



OFFICIAL COPY
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Graduate Catalog

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Introduction to the University

QUICK OVERVIEW

Statement of Nondiscrimination

Dallas Baptist University complies with all applicable federal and state nondiscrimination laws and does not engage in unlawful discrimination on the basis of age, gender, disability, veteran status, race, color, national or ethnic origin in any employment practice, admissions, education program, or educational activity. Under state and federal law, the University may discriminate on the basis of religion in order to fulfill its purposes.

Dallas Baptist University offers an exciting variety of options for graduate study to qualified applicants. To accommodate the growing number of graduate students who pursue degrees part time while continuing full-time employment, our graduate programs are tailored to fit a busy schedule. Courses are primarily offered in the evenings and on weekends, with classes meeting once each week or every other week in a hybrid format.

At Convenient Times, in Convenient Places...

In addition to the main campus, selected courses are offered at a number of corporations, schools, and churches throughout the Dallas/Ft. Worth Metroplex. Our online campus features a dynamic combination of the newest Internet technologies from streaming media to threaded discussions. Online courses offer students a convenient way to learn subject material, do research, take tests and communicate with professors and other students.

Degrees available **completely online** include the Master of Business Administration (M.B.A.), Master of Arts in Christian Education (M.A.C.E.), Master of Arts in Christian Education: Childhood Ministry (M.A.C.H.), Master of Arts in Christian Education/Master of Business Administration Dual Degree (M.A.C.E./M.B.A.), Master of Arts in Management (M.A.M.), the Master of Education in Educational Leadership and Master of Education in Curriculum and Instruction (M.Ed.), and the Master of Education in Higher Education (Administration Track) (M.Ed.).

In addition to these degrees, DBU Online offers the Advanced Certificate Program in eBusiness, Higher Education Administration, Human Resource Management, Management, Marketing, and Ministry Leadership in either Business Ministry or Education Ministry.

Mission Statement

The purpose of Dallas Baptist University is to provide Christ-centered quality higher education in the arts, sciences, and professional studies at both the undergraduate and graduate levels to traditional age and adult students in order to produce servant leaders who have the ability to integrate faith and learning through their respective callings.

History of the University

Decatur Baptist College, established in 1898 and the forerunner of Dallas Baptist University, had the distinction of being the first two-year institution of higher education in Texas. The Baptist General Convention of Texas had purchased land in 1897 from Northwest Texas Baptist College. The school enjoyed a rich, full history in Decatur until 1965 when it moved to Dallas, at the invitation of the Dallas Baptist Association. Dallas Baptist University was established in Dallas in 1965 as Dallas Baptist College. The initial 100 acres of land for the campus, overlooking Mountain Creek Lake in the hill country of southwest Dallas, were donated by John Stemmons, Roland Pelt, and Associates. An interested group of businessmen donated an additional 100 acres, and in 1994 a donation by the Louis Hexter family added another 88 acres. More recent additions have increased the current size of the DBU campus to 292 acres.

Beginning with the fall semester of 1968, the college moved from junior college to senior college status. The junior year of academic work was added that year, the senior year in June of 1969. The first Bachelor's degrees were awarded in May 1970.

In 1985, the college name officially became Dallas Baptist University and significant changes were made. The new structure consisted of the College of Arts and Sciences, the Mary C. Crowley College of Christian Faith, the Dorothy M. Bush College of Education, and the College of Business. In 1988, the College of Adult Education was added, and in 1989 and 1990 three new colleges were added by dividing the College of Arts and Sciences into the College of Fine Arts, the College of Humanities and Social Sciences, and the College of Natural Sciences and Mathematics. In 2004, the Gary Cook Graduate School of Leadership was established.

Graduate studies began in 1981 with the initiation of the Master of Business Administration program. Master's programs were later added in Christian education, Christian education in student and childhood ministry, counseling, education, global leadership, higher education, kinesiology, liberal arts, organizational management, professional development, school counseling, teaching, and worship leadership, for a total of 19 master's programs. In December 2004, Dallas Baptist University was advanced from Level III to a Level V institution by the Commission on Colleges and authorized to begin the Ph.D. in Leadership Studies and Ed.D. in Educational Leadership.

Indeed the future is bright at Dallas Baptist University where a commitment to providing quality, Christian higher education through the integration of faith and learning in order to produce servant leaders, gives clear direction and purpose to the entire educational enterprise.

Location

Dallas Baptist University sits atop 292 acres on the hills of Southwest Dallas overlooking Mountain Creek Lake. The University address is 3000 Mountain Creek Parkway, Dallas, Texas 75211-9299.

Affiliation

Dallas Baptist University is affiliated with the Baptist General Convention of Texas.

Enrollment

As of Fall 2008, total University enrollment stood at at 5,297 students, including 3,575 undergraduate students, 1,589 master's students and 133 doctoral students.

Academic Programs

Dallas Baptist University offers 60 undergraduate majors as well as 24 master's programs, including six dual degree programs, and encompasses seven colleges: College of Business, Mary C. Crowley College of Christian Faith, Dorothy M. Bush College of Education, College of Fine Arts, College of Humanities and Social Sciences, College of Natural Sciences and Mathematics, and College of Adult Education. The Gary Cook Graduate School of Leadership offers graduate degrees in Christian Education, Christian Education: Childhood Ministry, Christian Education: Student Ministry, Global Leadership, Worship Leadership, and Higher Education and doctoral degrees in Leadership Studies and Educational Leadership.

Faculty

DBU employs 122 full-time faculty members. Seventy-one percent of the faculty hold doctorate or terminal degrees. The student/faculty ratio is 14:1.

Accreditation

Dallas Baptist University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools ([1866 Southern Lane, Decatur, Georgia 30033-4097; Telephone number 404.679.4501](http://www.sacscoc.org)) to award associate, bachelor's, master's, and doctoral degrees. *Inquiries to the accreditors should relate only to the accreditation status of the institution.* The teacher, principal, and superintendent education programs of the University are accredited by the State Board for Educator Certification (SBEC). Dallas Baptist University is nationally accredited by the Association of Collegiate Business Schools and Programs (ACBSP) to offer the following business degrees: Bachelor of Business Administration (B.B.A.), Bachelor of Business Studies (B.B.S.), Master of Business Administration (M.B.A.), and Master of Arts in Management (M.A.M) degrees. The Department of Music is accredited by the National Association of Schools of Music (NASM).

Memberships

Academic and Theological Education Workgroup
ACCESS (Christian Distance Education)
Alliance for Higher Education
American Academy of Religion
American Association of Collegiate Registrars and Admissions Officers
American Council on Education
American Society of Church History
American Society of Missiology
Association for the Advancement of Computing in Education (AACE)
Association for Christians in Student Development
Association for Educational Communications and Technology (AECT)
Association for Supervision and Curriculum Development (ASCD)
Association for Texas Professional Educators
Association for the Study of Higher Education (ASHE)
Association of Christian Schools International (ASCI)
Association of Christians in Student Development (ACSD)
Association of Collegiate Business Schools and Programs
Association of Graduate Liberal Studies Programs
Association of Institutional Research
Association of International Educators (NAFSA)
Association of Southern Baptist Alumni Directors (ASBAD)
Association of Texas Colleges and Universities
Association of Youth Ministry Educators (AYME)
Baptist Association of Christian Educators (BACE)
Baptist Church Music Conference
Baptist Heritage and Identity Commission
Baptist History and Heritage Society
Baptist Religious Educators Association of the Southwest (BREAS)
Baptist World Alliance: Christian Education Workgroup
Christian Business Faculty Association

Christians in the Visual Arts
 College Music Society
 College Sports Information Directors of America (COSIDA)
 Consortium for Global Education
 Consortium of State Organizations for Texas Teacher Education
 Council for Adult and Experiential Learning
 Council for Christian Colleges and Universities
 Council for Higher Education
 Dallas Bar Association
 EDUCAUSE
 Electronic Campus of the Southern Regional Education Board
 Evangelical Missiological Society
 Evangelical Theological Society (ETS)
 Federation of Business Disciplines
 Fellowship of Baptist Historians
 Heartland Conference
 Higher Education Collaborative (HEC)
 Independent Colleges and Universities of Texas
 In-Service Guidance Association
 Institute of Biblical Research (IBR)
 Institute of International Education
 International Association of Baptist Colleges and Universities
 International Reading Association (IRA)
 Mathematical Association of America
 Metroplex Area Consortium of Career Centers
 Music and Entertainment Industry Educator's Association (MEIEA)
 National Association of Baptist Professors of Religion
 National Association of College Directors of Athletics
 National Association of College and University Attorneys
 National Association of College and University Business Officers
 National Association of Graduate Admissions Professionals
 National Association of Independent Colleges and Universities
 National Association of Orientation Directors (NODA)
 National Association of Schools of Music
 National Association of Student Financial Aid Administration
 National Association of Student Personnel Administrators
 National Association of Teachers of Singing
 National Christian College Athletic Association
 National Collegiate Athletic Association - Division I & II
 National Communication Association (NCA)
 New Media Consortium (NMC)
 North American Professors of Christian Education (NAPCE)
 North Texas Council of College and University Registrars and Admissions Officers
 Sloan Consortium (Sloan-C)
 Society of Biblical Literature (SBL)
 Southern Association of Collegiate Registrars and Admissions Officers
 Southwest Association of Student Financial Aid Administrators
 Texas Association of College and University Student Personnel Administrators (TACUSPA)
 Texas Association of Colleges for Teacher Education
 Texas Association of Collegiate Registrars and Admissions Officers
 Texas Association of Collegiate Veteran's Programs Officials
 Texas Association of Music Schools
 Texas Association of Schools of Art
 Texas Association of Student Financial Aid Administrators
 Texas Association on Higher Education and Disabilities (TXAHEAD)
 Texas Baptist Development Officers Association
 Texas Baptist Historical Society
 Texas Common Course Numbering System
 Texas Distance Education of the Texas Higher Education Coordinating Board
 Texas Distance Learning Association (TxDLA)
 Texas Music Educators Association
 Texas Teacher Educators (TTE)
 Texas Teachers of English to Speakers of Other Languages (TEXTESOL)
 The Association on Higher Education and Disability in Texas
 USDLA United States Distance Learning Association
 Western Association of Veterans Education Specialists (WAVES)
 Whitsitt Baptist Heritage Society

Traditions

Dallas Baptist University's mascot is the Patriot, which symbolizes the love and enthusiastic support the students, faculty, staff, and alumni have for the University — just as the early American founders had for the establishment of our new nation. Continuing the patriotic theme are our colors of red, white, and blue. The Official DBU Cross Ring serves as a symbol of the Christ-centered education students experience at DBU. Students receive the Official DBU Cross Ring during a Ring Commissioning Ceremony just prior to fall and spring commencement services. Through the hymn *To God Be The Glory*, DBU is able to thank God for all of His blessings and His guidance throughout our history.

Financial Assistance

Sixty-six percent of our graduate students and 69% of doctoral students receive federal financial aid. Students who may qualify for state and federal financial assistance programs can request specific information by contacting the Office of Financial Aid at 214.333.5363.

A Word From the DBU President

"We hope you will choose to attend Dallas Baptist University. Those of us on the faculty and administrative staff are here to teach you, to encourage you along the way, and to challenge you to become all that you can be — all that God intended you to be. We want you to find academic challenge here. We want you to find joy in learning. We want you to find the Spirit of Christ in all that we do. We would be so pleased to have you as a part of the family of Dallas Baptist University."

Dr. Gary Cook

This catalog has been prepared to introduce you to Dallas Baptist University. Through it, you will learn about the opportunities, activities, services, and academic programs provided. This resource will help you gain an understanding of the philosophy and mission of the University, as well as our commitment to students. You are encouraged to examine our excellent programs, broad curriculum, and high quality faculty in comparison to your own personal expectations.

LOCATIONS

Dallas Baptist University Campus. Although Dallas Baptist University is located in the thriving urban area of Dallas/Fort Worth, which holds a population of more than 4 million people, the almost 300-acre campus seems secluded in its picturesque, hill-country location and provides the opportunity to be a part of a small community. The campus conveniently sits only 13 miles from downtown Dallas, 29 miles from downtown Fort Worth, and is centrally located near Dallas/Fort Worth International Airport and Love Field with ready access to Dallas and Fort Worth. DBU is an excellent place to enjoy your university years.

Extension Sites. Dallas Baptist University holds undergraduate and graduate courses in classrooms at local area churches and corporations near where students live and work in the Dallas/Fort Worth Metroplex. Although students are unable to earn all credits toward their degrees at extension sites, these sites do provide many of the courses that fulfill undergraduate and graduate degree plans. There are two types of extension sites: open and closed. Open sites are available to all DBU students while closed sites are open only to the employees of the site where classes are being held. For a complete listing of the sites that are offering classes for the current semester, please refer to the current *Schedule of Classes*. DBU offers extension sites in Fort Worth, Arlington, the mid-cities, north Dallas, east Dallas, and at several corporations including Allstate Insurance, Lockheed Martin, and Vought Aircraft Industries.

DBU Frisco. Dallas Baptist University maintains a regional academic center in the northern area of the Metroplex to provide services and course opportunities to students in the North Dallas/Collin County communities. DBU Frisco allows students convenient access to services such as university admission, academic counseling, registration, student identification cards, cashier services, and research assistance. The site, servicing more than 800 students, offers a full rotation of courses leading towards undergraduate degrees in Business Administration, Management, Communication and Psychology, as well as master's degrees in Business Administration, Organizational Management, Education, and School Counseling. Flexible hours and a convenient location help students shorten their commute to school. Courses leading to the completion of a Master of Arts in Christian Education may also be taken at DBU Frisco. The hours of operation are listed in the current *Schedule of Classes*.

DBU Hurst-Colleyville. DBU Hurst-Colleyville is a regional academic center in the western area of the Metroplex to provide services and course opportunities to students in Tarrant County, housed in the newly constructed Herman and Patsy Smith Center. With classroom space for more than 40 classes per semester, DBU Hurst-Colleyville allows students convenient access to services such as university admission, academic counseling, registration, student identification cards, cashier services, and research assistance. The site, servicing more than 400 students, offers a full rotation of courses leading towards undergraduate degrees in Business Administration and Management, as well as master's degrees in Business Administration and Management, as well as master's degrees in Business Administration, Management, and School Counseling. In addition, courses leading to several other undergraduate and master's degrees are offered. Flexible hours and a convenient location help students shorten their commute to school. The hours of operation are listed in the current *Schedule of Classes*.

DBU Mansfield. DBU Mansfield is DBU's third regional academic center, located in Mansfield. DBU Mansfield exists to serve the higher education needs of adults living in southern Tarrant County, as well as Johnson and Ellis counties. A variety of courses are offered for working adults seeking to complete a bachelor's or master's degree.

FACILITIES

John G. Mahler Student Center. Fashioned after Independence Hall in Philadelphia, the John G. Mahler Student Center displays exact replicas of the Liberty Bell, the Declaration of Independence, and the Constitution of the United States. Housed on the main floor of the Student Center are the Hoblitzelle Patriot Cafe, the Meadows Library, the Hillcrest Great Hall, the Hunt President's Dining Room, the Alumni Relations Office, and the Cashier's Office. The Student Life Offices, student game room and lounge areas, the Jones Fireside Room, the SGA Office, the Spiritual Life Office, and the Portrait Gallery are located on the second floor. The lower level of the Student Center houses campus mail services, the Registrar's Office and the Financial Aid Office.

Landry Welcome Center. Named after Christian servant leaders Tom and Alicia Landry, the Landry Welcome Center houses the Office of Undergraduate Admissions. Also housed here are the Lord Braine of Wheatley Room, convenient meeting rooms, a small multi-media theater, and a special suite featuring some of the Landry's professional and personal memorabilia.

Henry Blackaby Hall.

Named in honor of famed Christian author and spiritual leader, Dr. Henry Blackaby, the 20,000 square-foot Henry Blackaby Hall houses the University Bookstore, Music Department classrooms and practice rooms, music faculty instructional studios, and DBU's Online Education Department. Henry Blackaby Hall sits to the south of the John G. Mahler Student Center and complements DBU's signature colonial and Georgian-style architecture. The building is a replica of the north elevation of Independence Hall in Philadelphia with its signature red brick walls and balustrades that stretch between end wall chimneys and parapets. Like Independence Hall, the front face is embellished with marble panels and belt courses, soapstone quoins, and cast stone modillion cornices, making it distinct from other DBU buildings.

Strickland Building. This building houses academic and administrative offices, the Business Office and the Campus Security Office. Classrooms, University Advancement, the Publications and News Department, the Development Department, faculty offices and the Mary C. Crowley College of Christian Faith are located on the second floor in the Strickland Building. The building has two wings: Frank Durham Hall and Donald Bowles Hall.

Roberts Building. This building houses classrooms, biology laboratories, and faculty offices on the first floor and chemistry and physics laboratories, a recital hall, and faculty offices on the second floor. The College of Natural Sciences and Mathematics and the College of Fine Arts are also located in the Roberts Building.

DBU Education Building. This building houses classrooms, faculty offices for the Dorothy M. Bush College of Education, and faculty offices for the Communication Department.

International Center. The International Center houses the International Office and classrooms. It provides a friendly gathering place for the students of DBU's growing International Program.

Burg Center. This building has a 2,400 capacity gymnasium and can be converted easily into a large auditorium for assemblies and Chapel services. Housed on the floors beneath the gymnasium are locker rooms, intercollegiate athletics and kinesiology offices, weight lifting and exercise facilities, and classrooms.

Athletic Complex. Located behind the Burg Center is the Athletic Complex. This contains tennis courts, a soccer field, a jogging track, a baseball field, a batting cage, and a frisbee golf course.

Collins Learning Center. Housed in the Collins Learning Center are the Vance Memorial Library, the *Soda Shoppe*, the Mary Crowley Room, the Estes Prayer Room, the Decatur Room, the Linam Room, the Widner Room, the Caruth Media Center, Gaston Chapel, the University Writing Center, the Counseling Lab, the Computer and Technology Department, and the Academic Computer Lab. Special collections include the Corrie ten Boom Collection and the Bain Memorial Library. The Colleges of Adult Education, Business, and Humanities and Social Sciences, as well as the Graduate Office, Associate Degree Office, faculty offices, and classrooms are located in the Learning Center.

Lange Hall. This dormitory houses 167 students and is equipped with laundry facilities.

Williams Hall. Williams Hall houses 155 students and is equipped with laundry facilities. Also located in this building is the *Glowing Heart Office*.

Crowley Complex. This residential complex contains three units: Calabria Hall, a dormitory housing 95 students; Sharp Hall, a dormitory housing 93 students; and Crowley Hall, a dormitory housing 94 students. The campus dining hall, coed lounge, *The General Store*, Student Affairs Office, Health Services Office, Resident Directors' Office, and Residence Life Office are also located in this complex. Each residential unit has its own laundry facility.

Spence Hall. This dormitory houses 187 students and is equipped with laundry facilities. The University Switchboard, and the Rogers Baptist Student Ministry Center are located in this building.

Colonial Village Apartments. Colonial Village provides Dallas Baptist University students with a new way to live on campus. Located in the picturesque Dallas hill country setting, DBU is proud to offer this luxury living arrangement with a spacious floor plan, numerous amenities, and the convenience of apartment living on campus. The Ebby Halliday Center houses the Apartment Life Office as well as classrooms. The Gary Cook Graduate School of Leadership is also located in the Colonial Village Apartments.

Williamsburg Village. Williamsburg Village is a new on-campus town home neighborhood community that opened in the Fall of 2007. Williamsburg Village offers two-story, 3-bedroom, 3-bath town home residences designed for upperclassmen and graduate students. Contact the Apartment Life Office at 214.623.APTS (2787) or email chrisc@dbu.edu for more information.

Academic Computer Lab. The mission of the Dallas Baptist University Academic Computer Lab is to provide students with adequate computing facilities and services so that they may complete the assignments given to them, as led by the faculty, and successfully master the information to achieve their respective callings. To accomplish this, the Academic Computer Lab provides several services to faculty and students.

Location: Second Floor of the Collins Learning Center
Phone: 214.333.5500
E-mail: support@mail.dbu.edu

The Academic Computer Lab hours are as follows:

Monday-Thursday*	6:30 am - 10:30 pm
Friday	6:30 am - 10:30 pm
Saturday	7:30 am - 5:00 pm
Sunday	2:30 pm - 11:00 pm

*Closed from 9:50am - 11am on Monday and Wednesday for chapel.

Who may use the Computer Lab?

The Computer Lab is open to all current Dallas Baptist University faculty and students.

How do Students Set Up Accounts in the Computer Lab?

In order to use the Computer Lab, a student MUST obtain his/her own login ID by taking their ID card and pointing their web browser to <https://webreg.dbu.edu>. By following the Account Access Setup instructions, students can set up their student e-mail and academic lab login account. This also sets up the password for their WebAdvisor account.

Services Provided

The Computer Lab does not offer tutoring; however, assistance will be provided to students whenever possible as long as the request is reasonable and does not violate any University policies.

Normal Services:

- Over 70 IBM compatible PCs running Windows XP; including two Macintosh workstations.
- MS Office 2007 on all PCs
- Internet access
- E-mail (including off-campus access)
- Laser printers (350 pages per semester for students, extra are \$0.10 each) **Unused sheets at the end of a semester are not transferred over to the following semester.**
- 5 MB of Personal space on server for saving files (P: drive)
- 2 Flatbed Color Scanners (pictures and text)
- Multimedia capabilities, including sound, are available for some programs, but a student MUST bring his/her own headphones.
- Student ID cards for new students.

Services provided at additional cost:

- Color printouts
- CD Burning
- Diskettes
- Fax Machine
- Replacement student ID cards
-

Special Services:

- In addition, one computer is available with voice recognition, screen reading, and screen magnification software for students with special needs. Contact the Computer Lab for more information.

Academic Programs Available

For administrative purposes, the University is composed of seven colleges: College of Adult Education, College of Business, Mary C. Crowley College of Christian Faith, Dorothy M. Bush College of Education, College of Fine Arts, College of Humanities and Social Sciences, College of Natural Sciences and Mathematics, and the Gary Cook Graduate School of Leadership, offering graduate degrees in Christian Education, Christian Education: Childhood Ministry, Christian Education: Student Ministry, Global Leadership, Higher Education, and Worship Leadership and doctoral degrees in Leadership Studies and Educational Leadership. While students normally concentrate their work in the college of their major field, they may have classes in any or all.

WEEKEND COLLEGE

Dallas Baptist University's Weekend College is a part of the College of Adult Education and offers two majors that can be completed entirely on the weekends (Friday nights and Saturdays). Specially designed to fit the busy lifestyle of working adults, this program offers many scheduling options, including some courses on an alternating weekend course schedule, as well as a schedule with classes on four weekends during the semester. The Weekend College offers the Bachelor of Business Studies degree with majors in Business Administration or Management. A Master of Business Administration in Management is also offered through the Weekend College.

GRADUATE PROGRAMS

The University offers an exciting variety of options for graduate study to qualified applicants. To accommodate the growing number of graduate students who pursue degrees part time while continuing full-time employment, the graduate programs are tailored to fit a busy schedule. Courses are primarily offered in the evenings and on weekends, with classes meeting once each week, or every other week in a hybrid format. In addition to the main campus, DBU Frisco, DBU Hurst-Colleyville, and DBU Mansfield, selected courses are offered at a number of corporations, schools, and churches throughout the Dallas/Fort Worth Metroplex. Graduate programs are available through The Graduate School of Business, the Dorothy M. Bush College of Education, the College of Humanities and Social Sciences, the College of Adult Education, and the Gary Cook Graduate School of Leadership.

The Graduate School of Business

Master of Business Administration (M.B.A.) with concentrations in:

Accounting, Business Communication, Conflict Resolution Management, eBusiness, Entrepreneurship, Finance, Health Care Management, International Business, Leading the Nonprofit Organization, Management, Management Information Systems, Marketing, Project Management, and Technology and Engineering Management

The Masters in Business Administration degree (M.B.A.) is for professionals who desire to enhance their leadership skills and acquire new ones for more effective service to their organizations. Students learn the strategies and technologies for the future, focusing on real-world application from a uniquely ethical approach. The Masters in Business Administration program is accredited by the Association of Collegiate Business Schools and Programs.

Master of Arts in Management (M.A.M.) with concentrations in:

Business Communication, Conflict Resolution Management, General Management, Health Care Management, Human Resource Management, and Performance Management

The Master of Arts in Management degree (M.A.M.) is a 36-credit-hour program designed to provide the communication, leadership, and management skills needed in today's business organizations. Because the business environment is dynamic, special attention is given to adapting to organizational change and becoming a change agent.

The Dorothy M. Bush College of Education

Master of Education in Curriculum and Instruction (M.Ed.)

The Master of Education for Curriculum and Instruction is designed for teachers who are currently or aspire to be teacher leaders recognizing the importance of keeping up with the latest in best practices of curriculum development and instruction strategies in order to create effective learning environments wherever they teach. The program will benefit classroom teachers, department heads, grade-level leaders, and curriculum specialists.

Master of Education in Early Childhood Education (M.Ed.)

The Master of Education in Early Childhood Education degree is a 36-hour, non-thesis program. The program consists of a core curriculum of at least 12 hours of academic specialization, six credit hours in the resource area, and 18 credit hours of professional development which are selected from education course offerings. The student must take 18 semester hours of graduate level only

(6000 level) courses. In areas where the student demonstrates sufficient proficiency, course substitutions may be approved by the Master of Education in Early Childhood Education Program Advisor.

Master of Education in Educational Leadership (M.Ed.)

The Master of Education in Educational Leadership is a 39-hour non-thesis program. The program is composed of 12 core and 27 hours of specialized preparation. Students who meet additional state criteria will be qualified to sit for the state Principal TExES exam. Upon program completion, passage of the Principal TExES exam, and specific state regulations, the student will be qualified to apply for certification as a Principal in Texas.

Master of Education in Kinesiology (M.Ed.)

The Master of Education in Kinesiology program is a 36-hour program designed to allow students to receive a Master of Education in Kinesiology. The purpose of the M.Ed. in Kinesiology is to equip candidates for Christian servant leadership in the multi-faceted areas of Kinesiology, equipping them with intercultural skills and leadership skills equal to integrating their Christian faith and witness as they make significant contributions to human endeavor in today's multi-cultural and multi-ethnic environment. The concentration in Kinesiology is to enable students to apply their studies to the design of wellness, fitness, and health promotion programs in various settings of professional interest: educational, corporate, and commercial. The Master of Education in Kinesiology with Teacher Certification will allow students to seek teacher certification in the State of Texas.

Master of Education in Reading and English as a Second Language (M.Ed.)

The Master of Education (M.Ed.) in Reading and English as a Second Language (ESL) program is designed for practicing teachers and administrators who desire continued growth and expertise as professionals, specializing in the areas of literacy and ESL instruction. Once teachers with their initial teaching certification have successfully completed all coursework in the program, and if they have passed the appropriate state certification (TExES) tests, they will also earn the Reading Specialist Certification, the Master Reading Teacher Certification, and the English as a Second Language Certification/Endorsement. Learning experiences and assignments in this 36-hour program are designed in order to provide the learner with sufficient theoretical and experiential knowledge to serve successfully as a literacy and ESL specialist in the role of classroom teacher, literacy coach, or administrator.

Master of Education in School Counseling (M.Ed.)

The Master of Education in School Counseling degree (M.Ed.) is designed to provide the framework for school counselor preparation and to enhance the professional development of individuals who are seeking a graduate degree in school counseling. The Master of Education in School Counseling is a 39-hour, non-thesis professional development program leading to the Professional School Counselor Certificate. The program is designed to meet or exceed the certification requirements for School Counselors as established by the State Board for Educator Certification.

Master of Arts in Teaching (M.A.T.)

The Master of Arts in Teaching program (M.A.T.) has been established to enhance the professional development of teachers who are committed to excellence in the classroom. The M.A.T. program is designed for individuals who are interested in pursuing either a master's degree or a master's degree and teacher certification. The program is focused on improving expertise in content areas, effective teaching strategies, and enhancing the delivery of instruction to students. The goal of the M.A.T. program is to equip educators to become servant leaders within the school setting.

College of Humanities and Social Sciences

Master of Arts in Counseling (M.A.C.)

Course work prescribed by the State Licensing Board for Professional Counselors

The Master of Arts in Counseling degree (M.A.C.) offers a distinctively different approach to counseling. While there is an increasing interest in professional counseling, there is also a growing disillusionment with the "morally neutral" approach that is often practiced today. The M.A.C. prepares graduates to provide counseling services in a variety of settings by starting with Biblical presuppositions as the student develops appropriate counseling skills based on counseling theory and research.

College of Adult Education

Master of Liberal Arts (M.L.A.) with concentrations in:

Art, Christian Ministry, English, English as a Second Language, Fine Arts, History, and Political Science

The Master of Liberal Arts degree (M.L.A.) is designed to meet the needs of the student who desires an interdisciplinary, broad-based graduate education. Rather than focusing in just one discipline, the student may choose to do a single concentration within this broad-based degree. This flexibility is appealing to a wide range of students and professionals who want an expanded liberal arts education and a better understanding of their heritage. With proper Prerequisites, one may take a combination of courses,

including those in the Arts, Humanities, Christian Ministry, English as a Second Language, and Missions. The M.L.A. is an approved member of the Association of Graduate Liberal Studies Programs and is directed neither toward professional research nor toward the achievement of a doctorate.

Master of Arts in Professional Development (M.A.P.D.) with concentrations in:
Accounting, Church Leadership, Corporate Management, Counseling, Criminal Justice, English as a Second Language, Finance, Higher Education, Leadership Studies, Management, Management Information Systems, and Marketing

The Master of Arts in Professional Development Degree (M.A.P.D.) adopts a unique approach to graduate studies. Designed especially for professionals who desire to expand their knowledge and credentials beyond the boundaries of their bachelor's degree, the M.A.P.D. enhances a broad and diverse educational experience. Students may select the single-discipline track or interdisciplinary track from business, counseling, criminal justice, higher education, leadership studies, English as a Second Language, and Missions.

Gary Cook Graduate School of Leadership

Master of Arts in Christian Education

The Master of Arts in Christian Education is a 42-hour graduate program designed to prepare leaders for Christian ministries and vocational work. Graduates from DBU's Master of Arts in Christian Education program will be equipped to:

- Demonstrate general biblical and theological knowledge
- Develop, organize, conduct, and evaluate Christian education ministry in various vocational assignments
- Communicate and lead effectively in a variety of church and community settings

All students will take 30 hours of core subjects, plus 12 hours in a concentration to prepare them to serve as ministers of education, ministers of adults, ministers of youth, ministers of childhood education, ministers of business administration, and other roles.

Master of Arts in Christian Education: Childhood Ministry

The Master of Arts in Christian Education: Childhood Ministry is designed to equip childhood ministers to understand the needs of children, explore the principles of best strategies in teaching and reaching children, and implement ministry that impacts not only the child, but the family. The program provides foundations in theological, educational, and practical programming for effective childhood ministry. It combines academic training and practical ministry application that focuses intentionally on the world children live in and the faith they need to follow Christ for the rest of their lives. The program consists of 18 hours of Master of Arts in Christian Education core curriculum, 3 hours of childhood ministry electives, 3 hours of service-learning, and 18 hours of childhood ministry requirements for a total of 42 hours.

Master of Arts in Christian Education: Student Ministry (Youth and Collegiate)

The DBU Master of Arts in Christian Education: Student Ministry (Youth and Collegiate) is designed to equip student ministers with the foundation and skills that will enable them to minister effectively to students and their families in contemporary cultural settings. The degree program engages student ministers in a contemporary study of student ministry in order to provide a practical educational base, as well as a theological foundation and biblical leadership skills for effective transformational student ministry in the local church. This program consists of 15 hours of a required Master of Arts in Christian Education core curriculum, 6 hours of student ministry core curriculum, along with an additional 21 hours of student ministry requirements for a total of 42 hours.

Master of Arts in Global Leadership

The Master of Arts in Global Leadership is a 42-hour graduate program designed for a growing new breed of global-thinking leaders who aspire to serve in ways that break old paradigms and forge new ones. The Master of Arts in Global Leadership explores ways to be a leader in the rapidly-changing world of ideas, cultures, religions, and business ventures. Students are highly motivated self-starters with innovative ideas who are eager to make a difference in the world. The Master of Arts in Global Leadership is for people who are looking for ways to achieve significance by connecting positively with people in other cultures and societies around the globe.

Master of Arts in Worship Leadership

The Master of Arts in Worship Leadership program is a unique program designed to engage worship leaders in a holistic study of Christian worship in order to educate the Church both individually and corporately in the theological and practical dimensions of worship. The program provides "worship leaders"—whether they are pastoral, educational, music, student (youth), or otherwise—a sound theological, transformational, and practical program for worship formation and practice. The program consists of 42 hours, with general studies, communication ministry, and contemporary worship ministry concentrations.

Master of Education in Higher Education

Administration Track

Instructional Track

The Higher Education Program provides graduate students with the opportunity to earn a Master of Education (M.Ed.) degree in Higher Education. Studies in higher education provide individuals who are interested in a variety of areas in higher education with the opportunity to explore, with breadth and depth, the various aspects of post-secondary institutions. This exploration is conducted from a uniquely Christian perspective. Individuals who are interested in higher education administration, student personnel work, university development/advancement, or teaching on the college level are well served by the M.Ed. in Higher Education degree. Students may choose from two different 36-hour, non-thesis degree tracks: the Administration Track or the Instructional Track. The program is available online.

Dual Degree Programs

Master of Arts in Christian Education/Master of Arts in Counseling Dual Degree

The M.A. in Christian Education/M.A. in Counseling dual program is a 76-hour, non-thesis, graduate program designed for those seeking advanced preparation in church-related, counseling-centered ministries. Students gain theoretical and experiential knowledge through the 30-hour M.A.C.E. core curriculum and 46-hour M.A.C. academic and professional curriculum.

Master of Arts in Christian Education/Master of Arts in Teaching Dual Degree

The M.A. in Christian Education/M.A. in Teaching dual program is a 60-hour, non-thesis, graduate program designed for those seeking advanced preparation in church-related, education-centered ministries. Students gain theoretical and experiential knowledge through a 30-hour M.A.C.E. core curriculum and a 30-hour M.A.T. academic and professional curriculum.

Teacher certified M.A.C.E./M.A.T. students have the program options of earning :

- **Special Education**
- **Reading, or**
- **ESL certificates**

to add to their initial certification. Students seeking additional certificates will be required to pass the appropriate state certification (TEXES) tests.

Master of Arts in Christian Education/Master of Business Administration Dual Degree

The role of the church leader continues to grow in complexity as the concept of the global community expands. The pressure to operate as a business with scarce resources is a reality that cannot be ignored. Many predict that the real mission fields in the future will be through business leaders as they work in the United States, Europe, and third-world countries, heightening the demand to blend theological knowledge and training with business theory and application.

Prospective students from the ministry will pursue this 54-hour dual degree to obtain and strengthen the skills and competencies needed to be effective in church leadership roles such as executive pastor, division leader, church planter, and/or global ministry. In addition, while the vast majority of students applying for admission to this unique, dual degree program may already be serving in a ministry or believe they are called to serve, students include those who have started a business career and subsequently sense a call to the ministry.

Master of Arts in Christian Education: Student Ministry/Master of Arts in Global Leadership Dual Degree

Global leaders recognize that the world population of the 21st century includes a large majority of young people, constituting a strategic group in every society. This 54-hour dual degree prepares students to integrate the skills and knowledge needed to work with youth and young adults in effective ministry to different cultures and worldviews as today's student minister is involved in hands-on service to others while preparing youth to live out their faith in an inter-cultural and multi-ethnic environment.

Master of Arts in Christian Education: Student Ministry/Master of Arts in Management Dual Degree

The role of the student ministry leader continues to grow in complexity, heightening the need to blend theological knowledge, specialized student ministry training, and business management theory and application. Student ministers will pursue this 54-hour degree to gain the skills and competencies needed for effective church and parachurch leadership in areas such as student ministry or church planting.

Master of Arts in Global Leadership/Master of Business Administration Dual Degree

This dual degree program provides students with an integrated approach to the study of international business, cross-cultural communication dynamics, and Christian witness in a global environment. The business training and skill obtained while earning an

internationally recognized educational credential provides insight into how international business can improve human well-being and support kingdom growth, while creating a career platform from which to pursue Christian ministries in a global setting.

