is completed)*
During weeks 5-6	0% returned

Note: There are 42 days of instruction in a six-week course.

DCC*Online* Eight-Week Graduate Course Withdrawal Submitted

Before or during week 1	100% returned
During week 2	80% returned
During weeks 5	70% returned *(50% of course is completed)*
During weeks 6	40% returned *(60% of course is completed)*
During weeks 7-8	0% returned

Note: There are 56 days of instruction in a eight-week course.

Standards of Satisfactory Academic Progress (SAP) for Financial Aid. The Higher Education Act of 1965, as amended by Congress, mandates that institutions of higher education monitor the academic progress of students who receive Federal Financial Aid. Dallas Christian College has established the following minimum standards and practices for Federal Financial Aid Satisfactory Academic Progress (SAP) for students to be eligible for and continue to receive federal financial aid. Please note that some state and institutional aid programs may have higher academic requirements, and eligibility for those financial aid programs is subject to the requirements of each program.

To be in compliance with federal, state, or institutional student aid programs, DCC must apply qualitative and quantitative measurements to academic work. The qualitative and quantitative standards for SAP are defined as:

1. *Qualitative Standard – Cumulative Grade Point Average (Cum GPA)*

   Undergraduate students must maintain a minimum Cumulative Grade Point Average (Cum GPA) of 2.0 for all coursework completed.

   Graduate students must maintain a minimum Cumulative Grade Point Average (Cum GPA) of 2.5 for all coursework completed.

2. *Quantitative Standard – Pace of Progression*

   Pace of progression is determined by dividing the cumulative number of credit hours successfully completed by the cumulative number of credit hours attempted, including transfer hours that have been accepted. Undergraduate students must maintain a pace of progression of 66.67% for all course work attempted, including transfer credits.

3. *Program Completion Time Frame*

   Students may receive financial aid, if they otherwise qualify, if they have not yet attempted 150% of the hours required for their degree program. Attempted hours include all transferred credits and all DCC courses passed, failed, repeated, or withdrawn.

If students meet ALL of the above standards, they receive a SAP status of SATISFACTORY and will be able to continue receiving federal and institutional aid at DCC.

If a student fails to meet one or more of the above standards, the student will be placed on one of two Financial Aid SAP statuses, as described below:

- ***Warning Status.*** If students were previously under a Satisfactory SAP status, their status will be moved to a Warning Status for one semester, meaning that the students are being warned that they are not meeting SAP eligibility and have one semester to correct their eligibility before being placed on financial aid suspension. During this semester, students will continue to be able to receive financial aid. A Warning Status cannot be appealed since students are still eligible to receive financial assistance.

- ***Probation Status.*** If students are placed on financial aid suspension, they have the option of appealing this suspension through the SAP appeal process (outlined below). If the appeal is granted, students will be placed on financial aid probation for the next semester, and they must bring their SAP eligibility to Satisfactory during that semester or be placed on financial aid suspension. While on Probation Status, students may continue to receive federal, state, and institutional aid if they are otherwise eligible.

- ***Suspension Status.*** If students were previously under a Warning Status or Probation Status and fail to meet SAP eligibility requirements during the next semester, their status will be moved to a Suspension Status and they will not be able to receive federal, state, or institutional financial aid during the next semester they attend. Students who are placed on financial aid suspension may appeal this decision by completing the Satisfactory Academic Progress Appeal Process (see below).

Please note: Financial Aid Satisfactory Academic Progress (SAP) eligibility is different from Academic Probation or Academic Suspension. Students who are on financial aid suspension may be allowed to register for and attend classes in future semesters at their own expense if they are not also on Academic Suspension.

Regaining Financial Aid SAP Eligibility. The process for regaining financial aid eligibility is outlined below:

- Students placed on financial aid suspension for not maintaining the required SAP eligibility standards for cumulative GPA must complete courses at DCC at their own expense to regain their eligibility for financial aid. Students placed on financial aid suspension for not maintaining the required SAP eligibility standards for pace of progression must complete, at their own expense, courses at DCC or courses that transfer from an accredited institution.

- Students placed on financial aid suspension because they have not met the program completion time frame requirements, and who have reached the maximum time frame or number of hours allowed to complete their degree

program, may not regain eligibility to receive financial aid. In order to complete a degree program and graduate from DCC, the student will have to complete those courses without receiving federal financial assistance. If students think these calculations are incorrect, they may contact the Financial Aid Office and ask for a formal review of eligibility.

- After students have completed sufficient coursework to remove the Suspension Status, their SAP status will be reevaluated at the end of the following semester, and their status will be updated based on current SAP standards. If students want an evaluation before that time, they must submit the Suspension Evaluation or Appeal Request Form to the Financial Aid Office to formally request a review of their status. Forms are available in the Financial Aid Office.

SAP Eligibility Appeal Process. Students placed on financial aid suspension for not meeting the required SAP guidelines may appeal their suspension if there were unusual or extenuating circumstances that contributed to their failure to meet these guidelines. If the appeal is granted, students will be placed on an SAP Probation Status and will be allowed to receive financial aid for the next semester only (see "Probation Status" above). All individuals granted an appeal are normally placed on a one-semester Probation Status or placed on a financial aid academic plan (see below). All appeal decisions are final. Students will be notified in writing as to the decision regarding their financial aid appeal. The appeal request must include a statement from students regarding what has changed or what they will do differently that will allow them to meet SAP guidelines in the future. If a student makes more than one appeal request, each appeal must be for a different reason.

Financial Aid Academic Plan. If a student is placed on suspension, and successfully appeals the decision, but the student's academic situation is such that it would be mathematically impossible for him/her to regain SAP eligibility during the next semester as required by federal SAP guidelines, DCC may, at its sole discretion, place the student on a financial aid academic plan. This plan will be designed to outline steps of progress that, if followed by the student each semester, will lead to SAP eligibility being regained at a specific time in the future. If a student does not meet these progressive steps each semester, he/she will immediately be placed on financial aid suspension.

Other Financial Aid SAP Guidelines. SAP guidelines also come into play in the following circumstances:

- ***Dual Enrollment.*** Students may not receive federal aid from more than one institution at the same time. A student transferring to DCC from another institution must have their aid canceled at the former institution.

- ***Repeat Courses.*** Students may receive federal financial aid for repeat courses in which a course was completed but a previous grade of "F" was received. For courses in which a grade of "D" or higher is received, federal financial aid will pay for these courses once only.

  If a student registers for a course in which he/she has previously received a grade of "D" or higher, an evaluation of the student's history taking that course will be made and aid will be paid accordingly. Institutional scholarships cannot be applied toward any repeat courses regardless of course grade or status.

- ***Incomplete ("I") Grades.*** Courses in which students receive a grade of "I" (Incomplete) will affect their pace of progression and may lead to their being placed on financial aid warning or suspension. Once students have completed the course(s), they may request an evaluation to reassess their SAP status using the Suspension Evaluation or Appeal Request Form.

Financial Aid for a Second Bachelor's Degree. Not all financial aid programs are available to students seeking a second bachelor's degree, including accredited and non-accredited degrees. Students should see their financial aid counselor for more information.

STUDENT SUPPORT SERVICES

VP OF STUDENT DEVELOPMENT AND ENROLLMENT MANAGEMENT

MARSHALL A. DUNBAR, D.MIN.

Support Services Available to All Students

On-Site and "Virtual" Student Support Services. Since Dallas Christian College serves both on-campus and online students, the College makes most of its support services available both on-site and "virtually" via the Internet and telephone. The primary support services available to all students are outlined below. The next section of the catalog describes additional services available to on-campus residential and commuter students at the Farmers Branch campus. More information about support services appears on the DCC website (www.dallas.edu/student-resources).

Information and Technical Services. DCC provides a broad range of Information Technology (IT) services to assist students in their academic journey. Those marked with an asterisk (*) are specific to students on the Farmers Branch campus.

College Website. The DCC website is found at www.dallas.edu. The menu along the top provides access to important information for all students, and the footer below provides quick links to services needed regularly. The website provides access to the DCC *Academic Catalog* (www.dallas.edu/academics), the *Student Handbook* (www.dallas.edu/student-resources), and many other resources.

Moodle Course Sites. Dallas Christian College uses a Learning Management System (LMS) called Moodle, which students may access through their DCC account (online.dallas.edu). With rare exceptions (e.g., private music lessons), all DCC courses—both online and on-campus—have a Moodle site where students can find syllabi, assignments, due dates, learning activities, and other resources for completing their studies. All registered DCC students have access

to Moodle, but only to their specific courses. Quicklinks on the site give students easy access to their CrusaderMail (DCC community email), Student Portal, Virtual Bookstore, and Moodle Technical Support. The "Research Links" section on the Moodle course sites provides access to DCC Crawford Library digital resources and the Perlego digital library where many textbooks are available to students. Each site also includes the minimum computer hardware, software, and internet access requirements for successful study through DCC*Online*.

Moodle Technical Support. Students access support for anything concerning their Moodle course sites through either the form in Moodle Quicklinks or the link shown in the footer of each course site. Hours of service are also posted in the footer (see www.dallas.edu/techsupport).

Student Portal. Through the Student Portal, students may register for courses, view their course attendance records, and access their official grades at the end of each term.

Microsoft Copilot. All DCC students enjoy access to Microsoft Copilot, which includes many products helpful in their studies, such as Microsoft Word, Excel, PowerPoint, Outlook, and Microsoft Edge.

College Email. Each student receives email credentials for CrusaderMail, the official communication channel for anything related to DCC. Students should check their account daily.

****Wi-Fi Connectivity.*** Students have access to the Internet in and around each campus building through a high-speed wireless network. Students in the resident halls enjoy a hardline Ethernet connection. Before using these resources, students should review the "Dallas Christian College Acceptable use Policy of Technology Resources" found in the Student Handbook (www.dallas.edu/student-resources).

****Computer Lab.*** Students may use the computer workstations in the library for research and schoolwork. During busy seasons, the staff may enforce time limits to allow other students to use the stations.

General Helpdesk Technical Support. Students may contact technical support to resolve any issues related to their Microsoft account, login credentials, Wi-Fi, computer lab systems, and any public television sets on campus. They should email support@tridentdt.com to request assistance. Students are responsible for maintaining their personal hardware and for backing up their data.

Minimum System Requirements. The most demanding software used at DCC is Logos® Bible Software. Logos® system requirements are available online (https://support.logos.com/hc/en-us/articles/360007506971-Logos-Minimum-System-Requirements). Devices that meet these requirements are adequate for handling all computing technology at the College.

For DCC*Online* students, the College highly recommends that students secure a webcam, microphone, and headset since some assignments and communications require them.

Acceptable Use Policy. DCC's policy on "Acceptable Use of Technology" appears in the *Student Handbook* (www.dallas.edu/student-resources).

Academic Support Services. DCC provides an array of academic services to assist students in their journey of learning and growth:

Textbooks and Course Resources. DCC works to keep the costs of textbooks as low as possible and to make them as accessible as possible. Toward this end, the College provides three major sources for students to access textbooks:

Logos® Bible Software. Every student is provided a license to use Logos® Bible Software. Students purchase this software through four $80 course fees spread across an orientation course and three Bible courses. After making the fourth payment, students are given the license permanently, which provides them with a library of 250 digital books and software tools they can use as they fulfill their calling. Logos® Bible Software serves as either the only course resource or as a major resource in freshman and sophomore Bible courses, as well as in later, more advanced courses. The software can be used on a computer, tablet, or smartphone. It does not run on Chromebooks except through the more limited Biblia.com website (https://biblia.com).

Perlego Digital Library. Each student is also provided a license to the Perlego digital library. Perlego gives students access to over one million digital volumes anywhere and anytime, including over one-third of all required textbooks for courses at DCC. Students should verify that a required course text is not in Perlego before purchasing it. Each year, the $125 Library and Course Resource fee covers this license for registered students.

Online Bookstore. If needed textbooks or resource are not found in Logos® or Perlego, students may visit the Dallas Christian College Online Bookstore to make those purchases. For most textbooks, the Bookstore

gives students the option of choosing new texts, used texts, e-books, or rentals. Full instructions appear on the Bookstore website (https://dallas.ecampus.com).

Students should plan to spend $250-350 per term for books and resources not available in Logos® or Perlego. Students receiving financial aid and choosing to use those funds for bookstore purchases must request a book allowance in the Financial Aid Office or by e-mail (fa@dallas.edu). Book allowances may only be used to purchase materials on the DCC*Online* Bookstore site (https://dallas.ecampus.com). Students who do not receive financial aid, or who choose not to use financial aid funds, can make their purchases using a credit card or check. Students may also sell books back to the Online Bookstore through the website.

While at DCC, students are encouraged to take every opportunity to develop a personal library for use in future work and Christian service. Therefore, in addition to course-related texts and Logos®, students are encouraged to purchase titles recommended by professors for additional study.

Academic Advising. Faculty are assigned to students as academic advisors to help plot a path through a degree program that serves each student's specific goals and needs. Faculty advisors help students choose courses that best meet their professional goals, help them finish their degree faster, and provide the wisdom of an experienced professional in the field.

Registrar Services. The Registrar's Office complements the faculty advisor by highlighting details such as when a particular required course or prerequisite will be offered. The staff stand ready to assist with any kind of enrollment issues or adjustments a student needs. The Registrar's Office helps first time students get registered in the correct course for the desired degree program.

Transcript Requests. The Registrar also maintains student records, including their official transcripts. Students and alumni may obtain electronic copies of their official transcripts through DCC's partnership with the Parchment service provider. Instructions and the Transcript Request form appear on the College website (www.dallas.edu/transcript). Parchment charges a $10 fee for each transcript and delivers them almost instantly to those whom the student designates (e.g., other colleges and graduate schools, employers, themselves).

Students may also obtain free *paper* copies of their official transcripts by sending a written request to the Registrar (registrar@dallas.edu) or visiting the Registrar's Office. DCC releases transcripts only if students have settled all financial accounts with all departments of the College.

Library Services. Located on the first floor of the Academic Building, the Crawford Library and Student Learning Center honors the memory of Dr. Cecil Clement Crawford who, with his wife Helen, joined the DCC faculty in 1967. Dr. Crawford was a scholar, educator, preacher, writer, and popular professor during his years at DCC. Mrs. Crawford worked in the Library. Before his death in January 1976, Dr. Crawford donated his personal library to the College.

Philosophy. When Dallas Christian College began to expand into the online learning arena, it made the strategic decision to prefer electronic learning resources over physical resources. Electronic resources are now considered the College's primary library collections. The library staff has shifted its primary focus from development and maintenance of the physical collection to facilitating use of electronic learning resources. A copy of the Library's mission, goals, and objectives is available from the Director.

Library Resources. The first floor of Crawford Library houses nearly 5,000 print volumes consisting of new acquisitions, reference materials, and course reserve textbooks. The second-floor archive room houses nearly 23,000 older print volumes available to students upon request. Electronic collections give students access to 27,000 electronic books, 3,000 full-text electronic journals, and over 60 online research databases, including EBSCO Journals & eBooks, the Perseus Digital Library, Project Gutenberg, ProQuest Religion, and many more. As noted above under "Textbooks and Course Resources," all DCC students also receive licenses to use Logos® Bible Software and the Perlego Digital Library. Together, these resources give DCC students and faculty access to literally millions of books, full-text journal articles, and other resources. Both online and on-campus users can access them at any time and from anywhere with an Internet-connected device. They access the library catalog and resources through their Moodle course sites or directly through the library website (http://opac.dallas.edu).

Library Partners. Students and faculty also benefit from DCC's partnership with the nearby Manske Library in Farmers Branch, Texas. Through Manske, students gain access to additional physical books and the TexShare digital databases of journals and ebooks.

Membership in WorldCat allows DCC students to borrow books and journal articles from other libraries throughout the world.

Library Staff and Research Assistance. Mr. Jason Smith serves as Library and Educational Resources Coordinator (library@dallas.edu). He leads a team of trained student workers.

Library Handbook. Detailed policies concerning library use and services appear in the *Student Handbook* (www.dallas.edu/student-resources).

Research Assistance. On-campus and commuting students can access research assistance in person during library service hours. All learners, including DCC*Online* students, can get library help through email (library@dallas.edu) or telephone (972-241-3371, ext. 8109).

Student Learning Center. DCC's Student Learning Center is located inside the Crawford Library and managed by Ms. Lorice Perry, M.Ed., the Student Success Coach (email: lperry@dallas.edu; telephone: 972-241-3371, ext. 8119). The Center provides a variety of services:

Computer Lab. Students may use the computer workstations in the Crawford Library and Student Learning Center library for research and schoolwork. Wireless access is available for students' personal laptops and devices. The Center also contains a printer/photocopier students may use free of charge.

Tutoring Services. The Student Success Coach and her team of Upper Division student tutors serve both on-campus and DCC*Online* learners. They assist students with organizing their academic calendar, time management, editing papers, and other study skills.

They conduct group study sessions with, for example, an entire athletic team. They offer group tutoring for specific courses (e.g., Math, English). One-on-one sessions are also available upon request.

Testing Services. The Success Coach also proctors tests for professors. If students cannot take a test for one of their courses at the scheduled time, they may—with the instructor's permission—schedule a time to take it in the Student Learning Center. Students must complete the entire test in one sitting and within the scheduling constraints of the Learning Center.

Financial Services. The Student Accounts Manager (kdonathan@dallas.edu) and Financial Aid/ Veterans Affairs Director (jstjuste@dallas.edu) stand ready to advise and assist students with matters related to their student accounts and financial aid.

For example, they regularly do mandatory loan entrance and loan exit counseling to help students avoid delinquency and default on their educational loans.

Counseling Services. The Dallas Christian College faculty and staff (Vice President of Student Development and Enrollment Management, Director of Student Life and Engagement, Counseling Coordinator, Resident Hall Coordinators, and others) are readily accessible and willing to offer informal academic and/or personal counseling for individuals or groups of students. Professional counselors are available for a limited number of sessions free of charge unless students fail to keep the appointment, in which case they bear the expense. Counseling sessions are conducted under the highest standards of excellence and confidentiality. For more information, see the "Counseling and Guidance" section of the *Student Handbook* and the "Student Services" page on the website (http://www.dallas.edu/student-resources). To schedule an appointment, students should submit a Counseling Request Form available on the College website (www.dallas.edu/counseling-request).

Disability Support Services. Dallas Christian College is committed to providing qualified students with disabilities an equal opportunity to access a DCC education through the provision of reasonable and appropriate accommodations and support services. Accordingly, the College complies with Title IX of the Educational Amendments of 1972 and the subsequent reauthorization of that act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990 and subsequent amendments to that act.

All required instructional videos are close-captioned for the hearing impaired. The Moodle course management system, used for all DCC*Online* and on-campus courses, includes optimizations for the visually impaired and meets accessibility standards for screen readers. A current Moodle accessibility compliance report is available on request from the associate academic dean (blong@dallas.edu).

Students should contact the Registrar (registrar@dallas.edu) for more information and to discuss their individual needs. It is the student's responsibility to inform their instructors of any accommodations granted by DCC.

Additional Support Services Primarily for Residential and Commuter Students at DCC's Farmers Branch Campus

Alongside the support services offered to all students (see above), Dallas Christian College provides additional services to meet the needs of on-campus residential and commuter students at its Farmers Branch campus. For official policies and the most

up-to-date information on student services, spiritual life, athletics, residence life, and other aspects of campus living, see the *Student Handbook* (www.dallas.edu/student-resources) and the Student Development website (https://www.dallas.edu/studev).

Holistic Student Development. Dallas Christian College, by its very nature, provides a twofold environment: First, it is a Christian college where men and women prepare themselves to serve God as His ambassadors. Second, it is a family composed of students, staff, faculty, and administration. Since Christianity demands development of the whole person, DCC provides opportunities for holistic growth.

All DCC facilities, activities, and educational opportunities rest on the conviction that people preparing for service should "grow in wisdom and in stature and in favor with God and men" (Luke 2:52). Therefore, in training the whole person, DCC emphasizes physical, intellectual, spiritual, and social development.

A basic goal of education at DCC is the development and growth of the higher qualities of life in every student. As a foundation of this goal, DCC encourages students to exemplify Christ in all aspects of life—in attitudes, principles, and behavior.

The College aims to keep DCC as free as possible from any destructive elements that might hinder the best possible growth in Christian maturity and service. Students assume responsibility for abiding by the regulations of the College and for using discretion relative to any activities which may be spiritually or morally destructive. Use of illicit drugs, alcohol, tobacco, electric cigarettes, or any smoking device is not permitted.

Facilities. Near the center of DCC's 22-acre campus, the three-story Academic Building houses classrooms, lecture halls, the library and student learning center, computer labs, choir room, chapel, mailroom, faculty and administrative offices, and other spaces designed to support the academic endeavor.

The remaining four buildings provide a nucleus for social development by fostering community:

Single men live in Newland Hall and single women in Winslow Hall.

The Worley Student Life Center offers students a place to fellowship, study, and experience opportunities for mentoring. It features a large screen media center, games and entertainment, and a lounge area where students can relax from the rigors of study with a cup of coffee. The adjoining cafeteria provides meals to meet a

variety of tastes. Both food and atmosphere promote fellowship among students and faculty.

The Redman Gymnasium includes a basketball court, volleyball courts, and dressing rooms. Outside are well-kept baseball and soccer fields, a sand volleyball court, and other fields for general athletic activities.

These physical resources greatly facilitate DCC's mission to "educate and mentor students to be people of influence, engaging in their calling to the work of Christ in the Church and in the world."

Housing. All single students under age 20 not staying with parents or guardians must live in one of the campus residence halls, sharing together in this facet of the DCC community. Students desiring to live off campus must apply to the Director of Student Life and Engagement.

Each air-conditioned room is designed for two students, with two-room suites sharing private bath and toilet facilities. Student furnish their own linens, are responsible for the care and appearance of their room, and share in the general housekeeping of the residence hall. Televisions and refrigerators are allowed. If available, private rooms require permission from the Residence Hall Coordinator and are provided at added expense.

DCC residence halls foster a culture unique to *young* men and women. Accordingly, DCC does not permit students over 26 years of age to live in the residence halls. The Residence Hall Coordinator and the Director of Student Life and Engagement may make exceptions under certain circumstances. Generally, however, students older than 26 years of age should make alternative housing arrangements. For more on "Residence Life," see the DCC website (www.dallas.edu/residence-life). Policies and practices governing "Residence Hall Living" appear in the *Student Handbook* (www.dallas.edu/student-resources).

Food Service. The College cafeteria serves three meals per day, Monday through Friday, with a continuous food program throughout the day. In addition, a late-night meal is served on two Tuesday nights per month. No meals are scheduled when classes have been dismissed for announced holidays. The last meal served before a holiday is lunch. Students living in the residence halls are required to be on the full meal plan. Policies and practices governing "Cafeteria Use" appear in the *Student Handbook* (www.dallas.edu/student-resources).

Developing Christian Influence Program (DCI). DCC is a place for growing in relationship with God. Campus life outside the classroom plays just as important a role in the spiritual growth of students as what happens in the classroom. DCC

strives to provide an environment to enhance such growth. Chapel services and Christian Community events are held weekly for daytime students.

Christian service is central for "people of influence, engaging in their calling to the work of Christ in the Church and in the world." Dallas Christian College thus requires all students taking six or more credit hours to enroll in CHRS 1000 Developing Christian Influence, which involves active engagement in Christian service. Such ongoing service is a requirement of the Association for Biblical Higher Education (ABHE), DCC's institutional accrediting body.

CHRS 1000 Developing Christian Influence (DCI) includes three components for both traditional on-campus students and non-traditional DCC*Online* students. Requirements for each component vary depending on the student's degree program and the online or on-campus modality in which they complete the majority of their courses.

- First, all students must participate actively in their face-to-face community of faith. Traditional students are required to attend DCC chapel services and mentoring sessions held on campus each week. Non-traditional students are required to attend church services and reflect on how they are applying what they learn at DCC to their faith community.

- Second, students are required to complete and report their Christian service hours throughout their tenure at DCC. Opportunities abound for involvement in church-based service (e.g., Bible study classes, surveys, visitations, youth groups, and student preaching) and community service (e.g., hospital visitation, working with underprivileged youth, rest homes, and special programs).

- Third, traditional students are required to participate in Serve Days organized each semester by the Student Development Office. DCC*Online* students are welcome to participate in these activities but should notify the Student Development Office prior to the event.

A record of each student's service is kept. Such ongoing involvement in Christian service is *required for graduation* from DCC, as indicated in each academic program description in this catalog. These Christian service requirements may at first seem above and beyond the necessary academic studies, but they lie at the very heart of DCC's mission to prepare "people of influence, *engaging in their calling* to the work of Christ in the Church and in the world." There is no better way to apply material learned in the classroom than to serve regularly while at DCC.

A Spiritual Life Committee guides these initiatives. For more information on the Developing Christian Influence (DCI) program, see the DCC *Student Handbook* (www.dallas.edu/student-resources) and the "Spiritual Life" page on the College website (www.dallas.edu/spiritual-life).

Outreach. Dallas Christian College is committed to serving both the worldwide Church and local churches. Many opportunities are available for students to preach, teach, lead in worship, and gain valuable leadership experience. Summer outreach teams travel throughout the summer months. Ministry Teams are available for students to join on a voluntary basis. Students who travel with Ministry Teams put into practice what they have learned through leading in worship services and teaching classes in churches throughout the Southwest. Many students gain practical experience by engaging in summer-long, semester-long, year-long, or extended field experiences in the form of for-credit internships and practica, or non-credit ministry service. Each semester, students, faculty, administration, and staff join in a campus-wide Serve Day, meeting community needs together.

Student Government. Students sponsor many activities and projects during the academic year. Socials, intramural competitions, assemblies, and other events are planned and carried out by the student body led by its elected student government. The student government provides valuable assistance in the operation of campus-hosted social and ministry events. Members also serve as a sounding board for students and an advisory panel for DCC administration. Officers and representatives elected by the student body help make DCC a community of involved, committed, and joyful Christians.

Music and Worship. Worship at Dallas Christian College is centered around a corporate experience that forms and shapes the individual worshiper into the likeness of Christ. It is assumed that worship moves from the classroom to Chapel, and then into the local community and the world.

Music is an important element in life, worship, evangelism, and personal growth. Toward that end, DCC encourages the development of musical abilities and worship-leading skills.

The DCC Concert Choir, open to all students, presents messages in a variety of song genres while increasing musical skills. The Concert Choir performs in various Chapel services, at weekend performances scheduled throughout each semester, and in DCC's Commencement program each May.

All students are encouraged to participate in leading weekly Chapel services whether that involves sharing one's musical gifts or leading through prayer,

Scripture reading, personal testimony, spoken word, or other forms of worship expression.

Athletics. Development of the whole person involves the body as well as the mind. DCC therefore offers a variety of both indoor and outdoor physical activities. Athletic facilities on campus include sports fields and a gymnasium. Through intramurals, campus tournaments, and social activities, DCC students have many opportunities to stay physically active and fit.

Dallas Christian College is a member of the National Christian College Athletic Association (NCCAA). DCC competes in intercollegiate Men's Baseball, Men's and Women's Basketball, Men's and Women's Cross Country, Men's and Women's Golf, Men's and Women's Soccer, Women's Softball, and Women's Volleyball. Through such avenues, students have opportunities to use their athletic skills to minister to each other and to their opponents.

All students participating in varsity sports (including team managers) must enroll *for credit* in PHED _11_ Team Sports. For more information, see DCC's official athletics website (https://dccsports.com).

Athletic Eligibility. DCC requires student athletes to provide proof of an updated student athlete physical. When determining the eligibility of student athletes, Dallas Christian College follows the NCCAA eligibility guidelines in effect for a given semester.

Because student athletes are first students, and because they represent the College, DCC reserves the right to (1) enact additional and/or more rigorous standards for eligibility; (2) require academic mentoring as needed; and (3) suspend players from participation in practice sessions, specific games, or sets of games on the grounds of (a) poor attendance in one or more courses, (b) poor academic progress in one or more courses, (c) poor attendance in CHRS 1000 Developing Christian Influence, or (d) behavior that violates standards set in the *Student Handbook* and constitutes grounds for disciplinary action by the Student Conduct Committee.

Poor attendance in CHRS 1000 Developing Christian Influence is determined after the third week of the semester. Student athletes who have missed more than 25% of the chapel services for a given semester will be ineligible until their attendance improves to above that threshold.

Health Services. As part of DCC's ongoing effort to encourage students to maintain a healthy lifestyle, the College has adopted the requirements and recommendations described below:

Immunizations. To ensure a safe, healthy environment for living, studying, and serving—and *in accordance with Texas state law* (Chapter 21, Subchapter T, Sections Â§Â§21.612, 21.613, 21.614)—DCC *requires* all new students under 22 years of age (including transfer students) to receive a bacterial meningitis vaccination no later than 10 days prior to moving into a residence hall and/or attending on-campus classes. Every new resident under 22 years of age must provide proof of vaccination as part of the admissions process. No new resident will be permitted to move in without the required vaccination documentation.

The College *strongly recommends* several additional tests or immunizations for Tuberculosis (TB); Hepatitis A and B; Influenza (flu); Measles, Mumps, and Rubella (a 2-dose MMR—required for international students); Tetanus, Diphtheria, and Pertussis (Tdap); and Varicella (chicken pox). For details, see "Health Concerns" and related policies found in the DCC *Student Handbook* (www.dallas.edu/student-resources).

Health Insurance. Dallas Christian College *recommends* that all students carry personal health insurance. DCC will not assume financial liability for medical treatment and hospital services. Most students are protected for medical and hospital claims through family insurance programs. For students not covered under such a plan, information regarding health insurance options is available in the Student Development Office. Premium payments are the responsibility of the individual student.

DCC *requires* all students participating in intercollegiate athletics to show proof of health insurance coverage in an accident and hospitalization program before being allowed to engage in athletic competition. For more information, contact the Student Development Office.

Student Grievance Policy. A detailed explanation of the College's grievance policy appears in the *Student Handbook* (www.dallas.edu/student-resources). It covers academic and non-academic grievances, along with formal and informal resolution processes. The *Handbook* also includes a section on the "Legal Rights of Students."