Doctoral Degree Programs

Gary Cook Graduate School of Leadership

Ed.D. in Educational Leadership

The Ed.D. in Educational Leadership emphasizes a practical approach to leadership development and accentuates the servant leadership model. This degree program is for individuals who intend to put their skills into practice through positions of leadership in education ministries, higher education institutions, and K-12 school systems. DBU's purpose is to provide a transforming Christ-centered quality education, and our desire is to produce servant leaders who are trained to develop other leaders through the knowledge and skills gained in this doctoral program.

The program offers **three tracks of study**:

- **Education Ministry Leadership** – equips leaders who intend to serve in education ministry leadership through churches, denominations, or other Christian organizations.
- **Higher Education Leadership** - provides cognate studies in community college leadership, higher education administration and leadership, and student affairs leadership.
- **K-12 Leadership** - equips leaders who intend to serve in K-12 school systems and includes Texas superintendent's certification.

The Ed.D. in Educational Leadership program is a 60-hour program consisting of 27 hours of core studies in educational leadership, 9 hours of research studies, (assuming that a student enters with at least one master's level statistics course), 18 hours of track study, and 6 hours of dissertation research and writing.

The program is academically rigorous and is practical in design. Students from other countries, diverse cultures, different higher education institutions, and various school systems enrich this graduate program. This is an exciting and stimulating educational experience for everyone involved.

Classes are offered each fall, spring, and summer term. Students enter the program at the start of the new cohort each year and proceed through the doctoral course work in three years. Upon successful completion of all doctoral coursework and the subsequent comprehensive exams, the student may begin the dissertation process. Some students may choose to take additional time to complete their dissertation studies. All requirements for the Ed.D. degree must be completed within a period of seven years from the date of initial enrollment in the program.

Ph.D. in Leadership Studies

The Ph.D. in Leadership Studies is an interdisciplinary degree, requiring a total of 60 hours of advanced study beyond the master's degree: 30 hours of core leadership studies; 9 hours of research and statistics (assuming that a student enters with at least one master's level statistics course); 12 hours of electives in one of four areas of concentrations (business, education, higher education, or general leadership, including a ministry specialization); a 120-hour mentored internship (3 credit hours) of eight hours of training each week for fifteen weeks; and the writing of a proposal/prospectus and dissertation, for which 6 credit hours will be awarded upon completion. Organized both systematically and thematically, the study and research of leadership derives from the biblical, classical, philosophical, historical, and global dimensions of effective leadership. It draws from, and integrates with, the fields of business, education, general leadership and higher education, including the practice of ministry. Across the curriculum, the program includes several theoretical and behavioral cognates: applied biblical ethics, motivational communication skills, issues related to conflict and change, and the value of cultural diversity.

The program centers upon a cohort of 20-25 participants who will take residential core leadership and research courses together. Non-cohort students will not be included in these courses. The cohort model allows individuals opportunities to work collaboratively toward achieving the learning outcomes of the program. The cohort model also creates communities of "scholar-fellows" – faculty and students – capable of promoting supportive, equitable conditions in which all members may flourish. Dallas Baptist University's philosophy of personalized approach encourages all candidates to complete the program within four, but not more than six, years.

Academically rigorous and creative, faculty and students engage the study of leadership as a community of scholars from business, education, government, ministry, and other disciplines. In addition to the semester courses, the program includes three summer institutes comprised of 7-14 day intensive sessions. The first summer institute is held in Dallas and focuses upon personal growth, professional development plans, and leadership courses. The second summer institute includes a trip to Washington, D.C., with a special emphasis on political leadership. The third summer institute takes place in Oxford, England, with a concentration on global and cultural leadership issues.

Contact the Gary Cook Graduate School of Leadership:
214.333.5484 or
1.800.460.1328

For master's application materials, contact the Office of Graduate Programs at 214.333.5242 (or e-mail graduate@dbu.edu).

DISTANCE EDUCATION

Distance Education is a part of Dallas Baptist University's commitment to serve its students through a variety of effective methods in instructional delivery designed to meet student needs. DBU's homepage (www.dbu.edu) provides a daily connection to the campus. Links offer audio and video opportunities for the distance education student to share in university life, including a special welcome, a look at DBU, the latest in sports, the online *Dallas Baptist University Graduate Bulletin*, and the latest *Schedule of Classes*. Distance education students enjoy a full range of DBU library services to enhance learning. Connect with the DBU Library (www.dbu.edu/library) for links to personal library assistance and online databases information. In addition, the University Writing Center is also available for distance education students at writectr@dbu.edu.

The time and study requirements found in distance learning opportunities (video, and online classes) are comparable with those found in classroom instruction.

Online Courses

Dallas Baptist University is a pioneer in Christian online education, delivering fully accredited degree programs via the Internet since 1998 without required campus visits. Online Education is a part of Dallas Baptist University's commitment to serve its students through a variety of effective methods in instructional delivery designed to meet student needs for flexibility. DBU online education offers students engaging, Christ-centered content and personal connection with the professor and other class members along with convenience and flexibility which allows students academic progress any time or any place. Each online class is limited in enrollment in order to ensure quality learning and interaction with the professor and students. The time and study requirements found in online classes are comparable with those found in classroom instruction.

The DBU Online campus provides a rich online environment where students and faculty members can collaborate and interact with one another. Students receive quality services online such as the DBU Library, bookstore, and course registration. Today, we offer 35 full degree programs completely online serving students anywhere in the world. With programs available anywhere with Internet access, the DBU Online Education program has been very successful delivering quality online education while maintaining a 92% student completion rate.

DBU's homepage (www.dbu.edu) provides a daily connection to the campus. Links offer opportunities for the distance education student to share in university life, including a special welcome, a look at DBU, the latest sports, the online *Dallas Baptist University Undergraduate Catalog*, *Graduate Bulletin*, and the latest *Schedule of Classes*. Distance education students enjoy a full range of DBU library services to enhance learning. Connect with the DBU Library (www.dbu.edu/library) for links to personal library assistance and online databases information. In addition, the University Writing Center is also available for distance education students at writectr@dbu.edu.

Degrees Offered

Degrees available through DBU Online Education include the graduate level Master of Arts in Christian Education, Master of Arts in Christian Education: Childhood Ministry, Master of Arts in Management, Master of Arts in Professional Development, Master of Business Administration, Master of Education in Curriculum and Instruction, Educational Leadership, or Higher Education, and a Dual MBA/Master of Arts in Christian Education degree. In addition to these degrees, DBU Online offers several graduate level Advanced Certificate Programs. Please see the course description page for more detailed information regarding online courses.

Advanced Certificates in:

- eBusiness Certificate Program
- Higher Education Administration
- Human Resource Management
- Management
- Marketing
- Ministry Leadership in following concentrations:
 - Leadership of Education Ministry
 - Leadership of Business Ministry

Master of Arts in Christian Education

- Business Ministry
- Childhood Ministry
- General Concentration

Master of Arts in Christian Education: Childhood Ministry

Master of Arts in Management

- General Management
- Human Resources Management

Master of Arts in Professional Development

(3 concentrations only)

Master of Business Administration

eBusiness

Finance

International Business

Management

Management Information Systems

Marketing

Master of Education in Curriculum and Instruction

Master of Education in Educational Leadership

Master of Education in Higher Education

(Administration Track)

Dual MBA/Master of Arts in Christian Education

For further information, contact DBU's Online Coordinator at 800.460.8188.

Hybrid Courses

The best of both worlds ... A combination of online and traditional courses

Hybrid courses combine the flexibility of online instruction with the benefit of face-to-face instruction in the classroom. Students attend part of the usual class times in the classroom and complete the remaining course work online. Hybrid courses are comparable to those taught in the traditional classroom and are offered at both the undergraduate and graduate level.

Graduate Admission Information

If you have determined that pursuing a graduate degree is in your best interest personally and professionally, Dallas Baptist University has many advantages to offer you. Our graduate programs provide the knowledge, insights, skills, and perspectives necessary for you to succeed and excel as a leader in your field. Graduate classes are offered at times and locations that will fit your schedule, especially if you are employed full-time. You will benefit from the academic credentials and professional expertise our faculty bring to the classroom and the opportunity to interact with students of diverse ages, backgrounds, and experience.

Dallas Baptist University welcomes applications from persons seeking a Christian education with high academic standards. Individuals who have demonstrated the ability and desire to excel in their chosen field have a greater chance of successfully completing a degree. The University reserves the right to restrict or deny admission to any applicant who is not considered to be an appropriate degree candidate as determined by the University.

Admission decisions will be made in a manner consistent with state and federal non-discrimination laws. Applications for admission are considered holistically without regard to age, sex, disability, race, color, or national origin. In order to promote a broad learning environment, DBU welcomes applications from individuals of diverse backgrounds.

The applicant's academic record should show evidence of academic preparation and the ability to succeed in graduate studies. A satisfactory grade point average does not guarantee admission to graduate studies. Numerous factors are considered, including personality and character, leadership potential, professional or military experience, potential for service as a Christian professional, and results of an admissions examination such as the Graduate Management Admission Test (GMAT), Graduate Record Examination (GRE), or Miller Analogies Test (MAT) when required for the specific program.

In certain cases, a student may be required to enroll in prerequisite courses to make up any deficiencies in the major field of study, and personal interviews may be requested prior to admission.

Students desiring admission to any degree program must apply specifically for that program. Admission to one graduate program does not guarantee admission to another.

While former DBU students are encouraged to apply, previously receiving a degree from DBU does not guarantee admission.

Master's Programs Admission Procedures

Applications for admission to a master's program are processed by the Office of Graduate Programs, located on the 3rd floor of the Collins Learning Center. All persons seeking admission must complete the graduate application forms provided by the University. Applicants seeking admission will be required to submit the following:

1. A formal Application for Admission to pursue a specified master's degree program;
2. A non-refundable application fee of \$25;
3. Official transcripts for each institution attended as an undergraduate, post-baccalaureate, or graduate student;
4. Two letters of recommendation from non-family members;
5. A Statement of Purpose outlining reasons for seeking admission, answering each question with approximately 150 words, as this is considered a writing sample;
6. A current professional résumé.

Additional conditions for continuance past the first semester of study may be specified by individual degree programs and/or the Master's Programs Admission Committee.

All materials submitted will be kept three (3) years from the date of initial receipt. Applicants are encouraged to maintain regular contact with the Graduate Programs Office to ensure that all materials have been received and the file has been prepared for submission to the Master's Programs Admission Committee. Application materials, once submitted, are the property of the University and cannot be returned.

Requirements for Full Admission

1. A Bachelor's degree from a regionally accredited institution;
2. Evidence of sound moral character and compatibility with DBU's mission;
3. A likelihood of academic success as demonstrated by a GPA of 3.0 or higher on a 4.0 scale in all previous course work;
4. Two letters of recommendations from non-family members;

5. A current professional résumé.

Additional conditions of full admission may be specified by individual degree programs and/or the Master's Programs Admission Committee.

The Master's Programs Admission Committee strives to take a holistic view of the applicant in order to determine the likelihood for success in a master's program. Applicants who show potential for graduate study, but do not meet the criteria for Full Admission may be admitted for up to 12 hours under Provisional status.

Provisional Admission

Applicants admitted under Provisional Admission must fulfill the conditions of this status as identified by the Master's Programs Admission Committee in order to continue in the program past 6-12 hours, depending on the program.

Students under Provisional Admission must maintain a 3.0 GPA and receive no grades below "B."

Students admitted under Provisional Admission will be granted Full Admission upon successful completion of 12 credit hours and fulfillment of the conditions of their admission as determined by the Master's Programs Admission Committee.

Incomplete Admission

In some instances, applicants do not have time to submit all of the items required to be considered for Full or Provisional admission before the term begins in which they desire to enroll. Some applicants may not have the opportunity to provide both letters of recommendation, a résumé, or all of their official transcripts. In these cases, the Master's Programs Admission Committee, upon receiving enough documentation (monitored by the Office of Graduate Programs), may allow the applicant to register for one term. The applicant must complete the application process during the first semester and may not register for additional courses beyond the first semester until formal admission has been granted. However, formal admission to the University is not guaranteed.

Applicants with incomplete admission files are not eligible to receive disbursement of financial aid funds.

Deferred Admission

Applicants not meeting the criteria for Full or Provisional admission may be determined by the Master's Programs Admission Committee to show potential for graduate study. These applicants will be asked by the committee to complete certain requirements, such as prerequisite or foundational coursework and/or an entrance examination, before an admission decision will be made. These applicants must fulfill all requirements which are determined by the Master's Programs Admission Committee as necessary prior to a final committee review and admission decision.

Note: Applicants for whom there is no evidence to demonstrate a likelihood for success in a master's program may be denied admission to the program.

Concurrent Undergraduate Coursework

Senior DBU undergraduate students who have been accepted into the graduate programs at DBU pending completion of their undergraduate degree and who possess a 3.0 or greater cumulative GPA are allowed to register for up to 12 graduate credit hours in the final semester of their undergraduate degree at DBU. Any student registering for any combination course load exceeding 12 credit hours must have the approval of the dean.

Transfer of Credit for Master's Programs

Students may transfer up to 12 hours of master's level courses from another regionally accredited institution provided: (1) a minimum grade of "B" was earned on all courses under consideration, (2) the courses are equivalent to courses in the applicable degree program at Dallas Baptist University, (3) courses were completed within a six-year period prior to enrollment in a Master's degree program at DBU, and (4) none of the transfer work consists of correspondence or workshop courses, or credit earned through life and work experience.

Students may petition for transfer credit completed prior to the initial enrollment, thereby reducing the number of credit hours required to be taken at DBU for the degree. Evaluation and approval of transfer of credit shall be made by the director of the appropriate master's program and the Director of Graduate Programs. A DBU graduate student may not apply for transfer of credit after the initial enrollment except under mitigating circumstances and with evaluation and approval of the Vice President for Graduate and Corporate Affairs and the director of the appropriate master's program.

Transient Student Transfer of Credit Admission

Students who are currently active and in good standing in a graduate program at another regionally accredited institution may be permitted to take up to 6 hours as a transient student, when the purpose of attaining credit is for transfer back to that primary institution. Students must submit a current graduate transcript, a letter of intent, a completed application for Special Admission, the application fee, and obtain approval from both the applicable program director and the Office of Graduate Programs.

Visit http://www.dbu.edu/graduate/forms_links.asp for a listing of web forms, printable forms and links to external web sites that are helpful to Graduate Applicants.

To Request Information

To request a graduate information packet including the current graduate catalog, application materials and financial aid information, please submit the information request form below or call 214.333.5242 or 800.460.1DBU.

To Apply Online

If you would like to apply online, go to <https://webreg.dbu.edu/gradapps>.

International Student Admission

All applicants who are not U.S. citizens, or do not possess a permanent residence card, should make application through the Department of International Admissions and Immigration (**not the Graduate Programs Office**). The Department of International Admissions and Immigration is located in the International Center on the east side of the campus. You may find more information regarding International Admissions at www.dbu.edu/international, by calling 214-333-6905, or emailing globalinfo@dbu.edu.

In addition to meeting the requirements outlined in the Admission Procedures, international applicants must meet the following requirements:

1. Submit the joint certificate of financial responsibility to meet the financial requirements while in attendance at Dallas Baptist University.
2. To fulfill English requirements, select one of the following: (A) Official TOEFL (Test of English as a Foreign Language) score results must be submitted for the applicant to be considered for admission: a paper test score of 550, or a computer-based test score of 213 or an internet-based test score of 79 must be attained on the TOEFL, or (B) Official IELTS (International English Language-Testing System) overall band score of 6 with no individual band lower than 5, or (C) Students may complete the Intensive English Program at DBU to satisfy English requirements, thus no TOEFL or IELTS would be required, or (D) The TOEFL, IELTS or IEP program may be waived at the discretion of the program director if 24 credit hours with a GPA of 3.0 or higher have been completed at other regionally accredited institutions in the United States. International students may be interviewed and tested by DBU staff to determine their ability to communicate effectively in English.
3. An international applicant who holds an F-1 student visa is required to carry a full course of study in the fall and spring semesters. According to Immigration and Customs Enforcement regulations, a full-time load for a graduate student is nine hours. By choice, students may elect to take more hours.
4. Official transcripts must be provided. A translation of international transcript(s) to the U.S. system of grading by a recognized credential evaluation service in the U.S. may be necessary.

International students who meet all admission requirements will be eligible for full admission to the University. All others who are approved for admission will be granted provisional admission until these requirements have been met and 12 credit hours of graduate courses have been successfully completed. DBU does not issue I-20s for distance learning courses.

Dallas Baptist University understands the unique characteristics of international education and recognizes the diverse background and qualifications of our prospective students. In circumstances where an applicant has received a three-year bachelor's degree from a government recognized non-US institution, DBU will consider the three-year bachelor's degree as sufficient to meet the undergraduate degree requirement needed for application to graduate programs.

You may find more information regarding International Admissions at www.dbu.edu/international, by calling 214-333-6905 or e-mailing globalinfo@dbu.edu

This school is authorized under Federal Law to enroll nonimmigrant students.

Doctoral Admissions Procedures

Prerequisites for Admission

Applicants must have a master's degree from an accredited college, university, or seminary. Applicants will be considered holistically for doctoral programs. The decision for admission is based on a candidate's overall qualifications on all the following criteria which include a likelihood of success in a doctoral program.

Criteria for Consideration

- A cumulative GPA of 3.2 or higher on a 4.0 scale
- A score at the 50th percentile or higher on the Graduate Records Examination (GRE) In lieu of the GRE, applicants may, upon approval, submit the Graduate Management Admission Test (GMAT), Miller Analogies Test (MAT), or other nationally-recognized aptitude tests with comparable scores
- An admissions assessment instrument completed and submitted with the application
- Professional experience
- Letters of recommendation from three specific sources
- An employer letter of support
- The invited applicant must be present for a personal interview during a one-day Admissions Interview Event at DBU

The Process of Application

Application for admission to the doctoral programs may be made by e-mailing doctoral@dbu.edu or calling 214.333.5454 for the Ph.D. program or 214.333.6850 for the Ed.D. program. The first step of the application process is to request an application information packet be sent to a mailing address. Several admissions forms, requests for transcripts, reference forms, return envelopes, and other helpful materials will be sent upon request. Inquirers may also make arrangements to pick up an application packet from the doctoral office of their choice and tour the campus.

Application for Admission to the Doctoral Programs

The applicants must meet specific admissions requirements for the program to which they make application for admission. The applicant must submit application packet items 1 through 8 listed below. Both the application packet items and the interview will be taken into consideration to determine if an invitation to study in the program will be extended to the applicant.

Doctoral Admissions Requirements: Admissions Packet Items

1. **Official Transcripts.** Official transcripts of all earned credit leading toward both baccalaureate and master's degrees must be submitted as part of the application.
2. **Application Fee.** A non-refundable application fee of \$50 must be included with the application.
3. **Entrance Examination Score.** The applicant must submit as part of the application, the Graduate Record Examination (GRE) or other approved nationally-recognized aptitude test.
4. **Admissions Assessment Instrument.** The applicant must complete, and submit as part of the application, the written Admissions Assessment Instrument, which will evaluate the applicant's long-range professional and scholarly interests and goals, and potential for doctoral-level critical thinking and research.
5. **Professional Experience.** The applicant must submit, if applicable, a résumé that details the applicant's employment history. Completion of one or more years of full-time employment by the applicant is preferred.
6. **Letters of Recommendation.** The applicant must submit as part of the application the designated letter of recommendation from each of the following three sources: (a) character or personal recommendation from the applicant's church minister; (b) an academic recommendation from a professor with whom the applicant studied at the master's level; and (c) a professional reference from a supervisor under whose oversight the applicant worked.
7. **Employment Letter of Support.** If the applicant is a full-time employee, a letter from the current employer indicating support of the applicant's intent to pursue doctoral studies while the professional relationship is maintained must be included with the application.

8. **Online Assessment of Computer Skills.** The applicant must successfully complete the Online Assessment of Computer Skills, which may be accessed at www.dbu.edu/assess. Upon successful completion of the skills assessment, the applicant will receive via email a letter of qualification from the Online Education Department. This letter must be submitted as part of the application.
9. **English Language Requirements.** All non-USA citizens, except those who received an accredited baccalaureate and/or master's degree from the United States, must take the computer form of the Test of English as a Foreign Language (TOEFL), the Test of Written English (TWE), and the Test of Spoken English (TSE). The required scores are as follows: TOEFL –those who score 250 or above may be admitted (84 for the Internet version); TWE – 5; and TSE – 50. These examinations should be taken no later than the January preceding the deadline for admissions. Official Copies from the national testing centers should be sent directly to DBU's Ph.D. program office.

Admissions Application Interview

The applicant must be present for a one-day Admissions Interview Event at DBU. The applicant will provide a writing sample and participate in a personal interview to provide all parties with opportunities to assess the compatibility of the program and applicant.

Application Deadlines

The deadline for submission of the complete Ph.D. Admissions Packet is March 20 for the following summer matriculation. The priority deadline to qualify for admission into the next Ed.D. program is March 30. Acceptance is contingent upon meeting admission requirements and availability of space in the doctoral courses.

Notification Regarding Admission

An applicant's admission to either doctoral program is not based upon a single factor but on a composite of all factors relating to his or her application for admission that, in the judgment of the Ph.D. or Ed.D. program faculty and Ph.D. or Ed.D. admissions committee, shows the applicant is qualified for doctoral level work. Students will be officially notified by mail whether they have been accepted into the doctoral program for which they have applied.

In the event that the student was declined admission, the student may be allowed to resubmit his or her application for a subsequent admission. When a student chooses to reapply, no application materials must be resubmitted and no second application fee is required. The student's file is merely transferred into the applicant pool for the subsequent admission deadline. The student may, however, elect to resubmit any and all items for the application consideration process.

Traditional Ed.D. Program Transfer Credit

A maximum of twenty-four (24) comparable transfer credit hours with a grade of "B" or better may be considered by the Ed.D. Program Director and the Dean of the Gary Cook Graduate School of Leadership provided the following stipulations are met:

- Transfer hours must be on the doctoral level, from a regionally accredited university, and may not have been used toward another degree.
- Research and Statistics courses from other universities are accepted only as prerequisites or electives. They may not be substituted for required DBU Research or Statistics courses.
- Students wishing to obtain Texas Superintendent certification through DBU must take their Superintendent courses at DBU.
- Students who already have Texas Superintendent certification may transfer comparable courses into the Ed.D. program upon approval of the Ed.D. Program Director and Committee.

Doctoral Cohort Program Transfer Credit

Students may petition for a maximum of up to twelve (12) transfer credit hours provided the following stipulations are met:

- Transfer hours were completed on the doctoral level, from a regionally accredited university with a minimum grade of "B" and have not been used toward another awarded degree.
- The courses are deemed equivalent to courses in the Doctoral program or approved Doctoral concentration courses at Dallas Baptist University.
- Courses completed prior to initial enrollment in the Doctoral program at DBU were completed no more than five years prior to initial enrollment in the Doctoral program.
- Research and Statistics courses from other universities are accepted only as prerequisites or electives. They may not be substituted for required DBU Research and Statistics courses.

Students may petition for transfer credits completed prior to initial enrollment or for approval to complete hours up to the twelve transfer credit hour maximum during Doctoral program year three. Transfer hours completed after initial enrollment may only be in the student's area of concentration and must be successfully completed during the third year of the program. The Doctoral Program

Director, the Dean of the Graduate School of Leadership, and the Doctoral Committee will consider and make decisions for all transfer credit petitions. These decisions made are considered final.

Academic Standards

The Office of Graduate Programs of Dallas Baptist University exists to recruit, admit and guide qualified individuals through the graduate programs. By providing services and support to prospects, students, corporations, and faculty and staff, we seek to fulfill our mission of integrating Christian faith and learning to produce servant leaders.

The University has established certain policies as the context through which the academic endeavor will be completed. These policies seek to aid students in their progress toward an academic experience that is both effective and efficient. Students should seek full understanding of, and are responsible for, adherence to the policies outlined in the catalog. **It is the student's responsibility to inform himself/herself of degree requirements.**

Degree Requirements

Degree requirements existing at the time of initial admission will remain in effect for a student only if the student is enrolled during at least one of the terms during the academic year and each successive academic year. Students who have not enrolled for courses during at least one calendar year must file a petition for readmission with the Office of Graduate Programs or the Ed.D. in Educational Leadership program and must fulfill all degree requirements in effect at the time of readmission. Ph.D. in Leadership Studies students must maintain continuous enrollment in the summer, fall, and spring semesters each year or must file a petition for readmission with the Ph.D. in Leadership Studies program.

Graduation Requirements for Master's Programs

In order to qualify for any of the Master's degrees, a candidate must complete all the degree requirements with a minimum grade point average of 3.0.

- **Admission to Candidacy**
When the degree program has been approved by the Program Director, all admission requirements or other conditions have been met, and 18 hours of graduate course work have been completed with a minimum grade point average of 3.0, the student is admitted to candidacy for the appropriate graduate degree.
- **Time Limit For Completion**
All requirements for a Master's degree must be completed within a period of six years from the date of initial enrollment in the program. Enrollment in the first course as a graduate student establishes the beginning of the six-year time allowance.

Graduation Requirements for Doctoral Programs

In order to qualify for the doctoral degree, a candidate must complete all the degree requirements with a minimum grade point average of 3.25.

- **Procedure for Graduation**
When the degree program has been approved by the Program Director, all admission requirements or other conditions have been met, all doctoral coursework has been completed with a minimum grade point average of 3.25, and the dissertation has been submitted according to procedure and cleared for graduation, the student must obtain from his or her doctoral office, complete, and submit to the appropriate Program Director and doctoral committees, an "Intention to Graduate" form. This submission for formal approval must be received by the appropriate Program Director no later than 90 days prior to the commencement date of the semester he or she intends to graduate.
- **Time Limit for Completion**
All requirements for the Ph.D. degree must be completed within a period of six years from the date of initial enrollment in the program. All requirements for the Ed.D. degree must be completed within a period of seven years from the date of initial enrollment in the program. Matriculation in the first seminar or courses as a doctoral student establishes the beginning of the respective time period for completion.

Doctoral Residency Requirements

Each student will fulfill residency requirements by attending the Dallas campus or travel institutes at least ten days each of three summers and three two-day weekends through each of the fall and spring semesters for three years. The summer courses will be comprised of at least thirty (30) residency class hours each, and courses offered on weekends during the long semesters will total thirty (30) residency class hours each. All of the residency courses will be three-credit-hour courses. At least thirty-six (36) of the sixty (60) degree credit hours will be required as residential, keeping the cohort members together in the same seminars throughout their core leadership and research studies.

Only in the areas of concentration will the students be free to select courses from traditional daytime, hybrid, independent study, weekend, night, or online formats. Since DBU's Ph.D. and Ed.D. students will be primarily professionals with daytime careers, this portion of the program affords the students the flexibility to study while maintaining the obligations of careers and families.

Heuristic Skills: Research and Statistics

Doctoral students must possess proficiency in the use of all research skills necessary to complete the doctoral dissertation successfully. It is desirable for students to demonstrate these proficiencies early in their program; thus, all of the research and statistics seminars will be completed by the end of year two. Following the second full program year, all students must demonstrate such proficiency by earning a grade of "B" or higher on their Research and Statistics Competency Examination.

All research and statistics seminars must be taken in sequence (i.e., Research I should be taken before Research II). The same is true of the statistics courses. A graduate-level Statistics I course is a pre-requisite for Statistics II. If the student has not earned a grade of "B" or higher in Statistics I at the master's level, the student must take Statistics I as a designated elective prior to enrolling in the doctoral-level Statistics II course.

These requirements are to be viewed as minimal requirements. Consequently, the Director, in consultation with the Dean of the Graduate School of Leadership and the Ph.D. or Ed.D. committees, may require additional research courses either for all of the students or as a requirement for an individual student based upon specific need.

Comprehensive Examinations

- **Doctoral Cohort Program Comprehensive Examinations**

Doctoral cohort students are required to demonstrate competency at two points during the program. The first will be given at the end of the student's second year in the program and will test the student's knowledge of research and statistics. A student who earns a "B" or better in each of the required Research and Statistics courses, thereby demonstrating competency in the course content and application, shall be exempt from the Comprehensive Examination. If a student does not earn at least a "B" in any of the required Research and Statistics courses, the student must take the Research and Statistics Comprehensive Examination in order to demonstrate competency over the content of the course in question.

At the end of the third year, comprehensive written and oral examinations will be given over all reading lists and the seminar content portion of the student's program in order to gauge the student's breadth and depth of knowledge. Upon successful completion of the Comprehensive Examination, the student will be admitted into candidacy and the written prospectus and dissertation phase will commence.

A student who fails to pass either competency barrier may petition the Academic Director of the Ed.D. or Ph.D. program to re-take the examination. Approval may be granted by the Academic Director, in consultation with the Ed. D. or Ph.D. program faculty and the Ed.D. or Ph.D. Committee, for the student to re-take either examination one additional time. However, it is understood that approval is not guaranteed and a time limitation may be assigned in which to re-take the examination. A student may be disenrolled from the Ed.D. or Ph.D. program for failure to achieve satisfactory Comprehensive Examination scores.

- **Ed.D. Traditional Program Comprehensive Examinations**

Ed.D. students are required to complete and pass written examinations at two points during the program. The Competency Examination will be given at the end of the student's research courses in the program and will assess the student's knowledge and proficiency of the research content in the program. If the student earns a "B" or greater grade in each research course, then the student will be exempt from taking the Competency Examination.

Upon completion of all academic courses, a comprehensive, written examination will be given over all academic course content of the student's program in order to gauge the student's breadth and depth of knowledge of their field. The Comprehensive Examination will include questions specific to the student's field of study. There are no exemptions from taking the Comprehensive Examination. All students are required to take the written Comprehensive Examination prior to becoming candidates for the Ed.D and moving into the dissertation phase of the program. Both exams will be offered to qualifying students at the conclusion of the third year.

Successful Completion of Doctoral Cohort Program Dissertation

- **Evaluation of the Dissertation**

The dissertation will be submitted to members of the candidate's Dissertation Committee and one additional reader, chosen from among the Ed.D. or Ph.D. faculty by the Academic Director in consultation with the candidate's supervisor, the Ed.D. or Ph.D. faculty, and Ed.D. or Ph.D. Committee. After evaluating the dissertation, it will be awarded a grade based on its scholarship, accuracy, grammar, form, style, adherence to APA, and interpretations. The candidate will receive formal notification of the committees' decisions according to the schedule determined and published each academic year by the Ed.D. or Ph.D. office.

If the candidate's dissertation fails to meet acceptable standards for the Ed.D. or Ph.D. program at Dallas Baptist University, the student will receive official notification that it has been deemed unacceptable. In this case, the candidate may petition for the opportunity to resubmit his or her dissertation a second time with revisions as indicated by the committees' evaluation. The candidate may not resubmit the dissertation until the following semester's deadline and must follow all instructions as outlined by the Ed.D. or Ph.D. office.

If the candidate's dissertation has met or exceeded the standards for the Ed.D. or Ph.D. program according to the committees' evaluation, the candidate will receive official notification of the decision and may therefore proceed to request a date from the Ed.D. or Ph.D. office for the defense of the dissertation.

- **Defense of the Dissertation**

The dissertation phase requires an oral defense of the student's dissertation findings and a public presentation of the work. The candidate will defend the completed dissertation and respond to any questions related to his or her program of study before the Ed.D. or Ph.D. Committee in a session open to all Ed.D. or Ph.D. faculty, University faculty, Ed.D. or Ph.D. students, and the invited public. The Academic Director or designated representative will attend the defense in order to assure that general doctoral standards relating to format and quality are upheld. Upon successful completion of this defense, the candidate will receive official notification by mail that he or she has completed all requirements leading to the Doctor of Philosophy degree.

If, in the opinion of the evaluating team, the candidate does not successfully defend the dissertation, he or she may petition for the opportunity to re-defend the dissertation an additional time. Approval may be granted the candidate to re-defend the dissertation by the Academic Director in consultation with the Ed.D. or Ph.D. program faculty and the Ed.D. or Ph.D. Committee. However, it is understood that approval is not guaranteed and a time limitation may be assigned in which to re-defend the dissertation. A candidate may be disenrolled from the Ed.D. or Ph.D. program for failure to defend his or her dissertation satisfactorily.

Successful Completion of Ed.D. Traditional Program Dissertation

- **Evaluation of the Dissertation**

The dissertation will be submitted to members of the candidate's Dissertation Committee and one additional reader, chosen from among the Ed.D. faculty by the Program Director in consultation with the Ed.D. faculty and Ed.D. Council. After evaluating the dissertation, it will be awarded a grade based on its scholarship, accuracy, grammar, form, style, adherence to APA, and interpretations. The candidate will receive formal notification of the committees' decisions according to the schedule determined and published each academic year by the Ed.D. office.

If the candidate's dissertation has met or exceeded the standards for the Ed.D. program according to the committees' evaluation, the candidate will receive official notification of the decision and may therefore proceed to request a date from the Ed.D. office for the defense of the dissertation.

If the candidate's dissertation fails to meet acceptable standards for the Ed.D. program at Dallas Baptist University, the student will receive official notification that it has been deemed unacceptable. In this case, the candidate may petition for the opportunity to resubmit his or her dissertation a second time with revisions as indicated by the committees' evaluation. The candidate may not resubmit the dissertation until the following semester's deadline and must follow all instructions as outlined by the Ed.D. office.

- **Defense of the Dissertation**

The dissertation phase requires an oral defense of the student's dissertation findings and a public presentation of the work. The candidate will defend the completed dissertation and respond to any questions related to his or her program of study before the Ed.D. Committee in a session open to all Ed.D. faculty, University faculty, Ed.D. students, and the invited public. The Program Director or designated representative will attend the defense in order to assure that general doctoral standards relating to format and quality are upheld. Upon successful completion of the defense, the candidate will receive official notification by mail that he or she has completed all requirements leading to the Doctor of Education in Educational Leadership degree.

If, in the opinion of the evaluating team, the candidate does not successfully defend the dissertation, he or she may petition for the opportunity to re-defend the dissertation an additional time. Approval may be granted for the candidate to

re-defend the dissertation by the Program Director in consultation with the Ed.D. program faculty and the Ed.D. Committee. However, it is understood that approval is not guaranteed and a time limitation may be assigned in which to re-defend the dissertation. A candidate will not graduate until his or her dissertation is defended satisfactorily and all rewrites, if any, are appropriately completed.

Program Requirements

Upon acceptance into a graduate program, a degree plan will be prepared by the Academic or Program Director for review by the student. In some instances, prerequisite requirements may be waived based on previous course work, or additional courses may be required based on deficiencies. Courses cannot be waived for credit earned through correspondence, CLEP, or life and work experience. Students cannot receive credit for cross-listed courses already completed at the undergraduate level and doctoral students cannot receive credit for cross-listed courses already completed at the master's level. In situations where repeated courses are required, substitutions will be allowed by the appropriate Academic or Program Director and Dean. The Academic or Program Director will file an official degree plan with the Registrar's Office. Refer to specific degree programs for detailed information on course waivers. In no case will waivers reduce the 36-hour minimum doctoral level residency requirement.

Master's students changing degree programs may transfer only 18 hours of applicable graduate courses to another DBU graduate program. Doctoral students changing degree programs may transfer only 12 hours of applicable doctoral courses to DBU's Ph.D. or Ed.D. programs.

Although academic advisors, program directors, and coordinators strive to advise students as accurately as possible, the student bears ultimate responsibility for fulfilling all requirements for graduation, certification, and/or licensure.

Academic Load for Master's Programs

The following chart shows the enrollment status for a graduate student according to the number of hours for which he/she is registered per semester or term. This chart functions as a guide to determine status for veteran's certification. Please note this chart does not determine status for Financial Aid purposes. Students registering for more than 12 credit hours during any semester must have the approval of the appropriate academic dean.