PERSONNEL

Board of Trustees

Bobby Duncan, Cynthiana, Kentucky

Mary Helen Frye, Rowlett, Texas

James Hutchins, The Colony, Texas

Abhineeta Matney, Damoh, India

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David Peters (Secretary), Harmony, Florida

Tyler Reeves, Lewisville, Texas

Jack Straus (Vice-Chair), Carrollton, Texas

Dave Toney (Chair), Colleyville, Texas

Gene Tyler, Colleyville, Texas

Advisory Board for Fidelis International Seminary

Frank Schattner, D.Miss., Board Chair

Joel King, M.Div., D.Min.

Fenton Lewis, Ph.D.

"Esther" Yin Zhang, M.A.

Administration

Brian D. Smith, President, Professor of Theology (2014); B.A., Florida Christian College; M.A., Lincoln Christian University; Ph.D., University of Exeter. Florida Christian College: Registrar 2003-2008, Instructor 2005-2006, Adjunct Assistant Professor 2006-2007, Associate Dean of Academics 2007-2009, Assistant Professor 2007-2013, Associate Dean of Academics and Institutional Effectiveness 2009-2011, Vice President of Academics 2011-2013. Johnson University—Florida: Associate Provost 2013-2014, Assistant Professor 2013-2014, Professor of Theology 2014. Lincoln Christian University: Adjunct Professor 2014. Ministries in Arcadia, St. Cloud, and Stuart, Florida.

Christopher A. Davis, Vice President of Academics, Professor of Biblical Theology (2022); B.A., B.Th., Johnson Bible College; Th.M., D.Min., Ph.D., Union Theological Seminary in Virginia. Additional studies: Jerusalem University College, Milligan College, United Theological Seminary. Ministries in Indiana and Kentucky 1976-1984. Missionary to Zambia 1986. Union Theological Seminary in Virginia: Assistant Circulation Librarian 1991-1992. Minnesota Bible College: Professor of New Testament 1992-2002, Vice President of Academics, Accreditation Liaison Officer 1996-2002. Hope International University: Professor of New Testament 2002-2010, Accreditation Liaison Officer 2004-2010, Dean of the School of Professional Studies 2005-2008, Dean of the School of Graduate and Professional Studies 2008-2010. California Baptist University: Founding Academic Dean for Division of Online and Professional Studies 2010. Azusa Pacific University: Founding Chief Academic Officer/Vice President of Academics for Azusa Pacific Online University 2020-2011. Johnson University: Vice President for Academic Affairs/Provost, Accreditation Liaison Officer, Professor of Biblical Theology 2011-2014. Point University: Vice President for Graduate & Professional Studies 2015-2019, Vice President for Academic Initiatives & Accreditation 2019-2022.

Marshall A. Dunbar, Vice President of Student Development and Enrollment Management (2022); B.S., Dallas Christian College; M.Div., Liberty Baptist Theological Seminary; D.Min., Dallas Theological Seminary; Clinical Pastoral Education (CPE), North Texas Veterans Administration Medical Center. One Community Church: Pastoral Care Director 2013. Christian Community Action: Vice President of Ministry and Program Operations 2014-2018. Living Hope Christian Church: Assistant Pastor 2015-2016. Chaplaincies in U.S. Army Reserve and the North Texas VA Medical Center. College of Pastoral Supervision and Psychotherapy: Certified Member 2015-present.

Joshua ("Josh") Howard, Vice President for Disciple-Making Movements (2025); Instructor in Catalytic Ministry and Disciple-Making Movements, MA-CL Cohort Leader; B.S. in Ministry and Leadership, Dallas Christian College; M.A. in Missional Church Movements, Wheaton College; Doctor of Divinity, Dallas Christian College; founder of the church-planting school at Central India Christian Mission (CICM), the Ignite Network, and E3 Partners, three disciple-making ministries that have launched tens of thousands of churches and hundreds of thousands of Christ-followers; leader in Team Expansion's Fidelis Project; former president of Fidelis International Seminary; Director of Vision and Mobilization, Discipleship.org; co-author of *Christian Extremism: A Life Worth Dying For* and *Igniting Movements: Multiplying Churches in Dark Places*.

John William McCarty, II, Vice President of Partner Engagement (2024); B.S. Human Relations, M.B.A. Business Administration, University of Evansville; M.Div. Ministry, Oral Roberts University; further studies at NextAfter Institute for Online Fundraising and the Kellogg School of Business of Northwestern University.

Christopher Winslow, Vice President of Finance and Operations (2023); B.A., University of Nevada; Master of General Administration/Management Information Systems, University of Maryland. U.S. Army: Captain/Communications Officer 1981-1990. Utah Department of Health: Director of Information Technology, Manager of Support Services and LAN Administrator, Organizational Development Specialist 1990-1998. Truckee Meadows Community College (Reno, NV): Executive Director, Information Technology Operations 1998-2013. Summit Christian Church (Sparks, NV): Executive Pastor/Operations and Outreach 2013-2022.

Full-Time Faculty

Regina R. Foard, Professor of Intercultural Studies, Program Director for M.A. in Multicultural Engagement (2025); B.A. in Bible and Missions, Manhattan Christian College; M.A. in Intercultural Studies, Johnson University; Ph.D. in Cultural Intelligence, Oxford Centre for Mission Studies, Oxford, UK; former Director of Missional Engagement, Legacy Christian Church of Overland Park, KS; extensive experience working with migrant and refugee populations from Algeria, Congo, Iran, Iraq, Sudan, Syria, and elsewhere.

Mark Hahlen, Professor of Bible, Chair of Bible and Ministry Department (1992); B.A., Johnson Bible College; M.Div., Ph.D., Southern Baptist Theological Seminary. Additional studies at Indiana University, Emmanuel School of Religion.

Louisville Bible College: Professor 1985-1992, Visiting Professor 1992-2002. Johnson University: Visiting Lecturer 2011-present. Lincoln Christian Seminary: Adjunct Professor 2015.

Tracy Hahn, Professor of Teacher Education, Chair of Teacher Education Department (2022); B.S., Dallas Christian College; Master of Educational Leadership, Dallas Baptist University; Ed.D., Dallas Baptist University.

Gary Hardy, Director of Learning Technology (2013) and Associate Professor of Intercultural Studies (2000); B.Th., Ozark Christian College; M.A., Lincoln Christian University. Missionary to Guam and the Northern Mariana Islands.

Lyndsey Neal, Professor of Psychology, Chair of the Psychology Department (2014); M.A., Ph.D., University of St. Andrews.

Andrew Pacheco, Assistant Professor of Sports Science, Chair of the Sports Science Department (2024); B.S., M.S. Kinesiology, Dallas Baptist University; Ph.D. candidate Exercise and Sports Science, Liberty University. Fellowship of Christian Athletes.

Rebecca Pruett (Linguistics); Program Director for M.A. in Language Development and Translation; B.A. in English, Texas A&M University; M.A. in Intercultural Studies; French language studies at Tours, France; additional studies in Linguistics at the University of North Dakota and University of Texas at Arlington; Texas Secondary Education Teaching Certificate for English and Chemistry; veteran missionary to Guinea, West Africa; current Translation Specialist and Director of Training, Pioneer Bible Translators (PBT).

Frank Schattner (Catalytic Ministry/Disciple-Making Movements) Professor of Intercultural Studies, Dean of Fidelis International Seminary of Dallas Christian College; MA-CL Program Director and Cohort Leader; Chair of the Fidelis Advisory Board; B.S. in Exercise Science and Human Performance, University of Massachusetts; B.S. in Bible and Theology, William Jessup University; M.A. in Intercultural Studies/Linguistics, Hope International University; D.Min. in Intercultural Studies, Biola University; Linguistics studies, San Jose State University; studies in Exegetical Theology, Western Seminary; additional studies in Chinese, German, Hmong, Koiné Greek, Lao, and Thai language and culture; ordained minister; veteran missionary with over 40 years of global ministry experience leading Disciple-Making Movements (DMM), primarily in eastern Europe and southeast Asia; founding leader of Team Expansion's Fidelis Project; certified athletic trainer; licensed cardio-pulmonary therapist; Kairos certified

facilitator; author of *The Wheel Model: Catalyzing Sustainable Church Multiplication Movements*.

Larry Thompson, Professor of Business, Chair of Business Department (2017); B.S., Dallas Christian College; M.A., Dallas Baptist University; Ph.D., Our Lady of the Lake University. BancTec Company: Director 2004-2005. Our Lady of the Lake University: Adjunct Professor 2007-2016. T-Mobile USA: Leadership Development Manager 2006-2008, Manager of Learning and Development 2008-2009, Senior Instructional Designer 2009-2010 Senior Manager (Learning and Development) 2010-2015. Thompson Consulting Group: President and Owner 2015-present.

Melody Trowell, Associate Professor of English Literature; B.A., Abilene Christian University; M.A., University of North Texas. Published author.

David White, Arts and Sciences Department Chair; Associate Professor of Leadership; B.A., Milligan College; M.Div., Emmanuel Christian Seminary; Ph.D. in Leadership, Johnson University.

Administrative Faculty

(full-time DCC administrators and managers who occasionally teach courses)

Anthony Brewer, Associate Dean for Graduate and Online Student Services (2016); B.S. in Psychology and Bible, Dallas Christian College; M.A. in Bible and Theology, Lincoln Christian University; additional master-level studies at Hope International University and doctoral studies at Columbia International University; ordained minister.

Crystal Laidacker, Registrar (1997); A.A.S., B.S., Dallas Christian College; M.Ed., Hope International University. Dallas Christian College: Quest Recruiter 1996, Assistant Dean 2016-2018.

Brian D. Smith, Professor of Theology, President (2014); B.A., Florida Christian College; M.A., Lincoln Christian University; Ph.D., University of Exeter.

Part-Time Faculty

Kemi Ajayi (Business); B.A., London Metropolitan University; M.B.A., Grand Canyon University.

Courtney Davis (Business); B.A. Communications and Public Relations, Paine College; M.B.A. Marketing, DeVry University Keller School of Management.

Hilda McClure (Psychology); B.S., Dallas Baptist University; M.A., Dallas Theological Seminary.

Alvin Miranda (Business); B.S., City College of New York; M.A., University of Valley Forge.

Judith M. Taylor (Psychology); B.S., Liberty University; M.S., Fuller Theological Seminary; Ed.D. candidate, Liberty University; licensed Marriage and Family Therapy Associate.

Nathaniel J. Taylor (Psychology); B.S., M.P.A.S., University of Nebraska Medical College.

Fred Villa (History); B.S., Dallas Christian College; M.L.A. Liberal Arts, Dallas Baptist University; Ph.D. studies, The University of Texas at Dallas.

Adjunct Faculty

Akeem Oluwastosin Adelagun (Bible); B.B.S. Business Administration, Prairie View A&M University; M.Div. Ministry, Family of Faith Christian University; D.Min. Ministry Leadership, Liberty University; ordained minister.

Rachel Andrews (Mathematics); B.S. Interdisciplinary Studies, Stephen F. Austin State University; M.Ed. Higher Education, Abilene Christian University; Secondary Math teaching credential; Graduate Certificate in Math Education candidate.

Steve Barrett (Bible); B.A., Center for Christian Education; M.A., Abilene Christian University.

Nicholas Bergan (Economics); B.A. Economics, St. Louis University; M.S. Economics, Florida State University.

Melissa Bernard (History); B.A. Anthropology, Texas Christian University; M. A. American History, American Public University.

Elaine K. Bone (Speech Communication); B.A. Speech Communication and English, M.Ed. Education with Communications emphasis (Speech, English, Theater), Southern Nazarene University.

Dean Boston (Bible); B.A., Manhattan Christian College; M.Div., Lincoln Christian Seminary.

Gary Braugh (Business); B.A., J.D., Oral Roberts University.

Angela Brown (Education); B.A., Dallas Baptist University; M.Ed., Lamar University.

Kenneth Maverick Bryan (Sports Management); B.B.A in Business with Management and Marketing Concentrations, B.F.A. in Journalism with Public Relations Concentration, Southern Methodist University; M.A. in Advertising, M.S. in Technology Commercialization, Ph.D. in Advertising, University of Texas at Austin; M.A. in Politics, New York University; M.B.A. in Business Administration, Baylor University; M.S. in Kinesiology, Dallas Baptist University; J.D. Juris Doctor, Texas A&M University School of Law.

Alex Burnett-Hayes (Business); B.S., University of Maine; M.B.A., Texas A&M University; M.S., West Texas A&M University.

Ebony Butler (Business); B.S.B.M., M.B.A., University of Phoenix.

Blake Clevenger (Ministry); B.A., Dallas Christian College; M.A., Lincoln Christian University.

Damond Coleman (Bible); B.S., Dallas Christian College; M.A., Johnson University; M.Div. (in process), Abilene Christian University.

John Coleman (Science); M.S., Texas Tech University.

Jay Coleson (Mathematics); B.S. in Mathematics, M.S. in Mathematics, Ph.D. in Mathematics, University of Texas at Arlington.

Monica Comeaux (Business); Bachelor of Fine Arts, Sam Houston State University; M.S., University of Dallas.

Deonna Courtney (Education); B.S., University of North Texas; M.S., Texas Wesleyan University; Ed.D., Texas Woman's University.

Elizabeth Currey (English); B.A., New York University; B.S., M.S., Ph.D. (in process), Texas Woman's University.

Sarah Daniels (Voice, Music); B.M., Simpson College; M.M., Baylor University; D.M.A., University of North Texas.

Jason Derry (Life Science); B.S. Biology/Chemistry, Milligan College; Ph.D. Molecular Genetics, University of Illinois at Chicago; J.D. Juris Doctor, DePaul University College of Law.

John Dewey (Business); B.A., Harvard University; M.B.A., University of California at Los Angeles.

Josh Dickens (Marriage and Family); B.S. in Organizational Leadership, Texas A&M University; M.A. in Christian Leadership, Master of Theology candidate Dallas Theological Seminary. Vice President for Operations and Resource Development, Marriage Score, LLC.

Kevin Duplechin (Linguistics); B.A. in Biblical Literature (New Testament), Oral Roberts University; M.A. in Applied Linguistics with Bible Translation Concentration, Graduate Institute of Applied Linguistics/Dallas International University; additional studies at Lamar University and Southwestern Baptist Theological Seminary. Translation Specialist and International Language Coach, Pioneer Bible Translators (PBT). *[NOTE: Duplechin will start a doctoral program at Western Seminary in Fall 2024.]*

Sherry Fariss (Linguistics); B.A. in Spanish, M.Miss. in Missiology, Abilene Christian University; Ph.D. in Linguistics University of Texas at Arlington; CEFE, French language program for foreigners, l'Université de Tolouse, France. Bible Translation Specialist, Pioneer Bible Translators (PBT).

Ester Flores (Business); B.S.W., University of Texas-Pan American University; M.S.W., Ph.D., Our Lady of the Lake University.

Elisa Garcia (Business); B.B.A. in Business Administration with Leadership Concentration, University of Texas at Arlington; M.B.A. in Strategic Leadership, Amberton University. Human Resource Management Certificate, Master in Human Resource Management Certificate, Dallas Baptist University; Licensed Notary Public of the State of Texas.

Diana Garza (Business); B.B.A., University of the Incarnate Word; M.B.A., Ph.D., Our Lady of the Lake University.

Hope Dewell Gentry (Government); B.A., M.A., University of Wyoming. Ph.D. (in process), University of North Texas.

Nancy Golden (Religion); B.S., Dallas Christian College. M.A., Liberty Theological Seminary.

Paula Glasby (Business); B.S., Lindenwood University; M.B.A., Dallas Baptist University.

William Phillip Golden (Mathematics); Master of Electrical Engineering, University of Texas

Shayne Green (Guitar); A.A., Collin County Community College; B.S., Texas A&M University at Commerce.

Joshua Griswold (Biblical Studies); B.S. Worship Arts and Bible, Dallas Christian College; M.A. Worship Leadership and Theological Studies, Dallas Baptist University; M.Div. Christian Ministry, Southern Baptist Theological Seminary.

Roza Hagstrom (Mathematics); B.S., M.S., Pushkin Institute of Pedagogy.

Jeff Holland (Scripture Engagement); B.A. in Elementary Education, Harding University; M.M.F.T. in Marriage and Family Therapy, Abilene Christian University; currently pursuing Ph.D. in Biblical Studies, Columbia International University. Director of Care Department (member care), Personnel Division, Pioneer Bible Translators (PBT).

W. G. Hulbert (Bible); B.S., Kentucky Christian University; M.A.R., Emmanuel School of Religion; Additional studies, Baylor University.

Jonice Isom (Business); B.A., Regis University; M.A., University of Phoenix.

William Jenkins (Literature); B.A., M.A., University of Tulsa; Ph.D., University of Arkansas at Fayetteville.

Dana Jobe (Education); B.A., University of Texas at Dallas; M.Ed., M.S., Ed.D., Texas A&M University at Commerce.

Michael Kaluya (Economics); B.B.A. Finance, M.B.A. International Business Management, Dallas Baptist University; M.S. International Political Economy, M.A. Political Science, University of Texas at Dallas; Ph.D. Business Administration, Northcentral University.

Julie King (Teaching Literacy Skills); B.S. Interdisciplinary Studies, University of North Texas at Denton; M.Ed. Curriculum and Instruction, University of Texas at Arlington; multiple teacher certifications.

Matthew LaGrange (Psychology); B.A., Marian College; M.S., St. Louis University; Ph.D., Purdue University.

Lisa LaJous (English); B.A., M.A., University of California at Los Angeles; Ph.D., University of Pennsylvania.

Debbie Lamb (Music); B.M.M., Ozark Christian College; M.M., Southwestern Baptist Theological Seminary.

Stella Lee (Sociology); B.A., Prairie View A&M University; M.S., M.A., The University of Texas at Arlington.

Tyese Little (CPR, First Aid/SportsBusiness); M.A. Organizational Leadership, Lincoln Christian University.

Tanya Moreno (Psychology); Ph.D., Capella University; Licensed Professional Counselor (LPC).

Erin MacSaveny (Linguistics); B.S. in Interdisciplinary Studies with Minor in English as a Second Language K-12; M.A. in Applied Linguistics with Descriptive Linguistics Concentration, Dallas International University. Applied Linguist, East Africa Branch, Pioneer Bible Translators (PBT).

Kyle Martin (Philosophy); B.A., Kentucky Christian University; Master of Humanities, University of Dallas.

Rob Maupin (Ministry, Missions), Worley School of Ministry Program Director; B.B.L., Ozark Christian College; M.A., Wheaton College; Doctor of Intercultural Studies, Fuller Theological Seminary.

Arthur McNeese (New Testament Literature and Theology); B.A. Communication and Bible, M.A. Doctrinal Studies, D.Min. Christian Ministry, Abilene Christian University; additional studies in Communication, University of Oklahoma.

Stephen Mead (Bible and Theology); B.A. Bible and Ministry/English, Harding University; M.A. New Testament, M.Div. Ministry, Abilene Christian University.

Rich Meister (Linguistics); B.A. in Applied Linguistics and Biblical Studies, Mid-Atlantic Christian University; Graduate Certificate in Applied Linguistics, M.A. in Applied Linguistics, Dallas International University; Ph.D. candidate in Intercultural Studies, Columbia International University. Translation Specialist and Assistant Director of Eurasia Area, Pioneer Bible Translators (PBT).

Tiniesha Menete (Business); B.S., M.A., Mid-America Christian University; Ed.D. (in process), Abilene Christian University.

Peter Morgan (Philosophy); B.S., M.S., Southwestern Assemblies of God University; M.A., Loyola University; Ph.D., Liberty University.

Lori Murillo (Practical Ministries), Worley School of Ministry Program Director, Compass Ministry Practicum Director; B.S. Elementary Education, Northeastern State University; M.Ed. Elementary Education, Texas A&M University at Commerce; further studies in Bible and Ministry at Dallas Christian College and Ozark Christian College; Central Team Pastor, Compass Christian Church.

Tony Ojo (Business); B.S., University of Minnesota; M.B.A., Ph.D., Our Lady of the Lake University.

Daniel Ortiz (Worship Arts); B.Mus. in Music Education, M.A. Worship Arts, California Baptist University. Worship and Creative Arts Pastor, Valley View Christian Church.

Anthony Parker (Anthropology); B.A. in Bible and Preaching, Lipscomb University; M.A. in Missions, M.Div. in Ministry, Abilene Christian University; D.Min. in Missions and Evangelism, Trinity Evangelical Divinity School; French language study, Université Laval, Canada; multiple coaching certifications. Global Partnership Officer and Training Coach, Pioneer Bible Translators (PBT); veteran missionary to Benin, Togo, and New Zealand.

Greg Parks (Bible); B.A., M.A., Harding University.

Brad Pembleton (Practical Ministries); B.A. Bible, Dallas Christian College; M.A. Theology, Fuller Theological Seminary; D.Min. Leadership and Spiritual Formation, Portland Seminary of George Fox University.

Stephen Pereira (Life Science); B.S., Norfolk State University; M.S., Virginia State University; Ph.D., Walden University.

Pam Perkins (Instructional Technology); B.S., M.Ed., Texas Tech University.

Lorice Perry (Education, Student Success Coach); B.S., Bowie State University; M.Ed., Texas Woman's University.

John Petree (Education); Diploma, Dallas Christian College; B.S., Southwestern University; M.A., University of Texas of the Permian Basin.

Randy Porter (Team Dynamics); M.M.F.T. in Marriage and Family Therapy, Abilene Christian University; Counselor, Care Department (member care), Personnel Division, Pioneer Bible Translators (PBT); veteran cross-cultural missionary.

Greg Pruett (Anthropology, Linguistics, Multicultural Engagement); B.S. in Civil Engineering, Texas A&M University; M.A. in Intercultural Studies, Ph.D. Intercultural Studies, Fuller Theological Seminary; French language studies at Tours, France; additional studies in Linguistics at the Graduate Institute of Applied Linguistics and University of North Dakota. Veteran missionary to Guinea, West Africa; current Translation Specialist and President of Pioneer Bible Translators (PBT).

Calli Jordan ("CJ") Roberts (Sports Management); B.S. in Kinesiology, Prairie View A&M University; M.S. in Health and Human Performance with Concen-

tration in Sports Administration, Northwestern State University. DCC Assistant Volleyball Coach.

Dave Sager (Psychology); B.B.A., Master of Marriage and Family Therapy, Abilene Christian University; Ph.D., Oklahoma State University.

Edward Sanders, Adjunct Instructor in Bible and Ministry (2016); B.A., Point University; M.A., M.Div., Lincoln Christian Seminary; D.Min., Biola University. Ministries in Illinois and Missouri. United States Air Force Chaplain 2007-present. Central Christian College of the Bible: Adjunct Faculty 2010-2013. Saint Louis Christian College: Faculty 2012-2015, Academic Dean 2015-2016. Mid-Atlantic Christian University: Adjunct Faculty 2013-present. Hope International University: Adjunct Faculty, 2014-present. Mission to Russia: Board of Directors 2013-present, President 2016-present.

Ryan Shirck (Bible); B.A., Dallas Christian College; M.A.R., Emmanual Christian Seminary.

Ted Smith (Bible, Preaching); B.A., Dallas Christian College; M.A., Johnson University; M.A., Dallas Baptist University; additional studies at Abilene Christian University, Oklahoma Christian University, and Texas Christian University.

Johanna Spaulding (Art); B.S., Johnson University.

Joe Sprinkle (Hebrew Language, Biblical Studies); B.S. in Industrial Engineering, University of Oklahoma; M.Div. in Divinity, Trinity Evangelical Divinity School; M.Phil. in Hebraic and Cognate Studies, Ph.D. in Hebraic and Cognate Studies, Jewish Institute of Religion; Modern Hebrew language studies, Hebrew University (Jerusalem).

Scott Spies (Worship Arts); B.M., Oklahoma City University; M.M.E., Southern Methodist University.

Jean-Claude St. Juste (Communication); B.A., Dallas Christian College; M.A., Abilene Christian University.

Charlie Starr (Literature); B.A., Dallas Christian College; M.A., The University of Dallas; Doctor of Arts., Middle Tennessee State University.

Blair M. Thomas (Macroeconomics); B.S. in Education, Ouachita Baptist University; M.Mgt. in Telecommunications Management, MBA in International Management, University of Dallas.

Terri Thompson (Health); B.S., St. Mary's University; M.A.P.D., Dallas Baptist University.

Doug Tiffin (Religion); B.A., University of Western Ontario; Th.M., Dallas Theological Seminary; D.Min., Southwestern Baptist Theological Seminary.

Aaron Tombrella (Music); B.S., Dallas Christian College; M.A., Stephen F. Austin State University; M.Ed., University of North Texas.

Hunter Wheatcraft (Current Issues in Ministry); B.A. Biblical and Theological Studies, M.Div. Ministry, Palm Beach Atlantic University.

Phillip J. ("PJ") Ward (New Testament); B.S. Ministry Leadership, Dallas Christian College; M.A. Christian Leadership, M.A. Communication, Dallas Baptist University.

Wheeler, Shelley (Business and Leadership); B.A. in Communication, M.A. in International Studies, Dallas Baptist University.

Linda F. Whitmer, Professor of Intercultural Studies (2024); B.S. in Bible and Christian Education, Kentucky Christian University; M.A. in New Testament Exegesis and Christian Education, Johnson University; M.S. in Intercultural Studies, Ph.D. in Intercultural Studies, Fuller Theological Seminary; veteran missionary in Zimbabwe and with Pioneer Bible Translators (PBT).

Stephen M. Whitmer, Professor of Intercultural Studies (2024); B.S. in Bible and Christian Ministries, Kentucky Christian University; M.A. in New Testament Exegesis and Mission, Johnson University; M.A. in Intercultural Studies, Ph.D. in Intercultural Studies, Fuller Theological Seminary; veteran missionary in Zimbabwe and with Pioneer Bible Translators (PBT).

Todd M. Whitmer (Microfinance and Sustainable Development); B.A. in Bible and Ministry, Johnson University; M.B.A. in Business Administration, Hope International University.

Donna Williams (Science); B.S., Campbellsville University; M.S., Eastern Kentucky University; M.A.C.E., D.E.M. (in process), Dallas Theological Seminary. Additional studies, Miami University of Ohio.

Brad Willits (Linguistics, Multicultural Engagement); B.A. in Cross-Cultural Studies, M.A. in Cross-Cultural Studies, Abilene Christian University; Ph.D. in Bible Translation, Vrije Universiteit (Amsterdam, Holland); Field Ministries Officer, Pioneer Bible Translators (PBT).

Lisa Wube (Physical Education); M.S., North Carolina Central University.

Faculty Emeriti

Christopher A. Davis, *Vice President of Academics Emeritus*, Professor of Biblical Theology (2022); B.A., B.Th., Johnson Bible College; Th.M., D.Min., Ph.D., Union Theological Seminary in Virginia. Additional studies: Jerusalem University College, Milligan College, United Theological Seminary; DCC Vice President of Academics (2022-2025).

Mark Fish, History and Humanities *Faculty Emeritus*; B.A., Johnson Bible College; M.Div., Emmanuel School of Religion; Ph.D., University of North Texas. Dallas Christian College: Director of Ministry and Leadership 2000-2006, Admissions Counselor 2006-2007, Associate Professor of History and Dean of Admissions 2016-2017, Professor of History and Chair of the Arts and Sciences Department (2018-2025).

Bonnie Graem, Music *Faculty Emerita*; B.M., Millikin University; M.M.E., University of North Texas.

Cara Snyder, Literature *Faculty Emerita*; B.A., Vanderbilt University; M.A., Texas Christian University; M.R.E., Emmanuel School of Religion; Ph.D., University of North Texas.

Selected Staff

Rachel Andrews, Admissions Counselor

Jana Atchley, Associate Director, Worley School of Ministry

Karla Bacon, Director of Alumni and Partner Engagement

Jose Barrera, Facilities Assistant

Emmanuel Bland, Head Coach Men's Basketball

Mark Bohls, Head Coach Women's Volleyball

Anthony Brewer, Associate Dean of Graduate and Online Student Services

Anthony Brewer, Director of Admissions

Eric Derry, Executive Director, Fidelis International Seminary

Denny Dixon, Head Coach Men's Baseball

Annette Esclavon, Controller

Karima Gabriel, Resident Hall Coordinator, Winslow Hall

Mariana Galanos, Director of Student Life and Engagement

Joel Garcia, Head Coach Women's Basketball

Gary Hardy, Director of Learning Technology

Kate Donathan, Student Accounts Manager

David Lagunez, Director of Facilities

Megan Lawson, Head Coach Women's Softball

Andy Lee, Director of Online Learning, Fidelis International Seminary

Logan Lowry, Head Coach Men's and Women's Soccer

Kenny Marchant, Jr., Relations Associate

Gregg Mucerino, Athletics Director

Patrick Neal, Resident Hall Coordinator, Newland Hall

Lorice Perry, Student Success Coach and Title IX Coordinator

Jason Smith, Library and Educational Resources Coordinator

Austin Speer, Admissions Counselor, Head Coach Men's and Women's Cross-Country

Jean-Claude St. Juste, Financial Aid Counselor, Veterans Affairs

Debra Thompson, Facilities Coordinator

Parker Turley, Sports Information Director

Abigail ("Abby") Wheeler, Administrative Coordinator and Assistant Registrar for Fidelis International Seminary

COURSE DESCRIPTIONS AND PROGRAM COMPETENCIES

Course Descriptions. Courses currently taught by Dallas Christian College appear below in alphabetical order. Each course description includes (1) a course prefix identifying the curricular area; (2) course number in which the first digit indicates course level, the second digit identifies the number of credit hours, and the third and fourth digits differentiate courses; (3) course name; (4) number of semester credit hours; (5) a short description of course content; (6) prerequisites as applicable; and (7) any other special considerations regarding the course.

A Texas Common Course Number (TCCN) indicates courses transferable to Dallas Christian College from other Texas schools (and vice-versa), assuming that the course is applicable to the student's degree plan and meets all other transfer requirements.

Regarding course level: The DCC curriculum intentionally moves students from lower level (1000, 2000) toward higher level (3000, 4000) and then graduate levels (5000, 6000) of intellectual activity and professional skill. 1000-level courses are generally taken by freshmen, 2000-level courses by sophomores, 3000- and 4000-level courses by juniors and seniors, and 5000- and 6000-level courses by graduate students. For further explanation see "Lower versus Upper Division Courses" in the section of this catalog providing an "Introduction to Academics" at DCC.