ACADEMIC LOAD

TERM OF ENROLLMENT	You are considered FULL-TIME	You are considered THREE-QUARTER TIME	You are considered HALF-TIME	You are considered LESS THAN HALF-TIME	You are considered QUARTER TIME OR LESS
	If you are enrolled in at least:	If you are	If you are	If you are	If you are
FALL	9 hours or more	6.75-8.99	4.50-6.74	2.26-4.49	0.50-2.25
SPRING	9 hours or more	6.75-8.99	4.50-6.74	2.26-4.49	0.50-2.25
LONG SUMMER	3 hours or more	2.25-2.99	1.50-2.24	0.76-1.49	0.50-0.75
SUMMER 1	3 hours or more	2.25-2.99	1.50-2.24	0.76-1.49	0.50-0.75
SUMMER 2	3 hours or more	2.25-2.99	1.50-2.24	0.76-1.49	0.50-0.75
LONG WINTER	3 hours or more	2.25-2.99	1.50-2.24	0.76-1.49	0.50-0.75
SHORT WINTER	3 hours	2.25-2.99	1.50-2.24	0.76-1.49	0.50-0.75
MINI-TERMS	3 hours only	2.25-2.99	1.50-2.24	0.76-1.49	0.50-0.75

Academic Load for Doctoral Programs

DBU doctoral students taking a minimum of 6 hours in a Fall, Spring, or Long Summer term are considered full-time status. Doctoral students taking a minimum of 3 hours in a Summer 1, Summer 2, Long Winter, Short Winter, or Mini-Term are considered full-time status. Doctoral students taking a minimum of 3 hours in a Fall, Spring, or Long Summer term are considered half-time status. Doctoral students working on the completion of a dissertation are considered full-time for enrollment status. Doctoral students registering for more than 6 credit hours during any semester must have the approval of the program director and dean.

Audit Policy for Master's Programs

Occasional visitation of classes by currently enrolled students is allowed with the consent of the instructor. Any extended attendance requires registration and payment of appropriate fees. Auditors are admitted to classes on a space available basis under the following guidelines:

1. Any interested person, including currently enrolled students, may audit one or more courses.
2. Non-students must complete an application for admission and be approved for enrollment by the Office of Graduate Programs. A non-refundable \$25 application fee will be charged.
3. Individuals who desire to audit graduate courses must be admitted for graduate study or have documentation indicating the completion of a baccalaureate degree and approval from the Director of Graduate Programs.
4. The only period during which students may register for an audit, change a credit class to audit, or change an audit class to credit is during late registration as published in the University calendar. Appropriate tuition and fees will apply. Individuals must complete a Registration Form or Change of Schedule Form (add/drop) as appropriate. The audit class(es) should be clearly marked as such by the advisor by placing AUDIT ONLY in the course description section of the appropriate form.
5. Enrollment as an auditor is subject to the approval of the Dean of the related college. It is recommended that prospective students consult the instructors of courses in which they are interested before they register.
6. Policies governing prerequisites and academic load will be applicable.
7. An auditor is not entitled to have work evaluated by the instructor and the degree of participation is determined by the instructor and Dean. Individuals who wish to participate fully and engage in all instructional activities must register for credit and pay full tuition.
8. Auditing grants only the privilege of hearing and observing and does not grant credit. An auditor's name will appear on the instructor's class roll. In order for the designation "AU" to appear on the transcript; however, the instructor must certify at the end of the course that the individual attended at least 75% of the class meetings as an auditor. If the student attends less than 75% of the class meetings, the designation of "X" will appear on the transcript.
9. Audit and other appropriate fees, as prescribed in the University *Schedule of Classes*, are due at the time of registration.
10. Full-time faculty and staff members are eligible for audit tuition benefits consistent with the guidelines established in the University Tuition Remission Policy.

Continuous Progress (CP)

This is a non-traditional system of course progress for students who have been admitted to the University. CP courses are regularly scheduled courses that students may not be able to take because of a conflict in their schedule. Special approval is required from the Vice-President of Graduate Affairs and the Director of Graduate Programs for a total of more than six (6) hours of Continuous Progress courses, Independent Study/Research courses, or a combination of both. All necessary conferences are to be scheduled individually between the student and the instructor. The following policies apply to Continuous Progress courses:

1. Only students who have been admitted to the University may register for these courses during the regular registration period as published and must complete the course before the end of that semester.
2. Course work cannot begin until enrollment is completed and the course fee is paid.
3. There is a \$100.00 fee per course over and above the regular tuition for each CP course. Refunds and withdrawal policy are based on the standard refund schedule and withdrawal policies as published in this catalog.
4. Authorization to take CP courses will not be given except in extenuating circumstances.
5. The dean of the college involved will approve both the student and faculty instructor for all CP courses.

In order to register for a CP course, a Continuous Progress Form must be completed and the form must state the definite plan for accomplishment of the course objective. The plan must include the course syllabus and work schedule. After the Continuous Progress Form has been completed by the instructor and signed by the student and instructor, it is then submitted by the student for approval to the dean of the college in which the course will be taught. Upon final approval by the dean of the college, regular registration procedures are followed.

Independent Study/Research Courses

This is a non-traditional system of course progress for students who have been admitted to the University. Independent Study/Research Courses are devised by professors to permit students to explore material not offered in regularly scheduled courses, or to do guided research on their own in a given discipline. Experimental course numbers (courses with a "9" as the third digit) are to be used in Independent Study/Research courses. Special approval is required from the Vice-President of Graduate Affairs and the Director of Graduate Programs for a total of more than 6 hours of Continuous Progress courses, Independent Study/Research courses, or a combination of both. All necessary conferences are to be scheduled individually between the student and the instructor. The following policies apply to Independent Study/Research courses:

1. Only students who have been admitted to the University may register for these courses during the regular registration period as published and must complete the course before the end of that semester.
2. Course work cannot begin until enrollment is completed and the course fee is paid.
3. Authorization to take Independent Study/Research courses will not be given except in extenuating circumstances.
4. The dean of the college involved will approve both the student and the faculty instructor for all Independent Study/Research courses.

In order to register for an Independent Study/Research course, an Independent Study/Research Form must be completed and the form must state the definite plan for accomplishment of the course objective. The plan must include the course syllabus and work schedule. After this form has been completed by the instructor and signed by the student and instructor, it is then submitted by the student for approval to the dean of the college in which the course will be taught. Upon final approval by the dean of the college, regular registration procedures are followed.

Adding and Dropping Courses

Within the Add/Drop deadlines as recorded in the *Academic Calendar*, a student may change course sections, add one or more course(s), or drop one or more course(s), with no change recorded on the permanent record. In every case the student must submit a properly executed Add/Drop Form. To be properly executed, the form must be signed and dated by the student's academic advisor and be received in the Registrar's Office. The student must withdraw from the course within the first 60% of the term, according to the date and time specified in the *Schedule of Classes* and the *Academic Calendar*. After that date, the student will not be allowed to officially withdraw from a course. If the student has entered into a financial aid agreement, the student should meet with the Financial Aid Office. In every situation, the student is responsible for making sure that the form progresses through each step in the Add/Drop process, whether the process is conducted in person on the main campus or through faxes and telephone conversations.

Any appropriate refund will be calculated according to the date the Add/Drop Form is received in the Registrar's Office. Students are subject to a fee each time a course is dropped.

Note: International students are responsible for maintaining appropriate course loads per INS guidelines. All add/drop/withdrawals can only be processed upon approval of the International Office and appropriate academic advisor.

Doctoral Extended Leave

In the rare event that a doctoral student finds that his or her unusual and unforeseen circumstances have made it impossible to continue the program, however temporarily, the student may formally petition the Faculty Committee in writing for an extended leave of absence for a specific period of time. The Faculty Committee will consider the petition at its next regularly-scheduled meeting, render the decision either to grant or to deny the request based upon a number of factors on a case-by-case deliberation, and communicate its findings in a timely manner to the student in writing. If the petition is granted, the student may exit his or her program and rejoin another cohort at the same place at a later time according to the specifics outlined by the Faculty Committee.

Official Withdrawal

It is the student's responsibility to officially withdraw from the University when necessary. Failure to officially withdraw through the Registrar's Office will cause the student to receive an "F" in each course regardless of the record at the time the student ceased to attend class. (Withdrawal from the University does not automatically withdraw the student from housing.) After the Add/Drop deadlines recorded on the *Academic Calendar*, a student may drop one or more courses; this is defined as Withdrawal. Withdrawal from ALL courses on ANY date is known as Official (full) Withdrawal from the University. If the Official (full) Withdrawal occurs prior to completing 60% of the semester or term, a pro-rated portion of all Federal Financial Aid received during the semester must be returned to the federal aid programs within 45 days of withdrawal. In every case the student must submit a properly executed WITHDRAWAL FORM. To be properly executed, the form must (1) be signed and dated by the instructor for EACH course and (2) be received in the Registrar's Office. If the student has entered into a financial aid agreement, the student should meet with the Financial Aid Department. Federal Financial Aid recipients who withdraw from all classes before 60% of the semester is completed, will be required to return a portion of the Federal Financial Aid received. In every situation, the student is responsible for making sure that the form progresses through each step in the withdrawal process, whether the process is conducted in person or through fax and telephone conversations. Any appropriate refund will be calculated according to the date the withdrawal form is received in the Registrar's Office. Students are subject to the appropriate fee.

Note: Once the withdrawal period has expired, the grade of "F" will be assigned for courses not completed.

Grading and Retention for Graduate Programs

Incomplete Grades. Grades of "I" may be awarded only upon the approval of the faculty member involved. The student must remove the "I" no later than thirty calendar days preceding the end of the first long semester following the awarding of the "I" (such date to be published in the *Academic Calendar*); otherwise the "I" will become an "F." The grade "I" may be assigned only when the student is currently passing the course and in situations involving extended illness, injury, death in the family, or as a result of employment or government reassignment (documentation required). These events must be the cause of a student's inability to complete course work.

Students who receive more than one "I" in a semester will be reviewed by the respective college's Dean and the Program Director to determine his or her eligibility for continued enrollment.

“W” Grades. A student may withdraw from a single course, or from the University completely, and be eligible to receive a “W” for the course(s). This grade will indicate that the student will not receive credit for the course nor will the course be computed in the student’s GPA. The student must withdraw from the course by the deadline date and time specified in the *Schedule of Classes* and the *Academic Calendar*. If an Official (full) Withdrawal occurs prior to completing 60% of the semester or term, a prorated portion of all Federal Financial Aid received during the semester must be returned to the Federal Aid Programs within 45 days of withdrawal.

Listed below are graduate grades and the corresponding number of grade points per credit hour:

Grade Point Evaluation

Grade	Description	Per Credit Hour
A+	-----	4.00
A	-----Excellent-----	4.00
A-	-----	3.67
B+	-----	3.33
B	-----Good-----	3.00
B-	-----	2.67
C+	-----	2.33
C	-----	2.00
C-	-----	1.67
F	-----Fail-----	0.00
W	-----Withdraw-----	*
AU	-----Audit-----	*
	(Attendance 75% or more)	
X	-----Audit-----	*
	(Attendance less than 75%)	
I	-----Incomplete-----	*
CR	-----Credit-----	*
NC	-----No Credit-----	*

*Not Computed

Grade Report

Students may access their grades through DBU’s WebAdvisor information system. Grades are available for viewing upon entry of the grade by the instructor. The address for WebAdvisor is webreg.dbu.edu. Grades will not be given out through departments but may be received from the instructor at the instructor’s discretion. Grades cannot be distributed by phone or e-mail.

Grading for Doctoral Programs

Each professor determines the requirements and method of evaluating students in their courses. Students must earn a "C" or higher in every course or seminar. While a student may earn a "C" or better in all courses or seminars, all work in the doctoral program must meet program standards. Students are required, however, to maintain a grade point average of 3.25 in order to qualify for comprehensive examination. This provision applies to all courses taken as well as to all repeated courses.

According to DBU policy, students may access final grades online through the WebAdvisor System. Program faculty will not, in accordance with FERPA policies, provide grade information to students via telephone, e-mail, posting, or any other source that may compromise student confidentiality.

Seminar Absences

In the exceptional event that a doctoral cohort student must absent himself or herself from a seminar, a number of points will be deducted from the student's seminar grade, depending upon the amount of time the student misses. The absence of a full seminar day will result in a 15-point deduction, and a half-day will result in a 7.5-point reduction. In addition, the student may be assigned a paper to be completed at the discretion of the seminar's professor(s).

Probation and Suspension for Master's Programs

A student whose cumulative grade point average drops below 3.0 will be placed on *Academic Probation* and must raise his/her cumulative GPA to 3.0 or better during the next semester. A student placed on *Academic Probation* for two consecutive terms or a total of three times in nonconsecutive terms will be suspended from academic studies.

Failing Grades

A student who receives a failing grade (F) must retake the failed class the first time it is offered or within the next 12 months.

Admissions Status: Full

A student granted Full Admission who receives a failing grade and/or whose cumulative grade point average (GPA) drops below 3.0, but not lower than 2.5, will be placed on *Academic Probation* and must raise his/her cumulative GPA to 3.0 or better during the next semester. If the cumulative grade point average drops below 2.5, the student will be placed on *Academic Probation*, receive notice of *Academic Suspension Pending*, and be advised to resolve low grade(s) and raise GPA to 3.0 or better during the next semester or face *Academic Suspension*.

Admissions Status: Provisional

A student granted Provisional Admission who receives grade(s) below "B" and/or whose cumulative grade point average drops below 3.0 will be placed on *Academic Probation*, receive notice of *Academic Suspension Pending*, and be advised to resolve low grade(s) and raise GPA to 3.0 or better during the next semester or face *Academic Suspension*.

Academic Probation, Pending Academic Suspension and Academic Suspension Defined:

Academic Probation is defined as a conditional enrollment period wherein the student must achieve and maintain a grade point average (GPA) not less than 3.0, with no grade below "B," or face the possibility of *Academic Suspension*. Please note the grading system at Dallas Baptist University allots 2.67 grade points for a grade of "B-," which can result in a GPA that is below 3.0. A student placed on *Academic Probation* for two consecutive terms or a total of three times in nonconsecutive terms will be suspended from academic studies.

Pending Academic Suspension is defined as a probationary enrollment period of one term wherein the student must achieve and maintain a GPA not less than 3.0 or face *Academic Suspension*. Please note that an earned failing grade or an earned grade less than "B" during this probationary period will automatically result in *Academic Suspension*. The grading system at Dallas Baptist University allots 2.67 grade points for a grade of "B-," which can result in a GPA that is below 3.0.

Academic Suspension is defined as enforced academic withdrawal from all university classes due to unsatisfactory academic progress with a cumulative GPA of less than 3.0.

Probation and Suspension for Doctoral Programs

Academic Probation

A student who fails to achieve and/or maintain an overall 3.25 grade point average during any semester of enrollment will be placed on academic probation for one semester. At the end of the probationary semester, the student's academic standing will be evaluated by the Academic Director or Director of the doctoral program in consultation with program faculty and the Ed.D. or Ph.D.

Committee. If the student has failed to bring up the grade point average to 3.25, the student may be given one final semester to make sufficient academic progress. If, following that semester, the grade point still falls below the 3.25 required for Comprehensive Examinations, the student will be disallowed further study in the program.

Dismissal from the Ed.D. Program

Although it is not expected, a student may be dismissed from the Ed.D. program for any of the following reasons:

1. Academic dishonesty
2. Failure to remove a "conditional status" within one academic year will result in prevention from further participation in the program.
3. Failure to complete the program in the allotted time. Students are allowed seven years to complete the course of study. The seven years is calculated from their first semester of enrollment and terminates on the last regular business day of the respective seventh year semester.
4. While it is possible for a student to earn a "C" in the Ed.D. program, he or she must maintain a grade point average of 3.25 in order to sit for both the Research and Statistics and the Academic Comprehensive Exams. Failure to maintain the required minimal grade point will constitute a basis for dismissal from the program.

Dismissal from the Ph.D. Program

Although it is not expected, a student may be dismissed from the Ph.D. program for any of the following reasons:

1. Academic dishonesty
2. Failure to complete the program in the allotted time. Students are allowed six years to complete the course of study. The six years is calculated from the first July semester matriculation and terminates on the last regular business day of June of the sixth year.
3. Failure to maintain continuous enrollment in the summer, fall, and spring semesters each year and pay the required fees will result in prevention from further participation in the program.
4. While it is possible for a student to earn a "C" in the Ph.D. program, he or she must maintain a grade point average of 3.25 in order to sit for both the Research and Statistics (2nd year) and the Seminar Content and Bibliography (3rd year) Comprehensive Examinations. Failure to maintain the required minimal grade point will constitute a basis for dismissal from the program.

Application for Graduation

Application for graduation from Dallas Baptist University must be made through the Registrar's Office BEFORE the published Deadline in the Academic Calendar, and preferably at least one semester before the semester of graduation. All grades must be officially transmitted to the Dallas Baptist University Registrar's Office at least four days prior to the date of graduation. Applicants who apply for graduation and fail to meet requirements must reapply and pay additional fees. The Registrar's Office will officially certify the completion of degree requirements.

Transcript of Credits

The transcript of college credits is an official copy of the student's permanent record, bearing the school seal and the signature of the Registrar. Copies of the student's transcript are available on the student's written request from the Registrar's Office. Transcripts are \$5.00 each. Payments are made in advance to the Cashier's Office.

A student should allow a **minimum** period of two working days for delivery of the transcript after the request has been submitted either in person or in written form. A **minimum** period of three weeks should be allowed for the receipt of the transcript at the close of the semester for which grades are being requested.

Transcripts will not be released if the student owes money to the University except as occasionally required by law. This policy includes, but is not limited to, the library, bookstore, athletic department, or any other department or agency considered a part of the University.

Academic Conduct Policy

Consistent with the Christian character and values of Dallas Baptist University and in order to encourage and preserve the honor and integrity of the academic community, the University expects its students to maintain high Biblical standards of personal and scholarly conduct.

Honor Code

Consistent with the Christian character and values of Dallas Baptist University and in order to encourage and preserve the honor and integrity of the academic community, the University expects its students to maintain high Biblical standards of personal and scholarly conduct.

HONOR CODE

The Integrity of the upright guides them, but the unfaithful are destroyed by their duplicity. – Proverbs 11:3

It is the purpose of Dallas Baptist University to provide students with an educational experience that will allow them to grow in every aspect of their lives. Central to the success of the student is the knowledge that God made us in His own image. This reminds us that in the vast universe that reflects God's glory, humans are uniquely "crowned with glory and honor" (Arthur F. Holmes, *The Idea of a Christian College*).

Through the Honor Code at Dallas Baptist University students are to uphold the integrity of themselves, their fellow students, and God by maintaining the highest moral and ethical character in all aspects of their college career.

THE HONOR PLEDGE

As a student at Dallas Baptist University, I pledge to uphold the honor and integrity of myself, my fellow students, and my God to the highest moral and ethical standard. As I grow in my understanding of servant leadership, I promise to abide by all University policies and procedures. I will not lie, steal, or cheat, nor tolerate this behavior in others. I pledge to confront and expose any attempt to undermine the success of the academic or university community at DBU.

Faculty members are encouraged to remind students in their classes of this written statement of policies and procedures developed by the University in regard to cheating on examinations, plagiarism, collusion, and other academic-related misconduct.

All instructors or proctors shall have the right to examine materials in the student's possession during quizzes, examinations, and/or laboratory sessions.

In instances of cheating during an examination or other classroom or laboratory activity or exercise, the instructor shall have the right to suspend the student(s) who is (are) cheating from further work on the examination or exercise and to deny the student(s) credit for the examination or exercise.

Human Subjects Policy

Dallas Baptist University is committed to the ethical treatment of humans involved in research, safeguarding their rights and welfare; therefore, any research involving human subjects must be in compliance with DBU human subjects policies and guidelines. In order to ensure that human subjects are fully informed of their roles, the potential risks of their participation, and their rights as participants, all research is to be conducted with the utmost integrity and professionalism, under the guiding principles of respect for persons, beneficence, and justice. If the proposed research involves human subjects, the researcher must have approval from his or her professor, program director, dean and the Committee for the Protection of Human Subjects (CPHS) prior to contacting the research subjects. Failure to gain approval before interacting with research subjects will result in a denial of the research, disciplinary action, and possible legal ramifications for the researcher. Responsibility for obtaining approval from the CPHS for research resides with the researcher under the supervision of a faculty member.

Academic misconduct includes, but is not limited to, the following:

Cheating shall be defined as copying from another student's test paper, laboratory work, other written work, or computer files and listings; using, during a test or laboratory experiment, material and/or devices not authorized by the person in charge of the test, including the sharing of calculator results or information and the unauthorized use of cellular telephones, palm pilots, blackberry devices and other electronic tools to improperly access or share information; willfully cooperating with or seeking aid from another student during a test or laboratory experiment without permission; knowingly using, buying, selling, stealing, transporting, or soliciting in its entirety or in part, the contents of a test or other assignment unauthorized for release; substituting for another student, or permitting another student to substitute for oneself, to take a test or other assignment or to make a presentation.

Plagiarism shall be defined as the appropriation, theft, purchase, memorization, or obtaining by any means another's work, and the unacknowledged submission or incorporation of that work as one's own offered for credit. (Appropriation includes the quoting or paraphrasing of another's work, words, or ideas without appropriate citation of the source(s).)

Re-submission of assignments shall be defined as submitting any work previously submitted by the student for credit in another course. Such action is prohibited unless previously approved by the current instructor.

Collusion shall be defined as the unauthorized collaboration with another in preparing work offered for credit. A student is not guilty of collusion if he or she merely discusses with another a matter relevant to the work in question.

Abuse of resource materials shall be defined as mutilating, destroying, concealing, or stealing such materials.

Computer misuse shall be defined as unauthorized or illegal use or destruction of computer software or hardware through the DBU Computer and Technology Department or through any programs, terminals, or freestanding computer owned, leased, or operated by DBU or any of its academic units.

Classroom misconduct shall be defined as any conduct by a student during a class meeting which is disrespectful of another person or disrupts the progress and continuation of the class in the judgment of the instructor, regardless of the time and location for the class meeting.

Possible Actions for Academic Misconduct

Any one or more of the actions listed below may be taken with regard to a student who has engaged in academic misconduct.

A. Action by the Faculty Member

1. Handle as a confidential matter between the student and the faculty member.
2. Notify the dean that an incident has occurred and has been dealt with.
3. Assign a grade of "F" (or a zero) for the examination or assignment.
4. Recommend to the dean that the student be dropped immediately from the course with a grade of "F." This grade cannot be changed by student-initiated withdrawal.
5. If the alleged incident occurs during a final examination, an "I" (incomplete) shall be given to the student until a decision is made.

B. Action by the Dean

1. Place a written incident report in the student's permanent University record.
2. Uphold the action by the faculty member.
3. Recommend to the Associate Provost that the student be placed on probation at the University for a specified period of time.
4. Recommend to the Associate Provost that the student be suspended from the University for a specified period of time.
5. Recommend to the Associate Provost that the student be expelled from the University.

C. Action by the Associate Provost

1. Place the student on probation at the University for a specified period of time.
2. Suspend the student from the University for a specified period of time.
3. Expel the student from the University.

Academic Appeal and Academic Misconduct Procedure

Applications for a formal academic appeal are available in the Office of the Registrar. In order to ensure an appeal process that is fair and timely to all parties involved, the following procedure is in place for academic appeals.

- If the student wishes to file a formal concern regarding classroom procedure, the process starts with step 1a below.
- Should the faculty member find a student subject to academic misconduct as defined in the University catalog, the process starts with step 1b below.
- If a student wishes to raise grounds for challenging a specific academic policy of the University, not the resolution of an academic matter with a faculty member or other responsible person, the appeals process begins with step 7 below.

Upon receipt of a formal written appeal in the Office of the Registrar, the procedure below will be followed.

1a. The student should schedule a conference with the faculty member (or other individual directly responsible) within 14 calendar days after the posting of grades. The faculty member (or other individual) may resolve the problem at that point. (Skip to step 2.)

1b. If there are reasons for a faculty member to believe that a student has engaged in academic misconduct, the faculty member shall notify the student of the charges. The student should contact the faculty member within 14 calendar days after the posting of grades to arrange a conference with the faculty member.

2. If the faculty member is unavailable, the student shall notify the dean of the appropriate college in writing within seven additional calendar days that he/she is seeking a conference with the faculty member. The conference shall be held at the earliest possible convenience of the faculty member and the student.

3. If the matter is not resolved to the satisfaction of the student, he/she may submit a written appeal to the dean of the appropriate college (and the chair of the appropriate department, if applicable) within seven calendar days of the conference.

4. The dean of the appropriate college (and the chair of the appropriate department, if applicable) shall schedule a conference with the student and/or other involved persons within seven calendar days of receiving the appeal from the student.

5. The dean shall notify all parties in writing of his/her decision within seven calendar days after the conference.

6. If the student believes the decision of the dean is unwarranted, he/she may appeal to the appropriate undergraduate or graduate Academic Appeals Committee in writing within seven calendar days after receipt of the decision of the dean.

7. The Academic Appeals Committee shall establish a regular monthly meeting date for the purpose of hearing appeals. The date shall be published in all appropriate university publications. The deadline for filing an appeal shall be one week prior to a meeting. Appeals filed after the deadline will be heard at the next meeting of the committee. All parties involved shall be notified of the meeting date at which the appeal will be heard and given the opportunity to be present.

8. The Academic Appeals Committee shall notify all parties in writing of its decision within seven calendar days.

9. If a student believes the decision of the Academic Appeals Committee is unwarranted, he/she may appeal to the Vice President for Graduate and Corporate Affairs writing within seven calendar days after receipt of the decision of the Academic Appeals Committee.

10. If requested, the Vice President for Graduate Affairs shall schedule a conference with the student and/or other involved parties to be held within 14 calendar days of the receipt of the student's appeal.

11. The Vice President for Graduate Affairs shall notify all parties in writing of his/her decision within 14 calendar days after the conference.

Note 1: *The Academic Appeal and Academic Misconduct Appeal Procedure is an internal academic process of the University and legal counsel may not participate in any conference or hearing.*

Note 2: *Faculty members have the same right of appeal as the student at each stage of the above process.*

Doctoral Academic Appeal Procedure

In order to ensure an appeal process that is fair and timely to all parties involved, the following procedure is in place for academic appeals.

- If the student wishes to file a formal concern regarding classroom procedure, the process starts with step 1 below.
- If a student wishes to raise grounds for challenging a specific academic policy of the University, not the resolution of an academic matter with a faculty member or other responsible person, the appeals process begins with step 2 below.

Upon receipt of a formal written appeal, the procedure below will be followed.

1. The student should schedule a conference with the faculty member (or other individual directly responsible) within 14 calendar days after the posting of grades. The faculty member (or other individual) may resolve the problem at that point.

2. If the matter is not resolved to the satisfaction of the student, he/she may submit a written appeal to the dean of the Gary Cook Graduate School of Leadership within seven calendar days of the conference.

3. The dean shall schedule a conference with the student and/or other involved persons within seven calendar days of receiving the appeal from the student.

4. The dean shall notify all parties in writing of his/her decision within seven calendar days after the conference.

5. If the student believes the decision of the dean is unwarranted, he/she may appeal to the Ed.D. or Ph.D. Committee in writing within seven calendar days after receipt of the decision of the dean.

6. The Committee shall establish a meeting date for the purpose of hearing appeals. All parties involved shall be notified of the meeting date at which the appeal will be heard and given the opportunity to be present.

7. The Committee shall notify all parties in writing of its decision within seven calendar days.

8. If the student believes the decision of the Committee is unwarranted, he/she may appeal to the Ed.D. or Ph.D. Council in writing within seven calendar days after receipt of the decision of the dean.

9. The Council shall establish a meeting date for the purpose of hearing appeals. All parties involved shall be notified of the meeting date at which the appeal will be heard and given the opportunity to be present.

10. The Council shall notify all parties in writing of its decision within seven calendar days.

11. If a student believes the decision of the Council is unwarranted, he/she may appeal to the Vice President for Graduate Affairs in writing within seven calendar days after receipt of the decision of the Council.

12. If requested, the Vice President shall schedule a conference with the student and/or other involved parties to be held within 14 calendar days of the receipt of the student's appeal.

13. The Vice President shall notify all parties in writing of his/her decision within 14 calendar days after the conference.

Note: *The Doctoral Academic Appeal Procedure is an internal academic process of the University and legal counsel may not participate in any conference or hearing.*

Cell Phone Policy

Classroom disruption by cell phones or other electronic devices is prohibited. All cell phones and similar electronic devices must remain turned off and out of sight for the duration of class. Electronic devices utilized in a learning context, such as laptops and language interpreters, may be permitted at the professor's discretion. A student may face a zero and/or failure in the class if an electronic device is used for cheating during a test. Cheating at Dallas Baptist University is not tolerated and may result in expulsion.

Children in Classes and Unaccompanied Children

Minor children of DBU students are not permitted to attend class with their parents. Furthermore, minor children may not be unaccompanied at any location or property where DBU classes are taught. If a minor child is brought to the DBU campus or a location where DBU classes are taught, the child must be accompanied by an adult at all times. For their safety and welfare, unaccompanied children on the DBU campus will be escorted to the Campus Security Office, and the parent or guardian will be summoned to pick them up immediately.

Electronic Mail Policy

The use of electronic mail (e-mail) through the University network is a privilege, not a right. Its use is limited to staff, administration, faculty, and enrolled students. Violations of this policy may be dealt with in the same disciplinary manner as violations of other university policies. The full range of disciplinary sanctions is available including the loss of network usage privileges, dismissal from the University, and legal action. Violation of some of the policies may constitute a criminal offense. The purpose of the e-mail policy is to enhance the efficiency and effectiveness of campus communication. All persons using a DBU computer lab must also comply with the applicable DBU computer lab access policy.

The following policies govern the responsible use of e-mail:

1. E-mail should reasonably relate to University matters and educational uses. Items such as chain letters, fund raisers, commercial use, and mass national distribution are not allowed. Accordingly, the DBU campus e-mail system cannot be used as an avenue to advertise the selling of goods or soliciting donations from students, faculty, staff, or student organizations. **USE OF THE DBU NETWORK FOR PERSONAL TRANSACTIONS IS AT YOUR OWN RISK.** Server failures and other computer problems will sometimes occur. Despite having an excellent computer staff, the University makes no warranty or guarantee about the operation of its computers, network, or access to the Internet.
2. Fraudulent, harassing, obscene, or pornographic messages and images are not to be sent, received, printed, requested, or stored. E-mail which relates to participation in gambling or which constitutes copyright infringement is prohibited. Any communication that violates DBU policies and/or local, state, or federal laws and regulations is likewise prohibited.
3. The content, confidentiality, and maintenance of an electronic mailbox is the responsibility of the person to whom the e-mail account is assigned.
4. Each person is responsible for deleting outdated and unnecessary messages. Accounts accumulating excess e-mail will be reviewed and addressed by the Computer and Technology Department.
5. Any college or department may send e-mail to 10 or more users within the college or department with the approval of the academic dean or the head of the department.
6. Any e-mail addressed to 10 or more users (including all users) that has not been previously approved, or 10 or more users outside your college or department, must be approved by the appropriate vice president.
7. Be aware of forged mail. If a person has acquired another individual's password, forged mail can be sent. Also, e-mail that originates from outside DBU may not be subject to strict security. If a message appears out of character for the sender, it may be a forgery and you should contact the sender by another means for verification.
8. Although there are individual access passwords to voicemail, e-mail, and computer network systems, these systems are accessible at all times to and by the University and may be subject to periodic, unannounced inspections by the University for business purposes. Backup copies of e-mail and voicemail may be maintained by the University and may be reviewed.

9. Dallas Baptist University is not legally responsible for the personal online activities or publications of individuals, which are solely a result of their individual, independent judgment. Persons who use the resources and equipment of DBU to individually publish any opinions, material, or other information expressly assume all responsibility and liability for that publication and waive any right to make claims against the University for injury or damages resulting from that use. This includes claims for libel as well as copyright and patent infringement.

Internet Policy

All users of the Internet through the DBU computer network must conform to DBU policy for use of its computer facilities and also conform to all federal and state laws. Use of the Internet should be consistent with DBU's emphasis on Christian values and guidelines. The DBU user is responsible for his/her actions while using campus computer network services, including the Internet. While a limited, reasonable amount of personal use is permissible, access of the Internet through the DBU network should generally relate to University matters and educational uses. **USE OF THE DBU NETWORK FOR PERSONAL TRANSACTIONS IS AT YOUR OWN RISK.** Server failures and other computer problems will sometimes occur. Despite having an excellent computer staff, the University makes no warranty or guarantee about the operation of its computers, network, or access to the Internet.

The Internet is not to be accessed through the DBU network by any individual using another person's login and password. The person to whom an account is assigned will be held responsible for activities that take place with that account.

The posting of any Internet messages by DBU users, including through a "LISTSERV" group, which purport to have or indicate sponsorship by the University, is prohibited unless specifically authorized in advance by the appropriate vice president.

It is required that you have an active anti-virus scanning program running on your PC. You must have an update subscription service to keep your virus patterns up-to-date. If found without this software, your Internet privileges may be revoked.

Spyware is becoming a more prevalent way of attacking your PC from the Internet. We require that you download some type of spyware scanning program. Please see Computer & Technology for software suggestions. A free anti-virus and anti-Spam product can be downloaded at www.dbu.edu/computers.

Use of the DBU computer network, including access to the Internet, is a privilege, not a right. It may be revoked at any time for misuse. Examples of misuse include, but are not limited to, the following:

1. placing unlawful information on a system;
2. hacking within or outside the campus community;
3. accessing, sending, printing, or storing fraudulent, harassing, racist, obscene, or pornographic material;
4. copyright and patent infringements;
5. participation in gambling;
6. plagiarism;
7. creating, downloading, or sending viruses;
8. commercial purposes, such as operating a business;
9. any activity that unreasonably limits or drains DBU network resources and/or is illegal, such as some Internet gaming or downloading videos, movies, large quantities of music, or other excessively large files.
10. connecting any hardware to the Internet that is not sanctioned by Computer & Technology (i.e., personal wireless hubs, signal boosters, etc.)

Violations of this policy will result in disciplinary action. The University has the ability to identify Internet addresses accessed by campus users and may periodically monitor such usage.

Dallas Baptist University is not legally responsible for the personal online activities or publications of individuals, which are solely a result of their individual, independent judgment. Persons who use the resources and equipment of DBU to individually publish any opinions, material, or other information expressly assume all responsibility and liability for that publication as well as waive any right to make claims against the University for injury or damages resulting from that use. This includes claims for libel as well as copyright and patent infringement.

Financial Aid

The Office of Financial Aid at Dallas Baptist University seeks to support the goals of the University through its mission statement: "To counsel, serve, and assist students in obtaining adequate financial assistance to allow them to meet the financial obligations associated with their attendance at DBU in pursuit and fulfillment of their educational goals while maintaining the equitable and efficient administration of federal, state, institutional, and private financial resources of the University."

The primary purpose of student financial aid is to provide supplemental resources for students who otherwise would be unable to pursue a graduate education. It is the philosophy of the university that the primary responsibility of educating a student first lies with the student. Financial Aid is offered as an additional resource to assist the student.

Eligibility

Eligibility for **federal and state student aid** is based on need and on several other factors as follows::

- Demonstrate financial need (except for certain loans)
- Be accepted for admission at DBU and working toward a degree or certificate in an eligible program at DBU
- Be a U.S. citizen or eligible noncitizen
- Have a valid Social Security Number (see Office of Financial Aid for exceptions)
- Register with Selective Service if required. (You can use the FAFSA to register)
- Maintain satisfactory academic progress once in school
- Certify that you are not in default on a federal student loan and do not owe money on a federal grant
- Certify that you will use student aid only for educational purposes

To be eligible for **institutional scholarships**, the student must be in good standing and be making satisfactory progress toward his or her educational goals. Additional eligibility requirements may exist for each specific award as stated in the scholarship section of the catalog.

Financial Aid Application Process and Deadlines

Application Forms

To apply for financial aid at DBU, applicants must annually complete the following forms:

1. The **2008-09 Free Application for Federal Student Aid (FAFSA)** is the form for the awarding of federal and state college aid for the fall 08, spring 09 and summer 09 semesters. The official FAFSA can be completed online at www.FAFSA.ed.gov First time applicants may apply for a federal PIN number which can be used to electronically sign the FAFSA. The FAFSA is available after the first of the year for the upcoming academic year. DBU school code is 003560.
2. **2008-09 DBU Supplemental Application for Financial Aid and Scholarships** (fall 2008 and spring 2009 semesters)
2009 DBU Summer Supplemental Application for Financial Aid and Scholarships will be available on or after **March 1, 2009**.
Forms may be accessed at www.dbu.edu/financialaid
3. **Additional documents** may be required by the Department of Education or the DBU Office of Financial Aid to complete your file. Such documents may include federal tax returns, verification of untaxed income, proof of citizenship or permanent residency, proof of Selective Service Registration, etc. Students will receive notification of needed documents.