Courses and their descriptions may change, be added, or be deleted without notice through normal academic processes. The College reserves the right to withdraw any scheduled course with insufficient registration. Not all courses described in the following pages are offered each year. See academic advisors for help with navigating the course schedule.

Program Competencies. DCC offers some degree programs on a Competency-Based Education (CBE) model. To earn these degrees, students do not pass courses but demonstrate required professional competencies. In the following list, program competencies are interspersed among the course descriptions. The competencies are numbered and formatted very much like course descriptions.

ACCT: ACCOUNTING

ACCT 2301 Accounting I (3 credits) ***[TCCN# ACCT 2301]***
An introduction to the financial accounting process, including the four basic financial statements and how they work together to report the financial condition of a company. Students will understand how accounting information is prepared and, more importantly, how to use that information to make business decisions. *Prerequisite: MATH 1332 College Mathematics.*

ACCT 2302 Accounting II (3 credits) ***[TCCN# ACCT 2302]***
A continuation of ACCT 2301 with an emphasis on revenue recognition, inventory, accounting for long-term assets and depreciation, long-term debt financing, and equity financing. *Prerequisite: ACCT 2301 Accounting I.*

ACCT 3301 Accounting for Managers (3 credits)
A study focusing on the manager's ability to understand certain accounting information and react in a way that serves the best interests of the owners/ shareholders of the company. Students will understand the information, its sources, and most importantly, how to transform that information into a plan of action that will enable the company to meet its financial, operating, and customer satisfaction objectives. *Prerequisite: ACCT 2302 Accounting II.*

ANTH: ANTHROPOLOGY

ANTH 5110 Analysis of Religions (1 credit)
[M.A. IN LANGUAGE DEVELOPMENT AND TRANSLATION COMPETENCY]
[M.A. IN MULTICULTURAL ENGAGEMENT COMPETENCY]
The student identifies common characteristics of religious systems, both practices and beliefs, and their functions within a local religious-cultural context, analyzing the potential impact of an existing religious system upon the successful spread of the gospel within that context and exploring the concept of redemptive analogies if applicable. *Prerequisite: ANTH 5210 Applied Anthropology.*

ANTH 5130 Ethnographic Research (1 credit)

[M.A. IN LANGUAGE DEVELOPMENT AND TRANSLATION COMPETENCY]
[M.A. IN MULTICULTURAL ENGAGEMENT COMPETENCY]

The student applies proven ethnographic research methods to develop specialized knowledge of a chosen cultural context, including historical influences, religious beliefs and practices, social structures, political systems, and economic environments. The student establishes implications of the findings for contextualized ministry practice. *Prerequisite: ANTH 5210 Applied Anthropology.*

ANTH 5210 Applied Anthropology (2 credits)

[M.A. IN LANGUAGE DEVELOPMENT AND TRANSLATION COMPETENCY]
[M.A. IN MULTICULTURAL ENGAGEMENT COMPETENCY]

The student demonstrates a comprehensive understanding of the theological principles, theoretical foundations, methodologies, and key concepts that provide a framework for the successful study of cultures with special consideration given to cultural analysis and its applications for the messenger and the message.

ANTH 5310 Animism (3 credits)

[M.A. IN LANGUAGE DEVELOPMENT AND TRANSLATION COMPETENCY]
[M.A. IN MULTICULTURAL ENGAGEMENT COMPETENCY]

The student articulates common animistic frameworks and practices, identifying distinctives between Christian and animistic belief systems in the process of formulating a contextualized gospel message for a specific animistic context.

ANTH 5320 Islam (3 credits)

[M.A. IN LANGUAGE DEVELOPMENT AND TRANSLATION COMPETENCY]
[M.A. IN MULTICULTURAL ENGAGEMENT COMPETENCY]

The student describes and explains key elements of Islam by articulating major theological assumptions and communication preferences shaping the Muslim world; describing ministry approaches appropriate to basic cultural, social and theological dimensions of Islam; and evaluating the implications of varying expressions of Christian contextualization into Islamic contexts.

ANTH 5330 Belief System Research (3 credits)

[M.A. IN LANGUAGE DEVELOPMENT AND TRANSLATION COMPETENCY]
[M.A. IN MULTICULTURAL ENGAGEMENT COMPETENCY]

The student describes and explains key elements of a specified organized religious system by articulating major theological assumptions shaping the contexts in which the religion is being practiced; describing ministry approaches appropriate to basic cultural, social and theological dimensions of the religion; and evaluating the implications of varying expressions of Christian contextualization into contexts and communities where the religion is primarily practiced.

ANTH 6120 Worldview Analysis (1 credit)

[M.A. IN LANGUAGE DEVELOPMENT AND TRANSLATION COMPETENCY]
[M.A. IN MULTICULTURAL ENGAGEMENT COMPETENCY]

The student analyzes cultural data collected through the process of participant observation and other sources to discover worldview assumptions underlying the observed behaviors and stated beliefs, exploring possible personal and ministry applications. *Prerequisite: ANTH 5210 Applied Anthropology.*

ANTH 6130 Dynamics of Cultural Change (1 credit)

[M.A. IN LANGUAGE DEVELOPMENT AND TRANSLATION COMPETENCY]
[M.A. IN MULTICULTURAL ENGAGEMENT COMPETENCY]

Drawing from cultural change theory and the ethics of change within a culture, the student analyzes a chosen community for potential change agents, wisdom leaders, resource people, advocates, and innovators; assesses opportunities for and opposition to sharing the gospel; and develops strategies for planting transformative faith communities that are self-sustaining, culturally relevant, and mission-focused. *Prerequisite: ANTH 5210 Applied Anthropology.*

ANTH 6210 Local Theologies (2 credits)

[M.A. IN LANGUAGE DEVELOPMENT AND TRANSLATION COMPETENCY]
[M.A. IN MULTICULTURAL ENGAGEMENT COMPETENCY]

The student articulates the cultural and theological principles underlying the process of fostering the development of a biblical hermeneutic that is both true to the original intent of the texts and relevant to the specific needs and insights of the cultural context of a community of faith. *Prerequisite: ANTH 5210 Applied Anthropology.*

BIBL: BIBLE

BIBL 1331 New Testament Survey (3 credits)

An introduction to the story of the Bible as it unfolds in the New Testament. Readings and assignments in this course will include readings from the Bible and from Logos™ software library resources. *Special Consideration: License Fee required for Logos™ Bible Software.*

BIBL 1332 Old Testament Survey (3 credits)

An introduction to the story of the Bible as it unfolds in the Old Testament. Readings and assignments in this course will include readings from the Bible and from Logos™ software library resources. *Special Consideration: License Fee required for Logos™ Bible Software.*

BIBL 2101 Bible Basics (1 credit)

This course is designed to teach students the fundamentals of the Bible’s structure and the rationale behind the authority and reliability of the Bible as God's inspired

word to people. It will also explore how the Bible can be used in the character development of leaders' personal lives. *Special Consideration: This course is part of DCC's Compass Ministry Practicum.*

BIBL 2104 Bible Application in Ministry (1 credit)
This course focuses on how ministry leaders can use and apply the Bible to sustain themselves and those the leader oversees. Students will complete a major project incorporating multiple aspects of learning. The student will provide evidence of leadership competency and growth over the previous two-years. *Special Consideration: This course is part of DCC's Compass Ministry Practicum.*

BIBL 2105 Understanding the Old and New Testaments (1 credit)
This course is an overview of the historical framework, structure, metanarratives, and interpretation issues associated with the Old and New Testament. Special consideration will be given to current applications of Old and New Testament teaching, as well as addressing some of the more difficult issues for the modern Christian. *Special Consideration: This course is part of DCC's Compass Ministry Practicum.*

BIBL 2110 Biblical Study and Application (1 credit)
This course is designed to equip students with skills and tools to study the Bible effectively. They includes basic hermeneutics, inductive methods, exegetical processes, study principles, and procedures for reliable text exposition. The emphasis of this course is for students to learn how to study, interpret, and apply the Scriptures to life properly. As burgeoning Compass leaders, students are expected to develop a passion and discipline for studying the Word of God. After this course, students will evidence understanding of Scripture in several key theological areas (The Trinity, Salvation, Faith, Grace, Sanctification, Sacraments, Eternal Life, Community, and Discipleship). Students must also develop competency in communicating this foundational understanding to others. *Special Consideration: This course is part of DCC's Compass Ministry Practicum.*

BIBL 2301 Synoptic Gospels (3 credits)
A study of the life and teaching of Jesus as found in Matthew, Mark, and Luke. *Prerequisite: BIBL 1331 New Testament Survey.*

BIBL 2325 Divine Word: Exploring the Bible (3 credits)
Students develop an in-depth understanding of the origins, reliability, interpretation, and application of the Bible. Through an exploration of biblical themes, hermeneutical principles, cultural engagement, and apologetics, students develop a robust biblical worldview and learn how to apply biblical truth to contemporary issues and challenges. *Special Consideration: This course is open only to students enrolled in*

the Worley School of Ministry, a DCC ministry apprenticeship program hosted by the Compass Church.

BIBL 2330/3301 Introduction to Biblical Research (3 credits)
An introduction to principles and methods of sound exegetical study of the Bible using inductive Bible study principles and various Bible study tools. Computer-assisted biblical research using resources from the Logos™ software. *Special Considerations: License Fee required for Logos™ Bible Software. BIBL 2330/3301 Introduction to Biblical Research is a prerequisite for all Upper Division Bible courses.*

BIBL 3310/GREK 3310 Greek Exegesis I (3 credits)
A thorough review of forms and syntax of Greek with a more advanced study of Greek grammar. Special attention is given to those areas in which knowledge of Greek makes a unique impact on understanding the New Testament. *Prerequisite: GREK 2320 Greek II.*

BIBL 3313 Pentateuch (3 credits)
An introduction to Genesis, Exodus, Leviticus, Numbers, and Deuteronomy, with study of selected portions of the creation and patriarchal narratives, the exodus, the Law and Israel's wandering in the wilderness. *Prerequisites: BIBL 1332 Old Testament Survey and BIBL 2330/3301 Introduction to Biblical Research.*

BIBL 3314 Acts (3 credits)
A historical and theological study of the book of Acts with attention to the life and teaching of the early church and their implications for the church today. *Prerequisites: BIBL 1331 New Testament Survey and BIBL 2330/3301 Introduction to Biblical Research.*

BIBL 3315 Hebrews (3 credits)
An introduction to and study of the book of Hebrews, with a review of exegetical principles and skills especially relevant for students lacking skill in the original languages of scripture. *Prerequisites: BIBL 1331 New Testament Survey and BIBL 2330/3301 Introduction to Biblical Research.*

BIBL 3320/GREK 3320 Greek Exegesis II (3 credits)
A continuation of BIBL 3310/GREK 3310 Greek Exegesis I.

BIBL 3322 Psalms and Wisdom Literature (3 credits)
An introduction to and study of selected portions of Job, Psalms, Proverbs, Ecclesiastes, and Song of Songs, with discussion of the relevance of the literature for spiritual formation, practical wisdom, and ministry task. *Prerequisites: BIBL 1332 Old Testament Survey and BIBL 2330/3301 Introduction to Biblical Research.*

BIBL 3323 Pastoral Epistles (3 credits)
An introduction to and examination of 1 and 2 Timothy and Titus, with emphasis on the characteristics of church leadership. *Prerequisites: BIBL 1331 New Testament Survey and BIBL 2330/3301 Introduction to Biblical Research.*

BIBL 3324 Johannine Literature (3 credits)
An overview and examination of texts, concepts, terms and symbols within the Gospel of John, the epistles of John, and Revelation. Special emphasis will be given to the various interpretive approaches of Revelation. *Prerequisites: BIBL 1331 New Testament Survey and BIBL 2330/3301 Introduction to Biblical Research.*

BIBL 3325 Prison Epistles (3 credits)
A study of the background, theology, and content of Ephesians, Philippians, Colossians, and Philemon, giving special attention to the exegesis of these epistles. *Prerequisites: BIBL 1331 New Testament Survey and BIBL 2330/3301 Introduction to Biblical Research.*

BIBL 3335/PMIN 3335 Preaching the Old Testament (3 credits)
A course designed to explore methods and approaches of effectively preaching sermons based on Old Testament texts. The course will develop advanced hermeneutical skills to express biblical and theological concepts from the Old Testament. Students will then create and deliver expository sermons based on this information. *Prerequisites: BIBL 2330/3301 Introduction to Biblical Research and PMIN 2325 Biblical Preaching.*

BIBL 3345/PMIN 3345 Preaching the New Testament (3 credits)
A course designed to explore methods and approaches of effectively preaching sermons based on New Testament texts. The course will develop advanced hermeneutical skills to express biblical and theological concepts from the New Testament. Students will then create and deliver expository sermons based on this information. *Prerequisites: BIBL 2330/3301 Introduction to Biblical Research and PMIN 2325 Biblical Preaching.*

BIBL 4300 Special Topics in Bible (3 credits)
Reading and research in an area of biblical studies selected by the Bible Department faculty. Prerequisites: BIBL 1331 New Testament Survey, BIBL 1332 Old Testament Survey, and BIBL 2330/3301 Introduction to Biblical Research or permission of the professor directing the study.

BIBL 4306 Joshua-Esther (3 credits)
A study of the background and content of the historical books of the Old Testament (Joshua, Judges, Ruth, 1 and 2 Samuel, 1 and 2 Kings, 1 and 2 Chronicles, Ezra,

Nehemiah, and Esther). *Prerequisites: BIBL 1332 Old Testament Survey and BIBL 2330/3301 Introduction to Biblical Research*

BIBL 4307 Paul's Letters (3 credits)
A study of the letters written by the Apostle Paul with special emphasis given to the student's use of correct hermeneutical principles and procedures. *Prerequisites: BIBL 1331 New Testament Survey and BIBL 2330/3301 Introduction to Biblical Research.*

BIBL 4309 Interpretation of The Old Testament (3 credits)
An application of the procedures of biblical interpretation to Old Testament literature with a view toward applying the teaching in contemporary ministry contexts. *Prerequisites: BIBL 1332 Old Testament Survey and BIBL 2330/3301 Introduction to Biblical Research*

BIBL 4310 Romans (3 credits)
An analysis of the epistle to the Romans with emphasis on the logical structure of the book. Special attention is given to the formation of a personal worldview, based on an overview of Romans and God's grace within it. *Prerequisites: BIBL 1331 New Testament Survey and BIBL 2330/3301 Introduction to Biblical Research.*

BIBL 4312 Revelation (3 credits)
A discussion of the various interpretive approaches to Revelation with careful exposition of the text. *Prerequisites: BIBL 1331 New Testament Survey and BIBL 2330/3301 Introduction to Biblical Research.*

BIBL 4315 Hebrew Prophetic Literature (3 credits)
An introduction to and study of significant portions of the Hebrew literary prophets, emphasizing the unfolding of God's redemptive plan. Doctrinal implications and ministry values of the literature are discussed. *Prerequisites: BIBL 1332 Old Testament Survey and BIBL 2330/3301 Introduction to Biblical Research*

BIBL 4320 Senior Bible Seminar (3 credits)
An integration of the various courses and experiences the student has had relating to biblical exegesis, theology, and communication. The course aims to refine the student's ability to exegete biblical passages and to communicate biblical truth. *Prerequisites: BIBL 2330/3301 Introduction to Biblical Research and 9 credit hours of 2000-, 3000-, or 4000-level Bible courses. Special Considerations: Degree Completion Program students must complete Introduction to Biblical Research in the Upper Division (BIBL 3301) or complete an additional approved Upper Division Bible course. Assignments differ in the two levels. Students may enroll in the Senior Bible Seminar only in one of the two final semesters prior to graduation.*

BIBL 5315 Transformative Engagement with Scripture (3 credits)
Students learn exegetical and hermeneutical principles and methods for genre conscious and culturally sensitive engagement with Scripture for personal and group spiritual formation. They develop strategies that enable themselves and others to have meaningful and transformative experiences with God's Word, based on sound exegesis. *Prerequisite: THEO 5310 The Emerging Kingship of God.*

BIBL 5320 Exegetical Studies (3 credits)
[M.A. IN LANGUAGE DEVELOPMENT AND TRANSLATION COMPETENCY]
The student interprets the meaning of biblical texts rapidly and accurately without falling into any of the common exegetical fallacies, demonstrating the ability to carry out the exegetical check of a Bible translation project.

BIBL 5331 Critical Intro to Biblical Texts: Old Testament (3 credits)
[M.A. IN LANGUAGE DEVELOPMENT AND TRANSLATION COMPETENCY]
The student articulates the various criticism methods and criteria for establishing the books included in the biblical collection of Old Testament texts. In addition, the student analyzes the characteristics of the various features, literature, and metanarrative of Scripture.

BIBL 5332 Critical Intro to Biblical Texts: New Testament (3 credits)
[M.A. IN LANGUAGE DEVELOPMENT AND TRANSLATION COMPETENCY]
The student articulates the various criticism methods and criteria for establishing the books included in the biblical collection of New Testament texts. In addition, the student analyzes the characteristics of the various features, literature, and metanarrative of Scripture.

BIOL: BIOLOGY

BIOL 1322/EXSC 1322 Nutrition for Sport and Exercise (3 credits)
This course focuses on principles of nutrition for a healthy lifestyle, weight control, stress management, enhanced performance, and prevention of health threats such as cardiovascular disease, cancer, and obesity. Students apply principles of nutrient metabolism as they relate to physical exercise and athletic competition. The course also develops understanding of the proper selection and administration of sport supplements, risk factors involved in consuming supplements, and how specific supplements may or may not affect performance.

BUAD: BUSINESS ADMINISTRATION

BUAD 1301/PMIN 1301/PSYC 1301 Introduction to Leadership (3 credits)
An examination of the founding, forming, fundamentals, and beginning of leadership studies. It will provide a basic understanding of leadership definitions, theories, and concepts. Additionally, it will review and discuss differences and

similarities between leadership and management. Emphasis will be placed on the origins of both management and leadership. This course will also explore the leadership journey from its beginning through the current day, drawing together both theoretical reasoning and practical application.

BUAD 1315/PMIN 1315/PSYC 1315 Leadership and Change (3 credits)
This course will focus on using individual leadership skills to initiate, innovate, and lead change in social, cultural, economic, and business environments. This course will further drive the need for change; first with the leader, and secondly, within those in which the leader influences. This course will challenge the learner not to be satisfied with the *status quo*, but rather to be inspired to drive continuous change that will lead to the betterment of humankind. It will assess the learner's individual acceptability to change as well as their ability to lead change. This course will also equip learners with the tools to investigate change management processes that will include change planning: implementation, execution, monitoring, measuring results, and making course corrections. Learners who complete this course will understand that nothing is stagnant; change is not a choice; it is a necessity and a condition of effective leadership.

BUAD 2310 Principles of Business Management (3 credits)
An introduction to the process of managing and working effectively with people. Emphasis is given to clarifying and sharpening management values, knowledge, and skills with special focus on decision-making, leadership, ethics, and quality.

BUAD 2311/PMIN 2311/PSYC 2311 Leadership Styles (3 credits)
A focus on the understanding and principles of the various leadership behavioral styles. It will also provide for succinct comprehension and usages of the various as related to specific and unique circumstances. This course will delineate the various aspects of a leader's style and compare the organizational effectiveness of managerial tendencies. This course will provide practical application of the tools and usages of the various leadership models as compared and contrasted with nurture or nature theories. This course will provide a historical perspective of the various styles that have separated and anchored the differences between leadership and management.

BUAD 2312/PMIN 2312/PSYC 2312 Psychology of Leadership (3 credits)
An examination of the understanding of actions of a leadership through the prism emotions and cognitive reasoning. The understanding of social identity and the transformative actions of leadership as it relates to a variety of groups. This course will focus on the value of social intelligence, the valuing of change and others, and the rationale for decisions made. This course will show the effects of reciprocal relations between social identity and social reality. How identity influences the type

of society people create and in turn adopts. *Prerequisite: BUAD 1301 Introduction to Leadership, BUAD 1315 Leadership and Change, or BUAD 2311 Leadership Styles.*

BUAD 2321/PMIN 2321 Introduction to Conflict Management (3 credits)
A study of various communication theories and their impact on conflict situations, with an examination of the styles of conflict management and the integration of these theories into the necessary tools for effective negotiation.

BUAD 2333 Principles of Selling (3 credits)
An introduction to the foundational elements of selling. It will provide a succinct approach to the basic stages of selling in general environments. This course will delineate the various aspects of selling models in multiple market segments, while providing a broad overview of understanding a common sales approach and model. This course will briefly outline the history of selling, while focusing on developing a basic and general outline of the selling steps within organizations. This course will provide practical applications of selling within both general and vertical markets. This course will provide general information on pipeline and forecasting elements as well as the leadership component in managing sales opportunities.

BUAD 2334/PMIN 3334 Business Plan and Presentation Skills (3 credits)
This course prepares students to present material properly and professionally by employing a presentations structure and protocol to advance success.

BUAD 3305 Principles of Marketing (3 credits)
An overview of marketing functions, marketing concepts, marketing research, and marketing ethics, including market segmentation and target marketing.

BUAD 3306/PMIN 3306/PSYC 3306 Servant Leadership (3 credits)
An examination of the application of servant leadership principles in the workplace and church. It will provide a basic understanding of the theory of servant leadership and the essential qualities associated with leading people from a servant's perspective. This course will delineate the various aspects of leaders who obtain results through leadership skills as opposed to servant leadership skills in particular. This course will also provide self-insights into one's servanthood tendencies through the lenses of emotional intelligence and a Christian worldview. *Prerequisite: BUAD 1301 Introduction to Leadership, BUAD 1315 Leadership and Change, or BUAD 2311 Leadership Styles.*

BUAD 3309 Leadership and Ethics (3 credits)
This course will focus on leadership while upholding ethical and moral standards in delivering results that are not compromised by social, economic, or political choices. This course will further help to distinguish between adaptive challenges of

society and personal biases and practicing leadership from the standards of moral Christian Ethics. This course will further assist learners to become ethically conscience on how to handle business issues that leaders are facing today that challenge Christian principles. Learners will gain the understanding and the need to become morally courageous, ethically principled, and sociably responsible through the application of Bible-based ethical standards. Prerequisite: *Prerequisite: BUAD 1301 Introduction to Leadership, BUAD 1315 Leadership and Change, or BUAD 2311 Leadership Styles*.

BUAD 3317/PMIN 3317/PSYC 3317 Transformational Leadership (3 credits)
This course will focus on leadership and the aspects of transformational dimensions and its components. The course will look intensively into the dynamics of people in leadership position and their affects upon the human condition through the lenses of people sensitivity. The course will focus on the four main drivers of transformational leadership as its application within the business and church environment. This course will analyze modern day leaders and assess their skills against the matrix of transformational characteristics. This course will also investigate emotional intelligent aspects of leadership in comparison and complementary association with being a transformative leader. *Prerequisites: BUAD 1301 Introduction to Leadership plus one of the following: BUAD 1315 Leadership and Change, BUAD 2311 Leadership Styles, or BUAD 3309 Leadership and Ethics.*

BUAD 3325 Human Resource Management (3 credits)
A study of the fundamental functions of human-resource management as they affect the relationship between management and personnel including effects of personality, aptitudes, attitudes, and communication skills on job motivation and performance.

BUAD 4303 Business Legal Environment (3 credits)
This course focuses on legal rights and social forces that shape governments, business, and society, including regulatory law, employment law, contracts, personal property, bailments, strict liability, sales and product liability, and accountant's liability.

BUAD 4317/PMIN 4317/PSYC 4317 Applied Leadership (3 credits)
This course will focus on using the key people, customer-centric, organizational communications and problem-solving skills learned in previous leadership courses and apply all of these skills simultaneously in real world application. This course will allow for real world application as filtered through the lenses of leading teams, managing chance and change, the levels of decision-making, maintaining a customer centric focus, and assessing organizational behavior with the intent of

influencing behavior. This course is a culmination of experiencing real leadership change through an intensive application of experiencing and leading change through practical and situational leadership. This course will explore and demonstrate the full range leadership model through leading and influencing change in dynamic and fluid situations. *Prerequisite: BUAD 3317 Transformational Leadership.*

BUAD 4350 Business Internship (3 credits)
A field-based study applying classroom content to practical experience specific to the Business major. Includes an orientation before entering the actual practicum. Arranged through the Business Department in cooperation with the Student Development Office. *Prerequisite: Approval of the Department Chair. Special Consideration: A Practicum Application must be approved prior to registration.*

BUSI: BUSINESS

BUSI 1307 Personal Finance (3 credits) *[TCCN# BUSI 1307]*
An introduction to financial literacy with an emphasis on real and changing financial needs and best practices in financial management.

CATL: CATALYTIC LEADERSHIP

CATL 5010 MA-CL Program Orientation (0 credits)
This online "course" orients students to the M.A. program in Catalytic Leadership (MA-CL) and introduces five themes integrated throughout that program: (1) Biblical Metanarrative, (2) Disciple-Making Movements, (3) Spiritual Formation, (4) Public Policy, and (5) Personal Wellness. *Special Consideration: Limited to students enrolled in the MA-CL program.*

CATL 5310 Creator and Creation (3 credits) [Modules (= Lessons) 1-5]
This course introduces the concept of the Biblical Metanarrative and begins a study of Old Testament Theology by focusing on the Creator God and His Creation as described in the Book of Genesis. Major themes include (1) the growing evidence for intelligent design; (2) the false dichotomy between science and Christian faith; (3) human creation in the "image of God" and its implications for human relationships with God and others, human rights, and human civilizations; and (4) how a biblical worldview shapes concepts of purpose and meaning, good and evil, aesthetics, virtue, character, and the "good life." Students consider the redemptive role of disciple-making movements and the "Wheel Model" for catalyzing sustainable multiplication efforts. They also begin a process of Spiritual Formation through Scripture memorization and meditation accompanied by an intentional approach to

physical health and Personal Wellness. *Prerequisite: CATL 5310* MA-CL *Program Orientation.*

CATL 5315 Fall and Redemption (3 credits) [Modules 6-10]
Learners continue their study of Old Testament Theology with a focus on Creation's Fall from its original goodness in Genesis 3 and the redemptive actions of God reflected in the Pentateuch, later Prophets, and Wisdom Literature. Major themes include (1) God as a Missionary God; (2) the Lord's call for His people to act as a light for all nations, Jew and Gentile; (3) Old Testament promises of the coming Messiah and Kingdom of God; (4) movements of God's Holy Spirit; (5) the Missionary God's call today for massive, revolutionary, disciple-multiplying movements; and (6) how the Scriptures guide believers to engage in the project of creating God-honoring civil societies. They also continue their Spiritual Formation through Scripture memorization and meditation accompanied by a faith-led approach to physical health and Personal Wellness. The course ends with a formative oral exam covering issues raised in CATL 5310 Creator and Creation and CATL 5315 Fall and Redemption. *Prerequisite: CATL 5310 Creator and Creation.*

CATL 5320 Mission of God I (3 credits) [Modules 11-15]
MA-CL students continue their preparation for catalytic leadership on five parallel tracks: First, they strengthen their theological foundation through careful study of the redemptive mission of God revealed in covenant promises that began to form the People of God. Students also learn and apply proven hermeneutical principles for approaching different biblical genres, including narrative, poetry, metaphor, prophecy, and apocalyptic. Second, cohorts begin Zúme (Greek for "yeast"—see Matthew 13:33) training, an online, obedience-based course designed to form and empower disciples who rapidly multiply disciples around the globe. Third, students begin an historical, philosophical, and theological review of the Western Heritage from Genesis to John Locke, highlighting the biblical roots of virtue, freedom, liberal democracy, and self-government necessary for a civil and just society. Students compare and contrast non-western worldviews seen in Confucianism, Buddhism, and Hinduism. Fourth, students continue their Spiritual Formation through memorization and meditation on pertinent passages of Scripture. Fifth, they continue their faith-led approach to Personal Wellness under the guidance of health professionals. *Prerequisite: CATL 5315 Fall and Redemption.*

CATL 5340 Mission of God II (3 credits) [Modules 16-20]
In this continuation of CATL 5320, students consider the place of the Mosaic Covenant and Law, the Babylonian Exile, and Major and Minor Prophets in the biblical metanarrative. Public Policy studies review the Middle Ages, rise of Islam, Renaissance, Reformation and Counter-Reformation, England's shift from an absolute monarchy to a constitutional monarchy, the Scientific Revolution, and the

influence of philosophers such as Montesquieu, Rousseau, Hobbes, and Locke. Zúme training proceeds with practical skills and fruitful ministry practices, such as prayer, personal testimony, the Lord's Supper, stewarding relationships and formation of 3/3rds groups. Students continue their Spiritual Formation through Scripture memorization and meditation accompanied by a faith-led approach to physical health and Personal Wellness. The course ends with a formative oral exam covering issues raised in CATL 5320-5340 Mission of God I-II. *Prerequisite: CATL 5320 Mission of God I.*

CATL 5350 Kingdom of God (3 credits) [Modules 21-26]
MA-CL students engage in a deeper exploration of the theology of the Messiah and the coming Kingdom of God in the Old Testament, including God's promises to David in 2 Samuel, the Royal Psalms, the Suffering Servant of God in Isaiah, the Son of Man in Daniel, and other key texts. In the area of Public Policy, they survey the development of political theory, beginning with the contributions of ancient Athens and Sparta. Zúme training introduces "leadership cells." Student Spiritual Formation and Personal Wellness initiatives continue. *Prerequisite: CATL 5340 Mission of God II.*

CATL 5325 Jesus the Messiah (3 credits) [Modules 27-30]
Students explore four important themes in Old Testament Theology—the Word of God, the Holy Spirit of God, the Glory of God, and the Inclusivity of God. Then they turn their attention to the New Testament with the witness to Jesus the Messiah found in Matthew, Mark, John, and Luke-Acts. The course introduces a practical tool for disciple-makers called "Walk Thru the Bible," an approach to teaching the story of Scripture using images and hand motions. MA-CL Zúme, Spiritual Formation, and Personal Wellness initiatives continue. The course ends with a formative oral exam covering issues raised in CATL 5350 Kingdom of God and CATL 5325 Jesus the Messiah. *Prerequisite: CATL 5350 Kingdom of God.*

CATL 5335 Jesus' Legacy (3 credits) [Modules 31-35]
This course focuses on the fulfillment of Old Testament promises in the New Testament, developments during the Apostolic and Post-Apostolic periods, ten epochs of redemptive history from 2,000 B.C. to A.D. 2,000, and the Theology of the End Times. Students learn principles of spiritual leadership and the stages of Christian leadership development. They demonstrate the ability to teach others using the "Walk Thru the Bible" method, and they are introduced to another tool for disciple-makers called "Firm Foundations" (or "Chronological Bible Teaching" or "Chrono"). Students continue practicing Zúme, Spiritual Formation, and Personal Wellness strategies. *Prerequisite: CATL 5325 Jesus the Messiah.*

CATL 5345 Sharing the Biblical Metanarrative (3 credits) [Modules 36-40]
Instructors model the "Firm Foundations" chronological Bible teaching method aimed at transforming worldviews through telling the biblical story from "Creation to Christ." Students practice these skills themselves, drawing on their MA-CL studies of the biblical metanarrative and theology. In the Public Policy component of the course, students continue to track the development of political theory from Constantine to the American Revolution, showing how the Bible's influence shaped the Western Tradition toward creating the most free and civil societies the world has ever known. Students reflect on the ongoing destruction of Western culture through its gradual rejection of Christianity and how the Church, indwelt by God's Spirit, can help counter cultural decay. Students continue their Zúme, Spiritual Formation, and Personal Wellness strategies. The course ends with a formative oral exam covering issues raised in CATL 5335 Jesus' Legacy and CATL 5345 Sharing the Biblical Metanarrative. *Prerequisite: CATL 5335 Jesus' Legacy.*

CATL 5360 The American Experiment I (3 credits) [Modules 41-45]
This course focuses on the nature of biblical "freedom" and the United States' unprecedented experiment of a free and virtuous people governing themselves. Students delve into the Founders' rationale for the Articles of Confederation, Declaration of Independence, U.S. Constitution, separation of powers, limited government, and Bill of Rights. The course also gives attention to milestones in the development of the Western theological tradition, including the grace of God in Judaism and the Hebrew Bible, the Trinitarian Controversy, the Pelagian Controversy, and teachings of Thomas Aquinas. Cohort members reflect on four eras of the modern missionary movement, consider examples of the effective use of "Firm Foundations" on the mission field, and continue polishing their skills in telling the Biblical Story. They continue implementation of their Spiritual Formation and Personal Wellness strategies as they weigh the fruit of their Zúme disciple-multiplication initiatives. *Prerequisite: CATL 5345 Sharing the Biblical Metanarrative.*

CATL 5370 The American Experiment II (3 credits) [Modules 46-50]
Participants continue their analysis of the American Experiment with a focus on the Executive, Legislative, and Judicial branches of government, along with the state of Constitutionalism today. They discuss the decline of institutions of freedom in America and how to restore them. Students consider additional milestones in the development of the Western theological tradition, including concepts of Heaven and Hell, Martin Luther on Justification, the Council of Trent on Justification, Christianity and the Enlightenment, and Knowing God in 21st century. Students continue their Zúme, Spiritual Formation, and Personal Wellness strategies. The course ends with a formative oral exam covering issues raised in CATL 5360 -

CATL 5370 The American Experiment I-II. *Prerequisite: CATL 5360 The American Experiment I.*

CATL 6310 Christian Perspectives on the Past Century I (3 credits) [Modules 51-57]
Students move into full implementation of the Walk Thru the Bible, Firm Foundations, and Zúme tools in ministry settings. They also examine a variety of Christian perspectives on issues of the past century. Examples include Victor Davis Hansen on the stakes of World War II and its aftermath, Dietrich Bonhoeffer on "cheap grace" versus "costly grace," Aleksandr Solzhenitsyn on the Soviet "gulag archipelago," MLK, Jr. on the "Other America," Eric Metaxas on Marxist thought, George Orwell on totalitarianism and how freedom dies, and Sebastian Gorka on attempts to dismantle Christian civilization from the inside. Instructors challenge students to translate their knowledge of the gospel into obedience and Christian activism toward a more free, civil, and just society. Students continue preparations for the MA-CL Graduation Exam. *Prerequisite: CATL 5370 The American Experiment II.*

CATL 6320 Christian Perspectives on the Past Century II (3 credits) [Modules 58-65]
In this continuation of CATL 6310, students consider additional issues, such as Clarence Thomas on the Constitution and Supreme Court, Thomas Sowell on racial oppression, John F. Kennedy's challenge to a free people, Donald Trump on threats to Western freedom, Sam George of Ghana on efforts to redefine family and weaken the Universal Declaration of Human Rights, Viktor Frankl on the human search for meaning, Dietrich Bonhoeffer on the cost of discipleship, Floyd McClung on "apostolic passion," Martin Luther King, Jr. on a "blueprint" for life, and Dr. Ben Carson on how to live a good life. Instructors challenge students to consider the crucial role of pastors in sustaining virtue, freedom, and self-government in a civil, and just society. Students continue their use of Walk Thru the Bible, Firm Foundations, and Zúme tools in ministry settings. They also continue preparations for the MA-CL Graduation Exam. The course ends with a formative oral exam covering issues raised in CATL 6310 - CATL 6320 Christian Perspectives on the Past Century I-II. *Prerequisite: CATL 6310 Christian Perspectives on the Past Century I.*

CATL 6030 MA-CL Graduation Assessment (0 credits)
Students make final preparations and complete the MA-CL Graduation Assessment, which they must pass to earn the Master of Arts in Catalytic Leadership. The Assessment takes the form of a direct, summative, two-hour, one-on-one, oral discussion conducted by the Dean of the Seminary or his designee. It measures how well students have mastered and integrated the five MA-CL program competencies: (1) Biblical Metanarrative, (2) Disciple-Making Movements, (3) Spiritual Formation, (4) Public Policy, and (5) Personal Wellness. It assesses students'

knowledge, ministry skills, and how their hearts have changed through the course-work and fieldwork they completed during the learning journey. *Prerequisite: CATL 6320 Christian Perspectives on the Past Century II. Special Considerations: To earn the MA-CL degree, students must earn a grade of "Competent." If necessary, students may repeat the Graduation Assessment multiple times until they achieve the required level of competence.*

CHRS: CHRISTIAN SERVICE

CHRS 1000 Developing Christian Influence (0 hours)

An overview of spiritual formation through participation in a community of faith, Christian service, mentoring, special projects, and internship if required of the major. Required of all students enrolled in six or more hours per semester, regardless of how many semesters have already been earned. *Special Consideration: Credit for this course is ordinarily non-transferable.*

DVLS: DEVELOPMENTAL STUDIES

DVLS 0101 Building Academic Success (1 non-credit hour)

This course provides practical skills necessary for improving academic performance and achieving success in college. Concepts covered include note taking, study skills, organization, time management, test-taking strategies, research skills, and writing skills. Students are ultimately expected to integrate and apply skills discussed in the course. May be required of new students admitted on a provisional basis due to low ACT/SAT scores and/or who did not pass the assessment. Also, is required of students on academic probation. Students who want to improve their study skills may take this course. *Special Consideration: Credit for this course does not count toward a degree and is ordinarily non-transferable.*

DVLS 0103 Developmental Math (1 non-credit hour)

A review of basic mathematical literacy skills to prepare for college-level courses or accomplish related individual goals. This course is designed to refresh and strengthen students' basic math and algebra skills. The course covers topics ranging from operations on fractions and integers and basic arithmetic concepts to exponents, radicals, and polynomials, as well as solving and graphing linear equations and factoring. *Special Consideration: Credit for this course does not count toward a degree and is ordinarily non-transferable.*

DVLS 0106 Developmental Algebra (1 non-credit hour)

A review of beginning topics in algebra to ease the transition to college algebra or other college-level work. May be required of new students admitted on a provisional basis due to low ACT/SAT scores and/or who did not pass the assessment. *Special*

Consideration: Credit for this course does not count toward a degree and is ordinarily non-transferable.

DVLS 0310 Developmental Reading and Writing (3 non-credit hours)
An integrated approach to elevate writing and reading skills for college-level work. Students review the foundations of good writing, emphasizing the development of complete, clear sentences and coherent paragraphs. Reading skills, such as identifying main ideas, enhancing vocabulary and building comprehension, will be developed. Study skills will also be addressed. *Special Considerations: This course may be required of new students due to low ACT/SAT scores and/or not passing the pre-assessment. This course is a prerequisite to ENGL-1310 Composition I. Students must earn a "C" or higher in order to advance to ENGL-1310 Composition I. Special Consideration: Credit for this course does not count toward a degree and is ordinarily non-transferable.*

ECON: ECONOMICS

ECON 2301 Macroeconomics (3 credits) *[TCCN# ECON 2301]*
An introduction to principles of macroeconomics within the framework of classical, Keynesian, monetarist, and alternative models. Emphasis is given to national income determination, money and banking, and the role of monetary and fiscal policy in economic stabilization and growth. Other topics include international trade and finance.

EDUC: EDUCATION

EDUC 3110 TExES Prep Seminar (1 credit)
This course helps students prepare for the Texas Examination of Educator Standards (TExES). It focuses on content and sample questions from state authorized preparation manuals distributed by the Educational Testing Service, as well as Proficiencies for Teachers in Learner-Centered Schools and other publications. Students must earn a minimum score of 85% on a DCC-administered post-test to be authorized by the Teacher Education Department to take the TExES examination. *Prerequisite: Approval by the Teacher Education Department Chair.*

EDUC 3320/PSYC 3320 Educational Psychology (3 credits)
An introduction to the psychological bases of instructional systems. Examines developmental learning of children, adolescents, and adults; teacher behavior and other applications of psychology to education; and construction, validation, and use of classroom measurement and diagnostic procedures. *Prerequisite: PSYC 2314 Developmental Psychology.*

EDUC 4301 Educational Technology (EC-12) (3 credits)
As technology continues to advance, the expectations of how future teachers integrate technology into their classrooms also continues to change. This course considers new, research-supported levels of instructional integration of technology for all classrooms. It also explores new ways of sharing ideas, differentiating for student needs, and scaffolding for student success.

EDUC 4309 Discipline and Classroom Management (EC-12) (3 credits)
An examination of research-based techniques, this course will explore classroom and student management in diverse settings and with diverse populations. Additionally, teacher candidates will explore systems that assist with maintaining an efficient classroom while considering the importance of parental communication and student safety. This course includes a 30-hour field placement requirement.

EDUC 4311 Methods of Social Studies and Geography (EC-12) (3 credits)
An examination of strategies used for teaching social studies and geography. Emphasis will include understanding the Texas Essential Knowledge and Skills (TEKS) for various social studies courses, lesson planning, lesson presentation, and assessment-driven instruction. This course will accompany the teacher candidate's Field-Based Experiences (FBEs).

EDUC 4312 Methods of Teaching Science and Math (EC-6) (3 credits)
An examination of the methods used for teaching science and math. Along with an analysis of the Texas Essential Knowledge and Skills (TEKS) for elementary science and math curriculum, this course will present strategies and methods that include problem solving, inquiry, generating hypotheses, predicting, discovery, experimentation, and application of theories in learning. This course will accompany the teacher candidate's Field-Based Experiences (FBEs).

EDUC 4314 Methods of Reading and Related Language Arts (EC-12) (3 credits)
An examination of literacy development through skills, strategies, and critical thinking will be explored. Special emphasis will include an analysis of the Texas Essential Knowledge and Skills (TEKS) for English Language Arts-Reading (ELA), lesson planning, assessment-driven instruction, and English language learners. This course will accompany the teacher candidate's Field-Based Experiences (FBEs).

EDUC 4319 Methodology (3 credits)
An introduction to a practical set of teaching methods that are highly engaging and encourage student thinking. Special emphasis will be given to understanding differentiation while recognizing appropriate methods in order to maximize the learning segment.

EDUC 4320 Foundations of Reading (EC-6) (3 credits)
An introduction to the theories of language and literacy development, this course will explore teacher knowledge, classroom assessment, research-based methods, response to intervention (RTI), motivation and engagement, technology and new literacies, and family and community connections. Additionally, research-based approaches to develop understandings of linguistics, cueing systems, letter-sound relationships, phonemic awareness, phonics, word recognition, and spelling are examined.

EDUC 4321 Philosophy and History of Christian Education (3 credits)
An examination of education from Christian and biblical perspectives, includes the history of philosophical Christian concepts related to education as well as the integration of Christianity into the curriculum of elementary and secondary schools.

EDUC 4358 Teaching and Learning (EC-12) (3 credits)
As the introductory course for students entering the Teacher Education program, this course will explore the relationship between instruction and assessment while considering the importance of lesson preparation and differentiation. Additionally, formative, summative, and performance assessment strategies will be modeled through practical application as a part of candidates preparing lessons for various learning styles, literacy challenges, and classroom diversity.

EDUC 4360 Teaching Literacy Skills (EC-12) (3 credits)
Literacy in reading, writing, speaking, and technology is the emphasis for this course. Candidates will learn and apply research skills, phonics, reading, writing, speaking, and listening assessment skills, content reading and writing skills, skills in teaching and maintaining comprehension, and a variety of technology skills relevant to the teaching and practice of literacy. The TEKS for English Language Arts and Reading and technology, as well as methods of teaching these skills, will be mastered. Candidates will study research related to literacy, will learn how to do the TPRI, running records and a variety of literacy assessment tools.

EDUC 4361 Educational Assessment (EC-12) (3 credits)
This course will explore the use and development of formative, summative, and performance assessments, and how to align the appropriate assessment to a developed learning outcome/target. Additionally, the teacher candidate will analyze specific assessment data considering how to use the data to inform instructional decisions.

EDUC 4362 Teaching Diverse Learners (EC-12) (3 credits)
Students will learn the characteristics, behaviors, and needs of diverse learners, including students with special needs and disabilities, gifted students, second

language learners, economically disadvantaged learners, etc. Candidates will learn to identify and use the appropriate terminology related to the needs of the learner. Development of Individual Educational Plans (IEPs), teacher roles and responsibilities in the Admission-Review and Dismissal committee (ARDs), the Language Proficiency Assessment Committee (LPAC), and the legal and ethical considerations and issues in providing an appropriate educational environment for the diverse learner will be studied and applied. Candidates will know the requirements of the law related to Child Find, child abuse, and inclusion. This course includes a 30-hour field placement requirement.

EDUC 4363 Professional Expectations and Ethics (EC-12) (3 credits)

This course will prepare the student for the requirements of teaching in Texas. The legal and ethical expectations of Texas educators, the standards of curriculum, and the test frameworks (TExES) will be reviewed, practiced and discussed in each course. This course will provide a review of the competencies and expectations of the PDAS and TxBESS. Students will participate in professional development activities and seminars related to the standards and certification requirements. Practice tests for state certification will be administered as a part of the course. This course will accompany the teacher candidate's student teaching.

EDUC 4904 Professional Internship (EC-12) (9 hours)

A field-based student internship experience, lasting two complete semesters, in a TEA-approved, accredited school. Students apply the principles of the certification program in the classroom under the supervision of a mentor teacher and the college. Internship is for those employed as the "teacher of record" in their classroom. *Special Consideration: To cover travel expenses of field supervisors, students pay a Professional Internship Supervision Fee.*

EDUC 4910 Early Childhood/Elementary Student Teaching (EC-6) (9 hours)

A Field-Based Experience (FBE) for early childhood/elementary school teacher candidates, emphasizing multi-cultural settings and including observations of teaching in local, accredited, TEA-approved schools. This is a 12-week long, full-time student teaching assignment under the supervision of an experienced, early childhood/ elementary school master teacher. *Special Considerations: This course must be completed during the student's final semester prior to graduation. To cover travel expenses of field supervisors, students pay a Professional Internship Supervision Fee.*

EDUC 4920 Secondary Student Teaching (7-12) (9 hours)

A Field-Based Experience (FBE) for secondary school teacher candidates, emphasizing multi-cultural settings and including observations of teaching in local, accredited, TEA-approved schools. This is a 12-week long, full-time student

teaching assignment, in the teacher candidate's content area subject, under the supervision of an experienced, secondary school master teacher. *Special Considerations: This course must be completed during the student's final semester prior to graduation. To cover travel expenses of field supervisors, students pay a Professional Internship Supervision Fee.*

EDUC 4930 All-Level Student Teaching (EC-12) (9 hours)
Field-Based Experience (FBE) for all level schoolteacher candidates, emphasizing multi-cultural settings and including observations of teaching in local, accredited, TEA-approved schools. This is a 12-week long, full-time student teaching assignment, in the teacher candidate's content area subject, under the supervision of an experienced, content area master teacher. *Special Considerations: This course must be completed during the student's final semester prior to graduation. To cover travel expenses of field supervisors, students pay a Professional Internship Supervision Fee.*

ENGL: ENGLISH AND LITERATURE

ENGL 1310 Composition I (3 credits) ***[TCCN# ENGL 1301]***
A study of effective written composition, including reading and writing of informal and analytical essays, study of word parts, and review of grammar, usage, and punctuation.

ENGL 1320 Composition II (3 credits) ***[TCCN# ENGL 1302]***
A continuation of ENGL 1310, including conducting research, research writing, and reading and writing about various literary genres. *Prerequisite: ENGL 1310 English Composition I.*

ENGL 2311/3314 English Literature I (3 credits)** ***[TCCN# ENGL 2322 for 2311]
A survey of English prose and poetry from the Anglo-Saxon period through the neo-classic period. *Prerequisites: ENGL 1310 English Composition I, ENGL 1320 English Composition II. Special Consideration: See note on next page.**

ENGL 2312/3313 American Literature I (3 credits) ***[TCCN# ENGL 2327 for 2312]***
A survey of American prose and poetry from the Colonial period through the latter nineteenth century, including writers of African, American, Asian, and European cultural origin. *Prerequisites: ENGL 1310 English Composition I, ENGL 1320 English Composition II.*

ENGL 2313/3310 World Literature I (3 credits)** ***[TCCN# ENGL 2332 for 2313]
A study of selected masterpieces of prose and poetry from ancient Asian, European, and African cultures through the sixteenth century. *Prerequisites: ENGL 1310*

*English Composition I, ENGL 1320 English Composition II. Special Consideration: See note on next page under ENGL 3311.**

ENGL 2321/3322 English Literature II (3 credits)** ***[TCCN# ENGL 2323 for 2321]
A continuation of ENGL 2311, from Romanticism to the present. *Prerequisites: ENGL 1310 English Composition I, ENGL 1320 English Composition II. Special Consideration: See note below under ENGL 3311.**

ENGL 2322/3323 American Literature II (3 credits) ***[TCCN# ENGL 2328 for 2322]***
A continuation of ENGL 2312, to the present. *Prerequisites: ENGL 1310 English Composition I, ENGL 1320 English Composition II.*

ENGL 2323/3320 World Literature II (3 credits)** ***[TCCN# ENGL 2333 for 2323]
A continuation of ENGL 2313 to the present, including writers of African, American, Asian, and European cultural origin. *Prerequisites: ENGL 1310 English Composition I, ENGL 1320 English Composition II. Special Consideration: See note below under ENGL 3311.**

ENGL 2340 Literature Survey (3 credits)
An introduction to masterpieces of Western civilization, including the epic, narrative poetry, drama, the novel, and the short story, designed to develop analytical reading skills and an appreciation for literature that reflects diverse cultures. *Prerequisites: ENGL 1310 English Composition I, ENGL 1320 English Composition II.*

***ENGL 3311 Introduction to Shakespeare (3 credits)**
A study of at least twelve plays, including comedy, tragedy, history, and romance. *Prerequisites: ENGL 1310 English Composition I, ENGL 1320 English Composition II.**

> **NOTE:* Teacher Education majors must complete these courses in the Upper Division (3000-level). Other baccalaureate students may complete them in the Lower Division (2000-level) to fulfil Literature requirements in the Gen Ed Core. Interdisciplinary Studies majors choosing English as a concentration must complete a minimum of 6 credits of Upper Division courses in the concentration. Assignments differ in the two levels.

ENGL 3312 Children's Literature (3 credits)
A study of the types and styles of literature written for children at different levels of reading ability and comprehension, including analysis of what is suitable literature for children. *Prerequisite: ENGL 1310 English Composition I, ENGL 1320 English Composition II. Special Consideration: This course does not fulfil Literature requirements in the General Education Core.*

ENGL 3316 C. S. Lewis (3 credits)
An introduction to C. S. Lewis and his writing, surveying essential works in literature, philosophy, and theology. An analysis of writing styles and formats for autobiography, fiction, science fiction, fantasy, treatises, essays, poetry, philosophical theory, philosophical argumentation, literary criticism, literary theory, literary history, and letters. *Prerequisites: ENGL 1310 English Composition I, ENGL 1320 English Composition II*.

ENGL 3324 Creative Writing (3 credits)
An exploration of the structure of various literary genres, including practice in writing and editing for publication. *Prerequisites: ENGL 1310 English Composition I, ENGL 1320 English Composition II. Special Consideration: This course does not fulfil Literature requirements in the General Education Core.*

ENGL 3326/HIST 3326/HUMA 3326 American Historical Novels (3 credits)
The Historical Novel (or Historical Fiction) is a genre of writing that takes actual people and/or events from history and tells their stories while adding fictional content and literary form. This course will seek to explore the genre of historical novel as an effective way of understanding history while enjoying literature and fictional narrative. This course will explore historical novels from different time periods of American history. *Prerequisite: ENGL 1320 English Composition II*.

EXSC: EXERCISE SCIENCE

EXSC 1310 Sports and Recreation Leadership (3 credits)
This course introduces sports and recreation leadership as an academic major, a professional endeavor, and a spiritual calling. The course begins with a brief survey of DCC degree programs in this field and related career opportunities. Students reflect on biblical/theological perspectives on lifetime health and wellness, including care of the body as a "temple of the Holy Spirit" meant for "glorifying God" (1 Cor 6:19-20). They also consider ways sport and fitness leaders have promoted Christ and influenced people through sports ministries, health programs, mission outreach, and organizations such as the Fellowship of Christian Athletes, the Association of Church Sports and Recreation Ministers, and the National Christian College Athletic Association (NCCAA) of which DCC is a member. The course focus then shifts to principles of leadership, including major theories, concepts, skills, and practical applications. Students analyze leadership styles of effective sport and fitness coaches and managers in the context of their times and settings. In these ways, the course helps students begin to develop their own goals and philosophy of sports and recreation leadership.

EXSC 1322/BIOL 1322 Nutrition for Sport and Exercise (3 credits)
This course focuses on principles of nutrition for a healthy lifestyle, weight control, stress management, enhanced performance, and prevention of health threats such as cardiovascular disease, cancer, and obesity. Students apply principles of nutrient metabolism as they relate to physical exercise and athletic competition. The course also develops understanding of the proper selection and administration of sport supplements, risk factors involved in consuming supplements, and how specific supplements may or may not affect performance.

EXSC 2310 Applied Exercise Anatomy and Physiology (3 credits)
This course introduces the effects of exercise on major systems in the body, including cellular, skeletal, neuromuscular, cardiovascular, respiratory, glandular, and metabolic systems. Students also examine other factors influencing human performance, including climate, altitude, body composition, gender-specific differences, acute exercise stress, cardiovascular disease, and ergogenic aids. Knowledge and application of these scientific principles are necessary to develop peak performance in athletes and to maintain health and fitness in the general population. A lab component focuses on practical applications based on these studies.

EXSC 3315 Coaching Baseball and Softball (3 credits)
This course equips students for entry-level coaching by focusing on basketball and softball fundamentals, skills and strategies, teaching and training methods, scouting, team development, equipment, and game rules and procedures. Students receive instruction in video editing technology and film breakdown for performance analysis. This course includes a practicum component working with DCC baseball and/or softball teams. *Prerequisite: PHED 1321 Principles of Athletic Coaching.*

EXSC 3316 Coaching Basketball (3 credits)
This course equips students for entry-level coaching by focusing on basketball fundamentals, skills and strategies, teaching and training methods, scouting, team development, equipment, game rules and procedures, and officiating. Students receive instruction in video editing technology and film breakdown for performance analysis. This course includes a practicum component working with DCC basketball teams. *Prerequisite: PHED 1321 Principles of Athletic Coaching.*

EXSC 3317 Coaching Soccer (3 credits)
This course equips students for entry-level coaching by focusing on soccer fundamentals, skills and strategies, teaching and training methods, scouting, team development, equipment, game rules and procedures, and officiating. Students receive instruction in video editing technology and film breakdown for performance analysis. This course includes a practicum component working with DCC soccer teams. *Prerequisite: PHED 1321 Principles of Athletic Coaching.*

EXSC 3318 Coaching Volleyball (3 credits)
This course equips students for entry-level coaching by focusing on volleyball fundamentals, skills and strategies, teaching and training methods, scouting, team development, equipment, game rules and procedures, and officiating. Students receive instruction in video editing technology and film breakdown for performance analysis. This course includes a practicum component working with DCC volleyball teams. *Prerequisite: PHED 1321 Principles of Athletic Coaching.*

EXSC 3335 Coaching Golf (3 credits)
This course equips students for entry-level coaching by focusing on golf fundamentals, skills and strategies, teaching and training methods, scouting, team development, equipment, rules and procedures, and ethics. Students receive instruction in video editing technology and film breakdown for performance analysis. This course includes a practicum component working with DCC golf team. *Prerequisite: PHED 1321 Principles of Athletic Coaching.*

EXSC 4150 Orientation to Sport and Fitness Internships (1)
This orientation prepares Sports Science majors for an internship in their chosen area of specialization—that is, for EXSC 4350 Athletic Coaching Internship, SPMT 4350 Sports Management Internship, or SPMN 4350 Sports and Recreation Ministry Internship. Conducted as an interactive seminar, the orientation introduces the parameters of the internship experience, including student requirements, responsibilities, policies, expectations, professional etiquette, and faculty support prior to and during the internship. Students construct professional goals and objectives and then research and contact prospective internship sites and supervisors. Internship study can provide many opportunities for valuable practical experiences since the student can select, within established DCC guidelines, both the site and type of experience desired. By the conclusion of the seminar, students are required to (1) secure an internship site; (2) secure a qualified field instructor who agrees to supervise, mentor, and evaluate the student during the internship experience; (3) submit a supervisor-approved list of learning opportunities planned for the internship that will help the student achieve his/her stated learning goals; (4) schedule the start date, end date, and weekly time commitments for the internship; and (5) review workplace policies and procedures. The DCC Sports Science program coordinator must approve all elements of the internship plan at least two weeks prior to start. *Special Considerations: Students should complete the Orientation during the semester immediately prior to starting the internship. By the start date, students must have completed all prerequisites for the type of internship chosen.*

EXSC 4350 Athletic Coaching Internship (3)
In this capstone experience for the Athletic Coaching Major, students integrate theory, practice, and faith through a field-based leadership experience under the mentorship of a DCC faculty member and an approved field supervisor. To receive credit for the internship, students must complete a minimum of 75 hours (or about 5 hours per week over a 15-week semester) of active work in the field. *Prerequisites: (1) EXSC 4150 Orientation to Sport and Fitness Internships; (2) senior student status with a minimum cumulative GPA of 2.50; (3) successful completion of all courses in the Sports Science Core plus PHED 1321 Principles of Athletic Coaching; and (4) prior approval by the DCC Sports Science program coordinator. Special Consideration: The Athletic Coaching Internship is graded on a Pass/Fail basis.*

GENS: GENERAL STUDIES

GENS 1111 DCC 101 (1 credit)
Study of and practice in the basic skills needed for success at Dallas Christian College, including academic, technical, social, and spiritual skills. Each section will include elements targeted to a specific program and will also introduce the basic skills needed for the other programs. Required of all students the first semester of enrollment. *Special Consideration: Students pay the first of four Logos™ Bible Software Fees for this powerful tool used in DCC 101 and future courses. If students pay all four fees, they retain ownership of the software license.*

GENS 2111 DCC 201 (1 credit)
Study of the culture, policies, and procedures of Dallas Christian College. Required the first semester of enrollment of all DCC*Online* students and traditional transfer students with a cumulative GPA of 2.5 or higher. *Special Consideration: Students pay the first of four Logos™ Bible Software Fees for this powerful tool used in DCC 201 and future courses. If students pay all four fees, they retain ownership of the software license.*

GEOG: GEOGRAPHY

GEOG 1300 Introduction to Geography (3 credits) *[TCCN# GEOG 1300]*
An introductory course designed to acquaint students with the breadth of Geography. This includes an examination of the physical environment, environmental issues, and the cultural, economic, and political factors that influence human activities and societies.

GOVT: GOVERNMENT

GOVT 2310 National and State Government (3 credits)

An analysis of national, state, and local government in the United States, including the Articles of Confederation, the U.S. Constitution, the national party system, and the departments of government. History of state government and constitutions are examined, with special emphasis on the state of Texas, including the state legislature, the governor and state administration, the state court system, local government, and other state and local government issues.

GREK: GREEK

GREK 2310 Greek I (3 credits)

An introduction to the basic elements of New Testament Greek, stressing familiarity with vocabulary, forms, grammar, and translation skills.

GREK 2320 Greek II (3 credits)

A continuation of GREK 2310 Greek I.

GREK 3310/BIBL 3310 Greek Exegesis I (3 credits)

A thorough review of forms and syntax of Greek with a more advanced study of Greek grammar. Special attention is given to those areas in which knowledge of Greek makes a unique impact on understanding the New Testament. *Prerequisite: GREK 2320 Greek II.*

GREK 3320/BIBL 3320 Greek Exegesis II (3 credits)

A continuation of GREK 3310/BIBL 3310 Greek Exegesis I.

GREK 5310 Greek I (3 credits)

[M.A. IN LANGUAGE DEVELOPMENT AND TRANSLATION COMPETENCY]
[M.A. IN MULTICULTURAL ENGAGEMENT COMPETENCY]

The student utilizes the parsing, grammatical, and lexical assistance of Bible tools and software to exegete and interpret Koiné Greek New Testament texts, demonstrating the ability to evaluate the accuracy of a translation with regard to its meaning.