Application Deadlines:

The Office of Financial Aid makes every effort to provide funds to students as long as funds are available. However, priority deadlines exist because some funds are limited.

- **March 17, 2008** was the priority deadline to complete his or her financial aid file to receive maximum consideration for federal or state financial aid for the Fall 08 and Spring 09 semesters.
- Continuing students who wish to apply for **Honor's Day Scholarships** for the 2009-10 academic year must have a complete financial aid file by **March 6, 2009**.
- Students who fail to meet the priority deadline should apply as soon as possible or at least within 30-45 days before they need to register for classes to allow for processing time. If financial aid is not awarded and guaranteed by registration, the student will be expected to make payment arrangements with the Cashier's Office using personal resources at the time of registration. (See the Cashier's section for Payment Policy).

- **Late applications** are accepted on a rolling basis throughout the semester. However, students will be expected to make payment arrangements with the Cashier's Office using personal resources at the time of registration. (See the Cashier's section for payment policy). No retroactive applications are allowed past the end of the enrollment period.

Awarding Policies and Procedures

Once a student's financial aid file is complete and the student has been accepted for admission, a financial aid counselor will review the file for awarding. Applicants will be sent an award notification letter advising them of aid eligibility and instructions for finalizing their award(s).

Cost of Attendance (Student Budget)

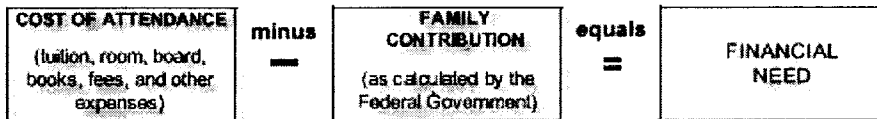
First of all the Cost of Attendance is calculated (based on allowable educational costs allowed by law). The cost of attendance includes tuition and fees, the cost of room and board, books and supplies, transportation and miscellaneous expenses. Costs unrelated to the completion of a student's course of study are not included in calculating the student's cost of attendance.

Expected Family Contribution (EFC)

The information reported on the FAFSA is used to determine an Expected Family Contribution (EFC), which is calculated by a formula established by the U. S. Congress. This number is used in determining eligibility for the Federal Pell Grant and other federal and state aid. The EFC is subtracted from the Cost of Attendance to determine financial need.

Financial Need

Most federal and state financial aid programs and some outside aid programs are based on demonstrated financial need. The Office of Financial Aid makes every effort to assist students in meeting his/her financial need using all resources available. In addition, other "non-need based" aid is also available.



DBU Packaging Policy

After institutional and outside scholarships and other resources are considered, DBU uses the following sequence to award government aid. The Federal Pell Grant is awarded first. If a student continues to have remaining unmet need, additional need-based grants (gift aid) are awarded provided the student meets all eligibility criteria and funds are available.

After gift aid sources have been applied, then additional awards are packaged from self-help types of aid (employment and loans). Student employment is considered if the student requests work-study on the DBU Supplemental Application for Financial Aid and Scholarships, if the student has adequate need, and if work-study funds are available. When eligibility for all other funds has been exhausted, loans are offered to fill the remaining need or cost of attendance.

For programs that have limited funds available for awarding, they will be awarded based on a completed application date. Once all available funds are awarded, subsequently eligible students will be placed on a waiting list in case additional funds become available.

Financial Aid and Academic Load

Cost of Attendance and financial aid awards are based on the student's academic load for the semester as projected on the DBU Supplemental Application for Financial Aid and Scholarships. For financial aid purposes, the student is awarded based on full-time, half-time, or less than half-time enrollment status. Graduate students enrolled in at least six credit hours during a fall, spring, or summer semester (term) are considered to be a full-time student. Students enrolled in four and one half to eight credit hours per semester are considered to be enrolled half-time. Students enrolled in less than four and one half hours are considered to be enrolled less than half-time.

The Cost of Attendance and financial aid is based on actual enrollment status on the school census date. If a student drops below the enrollment status for which aid was awarded or if a student fails to begin class attendance in some of their classes, the cost of attendance and aid programs are adjusted. Please review the Programs of Financial Aid in this catalog for specific full-time or half-time course load requirements.

Financial Aid Eligible Terms and Class Attendance

Students must be enrolled in standard fifteen week long semester terms to be eligible for government financial aid. Students may receive aid for mini-terms provided they are also enrolled in a regular semester term.

- August mini classes are added to fall term credit hours for financial aid
- December Mini-term, Short Winter Term, Long Winter Term, and January Mini-Term classes are added to spring term credit hours for financial aid.
- May mini classes are added to the Long Summer term or Summer I term credit hours for financial aid. The standard summer term is the long summer term or a combination of Summer I and Summer II terms.
- If a student is registered for a mini-term **during** a standard long semester (such as a fall break mini, Thanksgiving mini, or Spring break mini) but drops before the class begins or fails to attend the class then financial aid for the class will be removed and the Cost of Attendance (budget).

Student Rights and Responsibilities

You have the right to know ...

- What financial aid programs are available at Dallas Baptist University.
- The deadline for submitting application for each of the programs.
- How financial aid will be distributed, how decisions on distributions are made, and the basis for these decisions.
- How your financial aid was determined. (Costs for tuition, fees, room, board, travel, books and supplies, personal and miscellaneous expenses are considered in your budget).
- What resources (your current assets, parental contribution, other financial aid, etc.) were considered in the calculation of your need.
- How much of your financial need as determined by DBU has been met.
- The details of the various programs in your student aid package.
- What portion of the financial aid you received must be repaid, and what portion is grant aid. If the aid is a loan, you have the right to know the interest rate, the total amount that must be repaid, the payback procedures, and the length of time you have to repay the loan, and when the repayment is to begin.
- How DBU determines if you are making satisfactory progress and what happens if you are not.

In Accepting Your Responsibilities You Must ...

- Complete all application forms accurately and submit them on time to the proper place.
- Provide correct information. In most instances, knowingly misreporting information on financial aid application forms is a violation of law and may be considered a criminal offense which could result in indictment under the U.S. Criminal Code.
- Return all additional documentation, verification, corrections, and/or new information requested by either the Office of Financial Aid or the agency to which you submitted your application.
- Be responsible for reading and understanding all forms that you are asked to sign, and for keeping copies of them.
- Live up to all agreements that you sign.
- Perform the work agreed on in accepting a University work-study award.
- Be aware of and comply with deadlines for application or reapplication for aid.
- Be aware of the DBU refund procedures.
- Be aware that early withdrawal from the term may result in a *pro rata* reduction of financial aid eligibility. Such a reduction may require that you repay money that you received to attend school.
- Report changes in name, address, and telephone number to the proper office.

Financial Aid Satisfactory Academic Progress Policy (SAP)

Effective May 1, 2006

Dallas Baptist University has the following standards and practices of Financial Aid Satisfactory Academic Progress for students who receive financial assistance. These standards require that a student make progress toward a certificate or degree program. To be in compliance with federal, state or institutional student aid programs we must apply qualitative and quantitative measurements to academic work. (34CFR 668.16(e)).

Federal Financial Aid Satisfactory Academic Progress is defined as:

1. Maintaining a 2.0 GPA or better for undergraduate students and a 3.0 GPA for graduate students.
2. Completing the course load (credit hours) for which funds were paid.
3. Making positive progress toward a program of study within 150 percent of the average published program length.

State Financial Aid Satisfactory Academic Progress is defined as:

1. Maintaining a 2.5 GPA or better for undergraduate students or 3.0 for graduate/doctoral students.
2. Completing a minimum of 24 credit hours as an undergraduate student and 18 hours as a graduate/doctoral student for the academic year (Fall and Spring combined.)

Failure to meet ANY of the above standards will result in a student being placed on either financial aid probation or suspension. There is no probation allowance for the Tuition Equalization Grant and the Texas Grant programs.

PLEASE NOTE: Eligibility to receive financial aid is different from academic probation or suspension. The Registrar's Office determines if students are eligible to continue taking classes at DBU, and will notify them accordingly.

<p>Evaluation of Academic Progress</p>	<p>End of the academic year – normally a student's satisfactory academic progress for Fall and Spring semesters will be evaluated at the end of the academic year (spring semester).</p> <p>End of summer semesters – students who receive financial assistance for one or more summer sessions will have their summer satisfactory academic progress evaluated at the end of the last summer session. Summer I and Summer II will be treated as one semester.</p> <p>Interim enrollment – students who enroll in various terms or semesters that do not receive financial aid will also be evaluated for making satisfactory progress for future or continuing eligibility of financial aid.</p>
<p>GPA Requirements</p>	<p>Undergraduates must maintain a cumulative 2.0 GPA on all transfer and DBU credits. Graduate students must maintain a cumulative 3.0 GPA on all transfer and DBU credits. Tuition Equalization Grant and Texas Grant recipients must maintain a cumulative 2.5 GPA as an undergraduate student and a 3.0 as a graduate/doctoral student.</p>
<p>Course Completion Requirements</p>	<p>Federal financial aid recipients must be making progress toward completing their program of enrollment by completing two-thirds (66.67%) of the credit hours attempted during the academic year.</p> <p><u>Examples: (all hours are rounded to the next whole number)</u></p> <ol style="list-style-type: none"> 1) If a student attempted 12 hours in the Fall and 12 hours in the Spring, the student would be expected to successfully complete at least 16 hours to be making progress. (12 hours Fall + 12 hours Spring = 24 attempted hours, therefore 24 hours attempted x 66.67% = 16 hours) 2) If a student attempted 14 hours in the Fall and 6 hours in the Spring, the student would be expected to successfully complete at least 14 hours to be making progress. (14 hours Fall + 6 hours Spring = 20 attempted hours, therefore 20 hours attempted x 66.67% = 13.34 rounded to 14 hours) <p>Tuition Equalization Grant and Texas Grant recipients must complete 24 hours within the academic year for undergraduate students and 18 hours for graduate/doctoral students to be making progress. Students may use the May Mini Semester and Summer courses to remove or satisfy a deficiency from the prior Fall/Spring term.</p> <p><u>Example:</u></p> <ol style="list-style-type: none"> 1) If a student attempted 12 hours in the Fall and earned twelve hours, the student would be expected to successfully complete at least 12 hours in the Spring to be making progress. (12 hours Fall + 12 hours Spring = 24 hours earned) 2) If a student attempted 12 hours in the Fall and only earned 9 hours, the student would be expected to successfully complete at least 15 hours in the spring to be making progress. (9 Fall + 15 hours Spring = 24 hours earned)
<p>Time Allowed for Program Completion</p>	<p>Normally students cannot receive federal financial assistance for periods of enrollments beyond 150% of the average published program length for the program for which they are enrolled.</p> <p>An undergraduate student seeking a Bachelor's Degree which requires 126 hours would then be allowed to have 189 attempted hours and receive financial assistance (126 x 150% = 189).</p> <p>Attempted hours are all hours transferred from another institution and all courses enrolled for as of the census date for each term whether completed or not. (Includes Ws, NCs, CRs, Repeats, Is, and Fs)</p>

Dual Enrollment	A student may not receive federal aid from two (or more) institutions at the same time. A student transferring to DBU from another institution must cancel their aid at the former institution if they desire to receive aid from DBU. Proof may be requested.
Repeat Courses	Courses in which a grade of "D," or higher, is received cannot be repeated for financial aid funding unless the repeat is required to meet minimum degree requirements. Funding for remedial courses (i.e. MATH 1101) can only be repeated once.
Incompletes	Courses in which a grade of "I" are received are treated the same as a grade of "F" until a final grade for the course has been posted to the transcript. Once the "I" grade has been updated the student may request an evaluation to re-assess their Financial Aid Satisfactory Academic Progress status.
Second Bachelor's Degree	Not all financial aid programs are available to students seeking a second bachelor's degree. Students should see their financial aid counselor for more information. This includes both accredited and non-accredited degrees received.
Notices	<p>Failure to meet any of the Financial Aid Satisfactory Academic Progress standards will result in one of the following notices being issued:</p> <p>Probation: The first time a student fails to maintain a cumulative 2.0 GPA for undergraduate students or a cumulative 3.0 GPA for graduate/doctoral students or fails to complete 66.67% of the coursework in which they are enrolled, the student will be issued a probation notice.</p> <p>A student placed on probation status may continue to receive financial assistance. A probation notice cannot be appealed since students are still eligible to receive financial assistance.</p> <p>There is no probation allowance for Texas Equalization Grant and Texas Grant recipients who fail to meet satisfactory academic progress requirements.</p> <p>Suspension: The suspension notice is issued the second time a student fails to meet any one of the financial aid satisfactory academic progress guidelines. A student placed on a suspension status may not receive further financial assistance until the status has been cleared.</p> <p>Automatic Suspension: At the end of each semester, any student who completely withdraws, receives grades of all F, I, CR, or NC will be automatically placed on suspension without being given a probation period.</p>
How to Re-establish Eligibility	<p>Federal Aid recipients on suspension for not maintaining a cumulative 2.0 GPA for undergraduate students or 3.0 GPA for graduate students must complete courses at DBU to raise their cumulative GPA to the above levels at their own expense.</p> <p>Federal Aid recipients on suspension for insufficient completion of required hours must complete the hours necessary to make up the deficiency at DBU at their own expense.</p> <p><u>Example:</u> Student enrolled for 12 hours in Fall and 12 hours in Spring semesters. Student must complete 66.67% or 16 hours ($24 \times 66.67\% = 16$ hours). However student earns only 10 hours. The student must therefore complete a minimum of 6 hours to remove deficiency (16 hours required – 10 hours earned = 6 hours deficient).</p> <p>After the student has completed the hours to remove their suspension status, the student must request that an evaluation of progress be completed to re-establish eligibility for receiving assistance. Evaluations will be completed after grades are posted for the following financial aid enrollment periods:</p> <p>Fall (includes August Mini-terms, Fall Term, Fall Break Mini-term and Thanksgiving Mini-terms) Spring (includes Winter Mini-terms, Spring Term and Spring Break Mini-terms) Summer (includes Long Summer, Summer I, Summer II and May Mini-terms)</p> <p>Texas Equalization Grant and Texas Grant recipients who have failed to complete 24 hours or maintain a 2.5 GPA as an undergraduate student or 18 hours and maintain a cumulative 3.0 GPA as a graduate/doctoral student may:</p> <ol style="list-style-type: none"> 1) Attend the following summer and make up the deficiency of GPA or hours completed or, 2) During the next academic year of enrollment, make up the deficiency of GPA or hours.

Appeals	A student with unusual or mitigating circumstances may request a suspension status to be waived by submitting and following the guidelines of the Financial Aid Satisfactory Academic Progress Suspension Evaluation or Appeal Request form. An appeal request will be reviewed by the Office of Financial Aid and, if needed, will be reviewed by the Satisfactory Academic Progress Appeals Committee for an approval or denial. All Committee decisions are final. Students will be notified in writing as to the decision regarding their financial aid status. Individuals granted a waiver are placed on a one-semester probation status. For state assistance, examples of hardship may include: 1) severe illness or other debilitating condition, 2) an indication that the student is responsible for the care of a sick, injured or needy person, 3) one semester hours completed hardship, or 4) freshman hardship.
Support Services	Support services are available to help ensure a student's academic success. Counseling services are available free of charge to DBU students by contacting 214-333-5288. The DBU Writing Lab is available to assist students in the writing and construction of papers. They can be reached at 214-333-5474. The DBU library is available to help students with research. Contact them at 214-333-5213. Tutoring services are available by calling 214-333-6843. Students with disabilities can contact the Office of Student Affairs at 214-333-5134 to make accommodations for their disability.

Financial Aid Refund Policy

DBU uses student accounts to assess charges and apply payments against those charges. If a student's account balance is a credit, it is the policy of the University to refund the credit to the student in a timely manner under most circumstances. Credit balances caused by financial aid are refunded only after a careful review of the student's account and eligibility for aid. If a credit balance refund is due the student, the refund is made to the student within the 14 days required by federal regulations. The refund will be issued in the form of a check made payable to the student and issued by the business office.

A student who receives a refund based wholly or partly on financial aid and later changes enrollment status may be required to repay all or part of the aid received to the University or to the appropriate federal or state aid programs. Students receiving federal aid other than Federal Work-Study funds who withdraw or change enrollment status (increase or decrease semester hours taken) will have federal aid adjusted in accordance with formulas prescribed by the Federal Title IV Program, or DBU policy, whichever is applicable.

IMPORTANT NOTE: Credit balance refunds due students are processed after the Add/Drop period closes each semester (consult the semester schedule of classes for this date). Eligibility for a refund depends on several factors and will be determined by the Office of Financial Aid. Changes in any of these factors, such as dropping courses or withdrawing from the University, could result in delays in receiving a refund or the reduction of the student's aid package, thereby removing a potential credit balance.

Withdrawal from the University

A student who withdraws from the University receives only the balance that remains, if any, after the appropriate refund calculation has been performed by the Office of Financial Aid and according to federally mandated Return of Federal Title IV Funds Policy listed below.

Return of Federal Title IV Funds Policy

Dallas Baptist University returns unearned funds received from Federal student assistance programs to the proper program accounts or lenders in accordance with Federal Title IV student assistance regulations, as amended, under 34 CFR, section 668.22(d) of the Reauthorization of the Higher Education Act of 1965.

The student receiving assistance from Federal Title IV programs is required to complete a minimum number of hours for which assistance was received. If the student completely withdraws from school during the semester or stops attending, but fails to officially withdraw, the student 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 pro-rated portion of the federal aid received must be returned to the federal aid programs equal to the percentage of the semester remaining.
3. If the student does not officially withdraw from classes, and stops attending all classes, a pro-rated 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.

Return of Federal Title IV funds will be distributed according to statutory regulations in the following sequence: Unsubsidized Stafford Loans, Subsidized Stafford Loans, Federal Perkins Loans, Federal PLUS Loans, Federal Pell Grants (for which a return of funds is required), Academic Competitiveness Grants (for which a return of funds is required), National Smart Grants (for which a return of funds is required), and Federal Supplemental Educational Opportunity Grants (for which a return of funds is required). Worksheets/Formulas provided by the U.S. Department of Education will be used to determine the amounts and order of return. If a student's share of the return amount exists, the student will be notified and allowed 45 days from the date of determination to return the funds to the Business Office of the University for deposit into the federal programs accounts. If the student does not return the amount owed within the 45-day period, the amount of overpayment will be reported to the U.S. Department of Education (DOE) via

the National Student Loan Database (NSLDS) and the student will be referred to the DOE for resolution of the debt. Unearned aid will be refunded to the appropriate program(s), if necessary based on these regulations.

If the student owes money to the University or to one of the financial aid programs in the form of a repayment, the Office of Financial Aid or the Cashier's Office will notify the student.

Programs of Student Financial Aid

Financial aid is divided into two categories - **gift aid** and **self-help aid**. Gift aid includes grants and scholarships which generally do not have to be repaid. Self-help aid includes programs that have to be earned such as work-study or programs that have to be repaid such as loan programs.

The following gives additional information about some of the different types of aid available at DBU. Additional information about federal programs can be found at www.studentaid.ed.gov Additional information on state programs can be found at www.collegefortexans.com

GIFT AID

Grants

Grants are gifts of money and are usually awarded on the basis of financial need. A student's financial aid package may include grant money whenever eligibility and funding levels permit.

Tuition Equalization Grant

The Tuition Equalization Grant (TEG) is a state grant program for residents attending a private university in the state of Texas. The TEG is provided to help offset some of the difference in cost for students attending private universities in Texas. Students must meet the following eligibility requirements to be eligible for TEG:

- Must meet all requirements to receive federal aid as described previously;
- Be a legal Texas resident.
- Be enrolled in at least nine hours (9) hours in a semester to receive the grant for that semester;
- Not be the recipient of an athletic scholarship;
- Not be a MACE, MAWL, MACH, MAST, MAGL, or MACE-MBA major. Contact the Office of Financial Aid for more information.
- Adjusted gross Income may not exceed \$95,000 per year.

Scholarships

Following are scholarships available for graduate students attending DBU.

Baptist Minister's Dependent Scholarship

The spouse of an ordained or licensed minister who actively serves full-time in any Baptist church or Baptist agency ministry may be eligible to receive a \$30 per semester hour tuition scholarship.

Christ for the Nations Institute Scholarship

Dallas Baptist University offers a \$60 per hour tuition scholarship to graduates of CFNI who enroll at DBU on a full- or part-time basis. Students will be required to submit a copy of their CFNI diploma to the Office of Financial Aid.

Church Matching Grant Scholarship

Dallas Baptist University will match up to \$2000 per year given on a student's behalf from his/her local church. Certain restrictions apply. Contact the Office of Financial Aid for more information.

Council for Christian Colleges and Universities Scholarship for Master of Education in Higher Education Students

DBU offers a 1/3 matching scholarship to employees of institutions with membership in CCCU. To be eligible, employees must receive the recommendation of their president and must also receive a 1/3 scholarship from their institution. For information contact the Master of Education in Higher Education office at 214.333.5595 or graduate@dbu.edu .

Disabled Students

Students who are physically disabled and are enrolled or will be enrolled at Dallas Baptist University should contact the Texas Rehabilitation Commission regarding financial aid specifically for the disabled.

Ministry Student Grant/Scholarship

The Ministry Student Grant/Scholarship program is available to qualifying students who have shown evidence of a divine call to vocational or bi-vocational church related Christian ministry. Active membership in DBU's Ministry Fellowship and an annual application are required. Applications for this scholarship may be obtained in January of each year from the Ministry Student Office, the Office of Financial Aid or at www.dbu.edu/financialaid_ministerial.asp. Applications turned in after **April 1** will not be awarded for the spring semester. Applications turned in after **July 15** will not be awarded for the summer semester.

SELF HELP AID

Employment

Federal College Work-Study / Texas College Work-Study Programs

DBU participates in the federal and state College Work-Study programs. These programs are designed to provide part-time employment for students with financial need who wish to help pay a part of their educational expenses by working on campus or community service.

Federal/Texas Work-Study is awarded by the Office of Financial Aid, often in combination with other forms of financial aid, to help meet educational expenses. Students desiring to work are required to seek jobs on campus by contacting the Career Services office.

The Office of Financial Aid assists students in seeking employment, but it is the responsibility of the student to find a job. Students may request work-study consideration when submitting the DBU financial aid application and the FAFSA.

Students who participate in this program work an average of 15 hours per week. General wage policies are established by the University within the guidelines established by the U.S. Department of Labor and U.S. Department of Education.

Work-study students are not eligible for fringe benefits such as holiday, vacation, or sick pay. Each office that employs work-study students provides job descriptions. Students are required to attend a work-study meeting the first week of classes in the fall semester.

Other Student Employment

DBU provides employment services to students through the **Career Services Office** located on the second floor of the Learning Center. Students are encouraged to make use of these services for assistance in locating part-time employment on or off campus.

Student Loans

The University participates in several loan programs which offer help to students who need additional financial assistance. The purpose of all loan programs is to assist students unable to obtain sufficient support from other sources. Student loans must be repaid. Therefore, students are highly encouraged to borrow only what they need to cover direct educational expenses.

In order to qualify for assistance under any of the loan programs, the student must complete the *Free Application for Federal Student Aid (FAFSA)* and the *DBU Supplemental Application for Financial Aid and Scholarships* for the appropriate academic year. These forms are available from the Office of Financial Aid and online at www.dbu.edu/financialaid.

Students who receive federal loans are required to complete an online entrance counseling session before the loan application process can be completed. Students must also complete an exit counseling session upon their graduation or withdrawal from the University. This exit counseling session is required by federal regulation and should be completed within 30 days of graduation or upon withdrawal from the University. Students awarded loans must go online at our website link above and follow the "Loans by Web" link to confirm their federal loan.

Federal Graduate (PLUS) Loan Program

Graduate students who have exhausted the Stafford Loan eligibility may apply for a Graduate PLUS Loan. Eligibility is based on cost of attendance minus other aid. Application is made on the Loans By Web website, which can be accessed through the www.dbu.edu/financialaid page under student borrower.

Federal Perkins Loan Program

The Federal Perkins Loan program provides long-term, low interest loans for students who qualify. The amounts awarded vary, depending on financial need and availability of funds. The terms and conditions of the Federal Perkins Loan are outlined in the Promissory Note. Indebtedness under the Federal Perkins Loan Program may be fully or partially canceled for students who meet

certain conditions. Check the federal student aid website for more information. To secure the, loan students must go to the ECSI website and sign a promissory note and complete Perkins Entrance Counseling.

Federal Stafford Loan Program

The Federal Stafford Loan program consists of two types of loans: the Federal Subsidized Stafford Loan and the Federal Unsubsidized Stafford Loan. These loans are secured from a private lender such as a bank, credit union, savings and loan association, or insurance agency. DBU does not currently participate in the Federal Direct Loan Programs.

The student must meet certain income requirements (as determined from the FAFSA) to qualify for a subsidized loan. "Subsidized" means that the government pays the interest on the loan while the student maintains an eligible enrollment in school. The student is responsible for repaying the loan and interest after enrollment ends. The government does not pay the interest on an unsubsidized loan. The borrower is responsible for all interest that accrues on the loan even while in school.

The interest rate under the Federal Stafford Loan program is a variable or fixed rate according to when loan funds are borrowed. A portion of the loan amount may be kept by the lender to cover origination and loan insurance fees. Go to www.studentaid.ed.gov for more information, including repayment terms, deferment options, consolidation, origination and insurance fees, and other details.

Alternative Educational Loans

Most private student loan programs require a minimum of half-time enrollment status to be eligible to apply for assistance. However, some private lenders offer alternative educational loans for less than half-time enrollment. For more information, contact the Office of Financial Aid. **Students are required to complete the FAFSA and DBU Supplemental to determine eligibility for federal loans before securing higher interest private loans.**

Hinson Hazelwood College Access Loan (CAL)

The CAL Loan is a state variable or fixed rate loan program. Information and application available online at www.hhloans.com

Minnie Stevens Piper Foundation Student Loan Program

Educational loans are available to Junior, Senior, or Graduate/Professional students who are residents of Texas and enrolled full time. Loans cannot exceed \$2000 per year for undergraduate students or \$4000 per year for graduate/professional students. This is a private loan with an interest rate of six percent and must be repaid within four years after repayment begins. Please contact the Minnie Stevens Piper Foundation for loan application forms and more information. The foundation address is:

**Minnie Stevens Piper Foundation
800 NW Loop 410, STE 200
San Antonio, TX 78216-5699**

Veterans Benefits

The Texas Veterans Commission approves Dallas Baptist University for students who wish to receive educational benefits under various Veterans Administration programs. Eligible students should contact the VA Certification Official in the Registrar's Office.

Financial Information

Student Charges

For current tuition, room, and board charges, and for special fees, please consult the DBU online catalog or current DBU Schedule of Classes.

Cost Changes

Because economic conditions fluctuate, the University reserves the right to change tuition and other charges at the beginning of any semester if such change is judged necessary by the University.

Online Education Payment of Charges

All charges for online courses are due in full at registration or must be placed on an installment note.

Payment Policies & Procedures

All charges for the semester are due and payable at registration. Cash, check, MasterCard, VISA, Discover, or American Express are accepted. It is the responsibility of the student to contact the Cashier's Office each semester to arrange payment for their semester courses.

Financial Aid

A student whose guaranteed financial aid covers 100% of the student's balance is not required to provide payment at the time of registration. A Financial Aid Student whose guaranteed financial aid covers less than 100% of the student's balance is required to pay in full the balance that is not covered by financial aid at the time of registration or complete an installment note for the balance that is not covered by financial aid. If the student chooses to complete the installment note, the student must pay the ¼ down payment at the time of registration. The balance remaining, after the ¼ down payment, is to be paid in three equal monthly payments as required in the installment note. A "less than 100%" Financial Aid Student may not use confirmed financial aid in lieu of the ¼ down payment.

Installment Note

An Installment Note Student is a student who has a balance after registration for courses, has all financial aid applied and tuition reimbursement obtained and is eligible for the Deferred Payment Account option for the remaining balance. In lieu of confirmed financial aid, a deferred payment plan requiring a 25% payment of all tuition and fees at registration and the balance in three equal monthly payments. A \$50.00 deferred tuition administration fee will be assessed to the student account when utilizing the deferred payment plan.

In addition, a Zero-Down installment note can be utilized at the time of registration for eligible students. The Zero-Down installment note does not require payment at the time of registration, deferring installment note payments are made payable in four equal monthly payments. A \$50.00 deferred tuition administration fee and a \$35.00 0-Down Fee will be assessed to the student account when utilizing this installment note. All qualified students who have not paid in full, or have made other qualified payment arrangements at the time of registration will be automatically placed on a Zero-Down installment note.

When utilizing an installment note, a late payment fee of \$35.00 will be assessed for each instance that the student's payment is received late, insufficient and/or is not received at all.

Corporate Reimbursement

In order to utilize the corporate reimbursement agreement, a student must have a portion of or all of the charges reimbursed by his employer. Any student whose employer reimburses less than 50% will complete an installment note for the balance of the charges that are not covered by the employer. Below are the requirements for the corporate reimbursement agreement.

- The employer portion must be received within 45 days after the last date of class.
- Any student whose employer reimburses less than 100% of the student's charges must either immediately pay the remaining non-reimbursed portion of the student's charges or complete an installment note for the remaining non-reimbursed portion of the student's charges.
- If the employer does not pay tuition, fees, or other charges, then the student is responsible for immediate payment of his/her account to Dallas Baptist University.
- The student authorizes Dallas Baptist University to release grade report(s) or transcripts and any other financial or academic information concerning his/her account to the employer.

NOTE: Corporate Reimbursement students who are not approved to take online courses will be automatically put on an installment note for their online course portion of their tuition balance and charge appropriate payment plan fees.

Direct Employer Paid Arrangements

Students who are employees of companies which pay DBU directly for all or part of the student's cost of tuition and fees may register by providing DBU the appropriate form with the required signatures on or before registration. It is the responsibility of the student to provide the appropriate documentation when registering as a Direct Employer Paid Student.

Any student whose employer reimburses less than 100% of student's charges must either immediately pay the remaining non-reimbursed portion of the student's charges or complete an installment note for the remaining non-reimbursed portion of the student's charges. A "less than 100%" Direct Bill Student may not use the employer reimbursement in lieu of the ¼ down payment. If for any reason the employer does not make a payment to DBU, students are responsible for all charges. The student must pay the employer's portion of the reimbursed charge if the employer's portion is not received within 45 days from the date of the last class meeting. All balances must be paid at the time required or the actions noted below will result.

International Students

International Students are required to pay 100% of the present semester's tuition, fees, insurance, housing, and food expenses at the time of registration.

Actions for Unpaid Accounts

The following actions will result for any student who has not paid their account balance in full or has not made financial arrangements with the Office of Financial Aid and/or the Cashier's Office:

- Not being allowed to use the Deferred Payment Account option in subsequent semesters
- Immediate withdrawal from enrolled courses
- Removal from current dormitory residence
- Denial of dining hall privileges
- Denial of access to final exams
- Denial of access to final semester grades
- Denial of access to transcripts
- Denial of ability to be advised for or register for any additional courses
- The student will not graduate
- The student will not have the degree conferred/posted on the student's transcript
- Denial of participation in commencement exercises, and/or
- Denial of access to student's diploma upon graduation.

In the event that it should become necessary to place a student account in the hands of a collection agency, the student will be responsible for payment of such additional amount as shall constitute reasonable fees for such collection.

If you have any questions regarding your account, please call the Cashier's Office at (214) 333-5336. If you have questions regarding your financial aid, please call the Office of Financial Aid at (214) 333-5363.

Graduating Students

Any graduating student must pay the previous and the present account balances in full by the time designated in the graduation application materials provided by the Registrar's Office, or the student will be denied the privilege of participation in commencement exercises and access to his or her diploma upon graduation. The student will be allowed to participate in a commencement exercise only after the previous and present balances are paid in full.

Dropping and(or) Adding a Course

When a student drops and adds an equal number of credit hours within the same term, it is considered an even exchange and no prorated refund is calculated. If a student drops and adds courses within different terms, or drops a course after it starts, credit and/or prorated refund for courses dropped will be determined based on the percentage noted in the *Schedule of Classes* for that particular semester. Courses added will be charged at full tuition rates. In either case, the student will be subject to the Add/Drop fee of \$25.00 and any other applicable fees.

During the Late Registration period, a student who officially drops a course(s) by going through the established procedure will not receive a grade for the course and will be subject to the same refund policy as a student who withdraws from school.

CAUTION: Any change in your class schedule may affect your financial aid. If you are receiving any form of financial assistance, check with the Financial Aid Office before changing your schedule. If you stop attending classes or withdraw from the University before completing at least 60% of the semester or term, you will be required to repay a portion of any federal financial aid you received.

Refund Policy

A student may receive partial or full credit for the semester's tuition charge if he/she completes the official add/drop or withdrawal process through the Registrar's Office. Please refer to the appropriate semester *Schedule of Classes* to determine the appropriate refund calculation. In the event of a course cancellation by the University, credit equal to 100% of tuition and fees will be given. Late Registration and/or absences from class have no bearing on refunds. Students suspended for academic or disciplinary reasons will not be entitled to a refund of tuition, fees, or housing.

Refunds of credit balances on student accounts will require a minimum of two weeks to be paid after the student has officially withdrawn through the Registrar's Office. Financial aid payments are applied to student accounts after the close of the add/drop period. Credit balance refunds will be issued within two weeks after the financial aid is applied to the account. A refund will be issued only if the student's balance is paid in full.

NOTE: Financial aid recipients who withdraw before 60% of the semester is completed will also be required to return a portion of the federal financial aid received. For further information, please consult the Financial Aid section of the catalog.

Transcript Requests

Students must pay a transcript request fee plus any outstanding account balance with cash, check, or credit card. However, if the student desires his or her transcript to be processed within two working days, he or she must pay with cash or credit card. There will be a ten (10) day hold on transcript requests paid for by check.

Medical Insurance

Medical Insurance is available to all students at the time of registration and is mandatory for residence hall students, apartment students, international students, and athletes. To obtain information and/or purchase the university student insurance plan, please contact the Cashier's Office.

NOTE: International Students will be automatically charged the university student insurance plan upon registration unless a proof of insurance waiver is completed and approved by the Cashier's Office.

Bookstore Vouchers

A bookstore voucher is available during the Cashier's Office operation hours for students whose guaranteed financial aid will provide a credit balance. Bookstore vouchers are only available for a limited time at the beginning of an academic semester's registration period. Book voucher cut-off dates are variable each semester. Contact the Cashier's Office to obtain information on receiving a bookstore voucher.

General Information

Vance Memorial Library – “Abundant Resources – Superior Service”

Vance Memorial Library is located in the Collins Learning Center. It operates within a Christian environment and provides access to services and information resources to support the educational and research needs of the Dallas Baptist University community. The library also houses some important archives such as the Corrie ten Boom Collection.

Library faculty and staff provide:

- Research and Reference Assistance
- Database and Catalog Usage Instructions and Access
- Library Orientation and Tours
- Current Reading Materials Room
- Interlibrary Loan (ILL) (Borrowing items from other libraries)

Other services include:

- Study Areas (First and Second Floor)
- Photocopy Machines (First Floor)
- Microform Reader-Printers (First Floor)
- Computer Research Stations (First and Second Floor)
- Media Area (CD listening and video and DVD viewing) (First Floor)

How To Access Important Resources

Online Databases

The DBU Library provides access to over 100 online databases - www.dbu.edu/library/online_databases.asp. These provide access to thousands of articles from scholarly journals, newspapers, magazines, and other information sources. Many offer the full text of the article to read online or print. Login instructions may be found at the bottom of the online databases home page, www.dbu.edu/library/online_databases.asp. If assistance is needed, contact the Reference Librarians at 214-333-5221.

Online Catalog of Books

Access to the Library's materials is provided through the web accessible catalog: www.dbu.edu/library/catalog.asp. Locate titles of over 260,000 books plus over 45,000 eBooks.