GREK 5320 Greek II (3 credits)

[M.A. IN LANGUAGE DEVELOPMENT AND TRANSLATION COMPETENCY]
[M.A. IN MULTICULTURAL ENGAGEMENT COMPETENCY]

In this continuation of GREK 5000, the student utilizes the parsing, grammatical, and lexical assistance of Bible tools and software to exegete and interpret Koiné Greek New Testament texts, demonstrating the ability to evaluate the accuracy of a translation with regard to its meaning.

HEBR: HEBREW

HEBR 3310 Hebrew I (3 credits)
An introduction to the basic elements of Hebrew, stressing familiarity with vocabulary, forms, grammar, and translation skills. *Prerequisites: BIBL 1332 Old Testament Survey, BIBL 2330/3301 Introduction to Biblical Research.*

HEBR 3320 Hebrew II (3 credits)
A continuation of HEBR 3310 Hebrew I.

HEBR 4311 Hebrew Exegesis (3 credits)
An application of elementary Hebrew to exegesis in specific passages of the Hebrew Bible.

HEBR 5310 Hebrew I (3 credits)
[M.A. IN LANGUAGE DEVELOPMENT AND TRANSLATION COMPETENCY]
[M.A. IN MULTICULTURAL ENGAGEMENT COMPETENCY]
The student utilizes the parsing, grammatical, and lexical assistance of Bible tools and software to exegete and interpret Hebrew Old Testament texts, demonstrating the ability to evaluate the accuracy of a translation with regard to its meaning.

HEBR 5320 Hebrew II (3 credits)
[M.A. IN LANGUAGE DEVELOPMENT AND TRANSLATION COMPETENCY]
[M.A. IN MULTICULTURAL ENGAGEMENT COMPETENCY]
In this continuation of HEBR 5000, the student utilizes the parsing, grammatical, and lexical assistance of Bible tools and software to exegete and interpret Hebrew Old Testament texts, demonstrating the ability to evaluate the accuracy of a translation with regard to its meaning.

HIST: HISTORY

HIST 1311 World Civilization I (3 credits) ***[TCCN# HIST 2321]***
A survey of world history and culture from prehistory to the fifteenth century, with emphasis on ancient civilizations and their development.

HIST 1321 World Civilization II (3 credits) ***[TCCN# HIST 2322]***
A survey of world history and culture from the sixteenth century to the present, with emphasis on global civilizations and the development of modern worldviews.

HIST 2311 United States History I (3 credits) ***[TCCN# HIST 1301]***
A survey of United States history and culture from the colonial period to the Civil War, with emphasis on colonial and antebellum societies, including a detailed study of the Civil War.

HIST 2321 United States History II (3 credits) ***[TCCN# HIST 1302]***
A survey of United States history and culture from Reconstruction to the present, with emphasis on the rise of the United States as a world power and the growing pluralism of contemporary society.

HIST 3311 History of Christianity (3 credits)
A survey of Christian history and theology from the apostolic era to the present, with special focus on the theological, institutional, and social context. *Prerequisites: HIST 1311 World Civilization I and either HIST 1321 World Civilization II or permission from the Department Chair.*

HIST 3320/THEO 3320 American Christianity (3 credits)
A survey of Christian history in America, with special focus on the Stone-Campbell Movement in its North American context.

HIST 3321 Advanced Studies in Civilizations (3 credits)
An advanced study of world history from prehistory to the present, with emphasis on cross-cultural contacts. *Prerequisites: HIST 1311 World Civilization I and HIST 1321 World Civilization II.*

HIST 3322 Ancient World (3 credits)
An advanced study of Near Eastern and Greco-Roman society and civilization from prehistory to late antiquity, with emphasis on cultural, political, and religious developments.

HIST 3325/HUMA 3325 American Civil Rights (3 credits)
An examination of the American Civil Rights movement covering roughly the years 1954-1965, beginning with an understanding of the origins of racism, particularly in the Jim Crow South.

HIST 3326/ENGL 3326/HUMA 3326 American Historical Novels (3 credits)
The Historical Novel (or Historical Fiction) is a genre of writing that takes actual people and/or events from history and tells their stories while adding fictional content and literary form. This course will seek to explore the genre of historical novel as an effective way of understanding history while enjoying literature and fictional narrative. This course will explore historical novels from different time periods of American history. *Prerequisite: ENGL 1320 English Composition II.*

HIST 4320 Texas History (3 credits)
An advanced study of the history and culture of Texas from prehistory to the present, with emphasis on the origin of Texas and its developing pluralism. *Prerequisites: HIST 2311 United States History I, HIST 2321 United States History II.*

HIST 4331 Special Topics in U.S. History (3 credits)
An advanced study of the American Civil War, with emphasis on the political, social, and religious developments in the war.

HUMA: HUMANITIES

HUMA 2322 Art and Music Appreciation (3 credits) ***[TCCN# HUMA 1315]***
A study of master works of art and music and their creators, to develop appreciation and knowledge of them and to acquaint students with various media in art and music.

HUMA 3310/INDS 3310 Critical Thinking and Communication (3 credits)
A course to develop and strengthen critical thinking and communication through the use of logic, argument, readings in humanities, and communication of ideas. *Prerequisites: BIBL 2330/3301 Introduction to Biblical Research, ENGL 1310 English Composition I, ENGL 1320 English Composition II, and SPCH 2310 Speech.*

HUMA 3325/HIST 3325 American Civil Rights (3 credits)
An examination of the American Civil Rights movement covering roughly the years 1954-1965, beginning with an understanding of the origins of racism, particularly in the Jim Crow South.

HUMA 3326/ENGL 3326/HIST 3326 American Historical Novels (3 credits)
The Historical Novel (or Historical Fiction) is a genre of writing that takes actual people and/or events from history and tells their stories while adding fictional content and literary form. This course will seek to explore the genre of historical novel as an effective way of understanding history while enjoying literature and fictional narrative. This course will explore historical novels from different time periods of American history. *Prerequisite: ENGL 1320 English Composition II.*

INDS: INTERDISCIPLINARY STUDIES

INDS 3310/HUMA 3310 Critical Thinking and Communication (3 credits)
A course to develop and strengthen critical thinking and communication through the use of logic, argument, readings in humanities, and communication of ideas. *Prerequisites: BIBL 2330/3301 Introduction to Biblical Research, ENGL 1310 English Composition I, ENGL 1320 English Composition II, and SPCH 2310 Speech.*

INDS 4310 Senior Interdisciplinary Studies Seminar (3 credits)
A directed research project guiding Interdisciplinary Studies majors in producing a final paper or project that integrates learning from biblical/theological studies and

their two concentrations and has practical application; includes student presentations of the projects. *Prerequisite: INDS 3310 Critical Thinking and Communication. Special Consideration: Students pay the Senior Interdisciplinary Studies Fee.*

INDS 4350 Interdisciplinary Studies Internship (3 credits)
A field-based study applying classroom content to practical experience specific to the Interdisciplinary Studies major. Includes an orientation before entering the actual practicum. Arranged through the Business Department in cooperation with the Student Development Office. A Practicum Application must be approved prior to registration. *Prerequisites: Approval of the appropriate Department Chair.*

INTR: INTERNSHIP

INTR: INTERNSHIP

INTR 4010 Internship Continuation (0 hours)
A continuation of ____ 4350 _____ Internship. *Special Consideration: Students pay the Internship Continuation Fee every term in which the fieldwork extends beyond the planned completion date. The fee covers costs related to prolonged internship supervision.*

LEAD: LEADERSHIP

LEAD 5310 Resilience in the Leader (3 credits)
This course guides students to think critically about longevity in caregiving professions and contexts. It focuses on social, spiritual, emotional, and relational challenges of caregiving. Students develop a "care for the caregiver" plan that includes spiritual, emotional, social, and relational resources, habits, and skills to support their and their families' faithfulness in service. Students develop a deeper understanding and appreciation of the complex work of spiritual leadership and serving. *Prerequisite: THEO 5310 The Emerging Kingship of God.*

LEAD 5315 Organizational Innovation and Change (3 credits)
This course focuses on innovation and creativity in both non-profit and for-profit organizations, emphasizing the need to operate effectively in constantly changing local and global environments. Students develop skills for recognizing, researching, and evaluating local, global, and cultural trends that shape the future. They analyze, formulate, and assess these global trends for understanding organizational impacts. Students develop innovative change models along with creative actions to address current and future trends from the perspective of contextualized theological, ministerial, and leadership perspectives. *Prerequisite: THEO 5310 The Emerging Kingship of God.*

LEAD 5320 Strategic Planning and Change Management (3 credits)
Students apply principles of strategic planning for organizational growth, development, and sustained viability. Major emphases include analyzing and assessing organizational objectives, goals, strategies, culture, mission, vision, planning, and leadership components. Students analyze and assess organizational commitment and due diligence in strategic planning. They also assess strategic planning effectiveness, forecasting, measurement, and course correction utilizing management information systems. *Prerequisite: THEO 5310 The Emerging Kingship of God.*

LEAD 5325 Transformational Leadership (3 credits)
Students explore the beginnings of the Transformational Leadership Model with emphasis on James MacGregor Burns' book, *Transforming Leadership*. They investigate an inventory of other leadership styles, making a comparative analysis. Students examine and understand the "Full Range Leadership Model," weighing the advantages and disadvantages of its various components. They understand the components and intricacies of Transformational Leadership, including the importance of the "Four I's" and their role in transforming both the leader and those with whom s/he associates. Students apply transformational principles from a biblical perspective, using Jesus and other biblical leaders to solidify the spiritual context of Transformational Leadership. They assess effectiveness in transformation through the Multifactor Leadership Questionnaire (MLQ) applied to real world experiences and case study analyses. *Prerequisite: THEO 5310 The Emerging Kingship of God.*

LEAD 5330 Self-Leadership (3 credits)
This course is designed for master-level students committed to personal and professional growth. It delves into principles of self-leadership, a critical competency that empowers individuals to exert a positive influence in their personal and professional spheres. Through a combination of theoretical insights, practical exercises, and reflective practices, students learn how to overcome limitations and cultivate a mindset geared toward continuous improvement and excellence. The course covers key aspects of self-leadership, including self-awareness, self-motivation, emotional intelligence, resilience, and goal setting. Students also learn about biblical leadership concepts centered around influence and authority, as well as pitfalls of leadership and common leadership errors. The course equips students with tools for more effective leadership of themselves and, consequently, more influential leadership in their organizations and communities. *Prerequisite: THEO 5310 The Emerging Kingship of God.*

LEAD 5335 Leadership Communication (3 credits)
This course equips aspiring and current leaders with communication skills and strategies essential for effective leadership. Students delve into various facets of communication within a leadership context, including verbal and nonverbal communication, active listening, public speaking, persuasion, conflict resolution, and digital communication. They explore the role of communication in building trust, inspiring teams, fostering collaboration, and driving organizational change. Through a blend of theoretical foundations, practical exercises, case studies, and interactive exercises, participants enhance their communication skills, enabling them to engage more effectively with diverse audiences, navigate complex organizational landscapes, and lead with impact and integrity. *Prerequisite: THEO 5310 The Emerging Kingship of God.*

LEAD 5340 Culturally-Competent Leadership (3 credits)
Culturally Competent Leadership is an essential course for those who aspire to become effective leaders. It equips students with the knowledge, skills, and attitudes necessary to lead organizations and teams in a manner that is competent and effective across a variety of cultural contexts. Students explore the impact of cultural diversity on organizational behavior, communication, decision-making, and team dynamics, developing a deeper understanding of how to integrate cultural competence into their leadership praxis and better enabling them to act, advocate, navigate, and lead diverse teams in their chosen field. *Prerequisite: THEO 5310 The Emerging Kingship of God.*

LEAD 5345 Transforming Culture (3 credits)
Students explore the pivotal role of leadership in driving cultural transformation. They examine theories, models, and practical strategies for initiating and guiding cultural change processes, including managing resistance and sustaining change. Students develop the skills and mindset necessary to lead successful cultural change initiatives in diverse contexts. *Prerequisite: THEO 5310 The Emerging Kingship of God.*

LING: LINGUISTICS

LING 5110 Sociolinguistics (1 credit)
[M.A. IN LANGUAGE DEVELOPMENT AND TRANSLATION COMPETENCY]
The student identifies and evaluates the impacts of socio-cultural contexts on language use and the possible applications of sociolinguistic survey in ministry contexts. *Prerequisite: LING 5210 Understanding Language.*

LING 5120 Phonological Analysis (1 credit)

[M.A. IN LANGUAGE DEVELOPMENT AND TRANSLATION COMPETENCY]

The student articulates and applies the concepts, vocabulary, and problem-solving process involved in language analysis on the phonemic and morphophonemic levels. *Prerequisite: LING 5210 Understanding Language.*

LING 5130 Syntactic Analysis (1 credit)

[M.A. IN LANGUAGE DEVELOPMENT AND TRANSLATION COMPETENCY]

The student articulates and successfully applies the concepts, vocabulary, and problem-solving process involved in the syntactic analysis of a language. *Prerequisite: LING 5210 Understanding Language.*

LING 5140 Lexical Semantics (1 credit)

[M.A. IN LANGUAGE DEVELOPMENT AND TRANSLATION COMPETENCY]

The student articulates semantic perspectives for understanding how language communicates meaning through lexical and grammatical structures. *Prerequisite: LING 5210 Understanding Language.*

LING 5210 Understanding Language (2 credits)

[M.A. IN LANGUAGE DEVELOPMENT AND TRANSLATION COMPETENCY]
[M.A. IN MULTICULTURAL ENGAGEMENT COMPETENCY]

The student applies a framework for understanding and identifying the sound systems and grammatical structures of languages from around the world as a tool for successful second language acquisition.

LING 5220 Translation Principles (2 credits)

[M.A. IN LANGUAGE DEVELOPMENT AND TRANSLATION COMPETENCY]

The student recognizes and appropriately addresses theological, linguistic, and cultural influences on translation choices involved in establishing a translation project. *Prerequisites: Either GREK 5310-5320 Greek I-II or HEBR 5310-5320 Hebrew I-II, LING 5110 Sociolinguistics, LING 5120 Phonological Analysis, LING 5130 Syntactic Analysis.*

LING 5230 Orthography Development (2 credits)

[M.A. IN LANGUAGE DEVELOPMENT AND TRANSLATION COMPETENCY]

The student applies phonetic, phonological, morphological, and sociolinguistic principles to develop an orthography. *Prerequisites: LING 5110 Sociolinguistics, LING 5120 Phonological Analysis, LING 5130 Syntactic Analysis.*

LING 5310 Second Language and Culture Acquisition (3 credits)

[M.A. IN LANGUAGE DEVELOPMENT AND TRANSLATION COMPETENCY]
[M.A. IN MULTICULTURAL ENGAGEMENT COMPETENCY]

The student successfully identifies and applies learning approaches and strategies to develop cultural and linguistic competence in cross-cultural contexts, demonstrating familiarity with tools and techniques for effective independent learning in oral culture contexts. *Prerequisite: LING 5210 Understanding Language. Highly*

Recommended: LING 5110 Sociolinguistics, LING 5120 Introduction to Phonological Analysis, LING 5130 Syntactic Analysis.

LING 6130 Translation Modalities (1 credit)
[M.A. IN LANGUAGE DEVELOPMENT AND TRANSLATION COMPETENCY]
The student demonstrates a working knowledge of a wide variety of tools and techniques available for Scripture translation and production, including written, oral, audio, and visual approaches. *Prerequisite: LING 6220 Discourse Issues in Translation.*

LING 6210 Semantic Issues in Translation (2 credits)
[M.A. IN LANGUAGE DEVELOPMENT AND TRANSLATION COMPETENCY]
The student analyzes and appropriately translates the meaning of words, phrases, and propositions in the context of a Bible translation project, demonstrating the ability to analyze propositional relationships and structures and recognizing pragmatic factors affecting communication. *Prerequisite: LING 5220 Translation Principles.*

LING 6220 Discourse Issues in Translation (2 credits)
[M.A. IN LANGUAGE DEVELOPMENT AND TRANSLATION COMPETENCY]
The student applies translation models reflecting insights from relevance theory and discourse analysis to evaluate and translate the meaning of a discourse. *Prerequisite: LING 6210 Semantic Issues in Translation.*

LING 6310 Translation Process (3 credits)
[M.A. IN LANGUAGE DEVELOPMENT AND TRANSLATION COMPETENCY]
The student facilitates the process of translating the Bible into a specific language guided by the principles of naturalness, accuracy, clarity, and acceptability. *Prerequisite: LING 6130 Translation Modalities.*

MATH: MATHEMATICS

MATH 1310 College Algebra (3 credits) *[TCCN# MATH 1314]*
A study of relations and functions including polynomial, rational, exponential, logarithmic, and special functions. Other topics may include, but are not limited to, complex numbers, systems of equations and inequalities, theory of equations, progressions, the binomial theorem, matrices and determinants, mathematical reasoning skills, sequences and series, and applications. *Prerequisite: Two years of high school algebra.*

MATH 1332 College Mathematics (3 credits) *[TCCN# MATH 1332]*
Designed for all majors, this course includes, but is not limited to, real numbers, order of operations, polynomials, solving equations and inequalities, percents and interest, topics in Geometry, area and volume, probability and statistics, and graphing.

MATH 2342 Introduction to Statistics (3 credits) ***[TCCN# MATH 2342]***
An introduction to the basic concepts, uses, and methods of statistical computation, including descriptive statistics, correlation, probability, estimation, sampling, design, hypothesis testing, t-tests, ANOVAs, and chi-square. A computational and interpretational statistics course designed to prepare students for upper-division/ graduate courses in research, data evaluation, and analytical reasoning. *Prerequisites: PSYC 1320 General Psychology and one year of high school algebra, or permission of the instructor. Special Consideration: MATH 2342 is equivalent to PSYC 2342 Statistics for Psychological Studies.*

MCEN: MULTICULTURAL ENGAGEMENT

MCEN 5210 Spiritual Formation (2 credits)
[M.A. IN LANGUAGE DEVELOPMENT AND TRANSLATION COMPETENCY]
[M.A. IN MULTICULTURAL ENGAGEMENT COMPETENCY]
The student displays skills necessary to thrive emotionally, grow spiritually, and cultivate a healthy family life under the pressures and stress of cross-cultural ministry.

MCEN 5220 Cross-Cultural Team Dynamics (2 credits)
[M.A. IN LANGUAGE DEVELOPMENT AND TRANSLATION COMPETENCY]
[M.A. IN MULTICULTURAL ENGAGEMENT COMPETENCY]
The student successfully navigates conflicts in multicultural settings, mastering principles of conflict resolution and relationship building within teams for the purpose of encouraging and building effective team dynamics across cultural boundaries.

MCEN 5300 Special Topics in Multicultural Engagement (3 credits)
[M.A. IN LANGUAGE DEVELOPMENT AND TRANSLATION COMPETENCY]
[M.A. IN MULTICULTURAL ENGAGEMENT COMPETENCY]
Under faculty supervision, students conduct advanced research studies and/or explore personal interests related to multicultural engagement. This course may take the form of a practicum providing hands-on field experience. *Special Considerations: Requires advance approval by the program director and faculty supervisor or field supervisor. The chosen topic may appear on the student's transcript. Students may repeat this course for credit to explore multiple areas of professional development.*

MCEN 5310 Textual Metanarratives (3 credits)
[M.A. IN LANGUAGE DEVELOPMENT AND TRANSLATION COMPETENCY]
[M.A. IN MULTICULTURAL ENGAGEMENT COMPETENCY]
The student articulates a theology of mission that leads, in practice, to a biblically-based theology for faith communities in contemporary cultural contexts, linking them to the continuing Christian movement begun by Christ.

MCEN 5330 Fostering Transformational Communities (3 credits)
[M.A. IN LANGUAGE DEVELOPMENT AND TRANSLATION COMPETENCY]
[M.A. IN MULTICULTURAL ENGAGEMENT COMPETENCY]
The student evaluates and applies approaches for effectively encouraging the emergence and growth of missionally and culturally relevant healthy communities of faith in cross-cultural settings.

MCEN 5340 Promoting Engagement (3 credits)
[M.A. IN LANGUAGE DEVELOPMENT AND TRANSLATION COMPETENCY]
[M.A. IN MULTICULTURAL ENGAGEMENT COMPETENCY]
The student applies principles, tools and participatory methods for fostering transformational scripture engagement as facets of the Bible translation process in minority language contexts and in majority language contexts.

MCEN 5350 Microfinance (3 credits)
[M.A. IN MULTICULTURAL ENGAGEMENT COMPETENCY]
The student articulates various theories and approaches to microfinance, including the design of new culturally appropriate and relevant products, methods of distribution suitable to the context, consumer expectations, as well as common processes for developing seed lending and financial resources, regulating assets and expenses, and assessing sustainability within the cultural context.

MCEN 6310 Multicultural Issues in Context (3 credits)
[M.A. IN MULTICULTURAL ENGAGEMENT COMPETENCY]
The student demonstrates a clear understanding of issues and challenges that often arise from language use among ministry teams and communities in their cultural context, such as issues of multilingualism, language attitudes, generational differences, and social and political factors.

MCEN 6330 Cross-Cultural Leadership (3 credits)
[M.A. IN LANGUAGE DEVELOPMENT AND TRANSLATION COMPETENCY]
[M.A. IN MULTICULTURAL ENGAGEMENT COMPETENCY]
The student demonstrates knowledge and leadership skills necessary to develop a group-owned vision in a multicultural setting, plan for execution of the vision, inspire alignment around the vision, implement high-trust delegation with growing clarity, maintain and strengthen a healthy relational culture, and grow in the character needed to become a leader worth following by more people from a wider variety of backgrounds.

MCEN 6350 Multi-dimensional Engagement in Diaspora Communities (3 credits)
[M.A. IN LANGUAGE DEVELOPMENT AND TRANSLATION COMPETENCY]
[M.A. IN MULTICULTURAL ENGAGEMENT COMPETENCY]
Through critical reflection on Scripture and contemporary scholarship, students demonstrate the capacity to respond theologically and missionally to migration as a central reality of God's global mission and to develop ministry strategies in migrant or diaspora communities.

MGMT: MANAGEMENT

MGMT 2320 Management Communications (3 credits)
A study of formal and informal written and oral communications in a business context, including the values, behaviors, and attitudes expressed in the communication of managers and individual in the organization. *Prerequisite: ENGL 1310 English Composition I.*

MGMT 4304 Organizational Behavior and Responsibility (3 credits)
A study of the responsibilities of both manager and organization, including the social responsibility of an organization, public policy toward business organizations, and individual managerial ethics. *Prerequisite: BUAD 2310 Principles of Business Management.*

MGMT 4308 Strategic Management (3 credits)
A capstone course examining and formulating strategic goals, objectives, and policies to enhance organizational effectiveness, incorporating knowledge from all previous business courses into a holistic demonstration of the importance of corporate strategic planning and management. *Prerequisite: MGMT 4304 Organizational Behavior and Responsibility. Special Consideration: This course must be completed during the student's final semester prior to graduation.*

MINL: MINISTRY LEADERSHIP

MINL 1101 Church Leadership Model: The Compass Way (1 credit)
This course introduces students to Compass Church origins, values, and important ministries. It is designed to introduce students to the Compass model of leadership. Various leaders at Compass Church, including the Senior Pastor, Executive Pastors, Campus Pastors, and Elders share their experience and expertise regarding serving at Compass and navigating people to God. The course gives students a well-rounded overview of Compass Church and its primary leadership philosophy and practice. *Special Consideration: This course is part of DCC's Compass Ministry Practicum.*

MINL 2102 Self-Leadership (1 credit)
This course covers the nature of leadership, leadership skills including priorities, goal formation, follow through, and time management. Students will learn about biblical leadership concepts around influence, authority, and generosity, as well the pitfalls of leadership and common leadership errors. This course helps the student focus on the soul of leadership, spiritual components of leadership, and personal responsibilities and disciplines as a leader. *Special Consideration: This course is part of DCC's Compass Ministry Practicum.*

MINL 2103 Pastoral Leadership (1 credit)
This course covers pastoral leadership. Topics include Jesus' teachings on pastoring, the five-fold ministry, spiritual gifts, Paul's first missionary journey, historic revivals, and current practices. Students will be equipped with sound teaching on the biblical nature of pastoring. The student will also be given practical tools on how to endure as a pastor, how to set boundaries, and the basics of pastoral care. Subjects such as bearing fruits and ordination will also be discussed. This course gives exposure to Compass Church pastors and helps the student focus on developing a distinct understanding of pastoral leadership, pastoral responsibilities, and intentional growth as applied at Compass. *Special Consideration: This course is part of DCC's Compass Ministry Practicum.*

MINL 2104 Team Leadership (1 credit)
This course focuses on the role of teams in the Body of Christ. Students will examine the role and example of teams within the Old and New Testament. Students will also be exposed to the key skills/aspects of effective team leadership and development of leaders. Innovation and alignment will be discussed within the Compass Church framework. In this course, students will learn vision, strategy, change within an organization, the importance of timing, building trust, recruiting, and best practices at Compass. It is the expectation that the student's team-leading IQ will develop as a result of studying this material. Students are expected to observe and apply effective team leading principles where possible within their area of service at Compass. *Special Consideration: This course is part of DCC's Compass Ministry Practicum.*

MISS: MISSIONS

MISS 3312 Applied Missions (3 credits)
An examination of the practical aspects of missions ministry. Topics such as gathering and maintaining support, budgeting, and relationships with co-workers are emphasized.

MISS 3315/PMIN 3316 Cross-Cultural Communication (3 credits)
An examination of cultural and ethnic differences in communication, including problems encountered in communication settings, non-verbal communication, and interpersonal communication.

MISS 3323 Cults and the Occult (3 credits)
An introduction to the study of various contemporary sects and cults, evaluated from the Christian perspective.

MISS 3324 Missions (3 credits)
A study of the biblical basis of missions and an evangelical interpretation of the theological issues facing the Christian mission in the world today.

MISS 4325 Cross-Cultural Missions (3 credits)
An examination of ministry to individuals and groups from cultures around the world, from a theological and historical perspective.

MUSC: MUSIC

MUSC 1110, 1125 Applied Voice (1 credit)
Instruction focused on breath control, voice placement, articulation, phrasing, interpretation, and performance. *Prerequisite: permission of instructor. Special Considerations: Open to all students, audit not permitted.*

MUSC 1111, 1126 Applied Piano (1 credit)
Instruction focused on technique, repertoire, style, and performance. *Prerequisite: permission of the instructor. Special Considerations: Open to all students, audit not permitted.*

MUSC 1116, 1118, 2116, 2118 Applied Guitar (1 credit)
Instruction focused on technique, repertoire, style, and performance. *Prerequisite: MUSC 1108 Guitar Class or passed guitar proficiency exam and permission of the instructor. Special Considerations: Open to all students, audit not permitted.*

MUSC 1117, 1127 Applied Percussion (1 credit)
Instruction focusing on technique, repertoire, style, and performance, emphasizing the role of the percussionist/drummer in the church context. *Prerequisite: Instructor permission. Special Considerations: Open to all students, audit not permitted.*

MUSC 2110, 2125 Applied Voice (1 credit)
Continued instruction focused on vocal technique, not only in compositions in English, but also in art songs, recitatives, and arias in foreign languages. *Prerequisite: MUSC 1110, 1125 Applied Voice. Special Consideration: Audit not permitted.*

MUSC 2111, 2126 Applied Piano (1 credit)
Continued instruction focused on technique, repertoire, style and performance appropriate for the student's experience and ability. For declared Piano Concentration majors: continued studies in major and minor scales. Repertoire includes selected Bach two- and three-part inventions, Beethoven sonatas, Chopin mazurkas and preludes, works by Mozart, Clementi, and others. Basic hymn-playing techniques, including improvisation and octave and full-chord styles. *Prerequisite: MUSC 1111, 1126 Applied Piano. Special Consideration: Audit not permitted.*

MUSC 3111, 3126 Applied Piano (1 credit)
Continued instruction focused on technique, repertoire, style and performance appropriate for the student's experience and ability. For declared Piano Concentration majors: continued studies in technical exercises and arpeggios. Repertoire includes Bach's Well-Tempered Clavier, Beethoven sonatas, Chopin nocturnes and waltzes, works by Debussy, Ravel, Brahms, and others. *Prerequisite: MUSC 2111, 2126 Applied Piano. Special Considerations: Audit not permitted.*

MUSC 4110, 4225 Applied Voice (1-2 credits)
Emphasis is upon interpretation which is stylistically and artistically appropriate for the major periods of vocal literature. Worship Arts and Music Education majors present a recital as part of 4225. *Prerequisite: must pass all required proficiency exams prior to registration. Special Considerations: Audit not permitted. Student pays Recital Fee for accompanist.*

MUSC 4111, 4226 Applied Piano (1-2 credits)
Continued instruction focused on technique, repertoire, style and performance appropriate for the student's experience and ability. For declared Piano Concentration majors: repertoire expanded to include other composers and styles. Worship Arts and Music Education majors present a recital as part of 4226. *Prerequisite: MUSC 311, MUSC 3126 Applied Piano and must pass all required proficiency exams prior to registration. Special Considerations: Audit not permitted.*

PHIL: PHILOSOPHY

PHIL 1304/RELI 1304 World Religions (3 credits) *[TCCN# PHIL 1304]*
A study of major religions of the world as they relate to Christianity, including Hinduism, Buddhism, Taoism, Confucianism, Judaism, Islam, Sikhism, and others. Online prerequisite: permission of the academic advisor.

PHIL 3310 Worldviews and Ethics (3 credits)
A study of various worldviews that underlie Western and Eastern thought regarding humanity, the natural world, and ultimate reality and their resultant ethical perspectives and implications. *Prerequisites: THEO 2310/3310 Introduction to Biblical Research, a Bible course, and a Social Science course.*

PHED: PHYSICAL EDUCATION

PHED 1112 CPR/First Aid/Physical Education (1 credit)
An introduction to physical education, with emphasis on developing healthy bodies through individual exercise programs and team sports, basic first-aid principles and

techniques, and the life-support procedure of cardiopulmonary resuscitation (CPR). This course provides experience helpful in emergency situations.

PHED 1115 Team Sports: Baseball (1 credit)
Intercollegiate baseball, with emphasis on developing Christian attitudes and values in a competitive climate. *Special Considerations: Audit not permitted; Athletic Equipment Fee required; registration required upon initial season of baseball participation.*

PHED 1116 Team Sports: Basketball (1 credit)
Intercollegiate basketball, with emphasis on developing Christian attitudes and values in a competitive climate. Registration required upon initial season of basketball participation. *Special Considerations: Audit not permitted; Athletic Equipment Fee required.*

PHED 1117 Team Sports: Soccer (1 credit)
Intercollegiate soccer, with emphasis on developing Christian attitudes and values in a competitive climate. *Special Considerations: Audit not permitted; Athletic Equipment Fee required; registration required upon initial season of soccer participation.*

PHED 1118 Team Sports: Volleyball (1 credit)
Intercollegiate volleyball, with emphasis on developing Christian attitudes and values in a competitive climate. Registration required upon initial season of volleyball participation. *Special Considerations: Audit not permitted; Athletic Equipment Fee required; registration required upon initial season of volleyball participation.*

PHED 1120 Team Sports: Cross Country (1 credit)
Intercollegiate cross country, with emphasis on developing Christian attitudes and values in a competitive climate. *Special Considerations: Audit not permitted; Athletic Equipment Fee required; registration required upon initial season of cross-country participation.*

PHED 1125 Team Sports: Softball (1 credit)
Intercollegiate softball, with emphasis on developing Christian attitudes and values in a competitive climate. *Special Considerations: Audit not permitted; Athletic Equipment Fee required; registration required upon initial season of softball participation.*

PHED 1135 Team Sports: Golf (1 credit)
Intercollegiate golf, with emphasis on developing Christian attitudes and values in a competitive climate. *Special Considerations: Audit not permitted; Athletic Equipment Fee required; registration required upon initial season of golf participation.*

PHED 1320 Wellness and Lifestyle (3 credits)
An introduction to the lifestyle necessary to achieve wellness and total fitness, including aerobic-training principles, exercise and weight control, and life sports. The course combines lecture, physical activity, and a life-sports lab, with the student choosing from tennis, jogging, fitness walking, cycling, golf, and bowling.

PHED 1321 Principles of Athletic Coaching (3 credits)
This course provides an overview of the roles, qualifications, responsibilities, and skills required of athletic coaches during the season and off-season. Students analyze theories, philosophies, styles, and proven methods of effective coaches as they develop their own approach. Drawing on educational theory, students learn essential concepts, approaches, and best practices for teaching sports skills, including physical training, mental training, and social-psychological factors affecting individual and team performance. The course also addresses contemporary trends and issues in coaching, laying a foundation for more specialized studies in coaching a particular sport.

PHED 2115 Team Sports: Baseball (1 credit)
Intercollegiate baseball, with emphasis on developing Christian attitudes and values in a competitive climate. *Special Considerations: Audit not permitted; Athletic Equipment Fee required; registration required upon second season of baseball participation.*

PHED 2116 Team Sports: Basketball (1 credit)
Intercollegiate basketball, with emphasis on developing Christian attitudes and values in a competitive climate. *Special Considerations: Audit not permitted; Athletic Equipment Fee required; registration required upon second season of basketball participation.*

PHED 2117 Team Sports: Soccer (1 credit)
Intercollegiate soccer, with emphasis on developing Christian attitudes and values in a competitive climate. *Special Considerations: Audit not permitted; Athletic Equipment Fee required; registration required upon second season of soccer participation.*

PHED 2118 Team Sports: Volleyball (1 credit)
Intercollegiate volleyball, with emphasis on developing Christian attitudes and values in a competitive climate. *Special Considerations: Audit not permitted; Athletic Equipment Fee required; registration required upon second season of volleyball participation.*

PHED 2120 Team Sports: Cross Country (1 credit)
Intercollegiate cross country, with emphasis on developing Christian attitudes and values in a competitive climate. *Special Considerations: Audit not permitted; Athletic Equipment Fee required; registration required upon second season of cross-country participation.*

PHED 2125 Team Sports: Softball (1 credit)
Intercollegiate softball, with emphasis on developing Christian attitudes and values in a competitive climate. *Special Considerations: Audit not permitted; Athletic Equipment Fee required; registration required upon second season of softball participation.*

PHED 2135 Team Sports: Golf (1 credit)
Intercollegiate golf, with emphasis on developing Christian attitudes and values in a competitive climate. *Special Considerations: Audit not permitted; Athletic Equipment Fee required; registration required upon second season of golf participation.*

PHED 2356 Care and Prevention of Athletic Injuries (3 credits)
This course offers guidance for preventing, recognizing, responding to, and managing common sports injuries, such as sprains and strains, swollen muscles, injured knees and elbows, dislocations, fractures, and concussions. As part of the course, students earn American Red Cross certification in first aid, cardiopulmonary resuscitation (CPR), and the use of an automated external defibrillator (AED). A lab component focuses on practical applications based on these studies.

PHED 3115 Team Sports: Baseball (1 credit)
Intercollegiate baseball, with emphasis on developing Christian attitudes and values in a competitive climate. *Special Considerations: Audit not permitted; Athletic Equipment Fee required; registration required upon third season of baseball participation.*

PHED 3116 Team Sports: Basketball (1 credit)
Intercollegiate basketball, with emphasis on developing Christian attitudes and values in a competitive climate. *Special Considerations: Audit not permitted; Athletic Equipment Fee required; registration required upon third season of basketball participation.*

PHED 3117 Team Sports: Soccer (1 credit)
Intercollegiate soccer, with emphasis on developing Christian attitudes and values in a competitive climate. *Special Considerations: Audit not permitted; Athletic Equipment Fee required; registration required upon third season of soccer participation.*

PHED 3118 Team Sports: Volleyball (1 credit)
Intercollegiate volleyball, with emphasis on developing Christian attitudes and values in a competitive climate. *Special Considerations: Audit not permitted; Athletic Equipment Fee required; registration required upon third season of volleyball participation.*

PHED 3120 Team Sports: Cross Country (1 credit)
Intercollegiate cross country, with emphasis on developing Christian attitudes and values in a competitive climate. *Special Considerations: Audit not permitted; Athletic Equipment Fee required; registration required upon third season of cross-country participation.*

PHED 3125 Team Sports: Softball (1 credit)
Intercollegiate softball, with emphasis on developing Christian attitudes and values in a competitive climate. *Special Considerations: Audit not permitted; Athletic Equipment Fee required; registration required upon third season of softball participation.*

PHED 3135 Team Sports: Golf (1 credit)
Intercollegiate golf, with emphasis on developing Christian attitudes and values in a competitive climate. *Special Considerations: Audit not permitted; Athletic Equipment Fee required; registration required upon third season of golf participation.*

PHED 4115 Team Sports: Baseball (1 credit)
Intercollegiate baseball, with emphasis on developing Christian attitudes and values in a competitive climate. *Special Considerations: Audit not permitted; Athletic Equipment Fee required; registration required upon final season of baseball participation.*

PHED 4116 Team Sports: Basketball (1 credit)
Intercollegiate basketball, with emphasis on developing Christian attitudes and values in a competitive climate. *Special Considerations: Audit not permitted; Athletic Equipment Fee required; registration required upon final season of basketball participation.*

PHED 4117 Team Sports: Soccer (1 credit)
Intercollegiate soccer, with emphasis on developing Christian attitudes and values in a competitive climate. *Special Considerations: Audit not permitted; Athletic Equipment Fee required; registration required upon final season of soccer participation.*

PHED 4118 Team Sports: Volleyball (1 credit)
Intercollegiate volleyball, with emphasis on developing Christian attitudes and values in a competitive climate. *Special Considerations: Audit not permitted;*

Athletic Equipment Fee required; registration required upon final season of volleyball participation.

PHED 4120 Team Sports: Cross Country (1 credit)
Intercollegiate cross country, with emphasis on developing Christian attitudes and values in a competitive climate. *Special Considerations: Audit not permitted; Athletic Equipment Fee required; registration required upon final season of cross-country participation.*

PHED 4125 Team Sports: Softball (1 credit)
Intercollegiate softball, with emphasis on developing Christian attitudes and values in a competitive climate. *Special Considerations: Audit not permitted; Athletic Equipment Fee required; registration required upon final season of softball participation.*

PHED 4135 Team Sports: Golf (1 credit)
Intercollegiate golf, with emphasis on developing Christian attitudes and values in a competitive climate. *Special Considerations: Audit not permitted; Athletic Equipment Fee required; registration required upon final season of golf participation.*

PMIN: PRACTICAL MINISTRY

PMIN 1301/BUAD 1301/PSYC 1301 Introduction to Leadership (3 credits)
An examination of the founding, forming, fundamentals, and beginning of leadership studies. It will provide a basic understanding of leadership definitions, theories, and concepts. Additionally, it will review and discuss differences and similarities between leadership and management. Emphasis will be placed on the origins of both management and leadership. This course will also explore the leadership journey from its beginning through the current day, drawing together both theoretical reasoning and practical application.

PMIN 1315/BUAD 1315/PSYC 1315 Leadership and Change (3 credits)
This course will focus on using individual leadership skills to initiate, innovate, and lead change in social, cultural, economic, and business environments. This course will further drive the need for change; first with the leader, and secondly, within those in which the leader influences. This course will challenge the learner not to be satisfied with the *status quo*, but rather to be inspired to drive continuous change that will lead to the betterment of humankind. It will assess the learner's individual acceptability to change as well as their ability to lead change. This course will also equip learners with the tools to investigate change management processes that will include change planning: implementation, execution, monitoring, measuring

results, and making course corrections. Learners who complete this course will understand that nothing is stagnant; change is not a choice; it is a necessity and a condition of effective leadership.

PMIN 1325 Divine Design: Discovering Your Identity in Christ (3 credits)
This course guides students through exploring their identity, purpose, and mission in Christ. Through biblical study, personal reflection, and practical application, students deepen their understanding of their unique identity, discover their divine purpose, recognize their spiritual gifts, and learn to live out their faith in everyday life. *Special Consideration: This course is open only to students enrolled in the Worley School of Ministry, a DCC ministry apprenticeship hosted by the Compass Church.*

PMIN 1330 Divine Truth: Foundations of Christian Faith (3 credits)
Students delve into the fundamental questions surrounding reality, truth, and the Christian faith. Through an exploration of core biblical texts, theological concepts, and contemporary discussions, students deepen their understanding of the existence of God, the nature of truth, the spiritual realm, and the significance of Christian doctrine. *Special Consideration: This course is open only to students enrolled in the Worley School of Ministry, a DCC ministry apprenticeship hosted by the Compass Church.*

PMIN 1350 Worley Ministry Apprenticeship I: Student Ministry (3 credits)
Students engage in an introductory 8-week mentored ministry experience under the supervision of a DCC instructor and pastoral staff of the Compass Church. Students must perform a minimum 100 hours of service. Apprenticeship I focuses primarily on Student Ministry. Assessed competencies include (1) leading a biblically-based devotion and prayer, (2) facilitating a small group, (3) leading a ministry team, (4) preparing candidates for baptism, and (5) ministering in context to those with various needs. Critical reflection is a part of all ministry experiences. *Special Consideration: This course is open only to students enrolled in the Worley School of Ministry, a DCC ministry apprenticeship hosted by the Compass Church.*

PMIN 1360 Worley Ministry Apprenticeship II: Outreach Ministry (3 credits)
Students engage in an introductory 8-week mentored ministry experience under the supervision of a DCC instructor and pastoral staff at the Compass Church of Colleyville, Texas. Students must perform a minimum of 100 hours of service. Apprenticeship II focuses primarily on Outreach Ministry. *Special Consideration: This course is open only to students enrolled in the Worley School of Ministry, a DCC ministry apprenticeship hosted by the Compass Church.*

PMIN 2311/BUAD 2311/PSYC 2311 Leadership Styles (3 credits)
A focus on the understanding and principles of the various leadership behavioral styles. It will also provide for succinct comprehension and usages of the various as related to specific and unique circumstances. This course will delineate the various aspects of a leader's style and compare the organizational effectiveness of managerial tendencies. This course will provide practical application of the tools and usages of the various leadership models as compared and contrasted with nurture or nature theories. This course will provide a historical perspective of the various styles that have separated and anchored the differences between leadership and management.

PMIN 2312/BUAD 2312/PSYC 2312 Psychology of Leadership (3 credits)
An examination of the understanding of actions of a leadership through the prism emotions and cognitive reasoning. The understanding of social identity and the transformative actions of leadership as it relates to a variety of groups. This course will focus on the value of social intelligence, the valuing of change and others, and the rationale for decisions made. This course will show the effects of reciprocal relations between social identity and social reality. How identity influences the type of society people create and in turn adopts. *Prerequisite: BUAD 1301 Introduction to Leadership, BUAD 1315 Leadership and Change, or BUAD 2311 Leadership Styles.*

PMIN 2315 Evangelism and Discipleship (3 credits)
A study of the nature, purpose, and process of biblical evangelism and discipleship. A focus on equipping pastoral leaders to apply the concepts to various ministries. A study of biblical discipleship principles and their application, with special emphasis on contextually relevant discipling relationships.

PMIN 2321/BUAD 2321 Introduction to Conflict Management (3 credits)
A study of various communication theories and their impact on conflict situations, with an examination of the styles of conflict management and the integration of these theories into the necessary tools for effective negotiation.

PMIN 2325 Biblical Preaching (3 credits)
This course focuses on the foundational exegetical and hermeneutical dimensions of interpretation for the purpose of preparation and delivery of expository sermons. *Prerequisite: BIBL 2330/3301 Introduction to Biblical Research.*

PMIN 2330 A Divine Life: Living the Way of Jesus (3 credits)
Students explore what it means to live as a follower of Jesus in today's world. Through a combination of biblical study, spiritual disciplines, ethical reflection, and character formation, students deepen their understanding of the Christian life and

cultivate practices for living out their faith in everyday contexts. *Special Consideration: This course is open only to students enrolled in the Worley School of Ministry, a DCC ministry apprenticeship hosted by the Compass Church.*

PMIN 2350 Worley Ministry Apprenticeship III: Choose Your Adventure (3 credits)
Students engage in an advanced 8-week mentored ministry experience under the supervision of a DCC instructor and pastoral staff at the Compass Church of Colleyville, Texas. Students must perform a minimum of 100 hours of service. In Apprenticeship III, students accept increased responsibility in a specialized area of ministry they wish to explore. *Prerequisites: PMIN 1350 and 1360: Worley Ministry Apprenticeships I-II. Special Consideration: This course is open only to students enrolled in the Worley School of Ministry, a DCC ministry apprenticeship hosted by the Compass Church.*

PMIN 2360 Worley Ministry Apprenticeship IV: Choose Your Adventure (3 credits)
Students engage in an advanced 8-week mentored ministry experience under the supervision of a DCC instructor and pastoral staff at the Compass Church of Colleyville, Texas. Students must perform a minimum of 100 hours of service. In Apprenticeship IV, students accept increased responsibility in a specialized area of ministry they wish to explore. *Prerequisites: PMIN 1350 and 1360: Worley Ministry Apprenticeships I-II. Special Consideration: This course is open only to students enrolled in the Worley School of Ministry, a DCC ministry apprenticeship hosted by the Compass Church.*

PMIN 3301 Spiritual Formation (3 credits)
This course is an experiential study of the foundational principles for spiritual health in life and ministry. Emphasis is placed upon God's work in the believer's life, a person's calling, and vocational preparation in the Church and world. The course focuses on redemptive relationships with God and others.

PMIN 3304 Current Issues in Ministry (3 credits)
An examination of a Christian approach to problems encountered in society, with specific attention given to youth, family, and crisis issues and how the student might implement contextually relevant ministry solutions in the Church and the world. The course also gives attention to topics related to women in ministry.

PMIN 3305 Biblical Ministry (3 credits)
An introduction to the theological fundamentals of pastoral leadership, including an examination of biblical and contemporary roles of the minister in equipping the church. Spiritual and ethical issues are addressed as they pertain to professional pastoral circumstances, responsibilities, church renewal, and vision.

PMIN 3306/BUAD 3306/PSYC 3306 Servant Leadership (3 credits)
An examination of the application of servant leadership principles in the workplace and church. It will provide a basic understanding of the theory of servant leadership and the essential qualities associated with leading people from a servant's perspective. This course will delineate the various aspects of leaders who obtain results through leadership skills as opposed to servant leadership skills in particular. This course will also provide self-insights into one's servanthood tendencies through the lenses of emotional intelligence and a Christian worldview. *Prerequisites: BUAD 1301 Introduction to Leadership, BUAD 1315 Leadership and Change, or BUAD 2311 Leadership Styles.*

PMIN 3313 Small Group Ministry (3 credits)
A study of small-group discipleship from a theological, historical, and practical perspective.

PMIN 3316/MISS 3315 Cross-Cultural Communication (3 credits)
An examination of cultural and ethnic differences in communication, including problems encountered in communication settings, non-verbal communication, and interpersonal communication.

PMIN 3317/BUAD 3317/PSYC 3317 Transformational Leadership (3 credits)
This course will focus on leadership and the aspects of transformational dimensions and its components. The course will look intensively into the dynamics of people in leadership position and their affects upon the human condition through the lenses of people sensitivity. The course will focus on the four main drivers of transformational leadership as its application within the business and church environment. This course will analyze modern day leaders and assess their skills against the matrix of transformational characteristics. This course will also investigate emotional intelligent aspects of leadership in comparison and complementary association with being a transformative leader. *Prerequisites: BUAD 1301 Introduction to Leadership plus one of the following: BUAD 1315 Leadership and Change, BUAD 2311 Leadership Styles, or BUAD 3309 Leadership and Ethics.*

PMIN 3321 Youth Ministry (3 credits)
A study of the youth minister's personal life, role, and work in the local church. The course includes a focus on Christian educational methods that include birth through high school. It also includes emphasis on the spiritual preparedness and equipping skills of the youth minister.

PMIN 3323 Sports and Recreation Ministry Models (3 credits)
This course begins with an historical overview of the use of sports in Christian evangelism and discipleship, along with biblical, theological, and philosophical

foundations for sports and recreation. Students then explore a variety of proven methods and models for using sports to share Christ with youth and adults. Successful sports ministry programs serve as case studies providing ideas, lessons, and inspiration for outreach efforts. Participants learn about resources, individuals, and organizations that promote sports and recreation ministry, as well as professional opportunities in the field.

PMIN 3324 Urban Youth Ministry (3 credits)
An introduction to ministering to youth in urban settings. Theological and sociological foundations are examined, as well as methods for developing and leading urban youth ministries.

PMIN 3334/BUAD 3334 Business Plan and Presentation Skills (3 credits)
This course prepares students to present material properly and professionally by employing a presentations structure and protocol to advance success.

PMIN 3335/BIBL 3335 Preaching the Old Testament (3 credits)
A course designed to explore methods and approaches of effectively preaching sermons based on Old Testament texts. The course will develop advanced hermeneutical skills to express biblical and theological concepts from the Old Testament. Students will then create and deliver expository sermons based on this information. *Prerequisites: BIBL 2330/3301 Introduction to Biblical Research and PMIN 2325 Biblical Preaching.*

PMIN 3345/BIBL 3345 Preaching the New Testament (3 credits)
A course designed to explore methods and approaches of effectively preaching sermons based on New Testament texts. The course will develop advanced hermeneutical skills to express biblical and theological concepts from the New Testament. Students will then create and deliver expository sermons based on this information. *Prerequisites: BIBL 2330/3301 Introduction to Biblical Research and PMIN 2325 Biblical Preaching.*

PMIN 4312 Church Growth (3 credits)
An introduction to the principles of church growth and the fundamentals of church planting. *Prerequisite: PMIN 2315 Evangelism and Discipleship.*

PMIN 4317/BUAD 4317/PSYC 4317 Applied Leadership (3 credits)
This course will focus on using the key people, customer-centric, organizational communications and problem-solving skills learned in previous leadership courses and apply all of these skills simultaneously in real world applications. This course will allow for real world application as filtered through the lenses of leading teams, managing chance and change, the levels of decision-making, maintaining a customer centric focus, and assessing organizational behavior with the intent of

influencing behavior. This course is a culmination of experiencing real leadership change through an intensive application of experiencing and leading change through practical and situational leadership. This course will explore and demonstrate the full range leadership model through leading and influencing change in dynamic and fluid situations. *Prerequisite: BUAD 3317 Transformational Leadership.*

PMIN 4350 Practical Ministry Internship (3 credits)
A field-based study applying classroom content to practical experience specific to the Practical Ministries major. Includes an orientation before entering the actual practicum. Arranged through the Bible and Ministry Department in cooperation with the Student Development Office. *Prerequisites: Approval of the Bible and Ministry Department Chair and approval of the Practicum Application submitted prior to registration.*

PMIN 5310 Contemporary Models for Holistic Ministry (3 credits)
This course addresses the importance of holistic ministry and social action from a global, decolonized theological perspective. Students research and evaluate missional churches and organizations in order to construct a biblical and theological approach to issues such as poverty, public health, relief, and community development. *Prerequisite: THEO 5310 The Emerging Kingship of God. Special Consideration: With approval of the MTM Program Director, Upper Division undergraduate ministry students may complete this course as a PMIN elective.*

PMIN 5320 Transformative Communication (3 credits)
This course equips students to communicate and apply biblical truth. Based on audience analysis and text-driven interpretation, students contextualize the gospel message and present it in a form appropriate to their ministry context. *Prerequisite: THEO 5310 The Emerging Kingship of God. Special Consideration: With approval of the MTM Program Director, Upper Division undergraduate ministry students may complete this course in place of PMIN 3335 Preaching the Old Testament, PMIN 3345 Preaching the New Testament, or any PMIN elective.*

PMIN 5330 Holistic Spiritual Formation (3 credits)
Students research and engage the biblical concept of holistic spirituality, the expectation of spiritual growth of the person, and the means of spiritual well-being and growth through classic spiritual disciplines, such as meditation, prayer, *Lectio Divina*, simplicity, solitude, and service. They integrate a holistic model of spirituality with discipleship strategies for spiritual well-being of the person within life, leadership, and ministry contexts. Students pay the fee for the Spiritual Transformation Inventory used in this course. *Prerequisite: THEO 5310 The Emerging Kingship of God. Special Consideration: With approval of the MTM Program*

Director, Upper Division undergraduate ministry students may complete this course in place of PMIN 3305 Biblical Ministry or any PMIN elective.

PSYCH: PSYCHOLOGY

PSYC 1301/BUAD 1301/PMIN 1301 Introduction to Leadership (3 credits)
An examination of the founding, forming, fundamentals, and beginning of leadership studies. It will provide a basic understanding of leadership definitions, theories, and concepts. Additionally, it will review and discuss differences and similarities between leadership and management. Emphasis will be placed on the origins of both management and leadership. This course will also explore the leadership journey from its beginning through the current day, drawing together both theoretical reasoning and practical application.

PSYC 1315/BUAD 1315/PMIN 1315 Leadership and Change (3 credits)
This course will focus on using individual leadership skills to initiate, innovate, and lead change in social, cultural, economic, and business environments. This course will further drive the need for change; first with the leader, and secondly, within those in which the leader influences. This course will challenge the learner not to be satisfied with the status-quo, but rather to be inspired to drive continuous change that will lead to the betterment of humankind. It will assess the learner's individual acceptability to change as well as their ability to lead change. This course will also equip learners with the tools to investigate change management processes that will include change planning: implementation, execution, monitoring, measuring results, and making course corrections. Learners who complete this course will understand that nothing is stagnant; change is not a choice; it is a necessity and a condition of effective leadership.

PSYC 1320 General Psychology (3 credits) *[TCCN# PSYC 2301]*
A broad introduction to the field of contemporary psychology, which is explored as a natural and social science, a profession, and a means of promoting human welfare. Includes reading assignments, lectures, discussions, and demonstrations.

PSYC 1325 Cultural Competency (3 credits)
An examination of the role of Cultural Competence (CQ) as one of the essential skills in contemporary leadership. CQ entails the ability to relate well to 'otherness,' keen self and cultural awareness, bridging difference, valuing diversity, communicating effectively, and adapting authentically to cultural differences. In this course a student will learn the fundamentals of this construct: the foundations of culture, competence and incompetence, concepts around social identity, cultural composition, and cultural blindness. The student will also study models of CQ and how to assess CQ in themselves and others. Many concepts are related to the process of

developing cultural competence: self-awareness, sensitivity to diversity and knowledge of cultural values. At the conclusion of this course the student is expected to work through real-world applications of CQ in order to better act, advocate for, and lead others in their chosen field.

PSYC 2305 Cognition and Emotion (3 credits)
A study of the function of emotion, the structure of emotion, and the interplay between emotion, cognition, behavior, and physiology. Theories of emotion and cognition are discussed. Topics covered include emotion-range, complex emotions and influence on reason. The roots of beliefs about thoughts and feelings including Plato, Aristotle, and the influence of classical philosophy of mind/body separation on early cognitive psychology, as well as recent concepts from cognitive neuroscience are discussed.

PSYC 2311/BUAD 2311/PMIN 23111 Leadership Styles (3 credits)
A focus on the understanding and principles of the various leadership behavioral styles. It will also provide for succinct comprehension and usages of the various as related to specific and unique circumstances. This course will delineate the various aspects of a leader's style and compare the organizational effectiveness of managerial tendencies. This course will provide practical application of the tools and usages of the various leadership models as compared and contrasted with nurture or nature theories. This course will provide a historical perspective of the various styles that have separated and anchored the differences between leadership and management.

PSYC 2312/BUAD 2312/PMIN 2312 Psychology of Leadership (3 credits)
An examination of the understanding of actions of a leadership through the prism emotions and cognitive reasoning. The understanding of social identity and the transformative actions of leadership as it relates to a variety of groups. This course will focus on the value of social intelligence, the valuing of change and others, and the rationale for decisions made. This course will show the effects of reciprocal relations between social identity and social reality. How identity influences the type of society people create and in turn adopts. *Prerequisite: BUAD 1301 Introduction to Leadership, BUAD 1315 Leadership and Change, or BUAD 2311 Leadership Styles.*

PSYC 2314 Developmental Psychology (3 credits) *[TCCN# PSYC 2314]*
A study of the theory and research concerning lifespan development. Consideration will be given to the physical, emotional, cognitive, social, and moral aspects of human development across the entire span from conception to death.

PSYC 2319 Social Psychology (3 credits) ***[TCCN# PSYC 2319]***
An exploration of the theory and phenomena of social psychology, the nature and type of social variables and the methods used to study them, and the effect of social variables upon the behavior of individuals. *Prerequisites: PSYC 1320 General Psychology.*

PSYC 2320 Abnormal Psychology I (3 credits)
A study of abnormal behavior. This class provides an overview of the history of abnormal behavior as well as an introduction to various mental disorders, emphasizing cause, treatment, and prevention. The course includes an overview of abnormal behavior from a diversity perspective. The development, assessment, and treatment of disorders is approached using major paradigms and research findings as they relate to a range of disorders as listed in the current *Diagnostic and Statistical Manual of Mental Disorders* (DSM).

PSYC 2325 Mental Health and Wellbeing (3 credits)
A study of the nature of health and wellbeing including mental, emotional, spiritual, and physical health. Recognizing dysfunction and preparing strategies to improve functional thoughts, behaviors, and emotions will be addressed. Students will develop a portfolio of information and resources on healthy practices for themselves or for helping others. Students will learn how to improve their own mental health and wellbeing and how to foster a culture of self-awareness and self-care.

PSYC 2330 Neuropsychology (3 credits)
The study of the relation between the brain and behavior. This course is an introduction to the study of the brain's hardware, the pathways underlying thoughts and emotions in the brain and what the brain hardware tells us about the brain's software. Students will be exposed to current understanding of fundamental neural circuitry that underlies emotional and cognitive processing in the brain and the methods used to study neural circuits. This course is designed to provide an introduction to the science of neuropsychology, including the anatomic, functional, and cognitive substrates underlying human behavior.

PSYC 2342 Statistics for Psychological Studies (3 credits) ***[TCCN# MATH 2342]***
An introduction to the basic concepts, uses, and methods of statistical computation, including descriptive statistics, correlation, probability, estimation, sampling, design, hypothesis testing, t-tests, ANOVAs, and chi-square. A computational and interpretational statistics course designed to prepare students for upper-division/ graduate courses in research, data evaluation, and analytical reasoning. *Prerequisites: PSYC 1320 General Psychology and one year of high school algebra, or permission of the instructor. Special Consideration: PSYC 2342 is equivalent to MATH 2342 Introduction to Statistics.*

PSYC 2345 Psychological Tests and Research Methodology (3 credits)
This course addresses standardization procedures, concept evaluation, item and test reliability and validity, indirect measurement issues, and ethics. Tests currently in use in psychological career fields are studied in depth. Projects on test development and interpretation are required. *Prerequisites: PSYC 1320 General Psychology and PSYC 2342 Statistics for Psychological Studies, or permission of the instructor.*

PSYC 3306/BUAD 3306/PMIN 3306 Servant Leadership (3 credits)
An examination of the application of servant leadership principles in the workplace and church. It will provide a basic understanding of the theory of servant leadership and the essential qualities associated with leading people from a servant's perspective. This course will delineate the various aspects of leaders who obtain results through leadership skills as opposed to servant leadership skills in particular. This course will also provide self-insights into one's servanthood tendencies through the lenses of emotional intelligence and a Christian worldview. *Prerequisites: BUAD 1301 Introduction to Leadership and either BUAD 1315 Leadership and Change or BUAD 2311 Leadership Styles.*

PSYC 3310 Marriage and Family (3 credits)
An introduction to the biblical foundation for courtship, marriage, and family development. Examines marriage and family development across generations from the perspectives of traditional psychology and family systems theorists. Introduces psychological interventions which further development and change. *Prerequisite: PSYC 1320 General Psychology or permission of the instructor.*

PSYC 3315 Theories of Personality (3 credits)
A study of the major theoretical paradigms of personality, including psychoanalytic, trait, behavioral, and humanistic models. The student acquires an understanding of the major theories of personality along a continuum of scientific rigor, a thorough understanding of human commonalities and differences, mind/body connections, hereditary and experiential influences, psychopathology and treatment of personality disorders, self-knowledge, and applications to relationships with others. Writing assignments supplement assigned readings. *Prerequisite: PSYC 1320 General Psychology or permission of the instructor.*

PSYC 3317/BUAD 3317/PMIN 3317Transformational Leadership (3 credits)
This course will focus on leadership and the aspects of transformational dimensions and its components. The course will look intensively into the dynamics of people in leadership position and their affects upon the human condition through the lenses of people sensitivity. The course will focus on the four main drivers of transformational leadership as its application within the business and church environment. This course will analyze modern day leaders and assess their skills

against the matrix of transformational characteristics. This course will also investigate emotional intelligent aspects of leadership in comparison and complementary association with being a transformative leader. *Prerequisites: BUAD 1301 Introduction to Leadership plus one of the following: BUAD 1315 Leadership and Change, BUAD 2311 Leadership Styles, or BUAD 3309 Leadership and Ethics.*

PSYC 3320/EDUC 3320 Educational Psychology (3 credits)
An introduction to the psychological bases of instructional systems. Examines developmental learning of children, adolescents, and adults; teacher behavior and other applications of psychology to education; and construction, validation, and use of classroom measurement and diagnostic procedures. *Prerequisite: PSYC 2314 Developmental Psychology.*

PSYC 3321 Pastoral Counseling (3 credits)
An introduction to pastoral counseling showing how to integrate therapeutic principles with religious experience to foster a high standard of care. The course defines the functions of a pastoral counselor and discusses the historical development of pastoral counseling, different types of pastoral counseling, and issues involved in combining a faith tradition with therapeutic psychology. A Code of Ethics in pastoral counseling is provided, as well as a bibliography and online resources.