Interlibrary Loan

If research leads you to an article or book not owned by DBU's library, it can be requested through Interlibrary Loan (ILL) at www.dbu.edu/library/interlibrary_loan.asp or 214-333-5389.

TexShare

Students who live in Texas are able to use additional materials at libraries throughout Texas by presenting a TexShare card. Apply for a card online, (www.dbu.edu/library/texshare_card.asp) and use it to borrow books from most Texas college and university libraries – even some public libraries. For a list of participating libraries, visit the TexShare web site, www.texshare.edu/generalinfo/about/programs.html.

Visit Us

Students, faculty, and staff are always welcome to use the Library. In order to check out materials, you must have a current DBU ID card, which can be obtained in the Computer Lab on the second floor of the Learning Center.

Our Library hours are:

Monday through Friday 6:45 a.m. to 11:00 p.m.
Saturday 7:30 a.m. to 5:00 p.m.
Sunday 2:30 p.m. to 11:00 p.m.
Closed Monday and Wednesday 10:00 to 11:00 a.m. for chapel

Summer, winter, and holiday hours may vary. Please call to confirm. 214-333-5320

Contact Us

Assistance for research and other reference questions is available from a Reference Librarian via Web, email, or phone.

- Telephone reference: 214-333-5221 or 214-333-5370
- E-mail: lib_ref@dbu.edu
- Web: www.dbu.edu/library/ref_request.asp

Faculty and students in DBU's distance learning community are invited to contact the Director of Distance Learning Library Services.

Distance Education

Distance Learning Library Services – “Equivalent Access-Superior Service”

All members of DBU's distance learning community, off-campus and online, have access to all resources and services of Vance Memorial Library at Dallas Baptist University. Our motto is “Equivalent Access – Superior Service.”

Distance Education students enrolled at DBU are granted access to online databases for journal article searching, as well as access to print and multimedia resources, by means of e-mail, telephone, fax, and regular mail. For assistance, you may contact the Distance Learning Librarian (lib_dist@dbu.edu) by e-mail or telephone at 214-333-5225 or 1-800-483-7048. Come in or contact us. Let us respond to your information needs.

Book Request for Distance Learning Students

- Request items owned by DBU by completing the Distance Education Books Request form (www.dbu.edu/library/distance_book_request.asp). Be sure to provide complete and accurate information when completing the form. A separate request form is required for each book requested.
- Books and audiotapes will be mailed to you upon request. DBU pays for the postage to you, and we ask that you pay return postage. A return mailing label and envelope will be provided for your convenience. You can request the reduced book rate at the post office to save money on postage. If your return label is misplaced, please mail the items to: Distance Education, Vance Memorial Library, Dallas Baptist University, 3000 Mountain Creek Parkway, Dallas, TX 75211
- Our Distance Learning patrons who check out books and audiotapes in this manner are subject to the same circulation policies, privileges, and responsibilities as our regular patrons.

Article Request for Distance Learning Students

- If an article is needed from a magazine or journal owned by the Library, complete the Distance Education Article Request form (www.dbu.edu/library/distance_article_request.asp). The article will be mailed or faxed, depending on your preference. To make sure you get the information you've requested, be sure to fill out the form accurately and completely. The Library does not lend periodical issues. A separate request form is required for each article requested.
- Articles can be faxed, if a fax number is provided.

Faculty and students in DBU's distance learning community are invited to contact the Director of Distance Learning Library Services with questions, comments, or requests: 214.333.5225 or 800.483.7048.

Thank you for allowing us to respond to your information needs.

Student Services

Testing

Free testing is available to help students determine the majors and careers that are a good match for their aptitudes and interests. Most students have taken several verbal and math aptitude tests in school, but those tests measure only a small part of their natural abilities. At the O'Connor Research Foundation in north Dallas, they test *fifteen* different kinds of aptitudes! These include the ability to think in three dimensions, the rapidity with which ideas flow into a person's mind, foresight (seeing possibilities), inductive reasoning, and analytical reasoning. And just in case you're interested in a career as a surgeon or musician, they even test your pitch discrimination and finger dexterity. This testing normally costs \$600, but because of a generous endowment by Robert L. and Della Foree, undergraduates and graduate students enrolled at DBU may be tested free-of-charge! For further information contact the Financial Aid Office at (214) 333-5363.

Career Services

Career Services is designed to help students bridge the gap from student to a highly productive employee. It is our desire that as you embark on your journey to obtain knowledge in your desired field of study that, through our services, you can also gain value work experience.

We hope to acquaint you with the many services offered through Career Services. Career counseling aids in the process whereby you may find a job that matches your talents, abilities, skills, and interests. Résumé writing, interviewing techniques, and tips on how to conduct a successful job search are also available.

CareerBridge, the online job search engine, allows alumni and students to view job listings from area employers, match their skills to job opportunities, and apply to jobs online. Employers have the capability to view applicant résumés and contact them directly. This online system is available to you twenty-four hours a day for convenient access to information regarding full-time and part-time employment, as well as internship opportunities. This service is available for students seeking on-campus and off-campus positions.

To bring our students in direct contact with local companies and corporations, two large JOB FAIRS are held each year, one in the fall and the other in the spring. Students are able to speak with representatives about current job openings. Career Services also sponsors a Mini Part-Time Job Fair in the fall that caters to both on-campus student worker and/or work-study jobs and off-campus part-time jobs. Students are encouraged to attend.

"Dress for Success Fashion Show" is sponsored in conjunction with the DBU College of Business Etiquette Dinner to aid students who are preparing to interview for a job or to demonstrate to them how to dress once they land the position. It is held twice a year in the Hillcrest Great Hall of the John G. Mahler Student Center.

Internships are such an invaluable way of gaining experience, as well as, providing financial support to students. We work in partnership with the International Center to host two International Student Internship Fairs each year, which are held in the International Center.

Dining Services

Dallas Baptist University offers a variety of locations where students enjoy meals and other food and convenience items. All locations accept cash, credit cards, and Patriot Dollars. In addition, the Crowley Dining Hall accepts meal plan memberships. All DBU dining services are provided by Sodexo Education.

Patriot Dollars work like an ATM or debit card and can be used at any on-campus location. Students use Patriot Dollars to purchase beverages, snacks, or full meals for themselves or their friends. Additional funds can be added to a student's Patriot Dollars account at any time during the school year by visiting the Crowley Dining Hall office.

The **Crowley Dining Hall** is a multifaceted dining facility and is located in the Mary C. Crowley Complex. This location offers breakfast, lunch, and dinner with an array of nutritious selections including a produce market featuring fresh-cut vegetables, dressings and toppings; a grille serving hamburgers and chicken; a pizza station with hand-tossed pizza; and a comfort station featuring traditional favorites.

The Crowley Dining Hall accepts meal plans, cash, credit cards, and Patriot Dollars. Hours for the Crowley Dining Hall have been designed to meet students' lifestyles:

Monday through Friday	<i>Breakfast</i>	7:00 a.m. to 10:00 a.m.
	<i>Lunch</i>	11:00 a.m. to 2:00 p.m.
	<i>Dinner</i>	4:30 p.m. to 7:30 p.m.
Saturday	<i>Brunch</i>	10:30 a.m. to 1:00 p.m.
	<i>Dinner</i>	5:00 p.m. to 7:00 p.m.
Sunday	<i>Breakfast</i>	8:00 a.m. to 10:30 a.m.
	<i>Lunch</i>	11:30 a.m. to 1:30 p.m.
	<i>Dinner</i>	5:00 p.m. to 7:00 p.m.
Sunday through Wednesday	<i>Late Nite Diner</i>	9:00 p.m. to 11:00 p.m.

- Students who have purchased a meal plan must present their University student identification card upon entering the Crowley Dining Hall.
- Students without a meal plan must pay in cash, credit card, or Patriot Dollars.
- A student's identification card cannot be loaned to another student or guest.
- Carryout boxes are to be used to take the place of a meal, not in addition to a meal eaten in the Crowley Dining Hall.
- When a student is ill and is unable to go to the Crowley Dining Hall, the campus nurse should be notified. A fellow student may present a signed note from the campus nurse or a Student Affairs staff member to the Dining Hall Food Court staff, and a meal may be taken out of the Crowley Dining Hall for the ill student. The form must be completed with the signature of a University official.

The **Soda Shoppe**, conveniently located on the third floor of the Collins Learning Center, is the perfect place to grab a hot lunch or a quick bite while joining friends for a 50's retro restaurant experience. Patriot Dollars, credit cards, and cash are accepted. The Soda Shoppe is open:

Monday through Friday	7:00 a.m. to 10:00 p.m.
Saturday	7:30 a.m. to 3:00 p.m.
Sunday	Closed

The **Hoblitzelle Patriot Café**, located in the John G. Mahler Student Center, offers a casual atmosphere for faculty, staff, and students to meet and eat. Made-to-order grilled items, salads, sandwiches, and special luncheon entrees, as well as frozen novelties and fountain drinks are available. Patriot Dollars, credit cards, and cash are accepted. The Patriot Café is open:

Monday through Friday	8:30 a.m. to 5:30 p.m.
Saturday	10:30 a.m. to 1:30 p.m.
Sunday	Closed
Closed for Chapel on Monday and Wednesday	

The **General Store**, located adjacent to the Crowley Dining Hall, is a one-stop location for all your grocery and convenience needs. Patriot Dollars, credit cards, and cash are accepted. The General Store is open:

Sunday through Saturday	1:00 p.m. to midnight
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For catering information, please contact Christine Allen, Catering Director, at (214) 333-5984 or by email at sodexocatering@dbu.edu.

Health Services

The Health Center is located on the lower level of the Crowley Complex and is supervised by a Registered Nurse. Students, whether full-time or part-time, may come to the Center for acute nursing care.

Current immunizations, medical history form and copy of health insurance are required for all DBU students living on campus and may be updated in Health Services. Immunizations for Tetanus-Diphtheria-Pertussis, MMR, TB skin test, Meningitis vaccine, Flu vaccine, and Hepatitis series are available. Blood pressure monitoring, blood sugar testing, asthma nebulizer, oxygen, first aid care and supplies, health education resources and several Health Seminars are provided throughout the year.

Parents and students are encouraged to arrange in advance for a local personal physician. The University is concerned about the health of its students and will provide first aid and emergency care as facilities permit. However, the University cannot assume responsibility for medical care, and parents and students must look to their personal physician in these matters.

Health Insurance

Health insurance is made available by the University for the financial protection of students. The cost is nominal. The University disclaims responsibility and reserves the right to use any available physician. The University may require the removal of a student to a hospital in the event of serious illness. Expense for such medical or hospital care is the responsibility of the student.

Intercessory Prayer Ministry

As soon as Dr. Gary Cook became President of Dallas Baptist University in the spring of 1988, he set aside a quiet room on campus and invited faculty, staff, and students to take an active part in praying for our university. The Cynthia Estes Prayer Room is located on the first floor of the Collins Learning Center. Dr. Cook believes that it is only as we commit ourselves completely to the Lord that we can become truly fruitful in our desire to provide an excellent, distinctively Christian education.

Students, staff, and faculty are invited to take part in a chain of prayer from 8:00 a.m. to 5:00 p.m. Monday through Friday. Prayer requests received by telephone, electronic mail, or written requests are transferred to cards and placed in the prayer room. These are updated daily. Prayer requests are also distributed frequently by electronic mail to several groups of intercessors on campus.

Cyndi Pettit assumed her responsibilities as Director of the Intercessory Prayer Ministry in January 2009. Cyndi is a graduate of Baylor University and received her Master of Liberal Arts with a Fine Arts concentration from Dallas Baptist University. She has been employed by DBU for over ten years. Prior to joining DBU, Cyndi was a legal assistant to a former judge at a major Dallas law firm. Before joining the law firm, Cyndi was an elementary teacher in the Duncanville and DeSoto school systems for seven years.

University Bookstore

The Patriot Store occupies the first floor of Henry Blackaby Hall. The new bookstore is three times the size of the previous bookstore and features a curriculum resource center where students can purchase textbooks and educational support materials. Also in the Patriot Store is a varsity collegiate retail section providing students with the latest athletic team apparel and institutionally-branded gift items. The Patriot Store is equipped with increased shipping and receiving capabilities to serve DBU's growing online student population, and added point-of-service registers to increase service to students and Patriot Store patrons.

Disabled Students

University programs and activities are conducted in such a manner that no otherwise qualified disabled individual shall, solely by reason of a disability, be excluded from participation in, be denied benefits of, or be subject to discrimination under any such program or activity. Notifications and inquiries regarding disabled student services should be directed to the University Disabled Student Compliance Coordinator, at 214. 333.5101. All information provided to this Coordinator is strictly voluntary.

Counseling Services

Through DBU's Student Counseling Center, individual, marital, and family counseling sessions are available on a limited basis to address any issues or concerns that DBU students may have. These counseling services are provided free to DBU students currently taking classes. If the case load in the Counseling Center is especially heavy, or if the availability of staff is limited, the individual counseling provided may be short term. In that situation, if additional counseling sessions are indicated, information about and/or referral to other counseling sources will be provided. All counseling will be provided or supervised by a licensed professional. Vocational, pre-marital, and personality testing are also available for a fee through the Student Counseling Center.

Counseling and testing are scheduled by appointment only. The Counseling Center is located in the Counseling Lab on the second floor of the Collins Learning Center. To schedule an appointment, talk with a counselor, or for more information, contact the Student Counseling Center at 214.333.5288.

Counseling Records

The confidentiality of counseling matters will be maintained in accordance with the Family Educational Rights and Privacy Act (FERPA). FERPA permits disclosure of such records to third parties under circumstances described by law and in the University's FERPA policy. A copy of the policy is available for inspection and review in the Office of Student Affairs, Registrar's Office, and *Schedule of Classes*.

Notice

This is an official bulletin of Dallas Baptist University which contains a description of the academic programs and activities of DBU. The faculty and administration believe that the educational and other programs of DBU are effective and valuable. However, the ultimate results of the programs offered, in terms of achievement, employment, professional licensing, or other measure, are dependent on factors outside of the programs. These factors include the personality and energy of the individual student, governmental or institutional regulations, and various market conditions. Therefore, except as expressly stated in this bulletin, DBU makes no representation or contract that following a particular course or curriculum will result in specific achievement, employment or qualification for employment, admission to degree programs, or licensing for particular professions or occupations.

Changes to the program which are offered by DBU sometimes become necessary or appropriate. The University retains the right to terminate or change any of its policies, programs, requirements, course offerings, class schedules, teacher assignments and any or all other aspects of its educational and other programs at any time without prior notice. The University may determine when and how all changes become effective.

Change of Name or Address

A student who, after registration, changes a local or home address, or a student who marries (documentation required) after enrollment at Dallas Baptist University, is expected to notify the Registrar of this change immediately. Any communication from the University which is mailed to the name and address on record in the Registrar's Office is considered to have been properly delivered, and the student is responsible for the information contained therein.

Current and former students of Dallas Baptist University may request a change of name on their student records, including but not limited to academic transcripts, with appropriate documentation. Current and former students who request a change of name on their records must provide to the Registrar's Office, in person, the original legal document which verifies the change of name requested. These original legal documents would include a valid marriage license issued by a county or city clerk, a divorce decree from a court of law and/or a change of name decree from a court of law. A copy of this original document will be made by the Registrar's Office and retained in the student's file.

For those current and former students who are unable to produce an original legal document to the Registrar's Office in person, a legally certified copy of the original document verifying the change of name may be mailed to the Registrar's Office. The certified copy will be retained by the Registrar's Office in the student's file.

Student Records

Following the recommendations of the American Association of Collegiate Registrars and Admissions Officers' (AACRAO) guide for the retention of records, the Registrar's Office retains the following documents in a student's permanent academic record: academic appeals, competency assessments, change of grades, degree plan, disclosure of information forms (until terminated), final academic transcript, grades, graduation audit, narrative evaluations, registration appeals, and transcript evaluations.

The following is a list of various records maintained on each student and where they are housed. Original documents submitted to the University become a permanent part of a file and will not be returned to the student or sent elsewhere. The University adheres to the privacy of student records as required by the Family Educational Rights & Privacy Act (FERPA).

Academic Records. The official transcript and grades are maintained in the Registrar's Office by the Registrar.

Admissions Records. Records are transferred from the Admissions Office to the Registrar's Office when the admission process is complete. Completed records are maintained in the Registrar's Office by the Registrar.

Advising Records. Advising records are maintained by the student's assigned advisor in the advisor's office.

Discipline Records. Discipline records are maintained in the Office of Student Affairs.

Financial Aid and Placement Records. Financial aid and placement records are maintained in the Financial Aid Office by the Director of Financial Aid.

Access to Student Records

Each year this institution gives notice of the various rights accorded to students pursuant to the Family Educational Rights and Privacy Act (FERPA). You are hereby notified of the following:

1. The right to inspect and review the student's education records within 45 days of the day the University receives a request for access.

Students should submit written requests that specifically identify the record(s) they wish to inspect to the Office of the Registrar. The Registrar's Office will make arrangements for access and notify the student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the student believes are inaccurate or misleading.

Students may ask the University to amend a record that they believe is inaccurate or misleading. They should notify the Registrar's Office of this request, clearly identifying the part of the record which they are requesting to be changed and specifying why it is inaccurate or misleading. If the University determines that the record will not be amended as requested by the student, the University will notify the student of that decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One such exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an auditor, attorney or collection agent); a member of the Board of Trustees; or a student serving on an official University committee or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities. Upon request, the University also discloses education records without consent to school officials of another institution in which a student seeks or intends to enroll.

Another exception which permits disclosure without consent is for the disclosure of a student's directory information.

"Directory information" is defined as a student's:

- (a) Name;
- (b) address;
- (c) telephone number;
- (d) e-mail address;
- (e) date and place of birth;
- (f) major field of study;
- (g) enrollment status (full-time, part-time, undergraduate, graduate);
- (h) participation in officially recognized activities and sports;
- (i) weight and height (if an athletic team member);

- (j) dates of attendance;
- (k) degrees, honors, and awards received;
- (l) most recent previous educational agency or institution attended;
- (m) photographic, video or electronic images that are taken and/or maintained by the University; and
- (n) other similar information.

A student may request that directory information, in part or in whole, be withheld from disclosure by providing a specific written request to the Office of the Registrar on or before the last day of late registration each term. Such a request is valid until revoked in writing by the student. If no request is filed with the Registrar's Office, the University may release directory information to the general public upon inquiry.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Dallas Baptist University to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

**Family Policy Compliance Office
U.S. Department of Education
600 Independence Avenue, SW
Washington, D.C. 20202-4605**

Pursuant to FERPA, an institution of higher education may disclose to a parent or legal guardian of a student information regarding any violation of any federal, state, or local law, or any rule or policy of the institution, governing the use or possession of alcohol or a controlled substance regardless of whether that information is contained in the student's education records if, (a) the student is under the age of 21; and (b) the institution determines that the student has committed a disciplinary violation with respect to such use or possession.

Official Communications

A request that a student report to an administrative office or faculty office may be made in person, by email, by mail, or by telephone. Failure to comply with such a request immediately may result in disciplinary action.

Communications to the entire student body are considered properly delivered when they are sent to the student's DBU email account, placed on official campus bulletin boards, in the campus newsletter, in the student's campus mailbox, or sent to the student's address on record in the Registrar's Office. Each student is responsible for checking their DBU email account, bulletin boards, mailboxes, and the newsletter regularly, and giving proper heed to such communications.

Transcript of Credits

The transcript of college credits is an official copy of the student's permanent record, bearing the school seal and the signature of the Registrar. Copies of the student's transcript are available on the student's written request from the Registrar's Office. Transcripts are \$5.00 each. Payments are made in advance to the Cashier's Office.

A student, who is clear of all university holds, should allow a minimum period of one business day for delivery of the transcript after the request has been submitted either in person or in written form. Students requesting transcripts at the close of a semester should allow for delays in receipt of transcripts due to the posting of grades.

Transcripts will not be released if the student has outstanding financial, academic, or administrative obligations to the University except as occasionally required by law. This policy includes, but is not limited to, the Cashier's Office, the bookstore, athletic department, or any other department or agency considered a part of the University. Transcripts will also not be released until the student is clear with the Financial Aid Office.

Veterans Affairs Program

The Texas Veterans Commission approves Dallas Baptist University for students who wish to receive educational benefits under various Veterans Administration programs. All students who feel they may be eligible should contact the Certifying VA Official in the Registrar's Office.

Procedures

Eligibility of new students will be determined after the VA representative has received the "Application for Education Benefits" or the "Request for Change of Program" (for transfer students) form available in the Registrar's Office. New students should contact the VA Certifying Official, in the Registrar's Office, one month prior to registration, to ensure completion of paperwork in a timely manner. Transcripts showing previous credit must be submitted prior to the completion of the second semester in residence. The Veterans Administration requires that each student receiving benefits must follow an approved degree plan.

Certification

A VA student may not receive payment for courses previously completed, for courses that are in excess of degree requirements, or for courses that do not apply toward the student's approved degree. A degree plan **must** be on file as soon as possible. A copy of your official degree plan should be given to the VA Certifying Official in the Registrar's Office as soon as it is completed.

It is the student's responsibility to notify the VA Certifying Official in the Registrar's Office **each** semester that he/she enrolls, and at any time he/she adds, drops, or withdraws from a course.

Certificate Programs

DBU Certificate Programs have been designed to provide additional knowledge and skills for individuals seeking to prepare for new careers, to qualify for promotions, to gain or refine expertise in a particular area of study, to enhance educational or professional credentials, or to pursue a course of study simply for self-enrichment.

The programs are planned with working adults in mind, so courses are scheduled at convenient times and locations, and in cases where a cohort group can be established, courses may be scheduled at the workplace. DBU is an innovative leader in distance education and many courses are available online.

The curriculum for a certificate program will typically consist of four to eight courses, excluding Prerequisites, in a specified field of study. Each course in a certificate program earns two to three credit hours and may be applied toward an associate's, bachelor's, or master's degree. Students enrolled in a certificate program are eligible to use University facilities such as the Computer Lab, the Vance Memorial Library, and the John G. Mahler Student Center.

The University has established certain policies as the context through which the academic endeavor will be completed. These policies seek to aid students in their progress toward an academic experience that is both effective and efficient. Students enrolled in certificate programs should become familiar with University policies as stated here, in the Graduate Catalog and in the current *DBU Schedule of Classes*. Students should seek full understanding of, and are responsible for, adherence to all University policies.

Admission Requirements Advanced Certificate Program

- Completed Certificate Program Application
- Non-refundable \$25 application fee
- A conferred bachelor's or masters' degree
- Official transcripts from all institutions attended
- Letter of Intent (typewritten) stating:
 - 1) which certificate you would like to earn and why you selected that program
 - 2) what you personally hope to accomplish during this program
 - 3) why you have chosen to attend Dallas Baptist University
- Minimum 3.0 GPA
- Current professional resume
- Successfully complete all certificate course Prerequisites
- Evidence of sound moral character and compatibility with DBU's mission

All materials submitted will be kept one calendar year from initial receipt. Application materials once submitted, are the property of the University and cannot be returned.

Students granted admission to DBU Certificate Programs must satisfy the program requirements as listed in the published catalog for the term in which they register for the first course in a certificate program. However, under extenuating circumstances, the dean of the college from which the certificate course is offered may authorize course substitutions. No waiver of the total number of required courses is permitted.

Certificates must be completed within a period of six years. Only students granted admission to the DBU Certificate Program are eligible to be awarded a Certificate of Completion. At the completion of all certificate program course requirements, students are responsible for requesting a certificate of completion from the Registrar. Request forms are available through the Certificate Programs Department and all academic advisors.

Completion of a Dallas Baptist University certificate program will signify that the certificate holder has acquired knowledge and proficiencies in a specialized area of study. The certificate alone does not guarantee a specific level of performance, but does signify that the individual has been provided with knowledge and skills that if appropriately applied will produce improved performance. It is important to note that certain professional associations and state agencies often rely on certificates as evidence that an individual is eligible for a specific licensure of position. A DBU certificate does not guarantee licensure, employment, or promotion unless it has been identified as the sole Prerequisite for such. Dallas Baptist University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools. (1866 Southern Lane, Decatur, Georgia 30033-4097; Telephone number 404.679.4501)

GRADUATE CERTIFICATE PROGRAMS

Advanced Certificate In Business Communication

This program is for those who are driven to be leaders of their organizations, their communities, and society overall. Hands-on learning opportunities will plug in students to the latest techniques in "best practices" to serve the customer, both internally and externally. The program emphasis will be improving business performance through effective communication.

Required Courses (excluding prerequisites)

BUCM 6301	Directing Organization Communication
BUCM 6302	Customer-Centric Communication
BUCM 6304	Leadership in Global Business Communications
MANA 6312	Communication and Business Behavior

Advanced Certificate In Christian School Education

Successful completion of this program provides an endorsement for the professional serving in the Christian school. The program is designed primarily for teachers and administrators already in service who wish to gain advanced knowledge and skills specific to the Christian school setting.

Required Courses (excluding prerequisites)

EDAD 6319	Christian School Education Administration
EDUC 6304	The Learning Process
EDUC 6310	Christian Educational Philosophy
EDUC 6311	Christian School Curriculum

Advanced Certificate In Conflict Resolution

Individuals trained in mediation develop skills that are used not only in business, but in many other professional fields as well, such as banking, construction, counseling, education, emergency services, government, and the ministry. You may choose to apply the knowledge and experience you gain to mediate labor disputes and interpersonal conflicts within your current organization, or to maximize your future professional opportunities and build skills to equip you for multiple career paths. Following successful completion of the course requirements for this certificate, you will be qualified to perform both *Business* and *Family* court-appointed mediations in Texas.

Required Courses (excluding prerequisites)

CRMN 6310	Conflict Resolution Management
CRMN 6320	Advanced Family Mediation
CRMN 6321	Advanced Business Mediation
CRMN 6330	Internship in Mediation

Advanced Certificate In Contemporary Worship Ministry

Courses comprising this certificate will provide a specialized focus in the contemporary worship paradigm by exploring the newest trends and practices of corporate worship in contemporary American church life. Students will study worship theology, visual and media arts, song writing, and praise team dynamics, all in a context of leading the contemporary worship experience.

Required Courses (excluding prerequisites)

Students will select four of the five courses:

MAWL 5307	Psalms, Hymns, and Spiritual Songs
MAWL 6314	Visual and Media Arts in Worship
MAWL 6316	Worship Theology for Contemporary Worship
MAWL 6318	Contemporary Trends in Worship Expression
MAWL 6319	Praise Team Dynamics and Development

Advanced Certificate In Counseling

The Licensed Professional Counselor track provides students the additional coursework required in order to apply for licensure as a Licensed Professional Counselor in the state of Texas, which the student may not have already completed in their master's degree in counseling:

Required Courses (excluding prerequisites)

COUN 5386	Psychological Testing
COUN 5387	Research Methods
COUN 6383	Marriage and Family Counseling
COUN 6382	Psychopathology
COUN 6385	Advanced Counseling and Crisis Intervention

The Marriage and Family track provides students additional coursework as preparation for Marriage and Family Counseling licensure in the state of Texas.

Required courses (excluding prerequisites)

COUN 6388 Assessment and Intervention in Marriage and Family Counseling
COUN 6394 Advanced Counseling and Crisis Intervention **(S-L)**

Prerequisite requirements:

To be eligible for admission to this program, applicants must be currently pursuing, or already hold, a Masters of Education in School Counseling, or a Master's of Arts in Counseling or comparable degree from another accredited university.

Students may complete one or both tracks to earn a Certificate of Completion.

Advanced Certificate In eBusiness

Electronic business has irreversibly impacted our economic system. This program is designed to provide students with advanced knowledge of both the business and technical processes needed to succeed in this exciting new field.

Required Courses (excluding prerequisites)

MISM 6350 eBusiness Technologies
MISM 6351 eBusiness Design and Development
MISM 6352 eBusiness Entrepreneurship
MRKT 6350 eBusiness in Marketing

Advanced Certificate In English as a Second Language (ESL)

The ESL certificate program is designed with several options available to the student.

1. Texas certified teachers can fulfill requirements leading to ESL Supplemental Certification.
2. For degree-seeking students, the ESL courses can be applied to concentrations or disciplines in the following degrees:
 - M.A. Teaching
 - M. Liberal Arts
 - M.A. Professional Development
 - M.Ed. in Higher Education
 - M.Ed. in Reading and English as a Second Language
 - M.A. in Global Leadership
3. The ESL courses provide academic and professional training for students seeking the certificate for the sole purpose of teaching English as a Second or Foreign Language on the mission field - at home or abroad.

Required Courses:

ESLS 5301 Second Language Acquisition*
ESLS 5304 Methods in Teaching ESL*
ESLS 5306 Content Area Language Proficiency Skills*
ESLS 5308 Multicultural and Multilingual Learning Environments*
ESLS 5312 Practicum for State Certification*
ESLS 5314 Practicum in ESL/EFL Settings **(S-L)**

*Courses required for Texas ESL Supplemental Certification.

In addition, the student may complete the following course, which is optional, for a total of 18 graduate hours in the discipline:

ESLS 5310 Administration of ESL Programs

Advanced Certificate In Entrepreneurship

The courses leading to this certificate are designed to provide students with advanced business knowledge and the practical skills needed to succeed in new business creation, and then to manage that business once it is established. The program requires students to establish a mentoring relationship with an approved entrepreneur, and will also be required to develop an operations manual, a marketing plan, an investment capital proposal, and an overall business plan.

Required Courses (excluding prerequisites)

ENTR 6301 New Business Creation
ENTR 6302 Accounting and Financial Planning for Entrepreneurs
ENTR 6303 Marketing and New Product Development for Entrepreneurs
ENTR 6304 Strategy and Management of Growing Businesses

(S-L) = Course(s) with field-based service-learning component.

Advanced Certificate In Global Studies

The seven courses comprise a 21-credit hour course of study designed to promote proficiency in specific competencies required to do effective work in the global community.

Program Fundamentals

- Engage in studies that provide specific preparation in cross-cultural adaptation.
- Learn to function professionally and proficiently in the international environment.
- Manage multicultural and multiethnic dynamics.
- Develop positive strategies to impact societies in positive ways that respect and preserve unique cultural heritage.

The certificate is recommended for students engaged in research and promotion of increased global awareness, promoting globalization in business, serving humanitarian needs through Non-Governmental Organizations, involved in private sector relief and development efforts, or working in Christian missions.

Required Courses (excluding prerequisites)

MAGL 5330	Introduction to Missiology
MAGL 5331	Cross-Cultural Living and Ministry
MAGL 5332	Strategies for Missionary Work
MAGL 5333	Local Church on Mission
MACE 5302	Biblical Servant Leadership
THEO 6305	Christian History and Heritage
THEO 6306	Systematic Theology

Total - 21 hours

Recommended Alternate Courses (may be substituted)[1]

MAWL 6303	Spiritual Formation and Worship
MAWL 6311	Global Worship
MAPD 5350	Worldview: Human Beliefs/Human Actions (S-L)
MAGL 5340	Strategic Christian Witness in the Global Marketplace
MAGL 5344	Strategies for Urban Ministries
MACE 6308	Evangelism, Missions, and Growth through Educational Ministries
MAST 6352	Student Ministry in a Global Context

[1] All course substitutions should be approved by Dr. Bob Garrett, director of the M.A. in Global Leadership Program. Students with specialized study needs may present alternative course substitutions that will be considered on their merits on a case-by-case basis.

Advanced Certificate In Health Care Management

This program will provide advanced studies in the current challenges facing health care professionals as they manage resources in order to insure quality care and address complex social needs, while at the same time maintaining a vision of compassion and concern.

Required Courses (excluding prerequisites)

HCMG 6310	Strategic Health Care Planning, Marketing, and Policy
HCMG 6320	Managed Health Care
HCMG 6330	Long-Term Care Administration
HCMG 6380	Health Services Management Capstone Initiative

Advanced Certificate In Higher Education Administration

This program provides advanced study that emphasizes higher education management, academic administration, student services, public relations, and institutional leadership. Various types of institutions of higher education (IHEs) and their organization and roles on a national and international scope are reviewed and explored. This program is designed to prepare students for positions as supervisors, directors, or managers in the administration of higher education institutions.

Required Courses (excluding prerequisites)

HIED 5300	College and University Administration
HIED 6310	Legal Aspects and Finance in Higher Education
HIED 6340	History and Philosophy of Higher Education
HIED 6345	Ethics and Leadership Theory: Servant Leadership
HIED 6361	Teaching, Learning, and Student Development
HIED 6373	Methods for Higher Education Administration <i>may be substituted for HIED 5300.</i>

(S-L) = Course(s) with field-based service-learning component.

Advanced Certificate In Human Resource Management

This advanced program provides the student with practical and theoretical knowledge of the HR discipline with special attention given to litigation issues, compensation and performance strategies, and selection and development of human resources.

Required Courses (excluding prerequisites)

MANA 6314 Managing Change in Organizations
MANA 6323 Human Resource Management (S-L)

Choose two courses from the list below to complete the 12 credit-hour program (excluding Prerequisites).

MANA 6301 Employment Law
MANA 6305 Staffing Organizations
MANA 6311 International Management
MANA 6343 Compensation and Performance
MANA 6352 International Human Resource Management

Advanced Certificate In Information Systems Management

This program is designed to provide advanced, in-depth understanding of the fundamentals of information systems. Special emphasis will be placed on current information systems technology, along with exploration and discussion of developing ethical issues involved in the management of information systems. Students will be led to explore the various uses of information systems for solving business needs and developing corporate strategies.

Required Courses (excluding prerequisites)

MISM 6314 Management Information Systems
MISM 6320 Systems Analysis and Design
MISM 6330 Database Management Systems (S-L)
MISM 6335 Networks and Telecommunication

Advanced Certificate In Leadership Studies

This program is designed to enhance competencies in the advanced study of Leadership while offering opportunities for personal and professional growth. Building a foundation of both academic and practical experience, the student will develop and apply research, statistical, writing, and other interdisciplinary skills to be better prepared for further work and study in the exciting field of Leadership.

→ Prerequisite requirements include: 3/26/09

- Management Theory at the undergraduate or graduate level
- Statistics at the undergraduate level

Requirements include:

COUN 5387 Research Methods *or* HIED 6330 Research Methods in Higher Education
MACE 5302 Biblical Servant Leadership *or* MANA 6310 Leadership in Management
MANA 5313 Quantitative Methods in Management

One elective at the graduate level (6000 or above) from one of the following disciplines:
Business, Education, Higher Education, or General Leadership

Advanced Certificate In Leading the Nonprofit Organization

Courses comprising this certificate will provide current and aspiring practitioners in nonprofit organizations with the cutting-edge leadership theories and latest management tools that can be used to create high-performing organizations. As they study with nonprofit practitioners during service-learning opportunities in each course, students will learn how strategic plans are developed in areas of marketing, law, leadership, and accounting specific to the nonprofit organization.

Required Courses (excluding prerequisites)

ACCT 6344 Nonprofit Accounting, Resource Development and Fundraising
MANA 6348 Legal Issues for Nonprofit Organizations
MANA 6349 Creative Leadership for Nonprofit Organizations
MRKT 6340 Marketing Strategy for Nonprofit Organizations

Prerequisite requirements:

Course	Prerequisite
ACCT 6344	ACCT 6321 Nonprofit Accounting, Resource Development, and Fundraising
MANA 6348	MANA 6310 Leadership in Management
MANA 6349	MANA 6320 Business Ethics
	MANA 6310 Leadership in Management
	MANA 6320 Business Ethics
MRKT 6340	MRKT 6301 Creative Problem Solving for Marketing Decisions (S-L)

(S-L) = Course(s) with field-based service-learning component.

Advanced Certificate In Management

This program provides advanced study of theory and evolving practices as seen through perspectives offered by real world experiences. Courses are offered from a wide range of management topics, allowing students the opportunity to study concepts and issues specific to their personal career needs. Because today's business environment is especially dynamic, special attention is given throughout the program to the complex aspects of organizational change.

Required Courses (excluding prerequisites)

MANA 6314 Managing Change in Organizations
MANA 6321 Organizational Behavior

Choose two of the following courses to complete the 12 credit-hour program (excluding Prerequisites).