PSYC 3335 Sport and Exercise Psychology (3 credits)
This overview of major facets and recent advances in sport and fitness psychology provides a practical guide to concepts and theories that contribute to enhanced athletic performance and coaching effectiveness. Topics include the psychology of athletes and athletic competition, personality, environmental variables, communication, motivational and disciplinary skills for effective coaching, mental rehearsal and training skills, managing stress and aggression, team dynamics, and leadership characteristics of coaches and athletes.

PSYC 3340 Abnormal Psychology II (3 credits)
An advanced study of abnormal behavior emphasizing psychopathology and the causes of mental illness from a bio-psycho-social model and from a Christian worldview. Detailed examination is given to key disorders as listed in the current DSM alongside analysis of current research findings. Students are expected to develop understanding of the disruption of brain processes in mental disorders. Different theoretical models of psychopathology will be discussed. Students will gain an appreciation for the complexity of human behavior and an increased compassion for individuals with mental illnesses. *Prerequisite: PSYC 2320 Abnormal Psychology I.*

PSYC 4315 Counseling Methods (3 credits)
A study of counseling theory and techniques, including theoretical models used in both individual and group practice and emphasizing the therapeutic process and issues in working with different client populations. Class format includes both didactic and experiential learning methods. *Prerequisite: PSYC 1320 General Psychology.*

PSYC 4317/BUAD 4317/PMIN 4317 Applied Leadership (3 credits)
This course will focus on using the key people, customer-centric, organizational communications and problem-solving skills learned in previous leadership courses and apply all of these skills simultaneously in real world application. This course will allow for real world application as filtered through the lenses of leading teams, managing chance and change, the levels of decision-making, maintaining a customer centric focus, and assessing organizational behavior with the intent of influencing behavior. This course is a culmination of experiencing real leadership change through an intensive application of experiencing and leading change through practical and situational leadership. This course will explore and demonstrate the full range leadership model through leading and influencing change in dynamic and fluid situations. *Prerequisite: BUAD 3317 Transformational Leadership.*

PSYC 4340 Psychology Capstone (3 credits)
In this capstone course, students demonstrate the ability to use psychological concepts and skills in the examination of a college-wide general-education theme. Integrative papers, oral presentations, research projects, and class attendance are required. Students also begin formal preparation for graduate school or careers and perform program skills self-assessments. Required of all psychology majors. *Prerequisite: must be a psychology major in the last semester of senior year.*

PSYC 4350 Psychology Internship (3 credits)
A field-based study applying classroom content to practical experience specific to the Psychology major. Includes an orientation before entering the actual practicum. Arranged through the Psychology Department in cooperation with the Student Development Office. A Practicum Application must be approved prior to registration. *Prerequisite: Approval of the Psychology Department Chair.*

PSYC 5310 Culturally Competent Ministry (3 credits)
This course prepares students to apply insights from cultural anthropology, sociology, and theology to understand, adapt, and transform culture. Students demonstrate "cultural ability" by articulating the key elements of a "culture," analyzing the culture of a given community, and forming effective ministry strategies appropriate for the cultural context through the conceptual framework of

practical psychology and theology. *Prerequisite: THEO 5310 The Emerging Kingship of God.*

PSYC 5315 Psychological Tools for Transformative Ministry (3 credits)
This course equips students with knowledge, skills, and tools necessary for integrating psychological principles and techniques into their ministry work. It covers a range of topics, including theories of psychology relevant to understanding self and others, principles of holistic ministry, and practical applications of psychological tools and techniques. Students learn how to use these tools to help individuals, families, and communities overcome psychological and emotional challenges, leading to improved mental health, improved relationships, and overall well-being. The course also emphasizes ethical and theological implications of integrating psychological principles into ministry work. *Prerequisite: THEO 5310 The Emerging Kingship of God. Special Consideration: With approval of the MTM Program Director, Upper Division undergraduate ministry students may complete this course as a PMIN elective.*

PSYC 5320 Psychology of Leadership (3)
Students explore the psychological processes that underlie effective leadership. The course delves into the cognitive, emotional, and social aspects of leadership, providing students with a deep understanding of how to apply psychological principles to enhance leadership effectiveness. Students examine traits, behaviors, and mindsets of successful leaders, along with leadership styles, social intelligence, group dynamics, decision-making, leadership perception, influence and persuasion, and interactive effects on leadership. Students engage in critical analysis, discussions, and experiential learning to develop a nuanced understanding of how psychological factors influence leadership and organizational outcomes. *Prerequisite: THEO 5310 The Emerging Kingship of God.*

RELI: RELIGION

RELI 1304/PHIL 1304 World Religions (3 credits) *[TCCN# PHIL 1304]*
A study of major religions of the world as they relate to Christianity, including Hinduism, Buddhism, Taoism, Confucianism, Judaism, Islam, Sikhism, and others. Online prerequisite: permission of the academic advisor.

SCIN: SCIENCE

SCIN 2110 Life Science Lab Only (1 credit) *[TCCN# BIOL 1108]*
Laboratory experience allows students to use scientific methods to examine and test many of the facts and concepts of biology.

SCIN 2310 Life Science (3 credits) ***[TCCN# BIOL 1308]***
The fundamental concepts of biology with emphasis on human biology, including the organ systems. Both the place of humankind in the environment and the importance of the environment to humankind are examined. The theory of evolution is critiqued scientifically and biblically.

SCIN 2410 Life Science (4 credits) ***[TCCN# BIOL 1408]***
The fundamental concepts of biology with emphasis on human biology, including the organ systems. Both the place of humankind in the environment and the importance of the environment to humankind are examined. The theory of evolution is critiqued scientifically and biblically. Required laboratory experience allows students to use scientific methods to examine and test many of the facts and concepts presented.

SPCH: SPEECH

SPCH 2310 Speech (3 credits) ***[TCCN# SPCH 1315]***
An introduction to classical rhetoric and modern interpersonal communication theory, both spoken and written, including theory and practice in public speaking, to sharpen communication skills and sensitize the student to interpersonal behavior. Emphasis on contemporary uses and ethics of persuasion.

SPMN: SPORTS MINISTRY

SPMN 3363 Sports and Recreation Ministry Applications (3 credits)
This course introduces biblical and philosophical principles undergirding sports and recreation ministry. Building on these foundations, students utilize practical skills and tools for leading such ministries, including a ten-step approach to program planning, facilities choice and administration, recruiting and training volunteers, the AIDA (Attention, Interest, Desire, and Actions) promotional model, and zero-based budgeting. Students are encouraged to unlock the potential of sports and recreation ministry for evangelistic outreach and disciple-making, including equipping coaches and leaders to become disciples who make disciples who then make more disciples ("multipliers") through pointing people to Christ and changing lives. The course draws heavily on principles and tools developed by the Association of Church Sports and Recreation Ministers (CSRM). *Prerequisite: EXSC 1310 Sports and Recreation Leadership.*

SPMN 4340 Coaching, Mentoring, and Discipleship (3 credits)
As respected professionals working closely with athletes, coaches often have opportunities to help them develop not only as competitors but also as human beings. In this course, students consider the similarities and differences between

athletic coaching, life coaching, counseling, therapy, mentoring, and Christian discipleship. The course gives special attention to the purpose and benefits of coaching and mentoring, characteristics of a good coach and mentor, basic counseling and mentoring skills, best practices, and what to avoid. It also includes a study of biblical discipleship principles, practical discipleship tools, and contextually relevant applications for Christian coaches. It encourages believers to view athletic coaching as not only a job but also a spiritual calling and opportunity.

SPMN 4350 Sports and Recreation Ministry Internship (3)
In this capstone experience for the Sports and Recreation Ministry Major, students integrate theory, practice, and faith through a field-based leadership experience under the mentorship of a DCC faculty member and an approved field supervisor. To receive credit for the internship, students must complete a minimum of 75 hours (or about 5 hours per week over a 15-week semester) of active work in the field. *Prerequisites: (1) EXSC 4150 Orientation to Sport and Fitness Internships; (2) senior student status with a minimum cumulative GPA of 2.50; (3) successful completion of all courses in the Sports Science Core plus PMIN 3305 Biblical Ministry and PMIN 3323 Sports and Recreation Ministry Models; and (4) prior approval by the DCC Sports Science program coordinator. Special Consideration: The Sports and Recreation Ministry Internship is graded on a Pass/Fail basis.*

SPMT: SPORTS MANAGEMENT

SPMT 2320 Management of Athletic Programs (3 credits)
This course focuses on contemporary management theories, principles, and roles as applied in the sport and fitness field. Through case study analysis and "real world" projects, students learn practical skills such as goal-setting and strategy, planning, budgeting, organizing, scheduling, staffing, recruiting and training volunteers, working with coaches and officials, accessing community resources, and evaluation. Students gain experience in the use of project development software and other decision-making tools. *Prerequisites: EXSC 1310 Sports and Recreation Leadership.*

SPMT 3301 Financial Management in Sports (3 credits)
This course presents the essentials of fundraising with an emphasis on revenue generation strategies for the sports industry. Students also gain experience with budgets, balance sheets, and other essential tools for management planning and decision-making in the sports field. *Prerequisite: ACCT 2301 Accounting I.*

SPMT 3320 Sports Facilities and Event Management (3 credits)
Students learn principles and best practices for designing, managing, caring for, and securing sports facilities for the protection of personnel and property. They also

develop skills in planning, organizing, and managing competitions, tournaments, and other athletic events with the help of event planning and scheduling software. *Prerequisite: SPMT 2320 Management of Athletic Programs.*

SPMT 3325 Sports Marketing, Promotion, and Public Relations (3 credits)
This course provides an overview of marketing concepts, functions, techniques, research, assessment, and ethics. It also imparts principles for creating, disseminating, and managing messages to constituents through effective promotion and public relations strategies. Topics include product decisions, branding, logos, licensing, endorsements and sponsorships, pricing, distribution channels, marketing segmentation, and target marketing. Drawing on case studies and current events, students apply insights to the sports industry. *Prerequisites: ENGL 1320 Composition II, SPCH 2310 Speech, and SPMT 2320 Management of Athletic Programs.*

SPMT 4315 Legal, Ethical, Professional Standards for Sports Leaders (3 credits)
Faced with constant challenges from competing interests, sports professionals can make poor decisions that lead to cheating and corruption, undermining the benefits of athletic competition. Building on biblical and theological insights gained from THEO 4305 Christian Ethics, this course addresses ethical and professional issues faced by athletic administrators and coaches. It invites students to adopt a sound philosophy of sport and fitness leadership; develop an ethical decision-making process; maintain their integrity as they model, teach, and reinforce ethical behavior in athletes; and strive for excellence rather than winning at all costs. Students also explore legal aspects of sports, such as risk management, product liability, breach of contract, responsibilities of game officials, Title IX protections against sex discrimination, the role of the U.S. Equal Employment Opportunity Commission (EEOC), and the aims of governing organizations such as the National Christian College Athletic Association (NCCAA). Students review the *Code of Conduct for Sports Officials* produced by the National Association of Sports Officials (NASO).

SPMT 4300 Special Topics in Sports and Recreation Leadership (1-3 credits)
Under faculty supervision, students conduct advanced studies and/or explore personal interests related to sports and recreation leadership, sports management, health and fitness, exercise science, athletic coaching, and/or sports and recreation ministry. This course may take the form of a practicum providing hands-on field experience. *Special Considerations: Requires advance approval by the Sports Leadership program coordinator and the faculty supervisor or field supervisor. The chosen topic may appear on the student's transcript. Students may repeat this course for credit to explore multiple areas of professional development.*

SPMT 4350 Sports Management Internship (3 credits)
In this capstone experience for the Sports Management Major, students integrate theory, practice, and faith through a field-based leadership experience under the mentorship of a DCC faculty member and an approved field supervisor. To receive credit for the internship, students must complete a minimum of 75 hours (or about 5 hours per week over a 15-week semester) of active work in the field. *Prerequisites: (1) EXSC 4150 Orientation to Sport and Fitness Internships; (2) senior student status with a minimum cumulative GPA of 2.50; (3) successful completion of all courses in the Sports Science Core; and (4) prior approval by the DCC Sports Science program coordinator. Special Consideration: The Sports Management Internship is graded on a Pass/Fail basis.*

SPMT 4360 Alternative Sports Science Internship (3 credits)
Sport Science majors who already possess many years of professional leadership experience within their respective sports field may petition to produce an original writing project in lieu of the internship. This project must chronicle the student's applied sports experience within his/her specialization (credit by demonstrated competency) and reflect on how the Sports Science program has shaped his/her leadership philosophy and practice. Students must petition the DCC Sports Science program coordinator to pursue this alternative, and they may not register until permission is granted.

THEO: THEOLOGY

THEO 2310/3310 Themes in Biblical Theology (3 credits)
A study of overarching themes and ideas at the center of the biblical message and Christian worldview. Readings in this course will include readings from the Bible and from Logos™ library resources, a required tool for this course purchased via the Logos™ Bible Software Fee. *Prerequisites: BIBL 1331 New Testament Survey and BIBL 1332 Old Testament Survey. Degree Completion Program students must complete Themes in Biblical Theology in the Upper Division (THEO 3310) or complete an additional approved Upper Division Bible course. Assignments differ in the two levels.*

THEO 2350 Theology of Sports, Recreation, and Leisure (3 credits)
This course includes a biblical, theological, and historical study of the Christian understanding of and engagement in sports, competition, recreation, and leisure. Students develop a capacity for integrating theology, ethics, and Christian outreach within varied sports and recreation contexts. *Prerequisites: BIBL 1331 New Testament Survey, BIBL 1332 Old Testament Survey, THEO 2310/3310 Themes in Biblical Theology, or permission from Bible Department Chair.*

THEO 3310/2310 Themes in Biblical Theology (3 credits)
A study of overarching themes and ideas at the center of the biblical message and Christian worldview. Readings in this course will include readings from the Bible and from Logos™ library resources, a required tool for this course purchased via the Logos™ Bible Software Fee. *Prerequisites: BIBL 1331 New Testament Survey and BIBL 1332 Old Testament Survey. Degree Completion Program students must complete Themes in Biblical Theology in the Upper Division (THEO 3310) or complete an additional approved Upper Division Bible course. Assignments differ in the two levels.*

THEO 3311 Apologetics (3 credits)
An analysis of the approaches toward a rational presentation of the Christian faith in response to competing worldviews. *Prerequisites: BIBL 1331 New Testament Survey, BIBL 1332 Old Testament Survey, and BIBL 2330/3301 Introduction to Biblical Research.*

THEO 3320/HIST 3320 American Christianity (3 credits)
A survey of Christian history in America, with special focus on the Stone-Campbell Movement in its North American context.

THEO 4300 Special Topics in Theology (3 credits)
Reading and research in an area of theological studies selected by the Bible Department faculty. *Prerequisites: BIBL 1331 New Testament Survey, BIBL 1332 Old Testament Survey, and BIBL 2330/3301 Introduction to Biblical Research, or permission of the professor directing the study.*

THEO 4301 Christian Theology (3 credits)
An introduction to the discipline of theology with study of such doctrines as God, Christ, the Holy Spirit, man, sin, and salvation. *Prerequisites: One 3000-4000 level Old Testament elective and one 2000-4000 level New Testament elective.*

THEO 4305 Christian Ethics (3 credits)
A study of and evaluation of dominant approaches to moral thinking and an examination of contemporary moral/ethical issues from a biblical/theological perspective. *Prerequisites: One Upper Division New Testament elective and one Upper Division Old Testament elective.*

THEO 5310 The Emerging Kingship of God (3 credits)
This study provides an overview of the biblical metanarrative, tracing historical, cultural, and theological developments foundational for Christian faith. It gives special emphasis to the emerging Kingship of God (realized eschatology), the *Missio Dei* (mission of God), and the transformative impact of Christ and his Church on the world. The course equips students to think biblically and theologi-

cally about God's redemptive action in the past, present, and future. *Special Consideration: THEO 5310 is a prerequisite for all other courses in the Master of Transformative Leadership and Master of Transformative Ministry programs.*

THEO 5320 Reading and Redeeming Culture (3 credits)
This course engages in critical evaluation of contemporary worldviews and practices from a distinctly Christian worldview. Students develop leadership and ministry strategies that foster the redemption and reconciliation of all people and cultures to Christ. *Prerequisite: THEO 5310 The Emerging Kingship of God.*

THEO 5330 The Church as God's Agent of Transformation (3 credits)
This course focuses on the role the whole Church and local congregations play in God's redemptive story. Students develop transformational strategies appropriate to their leadership and ministry context undergirded by an understanding of the Church that is biblical and holistic from a global perspective. *Prerequisite: THEO 5310 The Emerging Kingship of God.*

WSHP: WORSHIP ARTS

WSHP 2312 Worship Theology and Practice (3 credits)
A study of the theological foundations for Christian worship, including an examination of the meaning and history of worship, the elements of worship, and different worship traditions. Attention given to formulating a philosophy of worship, understanding the role of worship in church evangelism, the ministry of music and effective use of music in the worship service, the planning and evaluation of worship services, and various forms of worship art.

INDEPENDENT STUDIES AND SPECIAL TOPICS COURSES

____ 3_26 Field Experience (credits vary)
Special extended internship of one semester plus a summer, interning in the area of the student's academic emphasis. During the time spent on the internship, the student may also enroll in 12 hours of additional work. These courses will generally be taught by the student's internship supervisor in the student's area of academic emphasis. An Internship Application must be approved at least one semester in advance (and before registration) with the Vice President for Student Development, the approved supervisor, and the appropriate academic department, in addition to meeting all of the requirements for a regular internship. *Corequisite: Internship in the area of the student's academic emphasis.*

_____ _300 SPECIAL TOPICS IN _____ (3 credits)

Research and reading in a given area with permission from the academic dean and the professor who directs the study. The four-letter prefix representing the content area will be added to the 4300 number to identify special-topics courses.

_____ 4_00 Independent Study (credits vary)

Students may pursue independent study in areas of interest which may or may not be listed in the catalog. Independent study courses must be approved by the professor and academic dean. The four-letter prefix representing the content area will be added to the 4_00 number to identify independent study courses. The number of hours for an independent study course will be agreed upon by the academic dean, faculty, professor, and student.

MASTER COURSE/COMPETENCY LIST

The following master list includes every course used in academic programs *currently* offered by Dallas Christian College. The faculty continues to teach a few other courses related to older programs that are being revised or discontinued. However, the master list only reflects *current* program requirements.

ACCT: Accounting

ACCT 2301 Accounting I (3)
ACCT 2302 Accounting II (3)
ACCT 3301 Accounting for Managers (3)

ANTH: Anthropology

ANTH 5110 Analysis of Religions (1)
ANTH 5130 Ethnographic Research (1)
ANTH 5210 Applied Anthropology (2)
ANTH 5310 Animism (3)
ANTH 5320 Islam (3)
ANTH 5330 Belief System Research (3)
ANTH 6120 Worldview Analysis (1)
ANTH 6130 Dynamics of Cultural Change (1)
ANTH 6210 Local Theologies (2)

BIBL: Bible

BIBL 1331 New Testament Survey (3)
BIBL 1332 Old Testament Survey (3)
BIBL 2101 Bible Basics (1)
BIBL 2104 Bible Application in Ministry (1)
BIBL 2105 Understanding the Old and New Testaments (1)
BIBL 2110 Biblical Study and Application (1)

BIBL 2301 Synoptic Gospels (3)
BIBL 2325 Divine Word: Exploring the Bible (3)
BIBL 2330/3301 Introduction to Biblical Research (3)
BIBL 3310/GREK 3310 Greek Exegesis I (3)
BIBL 3313 Pentateuch (3)
BIBL 3314 Acts (3)
BIBL 3315 Hebrews (3)
BIBL 3320/GREK 3320 Greek Exegesis II (3)
BIBL 3322 Psalms and Wisdom Literature (3)
BIBL 3323 Pastoral Epistles (3)
BIBL 3324 Johannine Literature (3)
BIBL 3325 Prison Epistles (3)
BIBL 3335/PMIN 3335 Preaching the Old Testament (3)
BIBL 3345/PMIN 3345 Preaching the New Testament (3)
BIBL 4300 Special Topics in Bible (3)
BIBL 4306 Joshua-Esther (3)
BIBL 4307 Paul's Letters (3)
BIBL 4309 Interpretation of The Old Testament (3)
BIBL 4310 Romans (3)
BIBL 4312 Revelation (3)
BIBL 4315 Hebrew Prophetic Literature (3)
BIBL 4320 Senior Bible Seminar (3)
BIBL 5315 Transformative Engagement with Scripture (3)
BIBL 5320 Exegetical Studies (3)
BIBL 5331 Critical Introduction to Biblical Texts: Old Testament (3)
BIBL 5332 Critical Introduction to Biblical Texts: New Testament (3)

BIOL: BIOLOGY

BIOL 1322/EXSC 1322 Nutrition for Sport and Exercise (3)

BUAD: Business Administration

BUAD 1301/PMIN 1301/PSYC 1301 Introduction to Leadership (3)
BUAD 1315/PMIN 1315/PSYC 1315 Leadership and Change (3)
BUAD 2310 Principles of Business Management (3)
BUAD 2311/PMIN 2311/PSYC 2311 Leadership Styles (3)
BUAD 2312/PMIN 2312/PSYC 2312 Psychology of Leadership (3)
BUAD 2321/PMIN 2321 Introduction to Conflict Management (3)
BUAD 2333 Principles of Selling (3)
BUAD 2334/PMIN 3334 Business Plan and Presentation Skills (3)
BUAD 3305 Principles of Marketing (3)
BUAD 3306/PMIN 3306/PSYC 3306 Servant Leadership (3)

BUAD 3309 Leadership and Ethics (3)
BUAD 3317/PMIN 3317/PSYC 3317 Transformational Leadership (3)
BUAD 3325 Human Resource Management (3)
BUAD 4303 Business Legal Environment (3)
BUAD 4317/PMIN 4317/PSYC 4317 Applied Leadership (3)
BUAD 4350 Business Internship (3)

BUSI: Business

BUSI 1307 Personal Finance (3)

CHRS: Christian Service

CHRS 1000 Developing Christian Influence (0)

DVLS: Developmental Studies

DVLS 0101 Building Academic Success (1 non-credit hour)
DVLS 0103 Developmental Math (1 non-credit hour)
DVLS 0106 Developmental Algebra (1 non-credit hour)
DVLS 0310 Developmental Reading and Writing (3 non-credit hours)

ECON: Economics

ECON 2301 Macroeconomics (3)

EDUC: Education

EDUC 3110 TExES Prep Seminar (1)
EDUC 3320/PSYC 3320 Educational Psychology (3)
EDUC 4301 Educational Technology (EC-12) (3)
EDUC 4309 Discipline and Classroom Management (EC-12) (3)
EDUC 4311 Methods of Social Studies and Geography (EC-12) (3)
EDUC 4312 Methods of Teaching Science and Math (EC-6) (3)
EDUC 4314 Methods of Reading and Related Language Arts (EC-12) (3)
EDUC 4319 Methodology (3)
EDUC 4320 Foundations of Reading (EC-6) (3)
EDUC 4321 Philosophy and History of Christian Education (3)
EDUC 4358 Teaching and Learning (EC-12) (3)
EDUC 4360 Teaching Literacy Skills (EC-12) (3)
EDUC 4361 Educational Assessment (EC-12) (3)
EDUC 4362 Teaching Diverse Learners (EC-12) (3)
EDUC 4363 Professional Expectations and Ethics (EC-12) (3)
EDUC 4904 Professional Internship (EC-12) (9 hours)
EDUC 4910 Early Childhood/Elementary Student Teaching (EC-6) (9)
EDUC 4920 Secondary Student Teaching (7-12) (9)
EDUC 4930 All-Level Student Teaching (EC-12) (9)

ENGL: English and Literature

ENGL 1310 Composition I (3)
ENGL 1320 Composition II (3)
ENGL 2311/ENGL 3314 English Literature I (3)
ENGL 2312/ ENGL 3313 American Literature I (3)
ENGL 2313/ ENGL 3310 World Literature I (3)
ENGL 2321/ ENGL 3322 English Literature II (3)
ENGL 2322/ ENGL 3323 American Literature II (3)
ENGL 2323/ ENGL 3320 World Literature II (3)
ENGL 2340 Literature Survey (3)
ENGL 3311 Introduction to Shakespeare (3)
ENGL 3312 Children's Literature (3)
ENGL 3316 C. S. Lewis (3)
ENGL 3324 Creative Writing (3)
ENGL 3326/HIST 3326/HUMA 3326 American Historical Novels (3)

EXSC: Exercise Science

EXSC 1310 Sports and Recreation Leadership (3)
EXSC 1322/BIOL 1322 Nutrition for Sport and Exercise (3)
EXSC 2310 Applied Exercise Anatomy and Physiology (3)
EXSC 3315 Coaching Baseball and Softball (3)
EXSC 3316 Coaching Basketball (3)
EXSC 3317 Coaching Soccer (3)
EXSC 3318 Coaching Volleyball (3)
EXSC 3335 Coaching Golf (3)
EXSC 4150 Orientation to Sport and Fitness Internships (1)
EXSC 4350 Athletic Coaching Internship (3)

GENS: General Studies

GENS 1111 DCC 101 (1)
GENS 2111 DCC 201 (1)

GEOG: Geography

GEOG 1300 Introduction to Geography (3)

GOVT: Government

GOVT 2310 National and State Government (3)

GREK: Greek

GREK 2310 Greek I (3)
GREK 2320 Greek II (3)
GREK 3310/BIBL 3310 Greek Exegesis I (3)
GREK 3320/BIBL 3320 Greek Exegesis II (3)

GREK 5310 Greek I (3)
GREK 5320 Greek II (3)

HEBR: Hebrew

HEBR 3310 Hebrew I (3)
HEBR 3320 Hebrew II (3)
HEBR 4311 Hebrew Exegesis (3)
HEBR 5310 Hebrew I (3)
HEBR 5320 Hebrew II (3)

HIST: History

HIST 1311 World Civilization I (3)
HIST 1321 World Civilization II (3)
HIST 2311 United States History I (3)
HIST 2321 United States History II (3)
HIST 3311 History of Christianity (3)
HIST 3320/THEO 3320 American Christianity (3)
HIST 3321 Advanced Studies in Civilizations (3)
HIST 3322 Ancient World (3)
HIST 3325/HUMA 3325 American Civil Rights (3)
HIST 3326/ENGL 3326/HUMA 3326 American Historical Novels (3)
HIST 4320 Texas History (3)
HIST 4331 Special Topics in U.S. History (3)

HUMA: Humanities

HUMA 2322 Art and Music Appreciation (3)
HUMA 3310/INDS 3310 Critical Thinking and Communication (3)
HUMA 3325/HIST 3325 American Civil Rights (3)
HUMA 3326/ENGL 3326/HIST 3326 American Historical Novels (3)

INDS: Interdisciplinary Studies

INDS 3310/HUMA 3310 Critical Thinking and Communication (3)
INDS 4310 Senior Interdisciplinary Studies Seminar (3)
INDS 4350 Interdisciplinary Studies Internship (3)

INTR: Internship

INTR 4010 Internship Continuation (0)

LEAD: Leadership

LEAD 5310 Resilience in the Leader (3)
LEAD 5315 Organizational Innovation and Change (3)
LEAD 5320 Strategic Planning and Change Management (3)
LEAD 5325 Transformational Leadership (3)
LEAD 5330 Self-Leadership (3)

LEAD 5335 Leadership Communication (3)
LEAD 5340 Culturally-Competent Leadership (3)
LEAD 5345 Transforming Culture (3)

LING: Linguistics

LING 5110 Sociolinguistics (1)
LING 5120 Phonological Analysis (1)
LING 5130 Syntactic Analysis (1)
LING 5140 Introduction to Semantics (1)
LING 5210 Understanding Language (2)
LING 5220 Translation Principles (2)
LING 5230 Orthography Development (2)
LING 5310 Second Language and Culture Acquisition (3)
LING 6130 Translation Modalities (1)
LING 6210 Semantic Issues in Translation (2)
LING 6220 Discourse Issues in Translation (2)
LING 6310 Translation Process (3)

MATH: Mathematics

MATH 1310 College Algebra (3)
MATH 1332 College Mathematics (3)
MATH 2342 Introduction to Statistics (3)

MCEN: Multicultural Engagement

MCEN 5210 Spiritual Formation (2)
MCEN 5220 Cross-Cultural Team Dynamics (2)
MCEN 5300 Special Topics in Multicultural Engagement (3)
MCEN 5310 Textual Metanarratives (3)
MCEN 5330 Fostering Transformational Communities (3)
MCEN 5340 Promoting Engagement (3)
MCEN 5350 Microfinance (3)
MCEN 6310 Multicultural Issues in Context (3)
MCEN 6330 Cross-Cultural Leadership (3)
MCEN 6350 Multi-dimensional Engagement in Diaspora Communities (3)

MGMT: Management

MGMT 2320 Management Communications (3)
MGMT 4304 Organizational Behavior and Responsibility (3)
MGMT 4308 Strategic Management (3)

MINL: Ministry Leadership

MINL 1101 Church Leadership Model: The Compass Way (1)
MINL 2102 Self-Leadership (1)

MINL 2103 Pastoral Leadership (1)
MINL 2104 Team Leadership (1)

MISS: Missions

MISS 3312 Applied Missions (3)
MISS 3315/PMIN 3316 Cross-Cultural Communication (3)
MISS 3323 Cults and the Occult (3)
MISS 3324 Missions (3)
MISS 4325 Cross-Cultural Missions (3)

MUSC: Music

MUSC 1110, 1125 Applied Voice (1)
MUSC 1111, 1126 Applied Piano (1)
MUSC 1116, 1118, 2116, 2118 Applied Guitar (1)
MUSC 1117, 1127 Applied Percussion (1)
MUSC 2110, 2125 Applied Voice (1)
MUSC 2111, 2126 Applied Piano (1)
MUSC 3110, 3125 Applied Voice (1)
MUSC 3111, 3126 Applied Piano (1)
MUSC 4110, 4225 Applied Voice (1-2)
MUSC 4111, 4226 Applied Piano (1-2)

PHIL: Philosophy

PHIL 1304/RELI 1304 World Religions (3)
PHIL 3310 Worldviews and Ethics (3)

PHED: Physical Education

PHED 1112 CPR/First Aid/Physical Education (1)
PHED 1115 Team Sports: Baseball (1)
PHED 1116 Team Sports: Basketball (1)
PHED 1117 Team Sports: Soccer (1)
PHED 1118 Team Sports: Volleyball (1)
PHED 1120 Team Sports: Cross Country (1)
PHED 1125 Team Sports: Softball (1)
PHED 1135 Team Sports: Golf (1)
PHED 1320 Wellness and Lifestyle (3)
PHED 1321 Principles of Athletic Coaching (3)
PHED 2115 Team Sports: Baseball (1)
PHED 2116 Team Sports: Basketball (1)
PHED 2117 Team Sports: Soccer (1)
PHED 2118 Team Sports: Volleyball (1)
PHED 2120 Team Sports: Cross Country (1)

PHED 2125 Team Sports: Softball (1)
PHED 2135 Team Sports: Golf (1)
PHED 2356 Care and Prevention of Athletic Injuries (3)
PHED 3115 Team Sports: Baseball (1)
PHED 3116 Team Sports: Basketball (1)
PHED 3117 Team Sports: Soccer (1)
PHED 3118 Team Sports: Volleyball (1)
PHED 3120 Team Sports: Cross Country (1)
PHED 3125 Team Sports: Softball (1)
PHED 3135 Team Sports: Golf (1)
PHED 4115 Team Sports: Baseball (1)
PHED 4116 Team Sports: Basketball (1)
PHED 4117 Team Sports: Soccer (1)
PHED 4118 Team Sports: Volleyball (1)
PHED 4120 Team Sports: Cross Country (1)
PHED 4125 Team Sports: Softball (1)
PHED 4135 Team Sports: Golf (1)

PMIN: Practical Ministry

PMIN 1301/BUAD 1301/PSYC 1301 Introduction to Leadership (3)
PMIN 1315/BUAD 1315/PSYC 1315 Leadership and Change (3)
PMIN 1325 Divine Design: Discovering Your Identity in Christ (3 credits)
PMIN 1330 Divine Truth: Foundations of Christian Faith (3 credits)
PMIN 1350 Worley Ministry Apprenticeship I: Student Ministry (3 credits)
PMIN 1360 Worley Ministry Apprenticeship II: Outreach Ministry (3 credits)
PMIN 2311/BUAD 2311/PSYC 2311 Leadership Styles (3)
PMIN 2312/BUAD 2312/PSYC 2312 Psychology of Leadership (3)
PMIN 2315 Evangelism and Discipleship (3)
PMIN 2321/BUAD 2321 Introduction to Conflict Management (3)
PMIN 2325 Biblical Preaching (3)
PMIN 2330 A Divine Life: Living the Way of Jesus (3)
PMIN 2350 Worley Ministry Apprenticeship III: Choose Your Adventure (3)
PMIN 2360 Worley Ministry Apprenticeship IV: Choose Your Adventure (3)
PMIN 3301 Spiritual Formation (3)
PMIN 3304 Current Issues in Ministry (3)
PMIN 3305 Biblical Ministry (3)
PMIN 3306/BUAD 3306/PSYC 3306 Servant Leadership (3)
PMIN 3313 Small Group Ministry (3)
PMIN 3316/MISS 3315 Cross-Cultural Communication (3)
PMIN 3317/BUAD 3317/PSYC 3317 Transformational Leadership (3)

PMIN 3321 Youth Ministry (3)
PMIN 3323 Sports and Recreation Ministry Models (3)
PMIN 3324 Urban Youth Ministry (3)
PMIN 3334/PMIN 3334 Business Plan and Presentation Skills (3)
PMIN 3335/BIBL 3335 Preaching the Old Testament (3)
PMIN 3345/BIBL 3345 Preaching the New Testament (3)
PMIN 4312 Church Growth (3)
PMIN 4317/BUAD 4317/PSYC 4317 Applied Leadership (3)
PMIN 4350 Practical Ministry Internship (3)
PMIN 5310 Contemporary Models for Holistic Ministry (3)
PMIN 5320 Transformative Communication (3)
PMIN 5330 Holistic Spiritual Formation (3)

PSYC: Psychology

PSYC 1301/BUAD 1301/PMIN 1301 Introduction to Leadership (3)
PSYC 1315/BUAD 1315/PMIN 1315 Leadership and Change (3)
PSYC 1320 General Psychology (3)
PSYC 1325 Cultural Competency (3)
PSYC 2305 Cognition and Emotion (3)
PSYC 2311/BUAD 2311/PMIN 23111 Leadership Styles (3)
PSYC 2312/BUAD 2312/PMIN 2312 Psychology of Leadership (3)
PSYC 2314 Developmental Psychology (3)
PSYC 2319 Social Psychology (3)
PSYC 2320 Abnormal Psychology I (3)
PSYC 2325 Mental Health and Wellbeing (3)
PSYC 2330 Neuropsychology (3)
PSYC 2342 Statistics for Psychological Studies (3)
PSYC 2345 Psychological Tests and Research Methodology (3)
PSYC 3306/BUAD 3306/PMIN 3306 Servant Leadership (3)
PSYC 3310 Marriage and Family (3)
PSYC 3315 Theories of Personality (3)
PSYC 3317/BUAD 3317/PMIN 3317Transformational Leadership (3)
PSYC 3320/EDUC 3320 Educational Psychology (3)
PSYC 3321 Pastoral Counseling (3)
PSYC 3335 Sport and Exercise Psychology (3)
PSYC 3340 Abnormal Psychology II (3)
PSYC 4315 Counseling Methods (3)
PSYC 4317/BUAD 4317/PMIN 4317 Applied Leadership (3)
PSYC 4340 Psychology Capstone (3)
PSYC 4350 Psychology Internship (3)

PSYC 5310 Culturally Competent Ministry (3)
PSYC 5315 Psychological Tools for Transformative Ministry (3)

RELI: Religion

RELI 1304/PHIL 1304 World Religions (3)

SCIN: Science

SCIN 2110 Life Science Lab Only ()
SCIN 2310 Life Science (3)
SCIN 2410 Life Science (4)

SPCH: Speech

SPCH 2310 Speech (3)

SPMN: Sports Ministry

SPMN 3363 Sports and Recreation Ministry Applications (3)
SPMN 4340 Coaching, Mentoring, and Discipleship (3)
SPMN 4350 Sports and Recreation Ministry Internship (3)

SPMT: Sports Management

SPMT 2320 Management of Athletic Programs (3)
SPMT 3301 Financial Management in Sports (3)
SPMT 3320 Sports Facilities and Event Management (3)
SPMT 3325 Sports Marketing, Promotion, and Public Relations (3)
SPMT 4300 Special Topics in Sports and Recreation Leadership (1-3)
SPMT 4315 Legal, Ethical, Professional Standards for Sports Leaders (3)
SPMT 4350 Sports Management Internship (3)
SPMT 4360 Alternative Sports Science Internship (3)

THEO: Theology

THEO 2310/3310 Themes in Biblical Theology (3)
THEO 2350 Theology of Sports, Recreation, and Leisure (3)
THEO 3310/2310 Themes in Biblical Theology (3)
THEO 3311 Apologetics (3)
THEO 3320/HIST 3320 American Christianity (3)
THEO 4300 Special Topics in Theology (3)
THEO 4301 Christian Theology (3)
THEO 4305 Christian Ethics (3)
THEO 5310 The Emerging Kingship of God (3)
THEO 5320 Reading and Redeeming Culture (3)
THEO 5330 The Church as God’s Agent of Transformation (3)

WSHP: Worship Arts

WSHP 2312 Worship Theology and Practice (3)

Independent Studies and Special Topics Courses

____ 3_26 Field Experience (credits vary)
_____ _300 Special Topics in _____ (3)
_____ 4_00 Independent Study (credits vary)

ACADEMIC CALENDARS
Fall 2025 – Summer 2026

(Dates are subject to change by official action of Dallas Christian College.)

Traditional On-Campus Programs

(16-week terms)

August 2025

9 Residence halls open to soccer and volleyball teams
11 Fall Term begins
15 Full payment or first deferred payment due date (Fall)
16 Residence halls open to new students
16-19 New Student Orientation
18 First day of DCC 101 *(new freshmen)* and DCC 201 *(transfers)* orientation
19 Residence halls open to returning students
20 Last day for financial clearance to remain registered for Fall Term
20 Fall Term classes begin *(returning students)*
21 Convocation, 11:00 a.m., Gymnasium
26 Last day for late enrollment
26 Last day to add a course
26 Last day to drop a course without it appearing on transcript*
26 Last day to withdraw from course with 90% tuition refund*

September 2025

1 Labor Day *(no classes, DCC offices closed)*
2 Second deferred payment due date (Fall)

October 2025

1 2026/2027 FAFSA form available
6 Returning Student Registration Day
13-17 Mid-term exams
15 Third deferred payment due date
20-28 Returning Student Advising and Registration for Spring *(continues)*
24 Last day to withdraw passing ("WP")*

November 2025

6 Serve Learning Day *(service in lieu of classes)*
14 Last day to apply for an Incomplete ("I")
15 Fourth and final deferred payment due date (Fall)
21 Graduation Application deadline for May 2026
24-28 Thanksgiving Holiday *(no classes, DCC offices closed)*

December 2025

5 Last day of instruction for Fall classes
8-12 Final exams *(grades due 48 hours after the last final exam)*
13 Residence halls officially close at 3:00 p.m.
14-31 Christmas Break
21 Last day of Fall Term
28 Residence halls open to basketball teams

January 2026

1-4 Christmas Break *(continues)*
5 Spring Term begins
5-9 Wintermester *(short intensive courses)*
9 Last day for financial clearance to remain registered for Spring Term
12 Residence halls open to new students
12-13 New Student Orientation
13 First day of DCC 101 *(new freshmen)* and DCC 201 *(transfers)* orientation
13 Residence halls open to returning students
14 Spring Term classes begin *(returning students)*
15 Full payment or first deferred payment due date (Spring)
19 Martin Luther King, Jr. Day *(no classes, DCC offices closed)*
20 Last day for late enrollment
20 Last day to add a course
20 Last day to drop a course without it appearing on transcript*
20 Last day to withdraw from course with 90% tuition refund*

February 2026

1 Returning students 2026/2027 FAFSA due for DCC scholarship eligibility
15 Second deferred payment due date (Spring)

March 2026

1 New students 2025/2026 FAFSA priority deadline for DCC scholarships
1 Returning students Fall 2023 scholarship application due
1 Teacher Education Program application deadline
2 Returning Student Registration Day
3-13 Returning Student Advising and Registration for Summer/Fall *(continues)*
9-13 Mid-term exams
15 Third deferred payment due date (Spring)
16-21 Spring Break *(no classes)*
31 Last day for off-campus housing request for Fall Semester

April 2026

1 New students Fall 2026 scholarship application due
1 Graduation Candidate's Deadline for Clearance
2 Last day to withdraw passing ("WP")*
3 Good Friday *(no classes, college closed)*
9 Serve Learning Day *(service in lieu of classes)*
15 Fourth and final deferred payment due date (Spring)
15 Due date for graduating students' final payments (Spring)
24 Last day to apply for an Incomplete ("I")
30 Honors Assembly, 11:00 a.m., Gymnasium

May 2026

1 Priority deadline for returning student Fall financial aid applications
1 Last day of instruction
4-7 Final exams *(grades due 48 hours after last final exam)*
7 Grades due for graduates, 10:00 a.m. *(unless earlier deadline is specified)*
9 Graduation Rehearsal, 8:30 a.m., Compass Church *(Colleyville, TX)*
9 Commencement, 11:00 a.m., Compass Church
9 Residence halls close, 3:00 p.m.
15 Full payment or first deferred payment due date (FLEXCampus® Summer Session 1)
17 Last day of Spring Term
18 *FLEXCampus*® Summer Session 1 begins *(6-week online courses)*
18 Last day to add Summer 1 course
18 Last day to drop Summer 1 course without it appearing on transcript*
22 Last day to withdraw from Summer 1 course with 100% tuition refund*

25 Memorial Day *(DCC offices closed)*
31 Last day to withdraw passing ("WP")*

June 2026

15 Last day for financial clearance to register for Summer 2 Session
15 Final payment due date (FLEXCampus® Summer Session 1)
15 Full payment or first deferred payment due date (FLEXCampus® Summer 2 Session)
26 Last day to apply for an Incomplete ("I")
28 Last day of *FLEX*Campus® Summer Session 1 Term
29 *FLEXCampus*® Summer Session 2 begins *(6-week online courses)*
29 Last day to add Summer 2 course
29 Last day to drop Summer 2 course without it appearing on transcript*

July 2026

2 Last day to withdraw from Summer 2 course with 100% tuition refund*
3 Independence Day Holiday *(DCC offices closed)*
12 Last day to withdraw passing ("WP")*
15 Final payment due date (FLEXCampus® Summer 2 Session)

August 2026

7 Last day to apply for an Incomplete ("I")
9 Last day of *FLEX*Campus® Summer Session 2

**DCC strongly recommends that students consult with their academic advisor and financial aid counselor prior to adding courses—and especially before dropping or withdrawing from courses. Depending on a student's individual circumstances and financial aid package, dropping or withdrawing from a course could lead to loss of (1) full-time student status, (2) satisfactory academic progress, (3) current or future financial aid eligibility, (4) scholarships, (5) VA benefits, (6) on-campus housing, (7) athletic eligibility, and/or (8) work-study hours. It could (9) cause DCC to remove financial aid funds from the student's account and return them to the government, and/or (10) trigger student repayment of loans.*

Worley School of Ministry

Worley Leadership Ministry Certificate

A.A. in Practical Ministries

(8-week sessions, credit-based)

August 2025

15 *Full payment or first deferred payment due date (Fall)*

24 **Fall Term and Fall Session 1 begin**

29 Last day to add Fall 1 course

29 Last day to drop Fall 1 course without it appearing on transcript*

29 Last day to drop Fall 1 course with 100% tuition refund*

September 2025

1 Labor Day *(no classes, DCC offices closed)*

15 *Second deferred payment due date (Fall)*

9 Last day to withdraw passing ("WP")*

October 2025

12 Last day to apply for an Incomplete ("I")

13 Last day for financial clearance to register for Fall 2 Session

15 *Third deferred payment due date (Fall)*

18 Last day of Fall Session 1

19 **Fall Session 2 begins**

24 Last day to add Fall 2 course

24 Last day to drop Fall 2 course without it appearing on transcript*

24 Last day to drop Fall 2 course with 100% tuition refund*

November 2025

3 Last day to withdraw passing ("WP")*

15 *Fourth and final deferred payment due date (Fall)*

21 Graduation Application deadline for May 2026

24-29 Thanksgiving Holiday *(no coursework, DCC offices closed)*

December 2025

5 Last day to apply for an Incomplete ("I")

20 Last day of Fall Session 2 and Fall Term

21 Last day for financial clearance to register for Spring Term

22-31 Christmas Break

January 2026

1-3 Christmas Break *(continues)*
4 Spring Term and Spring Session 1 begins
7 Last day to add Spring 1 course
9 Last day to drop Spring 1 course without it appearing on transcript*
9 Last day to drop Spring 1 course with 100% tuition refund*
15 Full payment or first deferred payment due date (Spring)
19 Martin Luther King, Jr. Day *(DCC offices closed)*
19 Last day to withdraw passing ("WP")*

February 2026

15 Second deferred payment due date (Spring)
17 Last day to apply for an Incomplete ("I")
28 Last day of Spring Session 1

March 2026

1 Spring Session 2 begins
4 Advising/Registration Day for Summer and Fall courses
4 Last day to add Spring 2 course
6 Last day to drop Spring 2 course* *("W" appears on transcript)*
6 Last day to drop Spring 2 course with 100% tuition refund*
15 Last day to withdraw passing ("WP")*
15 Third deferred payment due date (Spring)
16-21 Spring Break *(no coursework)*

April 2026

1 Graduation Candidate's Deadline for Clearance
3 Good Friday *(DCC offices closed)*
15 Fourth and final deferred payment due date (Spring)
15 Due date for graduating students' final payments
19 Last day to apply for an Incomplete ("I")
20 Last day for financial clearance to register for Summer 1 Session

May 2026

2 Last day of Spring 2 Session and Spring Term
3 Summer Term and Summer Session 1 begin
6 Last day to add Summer 1 course

8 Last day to drop Summer 1 course without it appearing on transcript*
8 Last day to drop Summer 1 course with 100% tuition refund*
9 Graduation Rehearsal, 8:30 a.m., Compass Church *(Colleyville, TX)*
9 Commencement, 11:00 a.m., Compass Church
15 Full payment or first deferred payment due date (Summer Session 1)
17 Last day to withdraw passing ("WP")*
25 Memorial Day *(DCC offices closed)*

June 2026

14 Last day to apply for an Incomplete ("I")
15 Final payment due date (Summer Session 2)
15 Full payment or first deferred payment due date (Summer Session 2)
15 Last day for financial clearance to register for Summer 2 Session
27 Last day of Spring Session 1
28 Summer Session 2 begins

July 2026

1 Last day to add Summer 2 course
2 Last day to drop Summer 2 course* *("W" appears on transcript)*
2 Last day to drop Summer 2 course with 100% tuition refund*
3 Independence Day Holiday *(DCC offices closed)*
12 Last day to withdraw passing ("WP")*
15 Final payment due date (Summer Session 2)

August 2026

9 Last day to apply for an Incomplete ("I")
22 Last day of Summer Session 2 and Summer Term

**DCC strongly recommends that students consult with their academic advisor and financial aid counselor prior to adding courses—and especially before dropping or withdrawing from courses. Depending on a student's individual circumstances and financial aid package, dropping or withdrawing from a course could lead to loss of (1) full-time student status, (2) satisfactory academic progress, (3) current or future financial aid eligibility, (4) scholarships, (5) VA benefits, (6) on-campus housing, (7) athletic eligibility, and/or (8) work-study hours. It could (9) cause DCC to remove financial aid funds from the student's account and return them to the government, and/or (10) trigger student repayment of loans.*

DCC Online Programs
(6-week sessions)

July 2025

21 Last day for financial clearance to register for Fall Term

August 2025

11 Fall Term begins

11 *DCC Online* Fall Session 1 begins

11 Last day to add Fall 1 course

11 Last day to drop Fall 1 course without it appearing on transcript*

15 Last day to withdraw from Fall 1 course with 100% tuition refund*

15 Full payment or first deferred payment due date (Fall)

24 Last day to withdraw passing ("WP")*

September 2025

1 Labor Day *(DCC offices closed)*

15 Second deferred payment due date (Fall)

19 Last day to apply for an Incomplete ("I")

21 Last day of *DCC Online* Fall Session 1

22 *DCC Online* Fall Session 2 begins

22 Last day to add Fall 2 course

22 Last day to drop Fall 2 course* *("W" appears on transcript)*

26 Last day to withdraw from Fall 2 course with 100% tuition refund*

October 2025

1 2026/2027 FAFSA form available

12 Last day to withdraw passing ("WP")*

15 Third deferred payment due date (Fall)

20-31 Returning Student Registration for Spring

31 Last day to apply for an Incomplete ("I")

November 2025

2 Last day of *DCC Online* Fall Session 2

3 *DCC Online* Fall Session 3 begins

3 Last day to add Fall 3 course

3 Last day to drop Fall 3 course* *("W" appears on transcript)*

3 Last day to withdraw from Fall 3 course with 100% tuition refund*
15 Fourth and final deferred payment due date (Fall)
16 Last day to withdraw passing ("WP")*
21 Graduation Application deadline for May 2026
24-28 Thanksgiving Holiday *(no coursework, DCC offices closed)*

December 2025

19 Last day to apply for an Incomplete ("I")
21 Last day of Fall Term and *DCC Online* Fall Session 3
21 Last day for financial clearance to register for Spring Term
22-31 Christmas Break

January 2026

1-4 Christmas Break *(continues)*
5 Spring Term begins
5 *DCC Online* Spring Session 1 begins
5 Last day to add Spring 1 course
5 Last day to drop Spring 1 course without it appearing on transcript*
9 Last day to withdraw from Spring 1 course with 100% tuition refund*
15 Full payment or first deferred payment due date (Spring)
19 Martin Luther King, Jr. Day *(DCC offices closed)*
19 Last day to withdraw passing ("WP")*

February 2026

13 Last day to apply for an Incomplete ("I")
15 Last day of *DCC Online* Spring Session 1
15 Second deferred payment due date (Spring)
16 *DCC Online* Spring Session 2 begins
16 Last day to add Spring 2 course
16 Last day to drop Spring 2 course* *("W" appears on transcript)*
20 Last day to withdraw from Spring 2 course with 100% tuition refund*

March 2026

1 Last day to withdraw passing ("WP")*
15 Third deferred payment due date (Spring)
16-20 Spring Break *(no coursework)*
23-28 Returning student registration for Fall

April 2026

1 Graduation Candidate's Deadline for Clearance
2 Last day to apply for an Incomplete ("I")
3 Good Friday *(DCC offices closed)*
5 Last day of *DCC Online* Spring Session 2
6 *DCC Online* Spring Session 3 begins
7 Last day to add Spring 3 course
7 Last day to drop Spring 3 course* *("W" appears on transcript)*
11 Last day to withdraw from Spring 3 course with 100% tuition refund*
15 Fourth and final deferred payment due date (Spring)
15 Due date for graduating students' final payments (Spring)
19 Last day to withdraw passing ("WP")*

May 2026

4 Last day for financial clearance to register for Summer 1 Session
9 Graduation Rehearsal, 8:30 a.m., Compass Church *(Colleyville, TX)*
9 Commencement, 11:00 a.m., Compass Church
15 Last day to apply for an Incomplete ("I")
15 Full payment or first deferred payment due date (Summer Session 1)
17 Last day of Spring Term and *DCC Online* Spring Session 3
18 Summer Term begins
18 *DCC Online* Summer Session 1 begins *(6-week online courses)*
18 Last day to add Summer 1 course
18 Last day to drop Summer 1 course without it appearing on transcript*
22 Last day to withdraw from Summer 1 course with 100% tuition refund*
25 Memorial Day *(DCC offices closed)*
31 Last day to withdraw passing ("WP")*

June 2026

15 Final payment due date (Summer Session 2)
15 Full payment or first deferred payment due date (Summer Session 2)
15 Last day for financial clearance to register for Summer 2 Session
26 Last day to apply for an Incomplete ("I")
28 Last day of *DCC Online* Summer Session 1 Term
29 *DCC Online* Summer Session 2 begins *(6-week online courses)*
29 Last day to add Summer 2 course
29 Last day to drop Summer 2 course without it appearing on transcript*

July 2026

2 Last day to withdraw from Summer 2 course with 100% tuition refund*

3 Independence Day Holiday *(DCC offices closed)*

12 Last day to withdraw passing ("WP")*

15 Final payment due date (Summer Session 2)

August 2026

7 Last day to apply for an Incomplete ("I")

9 Last day of Summer Session 2

**DCC strongly recommends that students consult with their academic advisor and financial aid counselor prior to adding courses—and especially before dropping or withdrawing from courses. Depending on a student's individual circumstances and financial aid package, dropping or withdrawing from a course could lead to loss of (1) full-time student status, (2) satisfactory academic progress, (3) current or future financial aid eligibility, (4) scholarships, (5) VA benefits, (6) on-campus housing, (7) athletic eligibility, and/or (8) work-study hours. It could (9) cause DCC to remove financial aid funds from the student's account and return them to the government, and/or (10) trigger student repayment of loans.*

DCC Graduate Programs

Master of Transformative Leadership (MTL)
Master of Transformative Ministry (MTM)

(8-week sessions, credit-based)

August 2025

11 Fall Term begins
15 Full payment or first deferred payment due (Fall)
24-26 New Graduate Student Orientation
25 MTL/MTM Graduate Fall Session 1 begins
26 Last day to add Fall 1 course
26 Fall 1 learning activities begin
29 Last day to drop Fall 1 course without it appearing on transcript*
29 Last day to drop Fall 1 course with 100% tuition refund*

September 2025

1 Labor Day *(no classes, DCC offices closed)*
9 Last day to withdraw passing ("WP")*
15 Second deferred payment due date (Fall)

October 2025

12 Last day to apply for an Incomplete ("I")
13 Last day for financial clearance to register for Fall 2 Session
15 Third deferred payment due date (Fall)
19 Last day of MTL/MTM Graduate Fall Session 1
20 MTL/MTM Graduate Fall Session 2 begins
20-22 New Graduate Student Orientation
23 Last day to add Fall 2 course
23 Fall 2 learning activities begin
24 Last day to drop Fall 2 course without it appearing on transcript*
24 Last day to drop Fall 2 course with 100% tuition refund*

November 2025

3 Last day to withdraw passing ("WP")*
15 Final deferred payment due date (Fall)
21 Graduation Application deadline for May 2026

24-30 Thanksgiving Holiday *(no coursework, DCC offices closed)*

December 2025

5 Last day to apply for an Incomplete ("I")
21 Last day of MTL/MTM Graduate Fall Session 2
21 Last day for financial clearance to register for Spring Term
22-31 Christmas Break

January 2026

1-4 Christmas Break *(continues)*
5 Spring Term begins
5 MTL/MTM Graduate Spring Session 1 begins
5-7 New Graduate Student Orientation
7 Last day to add Spring 1 course
8 Spring 1 learning activities begin
9 Last day to drop Spring 1 course without it appearing on transcript*
9 Last day to drop Spring 1 course with 100% tuition refund*
15 Full payment or first deferred payment due date (Spring)
19 Martin Luther King, Jr. Day *(DCC offices closed)*
19 Last day to withdraw passing ("WP")*

February 2026

15 Second deferred payment due date (Spring)
17 Last day to apply for an Incomplete ("I")

March 2026

1 Last day of Graduate Spring Session 1
2 MTL/MTM Graduate Spring Session 2 begins
2-4 New Graduate Student Orientation
4 Last day to add Spring 2 course
5 Spring 2 learning activities begin
6 Last day to drop Spring 2 course* *("W" appears on transcript)*
6 Last day to drop Spring 2 course with 100% tuition refund*
15 Last day to withdraw passing ("WP")*
15 Third deferred payment due date (Spring)
16-21 Spring Break *(no coursework)*

April 2026

1 Graduation Candidate's Deadline for Clearance
3 Good Friday *(DCC offices closed)*
15 Fourth and final deferred payment due date (Spring)
15 Due date for graduating students' final payments
19 Last day to apply for an Incomplete ("I")
20 Last day for financial clearance to register for Summer 1 Session

May 2026

3 Last day of Spring Term and MTL/MTM Graduate Spring Session 2
4 Summer Term begins
4 MTL/MTM Graduate Summer Session 1 begins
4-6 New Graduate Student Orientation
6 Last day to add Summer 1 course
7 Summer 1 learning activities begin
8 Last day to drop Summer 1 course without it appearing on transcript*
8 Last day to drop Summer 1 course with 100% tuition refund*
9 Graduation Rehearsal, 8:30 a.m., Compass Church *(Colleyville, TX)*
9 Commencement, 11:00 a.m., Compass Church
15 Full payment or first deferred payment due date (Summer Session 1)
17 Last day to withdraw passing ("WP")*
25 Memorial Day *(DCC offices closed)*

June 2026

14 Last day to apply for an Incomplete ("I")
15 Final payment due date (Summer Session 1)
15 Full payment or first deferred payment due date (Summer Session 2)
15 Last day for financial clearance to register for Summer 2 Session
28 Last day of MTL/MTM Graduate Spring Session 1
29 MTL/MTM Graduate Summer Session 2 begins
29-30 New Graduate Student Orientation

July 2026

1 New Graduate Student Orientation *(continues)*
1 Last day to add Summer 2 course
2 Summer 2 learning activities begin
2 Last day to drop Summer 2 course* *("W" appears on transcript)*

2 Last day to drop Summer 2 course with 100% tuition refund*
3 Independence Day Holiday *(DCC offices closed)*
12 Last day to withdraw passing ("WP")*
15 Final payment due date (Summer Session 2)

August 2026

9 Last day to apply for an Incomplete ("I")
24 Last day of Summer Term and Graduate Summer Session 2

**DCC strongly recommends that students consult with their academic advisor and financial aid counselor prior to adding courses—and especially before dropping or withdrawing from courses. Depending on a student's individual circumstances and financial aid package, dropping or withdrawing from a course could lead to loss of (1) full-time student status, (2) satisfactory academic progress, (3) current or future financial aid eligibility, (4) scholarships, (5) VA benefits, (6) on-campus housing, (7) athletic eligibility, and/or (8) work-study hours. It could (9) cause DCC to remove financial aid funds from the student's account and return them to the government, and/or (10) trigger student repayment of loans.*

DCC Graduate Programs

M.A. in Language Development and Translation (MA-LDT)
M.A. in Multicultural Engagement (MA-ME)

(16-week subscription periods, competency-based)

Fall Subscription Period 2025: August 24 – December 21

Spring Subscription Period 2026: December 22 – May 3

Summer Subscription Period 2026: May 4 – August 24