MANA 6301 Employment Law
MANA 6310 Leadership in Management
MANA 6311 International Management
MANA 6312 Communication and Business Behavior
MANA 6316 High Performance Work Teams
MANA 6320 Business Ethics
MANA 6333 Operations and Quality Management
MANA 6342 Employee Negotiations and Collective Bargaining
MANA 6343 Compensation and Performance

Advanced Certificate In Marketing

This program is designed to help the student develop and enhance marketing skills and abilities through exposure to innovative business ideas using the latest trends and techniques. Advanced studies will focus on the processes and practical applications involved in meeting market demands and satisfying customer needs.

Required Courses (excluding prerequisites)

MRKT 6301 Creative Problem Solving for Marketing Decisions (S-L)
MRKT 6331 Marketing Analysis
MRKT 6341 Advanced Marketing Strategies

Choose one of the following courses to complete the 12 credit-hour program (excluding prerequisites).

MRKT 6302 Business Development Strategies
MRKT 6303 New Product Development
MRKT 6321 International Marketing

Advanced Certificate In Master Reading Teacher

This program provides students with the nine graduate credit hours in literacy required by the state of Texas for a **Master Reading Teacher Certificate**, an all-level (EC-12) certificate specific to Texas that offers advanced preparation in the area of literacy for teachers working in diverse classrooms. To qualify for the certificate, teachers must hold a valid teaching credential, complete nine graduate credit hours in literacy, have taught for three years, and have passed the Master Reading Teacher TExES examination.

Required Courses (excluding prerequisites)

READ 5010 Master Reading Teacher Seminar
READ 6301 Specialized Reading Assessment and Instruction
READ 6330 Foundations in Reading
READ 6335 Curriculum and Instruction in Reading

Advanced Certificate In Ministry Leadership

This program provides advanced study in preparation for non-pastoral leadership roles in ministries and vocational work. Students will be given the opportunity to develop, organize, conduct, and evaluate church ministries in order to develop skill sets and competencies that are necessary for effective ministry leadership. Particular emphasis is given to the concept of servant leadership in the preparation of ministry leaders for the local church.

Required Courses (excluding prerequisites)

MACE 5302 Biblical Servant Leadership
MACE 6301 Introduction to Christian Education

Choose a concentration listed below to complete the 15 credit-hour program (excluding prerequisites).

Leadership of Education Ministry

Select three courses

MACE 6308 Evangelism, Missions, and Growth Through Education Ministries
MACH 5312 Ministry with Children
MAST 5313 Ministry with Students
MACE 6314 Ministry with Adults
MACE 6315 Ministry with Senior Adults

(S-L) = Course(s) with field-based service-learning component.

3/25/09

now a stand alone certificate (see pg. 62)
Effective 5/09

~~Leadership of Children's Ministry~~

- ~~MACH 5311 Early Childhood Ministry~~
~~MACH 5312 Ministry with Children~~
ECHE 6375 Moral Development in the Young Child

Leadership of Student Ministry

- MAST 6353 Adolescent Development
MAST 5313 Ministry with Students
MAST 6350 Family-Based Student Ministry

Leadership of Adult Ministry

- MACE 6314 Ministry with Adults
MACE 6315 Ministry with Senior Adults
MACE 6322 Introduction to Christian Counseling

Leadership of Business Ministry

- MANA 51.521 Management Theory
MANA 51.522 Business Legal Environment
MANA 6321 Organizational Behavior
Choose one of the following
MANA 6314 Managing Change in Organizations
MANA 6316 High Performance Work Teams

Leadership of Worship Ministry

- MALA 5374 Music in Worship
MALA 5375 Church Music Administration
Choose one of the following
MALA 5373 Hymnology
MALA 5380 Ethnomusicology in Christian Missions

Leadership of Collegiate Ministry

- MAST 6320 College Campus Minister
MAST 6354 Collegiate Ministry Strategies
Choose one of the following
MACE 6322 Introduction to Christian Counseling
MAPD 5350 World Views: Human Beliefs/Human Actions (S-L)

Leadership of Missions Ministry

- MAGL 5330 Introduction to Missiology
Choose two of the following
MAGL 5331 Cross-Cultural Living and Ministry
MAGL 5332 Strategies for Missionary Work
MAGL 5333 Local Church on Mission

Advanced Certificate In Performance Management

In this program, students will gain an understanding of strategy maps, balanced scorecards, process improvement, organization change, leadership coaching and counseling, and succession planning. Through this study, students will learn to link strategies with internal and external management processes while they develop strategic leadership skills necessary for maximizing and increasing organizational effectiveness and profitability.

Required courses (excluding prerequisites):

- MANA 6305 Staffing Organizations
MANA 6330 Leadership Development
MANA 6331 Leadership Coaching and Counseling
MANA 6332 Strategies, Models, and Processes
MANA 51.521 Management Theory

(S-L) = Course(s) with field-based service-learning component.

Advanced Certificate In Project Management

This program is designed to provide students with the theoretical knowledge and practical skills necessary for success in project management in any type of business or service environment. The course of study will include project organization, project life cycles, project planning, scheduling, project execution and control, risk management, earned value, configuration management, budgeting, and project termination and close-out.

Requirements include:

PROJ 6301	Introduction to Project Management
PROJ 6302	Project Execution and Control Methods
PROJ 6303	Project Planning
PROJ 6304	The Environment of Project Management

Advanced Certificate in Reading Specialist

Teachers desiring to specialize in the important area of Reading may pursue the Reading Specialist Certificate, an all-level (P-12) certificate. The Reading Specialist is a certification recognized across the U.S. and many holding this advanced certification work as literacy coaches, assisting teachers with implementation of best literacy practices. Teachers may add the Reading Specialist Certificate to their existing valid credential upon completion of a master's degree with sufficient coursework in literacy, two years of acceptable classroom teaching experience, and after passing the Reading Specialist TExES examination.

Required courses (excluding prerequisites):

READ 5011	Reading Specialist Seminar
READ 5331	Readings in the Content Area
or	ESLS 5306 Content Area Language Proficiency Skills
READ 5352	Reading: Diagnosis and Correcting Reading Difficulties
or	READ 5334 Studies in the Diagnosis and Clinical Corrections of Reading Issues
READ 6301	Specialized Reading Assessment and Instruction
READ 6330	Foundations in Reading
READ 6335	Curriculum and Instruction in Reading
<i>One elective course:</i>	
ECHE 6373	The Beginnings of Reading and Writing
ENGL 5302	Introduction to Linguistics
READ 5333	Reading: Clinical Experiences in Correcting Reading Difficulties (S-L)
READ 5301	Analysis and Instruction in Teaching Composition

Advanced Certificate In School Counseling

The DBU school counseling certificate program is designed for the graduate student who already possesses a master's degree and is pursuing school counselor certification only. This all-level certificate allows an individual to be considered for a school counseling position.

Required courses (excluding prerequisites):

EDSC 6314	Curriculum Organization for Guidance Programs
EDSC 6315	Administration of Guidance and Counseling Programs
EDSC 6318	Internship for School Counseling (S-L)
EDUC 5310	Introduction to Exceptional Learners
EDSC 6312	Appraisal in Guidance and Counseling
EDSC 5310	Introduction to School Counseling

Prerequisite requirements

To be eligible for admission to this program, applicants must be currently pursuing, or already hold, a master's or doctoral degree.

(S-L) = Course(s) with field-based service-learning component.

Advanced Certificate In School Principalship

The DBU principal certificate program is designed for the student who already possesses a master's degree and is pursuing principal certification only. This certificate prepares students for all-level certification and allows an individual to be considered as a candidate for a wide variety of administrative positions in a school district including: assistant principal, principal, subject area coordinator, director of curriculum, executive director, assistant superintendent, or associate superintendent.

Required courses (excluding prerequisites):

EDAD 6301	Instructional Leadership Development
EDAD 6311	Educational Organizations and Administration
EDAD 6312	School Law
EDAD 6313	Supervision of Instruction
EDAD 6314	The Principalship
EDAD 6315	School Finance/Business Management
EDAD 6316	School Personnel Administration
EDAD 6317	School Public Relations
EDAD 6389	Internship in Educational Administration (S-L)

Prerequisite requirements

To be eligible for admission to this program, applicants must be currently pursuing, or already hold, a master's or doctoral degree.

Advanced Certificate In Student Ministry

This program is designed to enable student ministers to remain on the cutting edge of student ministry paradigm shifts with the theological and educational foundations necessary to provide credibility and vision to equip the next generation of Christian young adults.

Prerequisite requirements:

RELI 1301	Old Testament Survey
RELI 1302	New Testament Survey

Requirements include:

MAST 5313	Ministry with Students
MAST 6350	Family-Based Student Ministry
MAST 6351	Student Cultural Issues
MAST 6353	Adolescent Development <i>or</i> MACE 6316 Stages in Human Development
MAST 6356	Developing Student Ministry Lay Leaders

Advanced Certificate in School Superintendency

The DBU superintendent certificate program is designed for the graduate student who has completed a master's degree and principal certification and desires the professional certificate to be a superintendent of schools. This program prepares students for the Superintendent TExES examination. Successful completion of the Superintendent TExES allows an individual to be considered as a candidate for superintendency, the chief executive officer of a school district.

Special Note: In order for students to be recommended by the university certification officer to be eligible to take the state certification test (TExES) for the superintendency, students must successfully complete the required coursework for this certificate program and pass the departmental practice exam at the prescribed level of proficiency.

Required courses (excluding prerequisites):

EDDS 7315	Budget and Finance Principles
EDDS 7320	Internship in K-12 Leadership (S-L)
EDDS 7362	Human Resource Management and Development
EDDS 7364	The Superintendency
EDDS 7355	Advanced School Law

Prerequisite requirements

To be eligible for admission to this program, applicants must hold a master's degree and principal certification in the state of Texas.

Master's Programs

Master of Business Administration

Sandra Reid, Ph.D., Chair, Graduate Business Programs
M.B.A. Program Director

The purpose of the M.B.A. is to prepare students for successful and rewarding careers in a global business environment. Business faculty and staff members work closely with students to equip them with the knowledge and skills for future employment and leadership opportunities.

M.B.A. Admissions

All applicants for the DBU M.B.A. program must meet the following criteria:

1. A Bachelor's degree from a regionally accredited institution
2. Evidence of sound moral character and compatibility with DBU's mission

In addition, the Master's Programs Admission Committee will review the following criteria as it strives to take a holistic view of the applicant in order to determine the likelihood of success in the M.B.A. program:

3. A likelihood for academic success as demonstrated by a GPA of 3.0 or higher. (The Master's Programs Admission Committee may take into consideration the student's performance in the last 60 hours of undergraduate course work as it reviews undergraduate performance.)
4. A minimum GMAT score of 425
5. Five or more years of significant, substantive managerial/leadership experience that may be evidenced through résumé review, applicant interview, or employer recommendations.
6. 12 hours of graduate work from an accredited institution with a grade point average of 3.0 or higher.

Full Admission

Applicants who meet criteria 3 and one of criteria 4-6, in combination with criteria 1 and 2, may be granted Full Admission.

The Master's Programs Admission Committee strives to take a holistic view of the applicant in order to determine the likelihood for success in the M.B.A. program. Applicants who show potential for graduate study, but do not meet the criteria for Full Admission may be admitted for up to 12 hours under Provisional status.

Provisional Admission

Applicants admitted under Provisional Admission must fulfill the conditions of this status as identified by the Master's Programs Admission Committee in order to continue in the program past 12 hours.

Students under Provisional Admission must maintain a 3.0 GPA and receive no grades below "B."

Students admitted under Provisional Admission will be granted Full Admission upon successful completion of 12 credit hours and fulfillment of the conditions of their admission as determined by the Master's Programs Admission Committee.

Deferred Admission

Applicants meeting criteria 1 and 2, though not meeting criteria 3 and one of 4-6, may be determined by the Master's Programs Admission Committee to show potential for graduate study. These applicants will be asked by the committee to complete certain requirements, such as prerequisite coursework and/or an entrance examination, before an admission decision will be made. These applicants must fulfill all requirements which are determined by the Master's Programs Admission Committee as necessary prior to final committee review and admission decision.

Note: Applicants for whom there is no evidence to demonstrate a likelihood for success in the M.B.A. Program may be denied admission to the program.

M.B.A. Foundational Requirements

All graduate business students are required to complete the foundational courses for the appropriate program through undergraduate or graduate course work. Students who have not completed appropriate undergraduate business courses will be required to take equivalent 5000 level graduate courses upon acceptance to the program. Students who have completed undergraduate business courses may have any (or all) of the 5000 level prerequisite courses waived, if courses meet the waiver criteria:

- The completed undergraduate course is equivalent to the 5000 level course.
- The course grade is at least a B.
- The course is taken at a regionally accredited institution.

M.B.A. Foundational Courses (may be waived with undergraduate equivalents)
These courses do not satisfy the 36-credit-hour requirement of the M.B.A. program.

ACCT 5311	Survey of Accounting (Financial and Managerial)
BUAD 5301	Orientation to American Business Techniques and Culture (International Students Only)
ECON 5311	Managerial Economics (Macro and Micro)
FINA 51.521	Foundations of Finance (Corporate Finance)
MANA 5313	Quantitative Methods in Management (Managerial Statistics)
MANA 51.521	Management Theory (Principles of Management)
MANA 51.522	Business Legal Environment (Business Law)
MRKT 51.521	Marketing Concepts (Principles of Marketing)

M.B.A. Concentrations

Accounting	Finance	Management Information Systems
Business Communication	Health Care Management	Marketing
Conflict Resolution Mgmt.	International Business	Project Management
eBusiness	Leading the Nonprofit Organization	Technology and Engineering
Entrepreneurship	Management	

CURRICULUM OVERVIEW - M.B.A. students must complete a minimum of 36-credit-hours (core of 24 credit hours and 12 hours within chosen concentration). Five-year B.B.A./M.B.A. students must complete a minimum of 156 credit hours.

M.B.A. Required Core Curriculum (24 hrs):

ACCT 6321 *	Managerial Accounting (Prerequisite: ACCT 5311 or undergraduate equivalent); MISM 6314 strongly recommended. * Not required of students completing the 5-year B.B.A./M.B.A. Accelerated Dual Bachelor's/Master's Program.
FINA 6301	Corporate Finance (Prerequisite: FINA 51.521 or undergraduate equivalent)
MANA 6302	Quantitative Analysis for Managers (Prerequisite: MANA 5313 or undergraduate equivalent)
MANA 6310	Leadership in Management (Prerequisite: MANA 51.521 or undergraduate equivalent)
MANA 6320	Business Ethics (Prerequisite: MANA 51.521 or undergraduate equivalent)
MISM 6314	Management Information Systems
MRKT 6301	Creative Problem Solving for Marketing Decisions (S-L) (Prerequisite: MRKT 51.521 or undergraduate equivalent)
MANA 6341	Strategic Management Decisions (last course in program) (S-L)

Total Credit Hours Required : Minimum 36 hours

(S-L) = Course(s) with field-based service-learning component

Accounting Concentration

The Accounting Concentration is designed to provide a broad understanding of the accounting industry. The Accounting Concentration introduces the graduate student to the development and analysis of financial and managerial accounting systems, emphasizes the uses of cost information, and stresses the application of financial accounting in decision making.

M.B.A. Required Core Curriculum (24 hrs)

Accounting Concentration Courses (12 hrs):

ACCT 6330 Taxation of Business Entities (Prerequisite: ACCT 6321)
[students who have 6 hours of undergraduate credit in taxation should choose an alternative accounting course to this one]

ACCT 6333 Accounting Systems (Prerequisite: ACCT 6321)

ACCT 6335 Financial Statement Analysis (Prerequisite: ACCT 6321)

And choose one of the following:

ACCT 6332 Advanced Topics in Taxation (Prerequisite ACCT 6330)

ACCT 6342 Internal Auditing (S-L) (Prerequisite: ACCT 5311 or undergraduate equivalent)

ACCT 6343 Accounting for Governmental and Nonprofit Entities (Prerequisite: ACCT 6321)

DBU also offers a 5-year B.B.A./M.B.A. for qualifying undergraduate students. Graduates of this program will demonstrate competence in the foundational areas of business, possess the technical skills and knowledge in accounting, and meet the education requirements of the Texas State Board of Accountancy necessary to register for the CPA examination.

Students completing the 5-year B.B.A./M.B.A. program must take each of these courses: ACCT 6330, 6332, 6333, 6335, 6342, and 6343, for a total of 18 graduate-level hours in the accounting concentration.

Retention in and Graduation From the Program:

Students must fulfill the following conditions to continue enrollment in the 5-year B.B.A./M.B.A. accounting major and graduate from the program:

- Students must maintain an overall GPA of 3.0 and a GPA of 3.0 in upper-level accounting coursework
- Students must be advised by a full-time accounting professor before enrollment each semester.

Business Communication Concentration

The M.B.A. in Business Communication is for those who are driven to be leaders of their organizations, their communities, and society overall. Hands-on learning opportunities will plug in students to the latest techniques in "best practices" to serve the customer, both internally and externally. The program emphasis will be improving business performance through effective communication.

M.B.A. Required Core Curriculum (24 hrs)

Business Communication Concentration Courses (12 hrs):

BUCM 6301 Directing Organization Communication (Prerequisites: MANA 51.521, MANA 51.522, and MRKT 51.521 or undergraduate equivalents)

BUCM 6302 Customer-Centric Communication (Prerequisites: BUCM 6301 and MISM 6314)

BUCM 6304 Leadership in Global Business Communication (Prerequisites: BUCM 6302 and MANA 6312)

MANA 6312 Communication and Business Behavior (*Prerequisite: MANA 51.521 or undergraduate equivalent*)

Conflict Resolution Management Concentration

The Conflict Resolution Management Concentration will provide students with the practical experience and theoretical foundation they need in order to become effective in mediating conflict. The format of classes includes lectures, group discussions, and many practice mediation sessions. Following completion of the courses, the student will be qualified to perform court appointed mediations in Texas.

CURRICULUM OVERVIEW

M.B.A. students must complete a minimum of 36 credit-hours.

M.B.A. Required Core Curriculum (24 hrs)

Conflict Resolution Concentration Courses (12 hrs):

- CRMN 6310** Conflict Resolution Management
- CRMN 6330** Internship in Mediation (*Prerequisite: CRMN 6310*)
- MANA 6342** Employee Negotiations and Collective Bargaining (*Prerequisite: MANA 51.521*)

And select one of the following:

- CRMN 6320** Advanced Family Mediation (*Prerequisite: CRMN 6310*)
- CRMN 6321** Advanced Business Mediation (*Prerequisite: CRMN 6310*)

eBusiness Concentration

The eBusiness Concentration is designed to provide students with both the business and technical knowledge needed to succeed in the exciting new world of electronic commerce. The eBusiness Concentration includes advanced study and application in synchronous and asynchronous environments, data warehousing and data mining, intranet and extranet development, knowledge management, intellectual property, financial analysis techniques, short-term and long-term planning, virtual offices, how to attract and maintain an e-customer base, and supply chain management. This knowledge is essential in all professions.

CURRICULUM OVERVIEW

M.B.A. students must complete a minimum of 36 credit-hours. *This concentration is offered only online in order to facilitate learning in the eBusiness environment.*

M.B.A. Required Core Curriculum (24 hrs)

eBusiness Concentration Courses (12 hrs):

- MISM 6350** eBusiness Technologies
- MISM 6351** eBusiness Design and Development (*Prerequisite: MISM 6350*)
- MISM 6352** eBusiness Entrepreneurship (*Prerequisite: MISM 6350*)
- MRKT 6350** eBusiness Marketing (*Prerequisite: MISM 6350*)

Entrepreneurship Concentration

Entrepreneurship has long been a major part of the United States' economic structure. During downturns as well as periods of economic growth, entrepreneurship has typically flourished. The situation is no different today. Recent reports have indicated that hundreds of thousands of jobs in various sectors such as information systems and finance are going to be lost to offshore companies, creating a wealth of new business opportunities for would-be entrepreneurs. In order to meet the needs of individuals who desire to start their own companies, Dallas Baptist University offers a concentration in Entrepreneurship in its M.B.A. program.

The concentration consists of four courses which includes New Business Creation, Accounting and Financial Planning for Entrepreneurs, Marketing and New Product Development for Entrepreneurs, and Strategy and Management of Growing Businesses.

In the capstone course for the concentration, students will actually work with the owner(s) of entrepreneurial companies helping to develop then implement plans and procedures for the business.

Upon obtaining the degree, the student will have an actual business plan, a marketing plan, an operations manual, and a plan for raising capital, all developed with the assistance of highly qualified instructors.

CURRICULUM OVERVIEW

M.B.A. students must complete a minimum of 36 credit-hours.

M.B.A. Required Core Curriculum (24 hrs)

Entrepreneurship Concentration Courses (12 hrs):

ENTR 6301	New Business Creation
ENTR 6302	Accounting and Financial Planning for Entrepreneurs
ENTR 6303	Marketing and New Product Development for Entrepreneurs
ENTR 6304	Strategy and Management of Growing Businesses (Prerequisites: ENTR 6301, ENTR 6302, ENTR 6303)

Finance Concentration

The Finance Concentration is designed to provide the M.B.A. graduate with a broad understanding of financial management, financial institutions, and investment strategies. The Finance Concentration includes advanced study and application in budgeting and control procedures, international financial markets, portfolio theory, portfolio management strategies, risk management, working capital management, and mergers and acquisitions. This knowledge is essential in a variety of corporate, institutional, banking, and real estate professions. This concentration is also offered online.

CURRICULUM OVERVIEW

M.B.A. students must complete a minimum of 36 credit-hours.

M.B.A. Required Core Curriculum (24 hrs)

Finance Concentration Courses (12 hrs):

FINA 6302	Capital Markets and Institutions (Prerequisite: FINA 6301)
FINA 6331	Investments (Prerequisite: FINA 6301)
<i>And choose two of the following:</i>	
FINA 6321	International Finance (Prerequisite: FINA 6301)
FINA 6332	Futures and Options (Prerequisite: FINA 6301)
FINA 6351	Advanced Managerial Finance (Prerequisite: FINA 6301)

Health Care Management Concentration

The Health Care Management Concentration is designed to equip students with state-of-the-art technologies in the health care industry. Emphasis is given to strategic health care planning, marketing, health care policy, managed care, and long-term care. A capstone initiative provides students with "hands-on" experiences in an area of interest to the student, such as administration, clinical practice, or education/consultation.

CURRICULUM OVERVIEW

M.B.A. students must complete a minimum of 36 credit-hours.

M.B.A. Required Core Curriculum (24 hrs)

Health Care Management Concentration Courses (12 hrs):

HCMG 6310	Strategic Health Care Planning, Marketing, and Policy (Prerequisites: MANA 51.521, MRKT 51.521)
HCMG 6320	Managed Health Care (Prerequisite: MANA 51.521)
HCMG 6330	Long-Term Care Administration (Prerequisite: HCMG 6310, HCMG 6320)
HCMG 6380	Health Services Management Capstone Initiative (Prerequisite: Minimum six hours of HCMG 6000-level courses)

International Business Concentration

The growing importance of international business strategies in most industries requires an understanding of the global business environment and cultural practices. Through the International Business Concentration, students acquire a global perspective of business in order to compete in today's business world. The International Business Concentration examines strategic aspects of managing a global or multinational business organization. This concentration is also offered online.

CURRICULUM OVERVIEW

M.B.A. students must complete a minimum of 36 credit-hours.

M.B.A. Required Core Curriculum (24 hrs)

International Business Concentration Courses (12 hrs):

ECON 6303	International Economic and Legal Environment (Prerequisite: ECON 5311, MANA 51.522)
FINA 6321	International Finance (Prerequisite: FINA 6301)
MANA 6311	International Management (Prerequisite: MANA 51.521)
MRKT 6321	International Marketing (Prerequisite: MRKT 6301 (S-L))

Leading the Nonprofit Organization Concentration

This concentration will provide current and aspiring practitioners within nonprofit organizations with cutting-edge leadership theories and the latest management and leadership tools that will be used to create high-performing organizations. Students master techniques for conceptualizing and applying in new creative ways what they learn through their studies with accomplished faculty as well as from relationships established with nonprofit practitioners within service-learning opportunities in each course. In addition to the extensive breadth and depth of practical business knowledge critical for success in both profit and nonprofit organizations that is gained through study in the MBA core course work, students will be immersed in the study of the practical implications and importance of strategic plans and tools they will devise for organizational effectiveness specific to the nonprofit in the areas of marketing, law, leadership, and accounting. This program of 36 required credit hours has been uniquely and carefully designed so that each course is linked in the development of strategies and skills critical to high performing nonprofit organizations. Upon graduation, students will be equipped to compete successfully as servant leaders in their chosen profession.

CURRICULUM OVERVIEW

M.B.A. students must complete a minimum of 36 credit-hours.

M.B.A. Required Core Curriculum (24 hrs)

Leading the Nonprofit Organization Concentration (12 hrs):

ACCT 6344	Nonprofit Accounting, Resource Development and Fundraising
MANA 6348	Legal Issues for Nonprofit Organizations
MANA 6349	Creative Leadership for Nonprofit Organizations
MRKT 6340	Marketing Strategy for Nonprofit Organizations

Management Concentration

The human element is vital to the effective and efficient operation of any organization. The Management Concentration covers concepts and theories for understanding and resolving human problems in organizational settings. The Management Concentration covers a wide range of current business topics, including interpersonal group behavior, leadership styles, the motivation of employees, recruitment, evaluation, training, compensation, affirmative action, and continuous improvement. This concentration is also offered online.

CURRICULUM OVERVIEW

M.B.A. students must complete a minimum of 36 credit-hours.

M.B.A. Required Core Curriculum (24 hrs)

Management Concentration Courses (12 hrs):

MANA 6311	International Management (Prerequisite: MANA 51.521)
MANA 6321	Organizational Behavior (Prerequisite: MANA 51.521)
MANA 6323	Human Resource Management (S-L) (Prerequisite: MANA 51.521)
MANA 6333	Operations and Quality Management (Prerequisite: MANA 51.521)

Management Information Systems Concentration

The Management Information Systems Concentration is specifically designed to provide graduate students with in-depth, hands-on understanding of the fundamentals of information systems. The purpose is to develop graduate-level business students who are not only skilled in basic business fundamentals, but also have a strong grounding in current information systems technology. Students learn how to apply MIS technologies to help create business organizations capable of effectively competing in a global environment. This concentration is also offered online.

CURRICULUM OVERVIEW

M.B.A. students must complete a minimum of 36 credit-hours.

M.B.A. Required Core Curriculum (24 hrs)

Management Information Systems Concentration Courses (12 hrs):

MISM 6320	Systems Analysis and Design (Prerequisite: MISM 6314)
MISM 6330	Database Management Systems (S-L) (Prerequisite: MISM 6314)
MISM 6335	Networks and Telecommunication (Prerequisite: MISM 6314)

MISM 6340 Information Technology Management (Prerequisites: MISM 6314, MISM 6320, MISM 6330 (S-L), MISM 6335)

Marketing Concentration

The Marketing Concentration focuses on the various strategies, processes, and practical applications involved in meeting market demands and satisfying customer needs. Students practice skills in various industries from both domestic and multinational perspectives. Areas of study and marketing applications include marketing strategy formulation and implementation issues, distribution channels management, outcome-based marketing systems, consumer and buyer behavior, and integrated marketing communication. This concentration is also offered online.

CURRICULUM OVERVIEW

M.B.A. students must complete a minimum of 36 credit-hours.

M.B.A. Required Core Curriculum (24 hrs)

Marketing Concentration Courses (12 hrs):

- MRKT 6321** International Marketing (Prerequisite: MRKT 6301 (S-L))
- MRKT 6331** Marketing Analysis (Prerequisites: MANA 5313, MRKT 6301 (S-L))
- MRKT 6341** Advanced Marketing Strategies (Prerequisites: MRKT 6301 (S-L), MRKT 6331)

And choose one of the following:

- MRKT 6302** Business Development Strategies (Prerequisite: MRKT 6301 (S-L))
- MRKT 6303** New Product Development (Prerequisite: MRKT 6301 (S-L))
- MRKT 6312** Consumer and Buyer Behavior (Prerequisite: MRKT 6301 (S-L))

Project Management Concentration

The Project Management Concentration is designed to provide students with both the theoretical knowledge and practical skills to succeed in project management, whether as project team members or project managers. The Project Management Concentration includes advanced study and applications in the techniques and tools used to define, plan, organize, and manage projects. This course of study will include practical project execution and control, risk management, earned value, configuration management, budgeting, and project termination and close-out. The final course in the concentration will require the student to individually manage his/her own project, making project management decisions in an environment of risk and uncertainty. It will give the student a chance to actually use the tools and techniques studied in the previous three courses in the concentration in a true hands-on environment.

CURRICULUM OVERVIEW

M.B.A. students must complete a minimum of 36 credit-hours.

M.B.A. Required Core Curriculum (24 hrs)

Project Management Concentration Courses (12 hrs):

- PROJ 6301** Introduction to Project Management
- PROJ 6302** Project Planning (Prerequisite: PROJ 6301)
- PROJ 6303** Project Execution and Control Methods (Prerequisite: PROJ 6301)
- PROJ 6304** The Environment of Project Management (Prerequisite: PROJ 6301)

Technology & Engineering Management Concentration

The Technology and Engineering Management Concentration is designed to provide the M.B.A. graduate with the practical tools to excel in the global InfoTech revolution. In addition to the basic qualitative and quantitative skills needed to manage in a technical environment, the program provides the tools to manage technical product projects. The Technology and Engineering Management Concentration also gives insight regarding product development and innovation in rapidly changing technology environments.

CURRICULUM OVERVIEW

M.B.A. students must complete a minimum of 36 credit-hours.

M.B.A. Required Core Curriculum (24 hrs)

Technology & Engineering Concentration Courses (12 hrs):

MANA 6327	Future Trends in Technology (Prerequisite: MISM 6314)
MANA 6329	Knowledge Management and Intellectual Capital (Prerequisite: MISM 6314)
MANA 6333	Operations and Quality Management (Prerequisite: MANA 51.521)
PROJ 6301	Introduction to Project Management

Master of Arts in Management

Joanne Hix, M.B.A.
Program Director

The Master of Arts in Management (M.A. in Management) program is a 36-credit-hour program designed to provide the communication, leadership, and management skills needed in today's business organizations. Because the business environment is dynamic, special attention is given to adapting to organizational change and becoming a change agent.

M.A. in Management Admissions

All applicants for the DBU M.A. in Management program must meet the following criteria:

1. A Bachelor's degree from a regionally accredited institution.
2. Evidence of sound moral character and compatibility with DBU's mission.

In addition, the Master's Programs Admission Committee will review the following criteria as it strives to take a holistic view of the applicant in order to determine the likelihood of success in the M.A. in Management program.

3. A likelihood for academic success as demonstrated by a GPA of 3.0 or higher. (The Master's Programs Admission Committee may take into consideration the student's performance in the last 60 hours of undergraduate course work as it reviews undergraduate performance.)
4. A GRE score comprised of the following:
 - *minimum 400 Verbal combined with the Quantitative to total 850
 - or
 - *minimum 400 Verbal combined with a minimum Analytical Writing of 4.0
5. Five or more years of significant, substantive managerial/leadership experience that may be evidenced through résumé review, applicant interview, or employer recommendations.
6. 12 hours of graduate work from an accredited institution with a grade point average of 3.0 or higher.

Full Admission

Applicants who meet criteria 3 and one of criteria 4-6, in combination with criteria 1 and 2, may be granted Full Admission.

The Master's Programs Admission Committee strives to take a holistic view of the applicant in order to determine the likelihood for success in the M.A. in Management program. Applicants who show potential for graduate study, but do not meet the criteria for Full Admission may be admitted for up to 12 hours under Provisional status.

Provisional Admission

Applicants admitted under Provisional Admission must fulfill the conditions of this status as identified by the Master's Programs Admission Committee in order to continue in the program past 12 hours.

Students under Provisional Admission must maintain a 3.0 GPA and receive no grades below "B."

Students admitted under Provisional Admission will be granted Full Admission upon successful completion of 12 credit hours and fulfillment of the conditions of their admission as determined by the Master's Programs Admission Committee.

Deferred Admission

Applicants meeting criteria 1 and 2, though not meeting criteria 3 and one of 4-6, may be determined by the Master's Programs Admission Committee to show potential for graduate study. These applicants will be asked by the committee to complete certain requirements, such as prerequisite coursework and/or an entrance examination, before an admission decision will be made. These applicants must fulfill all requirements which are determined by the Master's Programs Admission Committee as necessary prior to a final committee review and admission decision.

Note: Applicants for whom there is no evidence to demonstrate a likelihood for success in the M.A. in Management Program may be denied admission to the program.

M.A. in Management Foundational Requirements

All graduate business students are required to complete the foundational courses for the appropriate program through undergraduate or graduate course work. Students who have not completed appropriate undergraduate business courses will be required to take equivalent 5000 level graduate courses upon acceptance to the program. Students who have completed undergraduate business courses may have any (or all) of the 5000 level Prerequisite courses waived, if courses meet the waiver criteria:

- The completed undergraduate course is equivalent to the 5000 level course.
- The course grade is at least a B.
- The course is taken at a regionally accredited institution.

M.A. in Management Foundational Courses (may be waived with undergraduate equivalents)

BUAD 5301	Orientation to American Business Techniques and Culture (International Students Only)
FINA 5316	Budgeting for Managers (or undergraduate equivalent)
MANA 51.521	Management Theory (or undergraduate equivalent)
MANA 51.522	Business Legal Environment (or undergraduate equivalent)
MRKT 51.521	Marketing Concepts (or undergraduate equivalent) [for Health Care Management and Business Communication Concentrations Only]

M.A. in Management Concentrations:

- Business Communication
- Conflict Resolution Management
- General Management
- Health Care Management
- Human Resource Management
- Performance Management

CURRICULUM OVERVIEW

M.A. in Management Required Core Curriculum (24 hours)
(Core of 24 credit hours and 12 credit hours within a concentration)

MANA 6310	Leadership in Management (Prerequisite: MANA 51.521)
MANA 6312	Communication and Business Behavior (Prerequisite: MANA 51.521)
MANA 6314	Managing Change in Organizations (Prerequisite: MANA 51.521)
MANA 6316	High Performance Work Teams (Prerequisite: MANA 51.521)
MANA 6320	Business Ethics (Prerequisite: MANA 51.521)
MANA 6321	Organizational Behavior (Prerequisite: MANA 51.521)
MANA 6323	Human Resource Management (S-L) (Prerequisite: MANA 51.521)
MANA 6360	Problems and Challenges in Organizational Management (Last course in program)

Total Credit Hours Required: Minimum 36 hours

(S-L) = Course(s) with field-based service-learning component

Business Communication Concentration

The M.A. in Management with a focused study in Business Communication is for those who are striving to be policy leaders of their organizations, their communities, and society overall. Hands-on learning opportunities will plug in students to the latest techniques in "best practices" to serve the customer, both internally and externally. The program emphasis will be improving business performance through effective communication.

CURRICULUM OVERVIEW

M.A. in Management students must complete the 24-hour core curriculum plus 12 hours from:

- | | |
|------------------|---|
| BUCM 6301 | Directing Organization Communication (<i>Prerequisites: MANA 51.521, MANA 51.522, and MRKT 51.521 or undergraduate equivalents</i>) |
| BUCM 6302 | Customer-Centric Communication (<i>Prerequisites: BUCM 6301 and MISM 6314</i>) |
| BUCM 6304 | Leadership in Global Business Communication (<i>Prerequisites: BUCM 6302 and MANA 6312</i>) |

Choose one of the following: MANA 6301, MANA 6311, or MANA 6333

Conflict Resolution Management Concentration

The Conflict Resolution Management Concentration will provide students with the practical experience and theoretical foundation they need in order to become effective at mediating conflict. The format of classes includes lectures, group discussions, and many practice mediation sessions. Following completion of the courses, the student will be qualified to perform court appointed mediations in Texas.

CURRICULUM OVERVIEW

M.A. in Management students must complete the 24-hour core curriculum plus 12 hours from:

- | | |
|------------------|---|
| CRMN 6310 | Conflict Resolution Management |
| CRMN 6330 | Internship in Mediation (Prerequisite: CRMN 6310) |
| MANA 6342 | Employee Negotiations and Collective Bargaining (Prerequisite: MANA 51.521) |

And select one of the following:

- | | |
|------------------|---|
| CRMN 6320 | Advanced Family Mediation (Prerequisite: CRMN 6310) |
| OR | |
| CRMN 6321 | Advanced Business Mediation (Prerequisite: CRMN 6310) |

General Management Concentration

The General Management Concentration is designed to give students the flexibility to build their own concentration by choosing courses based upon their interests. Students develop their program to fit their educational and career goals by completing 12 hours of the 6000 level courses listed below, in addition to the 24-hour core requirement.

CURRICULUM OVERVIEW

M.A. in Management students must complete the 24-hour core curriculum plus 12 hours from the following courses:

MANA 6301	Employment Law (Prerequisite: MANA 51.521)
MANA 6305	Staffing Organizations (Prerequisite: MANA 51.521)
MANA 6333	Operations and Quality Management (Prerequisite: MANA 51.521)
MANA 6342	Employee Negotiations & Collective Bargaining (Prerequisite: MANA 51.521)
MANA 6343	Compensation and Performance (Prerequisite: MANA 51.521)
MANA 6347	Career Management and Life Transitions
MANA 6352	International Human Resource Management (Prerequisite: MANA 51.521)
CRMN 6310	Conflict Resolution Management
CRMN 6320	Advanced Family Mediation (Prerequisite: CRMN 6310)
CRMN 6321	Advanced Business Mediation (Prerequisite: CRMN 6310)
CRMN 6330	Internship in Mediation (Prerequisite: CRMN 6310)

Health Care Management Concentration

The Health Care Management Concentration is designed to equip students with state-of-the-art technologies in the health care industry. Emphasis is given to strategic health care planning, marketing, healthcare policy, managed care, and long-term care. A capstone initiative provides students with "hands-on" experiences in an area of interest to the student such as administration, clinical practice, or education/consultation. Program Requirements:

CURRICULUM OVERVIEW

M.A. in Management students must complete the 24-hour core curriculum plus the following courses:

HCMG 6310	Strategic Health Care Planning, Marketing, and Policy (Prerequisite: MANA 51.521 and MRKT 51.521 or undergraduate equivalent)
HCMG 6320	Managed Health Care (Prerequisite: MANA 51.521 or undergraduate equivalent)
HCMG 6330	Long-Term Care Administration (Prerequisite: HCMG 6310 and HCMG 6320)
HCMG 6380	Health Services Management Capstone Initiative (Prerequisite: Minimum of six hours of HCMG coursework)

Human Resource Management Concentration

The field of human resources is expanding rapidly as senior executives look to HR departments to address complex and dynamic staffing issues. Special attention is given to litigation issues, salary strategies, and the development of an organization's personnel.

CURRICULUM OVERVIEW

M.A. in Management students must complete the 24-hour core curriculum plus the following courses:

- | | |
|------------------|--|
| MANA 6301 | Employment Law (Prerequisite: MANA 51.521 or undergraduate equivalent) |
| MANA 6305 | Staffing Organizations (Prerequisite: MANA 51.521 or undergraduate equivalent) |
| MANA 6343 | Compensation and Performance (Prerequisite: MANA 51.521 or undergraduate equivalent) |
| MANA 6347 | Career Management and Life Transitions (Prerequisite: MANA 51.521 or undergraduate equivalent) |

Performance Management Concentration

The Performance Management concentration is a new program designed to achieve organizational strategic vision and objectives, link strategies with internal/external management processes, develop strategic leadership skills, and maximize and increase organizational effectiveness and profitability. Students will gain an understanding of strategy maps, balanced scorecards, process improvement, organization change, leadership coaching and counseling, and succession planning. Focus will be given to linking processes within the organization to strategy resulting in achieving profitability and competitive advantage.

CURRICULUM OVERVIEW

M.A. in Management students must complete the 24-hour core curriculum plus the following courses:

- | | |
|------------------|--|
| MANA 6330 | Leadership Development (<i>Prerequisite needed: MANA 51.521</i>) |
| MANA 6331 | Leadership Coaching and Counseling (<i>Prerequisite needed: MANA 51.521</i>) |
| MANA 6305 | Staffing Organizations (<i>Prerequisite needed: MANA 51.521</i>) |
| MANA 6332 | Strategies, Models and Processes (<i>Prerequisites: MANA 6330, MANA 6331, MANA 6305</i>) |

Master of Education in Early Childhood Education

Sharon Lee, Ph.D., Program Director

The Master of Education in Early Childhood Education degree is a thirty-six hour, non-thesis program. The program consists of a core curriculum of at least twelve hours of academic specialization, nine credit hours in the resource area, 15 credit hours of professional development and electives as needed, which are selected from education course offerings. The student must take 18 semester hours of graduate level only (6000 level) courses. In areas where the student demonstrates sufficient proficiency, course substitutions may be approved by the Master of Education Program Advisor and must be in keeping with the requirements of the State Board for Educator Certification (SBEC).

Admission Requirements:

There are no additional requirements other than those required for admission to the graduate program at DBU.

Program Continuance:

Continuance in the program past the first 6 hours is pending submission of satisfactory scores on the Graduate Record Examination (GRE):

*a minimum verbal score of 400 combined with the quantitative score to equal 850

or

*a minimum verbal score of 400 combined with a minimum analytical writing score of 4.0

In lieu of the GRE, the applicant may submit the GMAT, MAT, or other nationally-recognized aptitude test with comparable scores upon approval of the program director and the Master's Programs Admission Committee.

Academic Specialization (12 hours)

ECHE 5360 Foundations for Early Childhood Education
ECHE 6373 The Beginnings of Reading and Writing
ECHE 6374 Early Childhood Education: Development and Learning
ECHE 6375 Moral Development in the Young Child
or
MACH 6351 Children and the Christian Faith

Resource Area (Choose 9 hours)

READ 5332 Reading: Diagnosing and Correcting Reading Difficulties
READ 6330 Foundations of Reading
ESLS 5301 Second Language Acquisition
ESLS 5304 Methods in Teaching ESL
EDUC 5310 Introduction to Exceptional Learners
EDUC 5320 Teaching the Underachiever

Professional Development (15 hours)

EDUC 6302 Research in Education (S-L)
EDUC 6304 The Learning Process
EDUC 6306 Curriculum Design and Evaluation
EDUC 6308 The School and the Multicultural American Society
EDSC 6312 Appraisal in Counseling and Development

Required

ECHE 6010 Professional Portfolio

Total Credit Hours Required : Minimum 36 hours

(S-L) = Course(s) with field-based service-learning component

Early Childhood Education with Teacher Certification (EC-6)

The Master of Education with Teacher Certification (E-6) degree is a forty-two hour, non-thesis program which includes 36 hours of course work and an additional 6 hours of supervised student teaching in the schools. The program consists of a core curriculum of 12 hours of academic specialization, fifteen credit hours of pedagogy, twelve hours of professional development, and six credit hours of student teaching. The student must take 18 semester hours of graduate level only (6000 level) courses. Course substitutions may be approved by the master of Education Program Advisor and must be in keeping with the requirements of the State Board for Educator Certification (SBEC).

Academic Specialization (Choose 12 hours)

ECHE 5360 Foundations for Early Childhood Education
ECHE 6373 The Beginnings of Reading and Writing

Income: \$10,000 - \$15,000

- ECHE 6374 Early Childhood Education: Development and Learning
- ECHE 6375 Moral Development in the Young Child
- or
- MACH 6351 Children and the Christian Faith

Pedagogy (15 hours)

- READ 6332 Pedagogy of Reading and Language Arts
- READ 5334 Studies in the Diagnosis and Clinical Correction of Reading Issues
- GSCI 5320 Pedagogy of Science
- SOST 5340 Pedagogy of Social Studies
- MATH 5304 Content Math I

Professional Development (9 hours)

- EDUC 6302 Research in Education (S-L)
- EDUC 6306 Curriculum Design and Evaluation
- EDUC 5316 Studies in Classroom Management, Instruction and Assessment

Required:

- EDUC 4020 EC-6 Pedagogy and Professional Responsibilities Seminar
- EDUC 4010 EC-6 Generalist Seminar
- ECHE 6010 Professional Portfolio
- EDUC 5307 Teaching Practicum Elementary School

Total Credit Hours Required : 42 hours

College of Education Graduate Portfolio

Because of Dallas Baptist University's quest for meaningful assessment of graduate students, a portfolio assessment is required in all College of Education graduate programs. The process of creating a portfolio is explained in the College of Education Graduate Portfolio Manual, which can be downloaded from the DBU website at www.dbu.edu/graduate/grad_educ_portfolio1.asp. The portfolio allows the student to present information about themselves as learners and to document growth over a period of time.

The portfolio should be a collection of artifacts accompanied by self-reflections that not only help the learner to understand and extend learning, but also invite the reader of the portfolio to gain insights about the learner. Please refer to the Portfolio Manual for appropriate procedures to follow in preparation of the portfolio. Students must register for 6010 (Professional Portfolio) during the semester in which they will present their portfolio to the Educator Preparation Board. The Educator Preparation Board is a group of experienced and widely successful educators from Dallas Baptist University and the Metroplex. Practicing teachers, administrators, consultants, superintendents, guidance directors, personnel directors, and Educational Region Service Center personnel as well as DBU professors and administrators volunteer their time for this highly selective process. The Educator Preparation Board serves as the College of Education Graduate Programs advisory board and meets three times a year to assess graduate students' professional portfolios.

During the fall and spring semesters, a date is publicized for a Portfolio Workshop. The Program Directors will attend, review the portfolio manual on how to prepare a portfolio, discuss portfolio components, and provide guidelines for presentation and delivery.

Students will present their portfolio to the Educator Preparation Board at DBU's Dallas campus.

More information can be found at www.dbu.edu/graduate/education.asp.

(S-L) = Course(s) with field-based service-learning component.

Master of Education in Educational Leadership

Tam Jones, Ph.D., Program Director

The Master of Education in Educational Leadership is a 39-hour non-thesis program. The program is composed of 12 core and 27 hours of specialized preparation. Students who meet additional state criteria will be qualified to sit for the state Principal TExES exam. Upon program completion, passage of the Principal TExES exam, and specific state regulations, the student will be qualified to apply for certification as Principal in Texas.

Admission Requirements:

There are no additional requirements other than those required for admission to the graduate program at DBU.

Program Continuance:

Continuance in the program past the first 6 hours is pending submission of satisfactory scores on the Graduate Record Examination (GRE):

- *a minimum verbal score of 400 combined with the quantitative score to equal 850
- or
- *a minimum verbal score of 400 combined with a minimum analytical writing score of 4.0

In lieu of the GRE, the applicant may submit the GMAT, MAT, or other nationally-recognized aptitude test with comparable scores upon approval of the program director and the Master's Programs Admission Committee.

Core Courses (12 hours)

EDUC 6302	Research in Education (S-L)
EDUC 6304	The Learning Process
EDUC 6306	Curriculum Design and Evaluation
EDUC 6308	The School and Multicultural American Society

Specialized Preparation (27 hours)

EDAD 6301*	Instructional Leadership Development
EDAD 6311	Educational Organization and Administration
EDAD 6312	School Law
EDAD 6313	Supervision of Instruction
EDAD 6314	The Principalship
EDAD 6315	School Finance/Business Management
EDAD 6316	School Personnel Administration
EDAD 6317	School Public Relations
EDAD 6389	Internship in Educational Administration (S-L)
EDAD 6010	Professional Portfolio

* Texas students having completed official Instructional Leadership Development elsewhere as well as out-of-state students who are not pursuing Texas principal certification may substitute an elective for EDAD 6301. This elective must be approved by the Master of Educational Leadership Program Director.

Total Credit Hours Required : Minimum 39 hours

(S-L) = Course(s) with field-based service-learning component

College of Education Graduate Portfolio

Because of Dallas Baptist University's quest for meaningful assessment of graduate students, a portfolio assessment is required in all College of Education graduate programs. The process of creating a portfolio is explained in the College of Education Graduate Portfolio Manual, which can be downloaded from the DBU website at www.dbu.edu/graduate/grad_educ_portfolio1.asp. The portfolio allows the student to present information about themselves as learners and to document growth over a period of time.

The portfolio should be a collection of artifacts accompanied by self-reflections that not only help the learner to understand and extend learning, but also invite the reader of the portfolio to gain insights about the learner. Please refer to the Portfolio Manual for appropriate procedures to follow in preparation of the portfolio. Students must register for 6010 (Professional Portfolio) during the semester in which they will present their portfolio to the Educator Preparation Board. The Educator Preparation Board is a group of experienced and widely successful educators from Dallas Baptist University and the Metroplex. Practicing teachers, administrators, consultants, superintendents, guidance directors, personnel directors, and Educational Region Service Center personnel as well as DBU professors and administrations volunteer their time for this highly selective process. The Educator Preparation Board serves as

the College of Education Graduate Programs advisory board and meets three times a year to assess graduate students' professional portfolios.

During the fall and spring semesters, a date is publicized for a Portfolio Workshop. Program Directors attend, review the portfolio manual, discuss portfolio components, and provide guidelines for presentation and delivery.

More information can be found at www.dbu.edu/graduate/education.asp.

Note: Eleven of the thirteen courses for the Master of Education in Educational Leadership are available online. Texas students having completed official Instructional Leadership Development elsewhere as well as out-of-state students who are not pursuing Texas principal certification may substitute an elective for EDAD 6301, which is not offered online. EDAD 6389, Internship in Educational Administration (**S-L**), is being developed for online implementation. The State Principal Certificate qualifies an individual for the Principalship in grades Pre-Kindergarten through Twelve and for almost all positions in the central administration office except the Superintendency. The certificate requires the completion of the Educational Leadership Program, two years of teaching experience in an accredited school, and the passing of the state principal certification examination.

The following track in Educational Leadership is available only to International Students who will not be pursuing Texas State Principal Certification:

EDAD 6010 Professional Portfolio
EDAD 6301 Instructional Leadership Development
EDAD 6311 Educational Organization and Administration
EDAD 6312 School Law
EDAD 6313 Supervision of Instruction
EDAD 6314 The Principalship
EDAD 6315 School Finance/Business Management
EDAD 6316 School Personnel Administration
EDAD 6317 School Public Relations
EDUC 6302 Research in Education (**S-L**)
EDUC 6304 The Learning Process
EDUC 6306 Curriculum Design and Evaluation
EDUC 6308 The School and the Multicultural American Society

(**S-L**) = Course(s) with field-based service-learning component.

Master of Education in Curriculum and Instruction

Sharon Lee, Ph.D., Program Director

The Master of Education in Curriculum and Instruction degree is a thirty-six hour, non-thesis program. The program consists of nine credit hours in curriculum, twelve credit hours in instruction, six credit hours in assessment and/or leadership development, and the Research in Education class (which meets the Service-Learning requirement for this degree). The student must take eighteen semester hours of graduate-level only (6000 level) courses. In areas where the student demonstrates sufficient proficiency, course substitutions may be approved by the Master of Education Program Director.

Admission Requirements:

There are no additional requirements other than those required for admission to the graduate program at DBU.

Program Continuance:

Continuance in the program past the first 6 hours is pending submission of satisfactory scores on the Graduate Record Examination (GRE):

*a minimum verbal score of 400 combined with the quantitative score to equal 850

or

*a minimum verbal score of 400 combined with a minimum analytical writing score of 4.0

In lieu of the GRE, the applicant may submit the GMAT, MAT, or other nationally-recognized aptitude test with comparable scores upon approval of the program director and the Master's Programs Admission Committee.

Curriculum Courses (9 hours)

EDUC 6306 Curriculum Design and Evaluation
READ 6335 Curriculum & Instruction in Reading
EDUC 6308 The School and Multicultural American Society
*EDUC 6311 Christian School Curriculum

Instruction Courses (12 hours)

EDUC 6304 The Learning Process
EDUC 5303 Development: Infant/Child/Adolescent
ESLS 5301 Second Language Acquisition
ESLS 5304 Methods in Teaching ESL
EDUC 5310 Introduction to Exceptional Learners and Mainstreaming
EDAD 6313 Supervision of Instruction
*EDUC 6310 Christian School Philosophy

Assessment/Leadership Courses (6 Hours)

EDAD 6312 School Law
READ 6301 Specialized Reading Assessment & Instruction
EDAD 6311 Educational Organization & Administration
*EDAD 6319 Christian School Administration

Required (3 hours)

EDUC 6011 Professional Portfolio
EDUC 6302 Research in Education (S-L)

* These courses will meet the requirements for the DBU Advanced Certificate in Christian School Administration.

Total Credit Hours Required : Minimum 36 hours

(S-L) = Course(s) with field-based service-learning component

College of Education Graduate Portfolio

Because of Dallas Baptist University's quest for meaningful assessment of graduate students, a portfolio assessment is required in all College of Education graduate programs. The process of creating a portfolio is explained in the College of Education Graduate Portfolio Manual, which can be downloaded from the DBU website at www.dbu.edu/graduate/grad_educ_portfolio1.asp. The portfolio allows students to present information about themselves as learners and to document growth over a period of time.

The portfolio should be a collection of artifacts accompanied by self-reflections that not only help the learner to understand and extend learning, but also invite the reader of the portfolio to gain insights about the learner. Please refer to the Portfolio Manual for appropriate procedures to follow in preparation of the portfolio. Students must register for 6011 (Professional Portfolio) during the semester in which they will present their portfolio to the Educator Preparation Board. The Educator Preparation Board is a group of

experienced and widely successful educators from Dallas Baptist University and the Metroplex. Practicing teachers, administrators, consultants, superintendents, guidance directors, personnel directors, and Educational Region Service Center personnel as well as DBU professors and administrators volunteer their time for this highly selective process. The Educator Preparation Board serves as the College of Education Graduate Programs advisory board and meets three times a year to assess graduate students' professional portfolios.

Master of Education in Kinesiology

Dr. Ray Galloway, Ed.D., Program Director

The Master of Education in Kinesiology program is designed to allow students to receive a Master of Education in Kinesiology. The purpose of the M.Ed. in Kinesiology is to equip candidates for Christian servant leadership in the multi-faceted areas of Kinesiology, equipping them with intercultural skills and leadership skills equal to integrating their Christian faith and witness as they make significant contributions to human endeavor in today's multi-cultural and multi-ethnic environment. The concentration in Kinesiology is to enable students to apply their studies to the design of wellness, fitness, and health promotion programs in various settings of professional interest: education, corporate, and commercial.

Program Degree Requirements

The Master of Education in Kinesiology is a 36-hour program. The program is composed of 18 kinesiology core hours, 6 hours of professional preparation, a 3-hour internship, and 9 hours of elective.

Kinesiology Core Courses (18 hours)

KNES 5301	Exercise Physiology
KNES 5302	Organization and Administration of Kinesiology and Sport
KNES 5303	Mechanical Analysis of Motor Skill
KNES 5304	Sport Nutrition
KNES 6310	Current Trends and Issues in Kinesiology and Sports
KNES 6326	Psychology of Sport and Performance

Professional Preparation Area (6 hours)

EDUC 6302	Research in Education (S-L)
EDUC 6308	School and the Multicultural American Society
KNES 6010	Professional Portfolio

Internship (3 hours)

KNES 5321	Internship
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Electives (9 hours)

(Choice of three 3-hour courses)

KNES 6305	Measurement, Evaluation, and Research in Kinesiology
KNES 6306	Theories in Coaching
KNES 6307	Fitness Management
	Three-hour graduate elective

Total Credit Hours Required: 36

(S-L) = Course(s) with field-based service-learning component

Master of Education in Kinesiology with Teacher Certification

Dr. Ray Galloway, Program Director

The Master of Education in Kinesiology program is a non-thesis program designed to equip candidates for servant leadership in the multi-faceted field of Kinesiology. Students will learn how to integrate their faith and witness while making significant contributions to the human endeavor in today's cross-cultural and multi-generational society. This degree will provide the knowledge and skills needed to design wellness, fitness, coaching, and health promotion programs in various settings of professional interest: educational, corporate, and commercial, while at the same time allowing students to seek teacher certification in the State of Texas.

Program Degree Requirements

The Master of Education in Kinesiology with Teacher Certification is a 36-hour non-thesis program. The program is composed of 18 kinesiology core hours, 12 hours of specialized professional preparation, and six hours of field experience. If a student demonstrates sufficient proficiency, course substitutions may be approved by the Master of Education Program Director. Substitutions must meet State Board for Education Certification (SBEC) requirements. Prerequisites: Adapted Kinesiology (3 hours) and Care & Prevention of Athletic Injuries (3 hours).

Kinesiology Core Courses (18 hours)

KNES 5301	Exercise Physiology
KNES 5302	Organization and Administration of Kinesiology and Sport
KNES 6305	Measurement, Evaluation, and Research in Kinesiology
KNES 6310	Current Trends and Issues in Kinesiology and Sport
KNES 6326	Psychology of Sport and Performance

KNES 6345 Applied Pedagogy in Kinesiology

Specialized Professional Preparation Area (12 hours)

EDUC 5303 Development Stages of Early Childhood Through Adolescence
EDUC 5316 Studies in Classroom Management, Instruction, and Assessment
EDUC 6302 Research in Education (S-L)
KNES 6010 Professional Portfolio
READ 5331 Readings in Content Area
EDUC 5021 All-Level Professional Development Seminar
KNES 5010 Kinesiology All-Level (EC-12) Seminar

Field Experience (6 hours)

EDUC 5321 Internship in Teaching I
EDUC 5322 Internship in Teaching II
or
EDUC 5306 Teaching Practicum in the Secondary School
EDUC 5307 Teaching Practicum in the Elementary School

Total Credit Hours Required 36

Master of Education in Reading and English as a Second Language

Amie Sarker, Program Coordinator

The Master of Education in Reading and English as a Second Language Program is a thirty-six hour non-thesis program designed for practicing teachers and administrators who desire continued growth as professionals. Once teachers with their initial teaching certification have successfully completed all coursework in the program, and if they have passed the appropriate state certification (TExES) tests, they will also earn the Reading Specialist Certification, the Master Reading Teacher Certification, and the English as a Second Language Certification/Endorsement.

Admission Requirements:

There are no additional requirements other than those required for admission to the graduate program at DBU.

Program Continuance:

Continuance in the program past the first 6 hours is pending submission of satisfactory scores on the Graduate Record Examination (GRE):

- *a minimum verbal score of 400 combined with the quantitative score to equal 850
- or
- *a minimum verbal score of 400 combined with a minimum analytical writing score of 4.0

In lieu of the GRE, the applicant may submit the GMAT, MAT, or other nationally-recognized aptitude test with comparable scores upon approval of the program director and the Master's Programs Admission Committee.

Reading Concentration (12 credit hours)

READ 6301 ***	Specialized Reading Assessment and Instruction
READ 6330 ***	Foundations of Reading
READ 6335 ***	Curriculum and Instruction in Reading
READ 5332	Reading: Diagnosing and Correcting Reading Difficulties
READ 5011**	Reading Specialist Seminar

English as a Second Language Specialization (15 credit hours)

ESLS 5301 *	Second Language Acquisition
ESLS 5304 *	Methods in Teaching ESL
ESLS 5306 *	Content Area Language Proficiency Skills
ESLS 5308 *	Multicultural and Multilingual Learning Environments
ESLS 5312 ****	Practicum for State Certification
ESLS 5314	Practicum in ESL/EFL Settings (S-L)

Resource Area (Select 9 or more credit hours)

EDUC 6302*	Research in Education (S-L)
READ 5333	Reading: Clinical Experiences in Corrected Reading Difficulties (S-L)
READ 5301	Analysis and Instruction in Teaching Composition
ECHE 6373	The Beginnings of Reading and Writing
ENGL 5302	Introduction to Linguistics

Required:

EDUC 6012	Professional Portfolio
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Total Credit Hours Required : Minimum 36 hours

- * Required Courses for this degree.
- ** Required: Must pass this seminar to complete the program
- *** Required for Master Reading Teacher
- **** Required for students seeking State Certification in ESL

(S-L) = Course(s) with field-based service-learning component

Advanced Dual Enrollment Program - Undergraduate

DBU also offers two 5-year ~~degrees~~ that include the M.Ed. in Reading and ESL programs for qualifying undergraduate students:

- BA Early Childhood-6 Generalist/M.Ed. in Reading and ESL
- BA 4-8 English Language Arts/M.Ed. in Reading and ESL

Students in these programs will complete state requirements for initial teacher certification in the areas of EC-6 Generalist or 4-8 English Language Arts. Students completing these programs will learn and demonstrate how to serve as an effective literacy teacher and leader through synthesis and application of knowledge regarding the interrelated components of reading, writing, speaking, and listening across developmental stages of oral and written language. Degree candidates will also learn and demonstrate sufficient theoretical and experiential knowledge for serving as an ethical and effective teacher, advocate, and leader for culturally and linguistically diverse students.

Advanced Dual Enrollment Program - Undergraduate

Students completing either of the 5-year ~~degree programs~~ will take the following courses at the graduate level as substitutes for their undergraduate cross-listed course requirements, thereby requiring 30 instead of the regular 36 graduate hours for the program beyond the regular undergraduate degree requirements.

READ 5332 - Reading: Diagnosing and Correcting Reading Difficulties
READ 5333 - Reading: Clinical Experiences in Correcting Reading (S-L)

Retention in and Graduation From the Program:

Students must fulfill the following conditions to enroll and continue enrollment in either of the 5-year ~~programs~~:

Advanced Dual Enrollment Program - Undergraduate

- Students must maintain an overall GPA of 3.0.
- Students must meet the admission requirements for the undergraduate teacher certification program and the graduate admission requirements for the M.Ed. in Reading and ESL program.
- Students must apply and be accepted for graduate admission before taking READ 5332 or READ 5333 (S-L), but after completing a minimum of 90 undergraduate credit hours, or within the semester that 90 credit hours will have been completed.

Further details regarding 5-year ~~program~~ requirements are included in the Undergraduate Catalog.

Advanced Dual Enrollment Program - Undergraduate

3/10/09

Master of Education in School Counseling

Bonnie Hinkle, Ed.D., Program Director

The Master of Education in School Counseling is designed to provide the framework for school counselor preparation and to enhance the professional development of educators who are seeking a graduate degree in school counseling.

The Master of Education in School Counseling is a 39-hour, non-thesis professional development program leading to the Standard School Counselor Certificate. The program is designed to meet or exceed the certification requirements for School Counselors as established by the State Board for Educator Certification. General Prerequisites include two years teaching experience in an accredited and approved school. The program is interdisciplinary and builds on the student's prior education and experience. A systematic schedule of shared self-appraisals, threaded throughout the program allows students to monitor their progress toward professional goals in partnership with other forms of student development.

Upon the successful completion of the Master of Education in School Counseling at Dallas Baptist University, passing the School Counselor Texas Examinations of Educator Standards (TExES), and having two years of acceptable teaching experience, the student will be recommended for the Standard Counselor Certificate.

Admission Requirements:

There are no additional requirements other than those required for admission to the graduate program at DBU.

Program Continuance:

Continuance in the program past the first 6 hours is pending submission of satisfactory scores on the Graduate Record Examination (GRE):

*a minimum verbal score of 400 combined with the quantitative score to equal 850

or

*a minimum verbal score of 400 combined with a minimum analytical writing score of 4.0

In lieu of the GRE, the applicant may submit the GMAT, MAT, or other nationally-recognized aptitude test with comparable scores upon approval of the program director and the Master's Programs Admission Committee.

Core Courses (39 credit hours)

COUN 5382	Counseling Theories and Techniques
COUN 5383	Group Counseling Methods
EDSC 5310	Introduction to School Counseling
EDSC 5311	Developmental Psychology
EDSC 6010	Professional Portfolio
EDSC 6310	Pre-Practicum for School Counseling
EDSC 6312	Appraisal in Counseling and Development
EDSC 6314	Curriculum Organization for Guidance Programs
EDSC 6315	Administration of Guidance and Counseling Programs
EDSC 6316	Practicum for School Counseling: Field Experience
EDSC 6318	Internship for School Counseling: Field Experience (S-L)
EDSC 6380	Career Development and Lifestyle Counseling for School Counselor
EDUC 5310	Introduction to Exceptional Learners
EDUC 6308	The School and the Multicultural American Society

Total Credit Hours Required : Minimum 39 hours

(S-L) = Course(s) with field-based service-learning component

CERTIFICATION SEEKING ONLY

Students who already hold a master's degree and are seeking school counseling certification can obtain a deficiency plan from the program director to determine what courses remain to satisfy the SBEC certification requirements. These students are exempt from the portfolio assessment, but must meet specific TExES preparation guidelines, pass the TExES and complete two years of acceptable teaching in an accredited and approved school. These students will be recommended for the Standard Counselor Certificate upon fulfilling all university and state requirements.

The following track in School Counseling is available only to International Students who will not be pursuing Texas State School Counseling Certification.

COUN 5382	Counseling Theories and Techniques
COUN 5383	Group Counseling Methods
EDSC 5310	Introduction to School Counseling
EDSC 5311	Developmental Psychology
EDSC 6010	Professional Portfolio

EDSC 6310 Pre-Practicum for School Counseling
EDSC 6312 Appraisal in Counseling and Development
EDSC 6314 Curriculum Organization for Guidance Programs
EDSC 6315 Administration of Guidance and Counseling Programs
EDSC 6318 Internship for School Counseling: Field Experience **(S-L)**
EDSC 6380 Career Development and Lifestyle Counseling for School Counselor
EDUC 5310 Introduction to Exceptional Learners
EDUC 6308 The School and the Multicultural American Society

Master of Arts in Teaching

Carolyn Spain, Program Director

The Master of Arts in Teaching program (M.A.T.) has been established to enhance the professional development of teachers who are committed to excellence in the classroom. The M.A.T. program is designed for individuals who are interested in pursuing either a master's degree or a master's degree and teacher certification. The program is focused on improving expertise in content areas, effective teaching strategies, and enhancing the delivery of instruction to students. The goal of the M.A.T. program is to equip educators to become servant leaders within the school setting.

The graduate program will focus on developing teachers who will be skilled in leadership, curriculum design, and advanced instructional strategies.

The M.A.T. is a 36-hour, non-thesis professional degree which may be combined with other requirements to allow an individual to earn a master's degree and certification. Specializations in the Master of Arts in Teaching degree include:

- Early Childhood through Grade 6 Certification
- Elementary
- Secondary
- All-Level
- English as a Second Language

CERTIFICATIONS AVAILABLE

EC-6 (Early childhood through sixth grade)

Grades 4-8

English Language Arts and Reading
Mathematics
Science

Grades 8-12

Computer Science
English Language Arts and Reading
History
Life Sciences
Mathematics
Science

All-Level

Kinesiology
Music

**English as a Second Language Supplement or
Special Education Supplement** (May be added to any other certification)

Pathways to Teaching Program (Teacher Certification as a Post-Baccalaureate student and not seeking a master's degree)

The Pathways to Teaching Program is a specifically designed program which allows an individual who has already obtained at least a bachelor's degree from a regionally accredited university to earn Texas teacher certification. Once certification is complete, the individual may add an ESL Supplemental or Special Education Supplemental teacher certification. An individual may choose to pursue only teacher certification or certification and a master's degree.

ADMISSION REQUIREMENTS:

- Complete Undergraduate Application as a Post-Baccalaureate Applicant
- Non-refundable \$25 application fee
- A conferred bachelor's or masters degree
- Official transcripts from all institutions attended
- Letter of intent (typewritten) stating:
 - Which certificate you would like to earn and why you selected that program
 - What you personally hope to accomplish during this program
 - Why you have chosen to attend Dallas Baptist University
- Minimum 3.0 GPA in previous coursework. In some instances it is possible for an individual to take prerequisite courses to raise a low GPA.
- Current professional resume
- Evidence of sound moral character and compatibility with DBU's mission
- THEA requirements: 260 on Reading, 240 on Math, 240 on Writing

CERTIFICATIONS AVAILABLE

EC-6 (Early childhood through sixth grade)

Grades 4-8

English Language Arts and Reading

Mathematics

Science

Grades 8-12

Computer Science

English Language Arts and Reading

History

Life Sciences

Mathematics

Science

All-Level

Kinesiology

Music

An ESL or Special Education Supplement may be added to any of these certifications.

Admission Requirements:

There are no additional requirements other than those required for admission to the graduate program at DBU. However, students desiring to earn teacher certification through a graduate program must meet specific requirements. Please contact the College of Education Office for additional information.

Program Continuance:

Continuance in the program past the first 6 hours is pending submission of satisfactory scores on the Graduate Record Examination (GRE):

*a minimum verbal score of 400 combined with the quantitative score to equal 850

or

*a minimum verbal score of 400 combined with a minimum analytical writing score of 4.0

In lieu of the GRE, the applicant may submit the GMAT, MAT, or other nationally-recognized aptitude test with comparable scores upon approval of the program director and the Master's Programs Admission Committee.

Specializations

Early Childhood through Grade 6 Specialization

The Master of Arts in Teaching with EC-6 Certification Degree is designed for individuals who are pursuing certification in Early Childhood through Sixth Grade concurrently with a masters degree. This degree is a thirty-six hour, non-thesis plan that includes the criteria established by the State Board for Educator Certification for EC-6 Texas Teacher Certification. This degree includes a student-teaching or an internship component, which will count as six graduate hours.

Academic Specialization (18 credit hours required):

GSCI 5320 Pedagogy of Science

MATH 5304 Content Math 1

READ 5334 Studies in the Diagnosis and Clinical Correction of Reading Issues

READ 6331 Studies in Reading and Literature

READ 6332 Pedagogy of Reading and Language Arts

SOST 5340 Pedagogy of Social Studies

Professional Development (12 credit hours required):

EDUC 6302 Research in Education (S-L)

EDUC 6304 The Learning Process

EDUC 5321 – Internship in Teaching I

and

EDUC 5322 – Internship in Teaching II

or

EDUC 5609 – Teaching Practicum in the Elementary School

(S-L) = Course(s) with field-based service-learning component.

Resource Area (6 credit hours required):

EDUC 5303 Developmental Stages of Early Childhood Through Adolescence
EDUC 5316 Studies in Classroom Management, Instruction and Assessment

Required:

EDUC 6010 Professional Portfolio

Total Credit Hours Required : Minimum 36 hours

Elementary

The Master of Arts in Teaching with an elementary concentration may be pursued concurrently by individuals who are working on certifications EC-6 through eighth grade or by individuals who are only pursuing a masters degree in the field. This Master of Arts in Teaching Degree is a thirty-six hour, non-thesis plan that includes some of the criteria established by the State Board for Educator Certification for Texas teacher certification.

Academic Specialization (15 credit hours required):

GSCI 5320 Pedagogy of Science
MATH 5304 Content Math 1
READ 6331 Studies in Reading and Literature
READ 6332 Pedagogy of Reading and Language Arts
SOST 5340 Pedagogy of Social Studies

Technology Area (3 credit hours required):

TECH 5320 Technology for Today's Learner

Professional Development (9 credit hours required):

EDUC 6302 Research in Education (S-L)
EDUC 6304 The Learning Process
EDUC 6308 The School and the Multicultural American

Resource Area (9 credit hours required):

EDUC 5303 Developmental Stages of Early Childhood Through Adolescence
EDUC 5316 Studies in Classroom Management, Instruction and Assessment
EDUC 6306 Curriculum Design and Evaluation

Required:

EDUC 6010 Professional Portfolio

Total Credit Hours Required : Minimum 36 hours

Secondary

Academic Specialization (12 credit hours required):

EDUC 5316 Studies in Classroom Management, Instruction and Assessment
READ 5331 Reading in the Content Area
EDUC 6308 The School and the Multicultural American Society
READ 6332 Pedagogy of Reading and Language Arts

Technology Area (3 credit hours required):

TECH 5320 Technology for Today's Learner

Professional Area (12 credit hours required):

EDUC 5303 Developmental Stages of Early Childhood Through Adolescence
EDUC 6302 Research in Education (S-L)
EDUC 6304 The Learning Process
EDUC 6306 Curriculum Design & Evaluation

Resource Area (9 credit hours required):

EDUC 5310 Intro to Exceptional Learners and Mainstreaming
EDUC 5320 Teaching the Underachiever
EDAD 6313 Supervision of Instruction

(S-L) = Course(s) with field-based service-learning component.

Required:

EDUC 6010 Professional Portfolio

Total Credit Hours Required : Minimum 36 hours

All-Level

Academic Specialization: (12 credit hours required):

EDUC 5316 Studies in Classroom Management, Instruction and Assessment
READ 5331 Reading in the Content Area
EDUC 6308 The School and the Multicultural American Society
READ 6332 Pedagogy of Reading and Language Arts

Technology Area (3 credit hours required):

TECH 5320 Technology for Today's Learner

Professional Development (12 credit hours required):

EDUC 5303 Developmental Stages of Early Childhood Through Adolescence
EDUC 6302 Research in Education (S-L)
EDUC 6304 The Learning Process
EDUC 6306 Curriculum Design & Evaluation

Resource Area (9 credit hours required):

EDUC 5310 Intro to Exceptional Learners and Mainstreaming
EDUC 5320 Teaching the Underachiever
EDAD 6313 Supervision of Instruction
EDUC 6010 Professional Portfolio

Total Credit Hours Required : Minimum 36 hours

English as a Second Language

Academic Specialization (15 credit hours required)

ESLS 5301 – Second Language Acquisition *
ESLS 5304 – Methods in Teaching ESL *
ESLS 5306 – Content Area Language Proficiency Skills *
ESLS 5308 – Multicultural and Multilingual Learning Environments *
ESLS 5310 – Administration of the ESL Program
ESLS 5312 – Practicum for State Certification *
ESLS 5314 – Practicum in ESL/EFL Settings ** (S-L)

* Courses required for the Texas ESL Certificate

** Course required for DBU Advanced Certificate

Technology Area (3 credit hours required)

TECH 5320 – Technology for Today's Learner

Professional Development (9 credit hours required)

EDUC 6302 – Research in Education (S-L)
EDUC 6304 – The Learning Process
EDUC 6308 – The School and the Multicultural American Society

Resource Area (9 credit hours required)

EDAD 6313 – Supervision of Instruction
EDUC 6010 – Professional Portfolio
EDUC 6306 – Curriculum Design/Evaluation
READ 6331 – Studies in Reading and Literature

Total Credit Hours Required : Minimum 36 hours

(S-L) = Course(s) with field-based service-learning component

Master of Arts in Counseling

Mary L. Becerril, Ph.D., Program Director, Main Campus
Joe Cook, D.Min., Program Director, DBU Frisco

The Master of Arts degree in Counseling (MAC) prepares graduates to render counseling services in a variety of settings such as community counseling centers, drug and alcohol treatment facilities, college and university counseling centers, Christian counseling centers, private psychiatric hospitals, abuse shelters, churches, rehabilitation centers, and private practice. The burgeoning interest in professional counseling and the growing disillusionment with a "morally neutral" approach to counseling indicates the need for a graduate program which will apply Biblical presuppositions as the starting points and goals in a counseling approach.

Presently, all classes leading to the MAC degree are taught in the evening and on the weekend.

Admission Requirements

There are no additional requirements other than those required for admission to the graduate program at DBU.

Master of Arts in Counseling Agreement Contract:

Newly admitted students will meet with the Program Director, at which time the Master of Arts in Counseling Agreement Contract will be explained and discussed. By signing this agreement contract, new students are stating their willingness to be evaluated on nine characteristics deemed necessary for the development of an ethical and competent counselor. These characteristics are implied from the expectations of professional and personal competence and responsibility as outlined by the *American Counseling Association Code of Ethics (2005)*: openness, flexibility, positiveness, cooperativeness, willingness to use and accept feedback, awareness of impact on others, ability to deal with conflict, ability to accept personal responsibility, and ability to express feelings effectively and appropriately. In addition, the student's signature on the contract expresses agreement to attend eight counseling sessions during the first two semesters in the M.A.C. Program.

Program Continuance:

Continuance in the program past the first 12 hours is pending submission of satisfactory scores on the Graduate Record Examination (GRE):

- * a minimum verbal score of 400 combined with the quantitative score to equal 850.
- OR
- * a minimum verbal score of 400 combined with a minimum analytical writing score of 4.0.

In lieu of the GRE, the applicant may submit the GMAT, MAT, or other nationally-recognized aptitude test with comparable scores upon approval of the program director and the Master's Programs Admission Committee.

Continuance in the program past the first 18 hours is pending successful completion of a minimum of 12 undergraduate credit hours in psychology (including general psychology, Statistics, and six upper-level hours).

Program Prerequisites:

There are four undergraduate-level psychology prerequisites: Introduction to Psychology, Statistics, and 6 hours of upper-level Psychology.

Master of Arts in Counseling Practicum

The practicum experience consists of two courses, COUN 6392 (S-L) and COUN 6393 (S-L), completed sequentially following the pre-practicum course, COUN 5391. The practicum is the culmination of the M.A. in Counseling degree program and is intended to provide practical experience for students as they make plans to enter the counseling profession. Both practicum courses include supervised delivery of direct counseling services in an approved agency or institution. Students are evaluated on a wide range of personal and professional criteria which includes analysis of taped counseling sessions and seminar discussions of counseling theories, methods, and techniques. (S-L) = Course(s) with field-based service-learning component.

Students should attempt to enroll in the three practicum courses (which includes the pre-practicum) sequentially. In order to progress through the three courses, a grade of "B" or above must be earned. In the event of a "C" or below, the course will have to be repeated until at least a "B" is earned. The student is responsible for any remedial work that may be suggested by the faculty in order to successfully complete the practicum course.

Program Requirements

The program of study provides students the necessary course work to meet academic requirements to become a Licensed Professional Counselor. Course requirements include forty-nine credit hours consisting of:

COUN 5380	Introduction to Professional Counseling
COUN 5382	Counseling Theories and Techniques
COUN 5383	Group Counseling Methods
COUN 5385	Lifespan Human Development
COUN 5386	Psychological Testing
COUN 5387	Research Methods
COUN 5389	Multicultural Perspectives
COUN 5391	Pre-Practicum in Counseling
COUN 6100	Comprehensive Counseling Review
COUN 6380	Career Counseling and Lifestyle Development
COUN 6381	Addictive and Compulsive Disorders
COUN 6382	Psychopathology
COUN 6383	Marriage and Family Counseling
COUN 6384	Contemporary Approaches to Christian Counseling
COUN 6385	Advanced Counseling Methods and Crisis Intervention
COUN 6392	Counseling Practicum I (S-L)
COUN 6393	Counseling Practicum II (S-L)

After completion of the 49-hour graduate counseling program, the graduate is eligible to apply for state LPC licensure. In order to become licensed in Texas, the program graduate must pass the National Certification Examination and complete a 3000-hour supervised counseling internship.

Total Credit Hours Required : Minimum 49 hours

(S-L) = Course(s) with field-based service-learning component

Master of Liberal Arts

John Tarwater, Ph.D., Program Director

The Master of Liberal Arts (MLA) degree is designed to meet the needs of the student who wants an interdisciplinary, broad-based graduate education. This flexibility is appealing to a wide range of people who want an expanded liberal arts education and a better understanding of their heritage. Students may take a combination of courses in the Arts, Humanities, Christian Ministry, English as a Second Language, and Missions.

The MLA is an approved member of the Association of Graduate Liberal Studies Programs and is directed neither toward professional research nor toward the achievement of a doctorate.

Admission Requirements:

There are no additional requirements other than those required for admission to the graduate program at DBU.

Curriculum Overview

The 36-credit-hour curriculum is comprised of a nine-credit-hour interdisciplinary core with two options available for the completion of the remaining twenty-seven hours.

Core Courses (9 hours)

MALA 5300 Western Heritage and Christianity
MALA 5350 World Views: Human Beliefs/Human Actions (S-L)
MALA 5370 Western Culture through the Arts

Option 1: Interdisciplinary Track

Complete any combination of DBU graduate courses (27 hours)

Option 2: Single-discipline Track

Concentration (18 hours)
Electives (9 hours)

Concentrations available to the MLA student are:

Art

Christian Ministry

English

English as a Second Language (ESL)

Fine Arts

History

Missions

Political Science

Total Credit Hours Required : Minimum 36 hours

(S-L) = Course(s) with field-based service-learning component

Master of Arts in Professional Development

John Tarwater, Ph.D., Program Director

The Master of Arts in Professional Development (M.A.P.D.) adopts a unique approach to graduate studies. Designed especially for professionals who desire to expand their knowledge and credentials beyond the boundaries of their bachelor's degree, the M.A.P.D. enhances a broad and diverse educational experience, and students may select the single-discipline track from business, criminal justice, higher education, counseling, leadership, English as a Second Language, missions, or an interdisciplinary track.

Admission Requirements:

There are no additional requirements other than those required for admission to the graduate program at DBU.

Curriculum Overview

The 36-hour curriculum is comprised of a nine-hour interdisciplinary core with two options available for the completion of the remaining twenty-seven hours:

Core Courses (9 hours):

MAPD 5305 Introduction to Leadership Studies (S-L)

MAPD 5350 World Views: Human Beliefs/Human Actions (S-L)

MAPD 6347 Career Development and Life Transitions

Option 1 : Single-Discipline Track

Concentration (18 hours)

Electives (9 hours)

Option 2 : Interdisciplinary Track

Primary Discipline (15 hours)

Secondary Discipline (12 hours)

Concentrations available to the M.A.P.D. student are:

Accounting

Church Leadership

Counseling

Criminal Justice

English as a Second Language (ESL)

Finance

Higher Education

Leadership Studies

Management

Management Information Systems

Marketing

Missions

Total Credit Hours Required : Minimum 36 hours

(S-L) = Course(s) with field-based service-learning component.

Master of Arts in Christian Education

Judy Morris, D.Ed.Min., Director

The Master of Arts in Christian Education is a 42-hour graduate program designed to prepare leaders for church-related ministries. Graduates from DBU's Master of Arts in Christian Education program will be equipped to:

- Demonstrate general biblical and theological knowledge
- Develop, organize, conduct, and evaluate Christian education ministry in various vocational assignments
- Communicate and lead effectively in a variety of church and community settings

Criteria for Admission:

All applicants for the program **MUST** meet all three (3) admission requirements **AND** two (2) of the admission criteria listed below to be considered for admission.

Admission requirements:

- A bachelor's degree from a regionally accredited institution.
- Evidence that the student is a Christian, and is compatible with DBU's mission by proven conduct in accordance with Christian standards set forth in the Bible, announced intent, and by church involvement.
- Old and New Testament Survey courses and one upper level Religion or Theology course are prerequisites that should be taken either prior to entering the program or in conjunction with the Master of Arts in Christian Education courses.

Admission criteria:

- A grade point average of 2.8 or higher on a 4.0 scale in all previous course work.
- A grade point average of 3.0 or higher on a 4.0 scale in the last 60 hours of undergraduate coursework.
- A minimum GRE score of 400 on the verbal section or an undergraduate entrance score of 1100 on the SAT or 24 on the ACT.
- Five or more years of successful, relevant ministry experience that may be evidenced through positions held and ministers' recommendations.
- Twelve hours of graduate work from an accredited institution with a grade point average of 3.0 or higher.

All students will take 30 hours of core curriculum plus 12 hours in a concentration to prepare them to serve as ministers of education, ministers of adults, ministers of youth, ministers of childhood education, ministers of business administration, and other roles.

Master of Arts in Christian Education concentrations:

Adult Ministry
Business Ministry
Childhood Ministry
Collegiate Ministry

Communication Ministry
Counseling Ministry
Family Ministry
General

Missions Ministry
Small Group Ministry
Student Ministry
Worship Ministry

Prerequisite Courses (9 hours)

RELI 1301	Old Testament Survey
RELI 1302	New Testament Survey

One upper level course in Religion or Theology (to be selected in consultation with advisor and completed either prior to enrollment or during the first academic year)

Required Core Curriculum (30 hours)

MACE 5302	Biblical Servant Leadership
MACE 6301	Introduction to Christian Education
MAWL 6303	Spiritual Formation and Worship
MACE 6304	Philosophy and Principles of Christian Education

THEO 6305	Christian History and Heritage
THEO 6306	Systematic Theology
MACE 6307	Church and Business Administration
MACE 6308	Evangelism, Missions, and Growth Through Education Ministry
MACE 6310	Church Staff and Member Relations Practicum (S-L)
THEO 5313	Applied Hermeneutics

Total Credit Hours Required : Minimum 42 hours

(S-L) = Course(s) with field-based service-learning component

Concentration Requirements

Adult Ministry (12 hours)

This concentration prepares students for service with adults in local church ministry.

Select four of the following:

MACE 6309	Developing Lay Leaders in the Church
MACE 6314	Ministry with Adults
MACE 6315	Ministry with Senior Adults
MACE 6316	Stages of Human Development
MACE 6322	Introduction to Christian Counseling

Business Ministry (12 hours)

This concentration prepares education ministers for work related to business administration in the local church. All courses are taught as a part of the graduate program in the school of business.

MANA 51.521	Management Theory
MANA 51.522	Business Legal Environment
MANA 6314	Managing Change in Organizations
MANA 6323	Human Resource Management (S-L)

And one of the following:

MANA 6316	High Performance Work Teams
MANA 6321	Organizational Behavior

Childhood Ministry (12 hours)

This concentration is designed for church ministers who intend to serve with all ages of children from birth through 6th grade. At least one course will be taken from master's level programs in another school at DBU.

Select four of the following:

MACE 6309	Developing Lay Leaders in the Church
MACH 5311	Early Childhood Ministry
MACH 5312	Ministry with Children
MACH 6351	Children and the Christian Faith
MACE 6322	Introduction to Christian Counseling
MACH 6352	Advanced Childhood Ministry
MACH 6353	Ministry to Families

Collegiate Ministry (12 hours)

This concentration prepares students to serve in a Baptist Student ministry with a primary focus on collegiate campus ministry. One course will be taken from a master's level program in another school at DBU.

Select four of the following:

- MACE 6309 Developing Lay Leaders in the Church
- MACE 6322 Introduction to Christian Counseling
- MAPD 5350 World Views: Human Beliefs/Human Actions (S-L)
- MAST 6320 The Collegiate Campus Minister
- MAST 6354 Collegiate Ministry Strategies

Communication Ministry (12 hours)

This concentration provides graduate level training for individuals seeking contemporary communication credentials in order to speak, write, and produce Christian publications and other media for local churches and related Christian ministries.

- MACE 6360 Communication Strategies for Ministry
- MACE 6361 Writing and Editing for Christian Publishing
- MACE 6362 Christian Public Relations and Marketing for Ministry
- MAWL 6314 Visual and Media Arts in Worship

Counseling Ministry (12 hours)

This concentration is designed for students who see their ministry focusing towards persons with special needs, where some counseling may be involved as a part of their local church educational responsibilities. All of these courses are offered in the graduate program of counseling.

- MACE 6322 Introduction to Christian Counseling
 - COUN 5382 Counseling Theories and Techniques
 - MACE 6316 Stages of Human Development
- And select one of the following:*
- COUN 6380 Career Counseling and Lifestyle Development
 - COUN 6381 Addictive and Compulsive Disorders
 - COUN 6383 Marriage and Family Counseling
 - COUN 6384 Contemporary Approaches to Christian Counseling

Family Ministry (12 hours)

This concentration is designed to provide training related to local church family ministry.

- MACE 6314 Ministry with Adults
- MACH 5312 Ministry with Children
- MAST 5313 Ministry with Students

And select one of the following:

- MACE 6315 Ministry with Senior Adults
- MACE 6322 Introduction to Christian Counseling
- MACE 6309 Developing Lay Leaders in the Church
- MACH 5311 Early Childhood Ministry
- MACH 6353 Ministry to Families
- MAST 6350 Family-Based Student Ministry

General (12 hours)

This concentration is for students who prefer to take courses across any of the concentrations available to students. Students must take twelve hours of Christian Education classes or other graduate classes approved by the dean.

Missions Ministry (12 hours)

This concentration will prepare persons for the practical work of doing missions in the church, in the community, and missionary type work beyond the local church.

- MAGL 5330 Introduction to Missiology
- And select three of the following:*
- MAGL 5331 Cross-Cultural Living and Ministry
 - MAGL 5332 Strategies for Missionary Work
 - MAGL 5333 Local Church on Mission
 - MAGL 5340 Strategic Christian Witness in the Global Marketplace
 - MAGL 5344 Strategies for Urban Ministries

Small Group Ministry (12 hours)

This concentration will enable students to lead small groups, develop new group leaders, and supervise small group ministries for local churches or work in cell/house church networks.

MACE 6317 Biblical Foundations and Models for Small Group Ministry in the Church
MACE 6318 Equipping and Nurturing Small Group Leaders
MAGL 5330 Introduction to Missiology

And select one of the following:

MAGL 5344 Strategies for Urban Ministries
MAGL 5333 Local Church on Mission
MAGL 5340 Strategic Christian Witness in the Global Marketplace
MAWL 5310 The Worship Toolbox: Philosophy and Practice

Student Ministry (12 hours)

This concentration is designed to prepare students for serving in local church ministry with junior high and high school students.

Select four of the following:

MACE 6309 Developing Lay Leaders in the Church
MAST 5313 Ministry with Students
MAST 6350 Family-Based Student Ministry
MAST 6351 Student Cultural Issues
MACE 6316 Stages in Human Development
MACE 6322 Introduction to Christian Counseling
MAST 6353 Adolescent Development and Counseling
MACE 6355 Recreation Ministry in the Church

Worship Ministry (12 hours)

This concentration is provided for persons who will have a dual assignment of both education and worship in the local church. All courses are taught in the M.A. in Worship Leadership program.

Select four of the following:

MAWL 5307 Psalms, Hymns, and Spiritual Songs
MAWL 6308 Worship Through the Ages
MAWL 6309 Worship and Pastoral Care
MAWL 5310 The Worship Toolbox: Philosophy and Practice
MAWL 6311 Global Worship
MAWL 6312 The Worshiping Life
MAWL 6313 21st Century Transformational Worship

Master of Arts in Christian Education: Childhood Ministry

Tommy Sanders, Director

The Master of Arts in Christian Education: Childhood Ministry is designed to equip childhood ministers to understand the needs of children, explore the principles of best strategies in teaching and reaching children, and implement ministry that impacts not only the child, but the family. The program provides foundations in theological, educational, and practical programming for effective childhood ministry. It combines academic training and practical ministry application that focus intentionally on the world children live in and the faith they need to follow Christ for the rest of their lives. The program consists of 18 hours of core curriculum, 3 hours of childhood ministry core curriculum, and an additional 21 hours of childhood ministry requirements for a total of 42 hours.

Criteria for Admission:

All applicants for the program **MUST** meet all three (3) requirements **AND** two (2) of the admission criteria listed below to be considered for admission.

Admission requirements:

- A bachelor's degree from a regionally accredited institution.
- Evidence that the student is a Christian, and is compatible with DBU's mission by proven conduct in accordance with Christian standards set forth in the Bible, announced intent, and by church involvement.
- Old and New Testament Survey courses are prerequisites that should be taken either prior to entering the program or in conjunction with the Master of Arts in Christian Education: Childhood Ministry courses.

Admission criteria:

- A grade point average of 2.8 or higher on a 4.0 scale in all previous course work.
- A grade point average of 3.0 or higher on a 4.0 scale in the last 60 hours of undergraduate coursework.
- A minimum GRE score of 400 on the verbal section or an undergraduate entrance score of 1100 on the SAT or 24 on the ACT. In lieu of the GRE, the applicant may submit the GMAT, MAT, or upon approval from the program director, other nationally-recognized aptitude tests with comparable scores.
- Five or more years of successful, relevant ministry experience that may be evidenced through positions held and minister's recommendations.
- Twelve hours of graduate work from an accredited institution with a grade point average of 3.0 or higher.

Prerequisites:

- Old Testament Survey
- New Testament Survey
- One upper level course in Religion or Theology

Academic Requirements:

21 hours - Core Requirements

21 hours - Childhood Ministry Requirements

42 hours - Total

Curriculum Overview (42 hours):

Required Core Curriculum (18 hours)

MACE 5302	Biblical Servant Leadership
MACE 6301	Introduction to Christian Education
MAWL 6303	Spiritual Formation and Worship
THEO 6305	Christian History and Heritage
THEO 6306	Systematic Theology
THEO 5313	Applied Hermeneutics

Childhood Ministry Core Curriculum (3 hours):

Select one of the following (courses must be taken during last semester with advisor approval)

MACE 6310 Church Staff and Member Relations Practicum (Childhood Ministry) (S-L)

MACH 6354 Research: Faith and Formation in Childhood ** (S-L)

Childhood Ministry Requirements (18 Hours):

MACH 5311 Early Childhood Ministry

MACH 5312 Ministry With Children

MACH 6350 Ministry in Church Weekday Ministries

MACH 6351 Children and the Christian Faith *

MACH 6352 Advanced Childhood Ministry *

MACH 6353 Ministry to Families

Childhood Ministry Electives (3 Hours):

Select one of the following:

MACE 6309 Developing Lay Leaders in the Church

MACE 6322 Introduction to Christian Counseling

MAPD 5350 World Views: Human Beliefs/Human Actions (S-L)

* Prerequisites MACH 5311 or MACH 5312

** Prerequisites MACH 5311, MACH 5312, MACH 6351, MACH 6353

Total Credit Hours Required : Minimum 42 hours

(S-L) = Course(s) with field-based service-learning component

Master of Arts in Christian Education: Student Ministry (Youth and Collegiate)

Dwayne Ulmer, Ed.D., Director

The DBU Master of Arts in Christian Education: Student Ministry (Youth and Collegiate) is designed to equip student ministers with the foundation and skills that enable them to minister effectively to students and their families in contemporary cultural settings. The degree program engages student ministers in a contemporary study of student ministry in order to provide a practical educational base as well as a theological foundation and biblical leadership skills for effective transformational student ministry in the local church. This program consists of 15 hours of a required Master of Arts in Christian Education core curriculum, with 6 hours student ministry core courses, along with an additional 21 hours of student ministry courses for a total of 42 hours.

Criteria for Admission:

All applicants for the program **MUST** meet all three (3) requirements **AND** two (2) of the admission criteria listed below to be considered for admission.

Admission requirements:

- A bachelor's degree from a regionally accredited institution.
- Evidence that the student is a Christian, and is compatible with DBU's mission by proven conduct in accordance with Christian standards set forth in the Bible, announced intent, and by church involvement.
- Old and New Testament Survey courses are prerequisites that should be taken either prior to entering the program or in conjunction with the Master of Arts in Christian Education: Student Ministry courses.

Admission criteria:

- A grade point average of 2.8 or higher on a 4.0 scale in all previous course work.
- A grade point average of 3.0 or higher on a 4.0 scale in the last 60 hours of undergraduate course work.
- A minimum GRE score of 400 on the verbal section or an undergraduate entrance score of 1100 on the SAT or 24 on the ACT.
- Five or more years of successful, relevant ministry experience that may be evidenced through positions held and minister's recommendations.
- Twelve hours of graduate work from an accredited institution with a grade point average of 3.0 or higher.

Academic Requirements		Prerequisites
21 hours	Core Curriculum	<ul style="list-style-type: none"> • Old Testament Survey • New Testament Survey
18 hours	Student Ministry Requirements	
3 hours	Electives	
42 hours	Total Credit Hours Required	

Curriculum Overview (42 hours):

Required Core Curriculum (15 hours):

MACE 5302	Biblical Servant Leadership
MACE 6301	Introduction to Christian Education
MAWL 6303	Spiritual Formation and Worship
THEO 6305	Christian History and Heritage
THEO 6306	Systematic Theology

Student Ministry Core Curriculum (6 hours):

MAST 6356	Developing Student Ministry Lay Leaders
MACE 6310	Church Staff and Member Relations Practicum (Student Ministry) (S-L)

Student Ministry Requirements (18 hours):

- MAST 5313** Ministry With Students
OR
- MAST 6320** The Collegiate Campus Minister

- MAST 6350** Family-Based Student Ministry

- MAST 6351** Student Cultural Issues

- MAST 6353** Adolescent Development
OR
- MACE 6316** Stages in Human Development

- MAST 6352** Student Ministry in a Global Context

- MAST 6354** Collegiate Ministry Strategies

Student Ministry Electives (3 hours):

- MACE 6322** Introduction to Christian Counseling
OR
- MACE 6355** Recreation Ministry in the Church

(S-L) = Course(s) with field-based service-learning component

Master of Arts in Global Leadership

Bob Garrett, Ph.D., Director

Designed for a growing new breed of global-thinking leaders who aspire to serve in ways that break old paradigms and forge new ones, the Master of Arts in Global Leadership explores ways to be a leader in the rapidly changing world of ideas, cultures, religions, and business ventures. Students are highly motivated, self-starters with innovative ideas who are eager to make a difference in the world. The Master of Arts in Global Leadership is for people who are looking for ways to achieve significance by connecting positively with people in other cultures and societies around the globe. Learning how to understand and relate in positive ways to other cultures is a crucial skill for leadership in today's multi-ethnic and multi-cultural environment. Since globalization puts people in direct contact with one another in new ways and with an intensity that would have been unthinkable only a few years ago, students learn to develop their own leadership style for working inter-culturally in today's global environment.

Criteria for Admission:

All applicants for the program **MUST** meet all three (3) requirements **AND** two (2) of the admission criteria listed below to be considered for admission.

Admission requirements:

- A bachelor's degree from a regionally accredited institution.
- Evidence that the student is a Christian, and is compatible with DBU's mission by proven conduct in accordance with Christian standards set forth in the Bible, announced intent, and by church involvement.

Admission criteria:

- A grade point average of 2.8 or higher on a 4.0 scale in all previous course work.
- A grade point average of 3.0 or higher on a 4.0 scale in the last 60 hours of undergraduate course work.
- A minimum GRE score of 400 on the verbal section or an undergraduate entrance score of 1100 on the SAT or 24 on the ACT.
- Five or more years of successful, relevant ministry experience that may be evidenced through positions held and minister's recommendations.
- Twelve hours of graduate work from an accredited institution with a grade point average of 3.0 or higher.
- Prerequisite of Old Testament Survey, New Testament Survey, and one upper level course in Religion or Theology (to be selected in consultation with advisor).

Curriculum Overview:

The MA in Global Leadership consists of studies in the following areas:

Academic Requirements	Prerequisites
24 hours – Core Requirements	Old Testament Survey
6 hours – Controlled Electives	New Testament Survey
12 hours – Concentrations	One Upper Level Religion or Theology Course
42 hours – Total credit hours required	9 hours – Total

(Above courses completed either prior to enrollment or during the first academic year).

Required Core Curriculum (24 hours)

MACE 5302	Biblical Servant Leadership
MAWL 6303	Spiritual Formation and Worship
THEO 6305	Christian History and Heritage
THEO 6306	Systematic Theology
MAGL 5330	Introduction to Missiology
THEO 5313	Applied Hermeneutics
MAGL 5315	Leadership Practicum* (S-L)
MAGL 5316	Global Leadership Practicum (S-L)

*Students with a concentration in ESL may substitute ESLS 5312 ESL Practicum.

Controlled Electives (6 hours)

Worship/Missions: Choose any one of the following.

MAWL 6309	Worship and Pastoral Care
MAWL 5310	The Worship Toolbox: Philosophy and Practice
MAWL 6311	Global Worship
MAGL 5331	Cross-Cultural Living and Ministry
MAGL 5332	Strategies for Missionary Work

Christian Education/Missions: Choose any one of the following.

MACE 6301	Introduction to Christian Education
MACE 6304	Philosophy and Principles of Christian Education
MACE 6308	Evangelism, Missions and Growth through Education Ministries
MAST 6352	Student Ministry in a Global Context
MAGL 5333	Local Church on Mission
MAGL 5334	Chronological Bible Storying
MAGL 5335	Biographies of Outstanding Missionaries

Concentrations (12 hours)

Business Communication

BUCM 6301	Directing Organization Communication
BUCM 6302	Customer-Centric Communication
BUCM 6304	Leadership in Global Business Communication
MANA 6312	Communication and Business Behavior

East Asian Studies: Choose 4 of the following:

MAGL 5351	History and Culture of East Asia
MAGL 5352	History of East Asian Philosophy and Religion
MAGL 5353	Fine Arts in East Asia
MAGL 5354	Traditional Literature of East Asia
MAGL 5355	Leadership in East Asia
MAGL 5356	Business in East Asia

English as a Second/Foreign Language (ESL)

ESLS 5301	Second Language Acquisition
ESLS 5304	Methods in Teaching ESL
ESLS 5306	Content Area Language Proficiency Skills
ESLS 5308	Multicultural and Multilingual Learning Environments

General Studies

Students opt for 12 hours of Global Leadership courses or other graduate classes as approved by the academic director.

Global Studies: Choose any four of the following.

MAGL 5340	Strategic Christian Witness in the Global Marketplace
MAGL 5341	Perspectives on the World Christian Movement
MAGL 5342	Ethnography, Cultures and Worldviews
MAGL 5343	Understanding Islam
MAGL 5344	Strategies for Urban Ministries
MALA 5328	Topics in Latin American History
MAPD 5350	Worldview: Human Beliefs/Human Actions (S-L)
MALA 5300	Western Heritage and Christianity
MALA 5314	International Relations
MALA 5340	Studies in Global Literature
MALA 5342	Selected Topics in Linguistics
MALA 5380	Ethnomusicology in Christian Missions

International Business

ECON 6303	International Economic and Legal Environment
FINA 6321	International Finance
MANA 6311	International Management
MRKT 6321	International Marketing

Missions: Choose four of the following. However, the courses chosen may not be taken as controlled electives.

MAGL 5331	Cross-Cultural Living and Ministry
MAGL 5332	Strategies for Missionary Work
MAGL 5333	Local Church on Mission
MAGL 5334	Chronological Bible Storying
MAGL 5335	Biographies of Outstanding Missionaries

Small Group Ministry:

Required:

MACE 6317	Biblical Foundations and Models for Small Group Ministry in the Church
MACE 6318	Equipping and Nurturing Small Group Leaders

Choose any two of the following:

MAGL 5330	Introduction to Missiology
MAGL 5332	Strategies for Missionary Work

MAGL 5344 Strategies for Urban Ministries
MAGL 5333 Local Church on Mission
MAGL 5340 Strategic Christian Witness in the Global Marketplace
MAWL 5310 The Worship Toolbox: Philosophy and Practice

(S-L) = Course(s) with field-based service-learning component

Master of Arts in Worship Leadership

Jim Lemons, Ph.D., Director

The Master of Arts in Worship Leadership is a unique program designed to engage worship leaders in a holistic study of Christian worship in order to educate the Church both individually and corporately in the theological and practical dimensions of worship. The program provides "worship leaders"—whether they are pastoral, educational, music, student (youth), or otherwise—a sound theological, transformational, and practical program for worship foundation and practice.

Criteria for Admission:

All applicants for the program MUST meet all three (3) requirements AND two (2) of the admission criteria listed below to be considered for admission.

Admission requirements:

- A bachelor's degree from a regionally accredited institution.
- Evidence that the student is a Christian, and is compatible with DBU's mission by proven conduct in accordance with Christian standards set forth in the Bible, announced intent, and by church involvement.
- Old and New Testament Survey courses and one upper level course in Religion or Theology are prerequisites that should be taken either prior to entering the program or during the first year of taking Master of Arts in Worship Leadership courses.

Admission criteria:

- A grade point average of 2.8 or higher on a 4.0 scale in all previous course work.
- A grade point average of 3.0 or higher on a 4.0 scale in the last 60 hours of undergraduate coursework.
- A minimum GRE score of 400 on the verbal section or an undergraduate entrance score of 1100 on the SAT or 24 on the ACT.
- Five or more years of successful, relevant ministry experience that may be evidenced through positions held and ministers' recommendations.
- Twelve hours of graduate work from an accredited institution with a grade point average of 3.0 or higher.

ACADEMIC REQUIREMENTS

30 hours – Core Requirements

12 hours – Concentration Requirements

42 Hours Total

PREREQUISITES

Old Testament Survey

New Testament Survey

One upper level course in Religion or Theology to be selected in consultation with advisor.

(Above courses to be completed either prior to enrollment or during the first academic year.)

CORE CURRICULUM REQUIREMENTS (30 hours)

THEO 5313 Applied Hermeneutics

MACE 5302 Biblical Servant Leadership *Student must take this course during the first year of the program*

MAWL 5310 The Worship Toolbox: Philosophy and Practice *Student must take this course during the first year of the program*

MAWL 6303 Spiritual Formation and Worship *Student must take this course during the first semester in the program*

THEO 6305 Christian History and Heritage

THEO 6306 Systematic Theology

MAWL 6308 Worship Through the Ages

MAWL 6313 21st Century Transformational Worship

MAWL 6315 Mentorship (Capstone Course) **(S-L)**

MAWL 6316 Worship Theology for Contemporary Ministry

TRACK REQUIREMENTS (12 hours)

There are three specific concentration track options for students in the MAWL program: General Studies, Communication Ministry, and Contemporary Worship Ministry. Each track consists of four courses (12 hours) as outlined below. (Students will be able to transfer up to 12 hours from an accredited master's program upon approval.)

General Studies, Communication Ministry, and Contemporary Worship Ministry Tracks

1. The **General Studies** track consists of any four MAWL/MACE/GSOL elective courses in the student's area of interest.

2. The **Communication Ministry** track consists of the following four elective courses:

MACE 6360 Communication Strategies for Ministry
MACE 6361 Writing and Editing for Christian Publishing
MACE 6362 Christian Public Relations and Marketing for Ministry
MAWL 6314 Visual and Media Arts in Worship

3. **(Available Fall 2009)** The **Contemporary Worship Ministry** track consists of the following four elective courses:

MAWL 6314 Visual and Media Arts in Worship
MAWL 5307 Psalms, Hymns, and Spiritual Songs/Contemporary Song Writing Focus
MAWL 6318 Contemporary Trends in Worship Expression **(Available Spring 2010)**
MAWL 6319 Praise Team Dynamics and Development **(Available Fall 2009)**

Total Credit Hours Required : Minimum 42 hours

ELECTIVE COURSES AVAILABLE

MAWL 5307 Psalms, Hymns, and Spiritual Songs
MAWL 6309 Worship and Pastoral Care
MAWL 6311 Global Worship
MAWL 6312 The Worshiping Life
MAWL 6314 Visual and Media Arts in Worship
MAWL 6318 Contemporary Trends in Worship Expressions **(Available Spring 2010)**
MAWL 6319 Praise Team Dynamics and Development **(Available Fall 2009)**

Any Master of Arts in Christian Education or other program-related graduate courses upon approval of the program director

(S-L) = Course(s) with field-based service-learning component

Master of Education in Higher Education

Mamo Ishida, Acting Director

The Higher Education Program provides graduate students with the opportunity to earn a Master of Education (M.Ed.) degree in Higher Education. Studies in Higher Education provide individuals who are interested in a variety of areas in higher education with the opportunity to explore, with breadth and depth, the various facets of post-secondary institutions. This exploration is conducted from a uniquely Christian perspective.

Individuals who are interested in higher education administration, student personnel work, university development/advancement, or teaching on the college level will be well served by the M.Ed. in Higher Education degree. Students can choose from two different 36-hour, non-thesis degree tracks: the Administration Track or the Instructional Track. The program is available online.

Admission Requirements:

There are no additional requirements other than those required for admission to the graduate program at DBU.

Program Continuance:

Continuance in the program past the first 12 hours is pending submission of satisfactory scores on the Graduate Record Examination (GRE):

- *a minimum verbal score of 400 combined with the quantitative score to equal 850
- or
- *a minimum verbal score of 400 combined with a minimum analytical writing score of 4.0

In lieu of the GRE, the applicant may submit the GMAT, MAT, or other nationally-recognized aptitude test with comparable scores upon approval of the program director and the Master's Programs Admission Committee.

Administration Track

Core Courses (24 credit hours)

HIED 5300 College and University Administration
HIED 6310 Legal Aspects and Finance in Higher Education
HIED 6320 Practicum in Higher Education **(S-L)**
HIED 6330 Research Methods in Higher Education
HIED 6340 History and Philosophy of Higher Education
HIED 6345 Ethics and Leadership Theory: Servant Leadership
HIED 6361 Teaching, Learning, and Student Development
HIED 6373 Methods for the Higher Education Administrator

Approved Electives (12 credit hours)

Instructional Track

Core Courses (18 credit hours)

HIED 5300 College and University Administration or HIED 6373 Methods for the Higher Education Administrator
HIED 6310 Legal Aspects and Finance in Higher Education
HIED 6330 Research Methods in Higher Education
HIED 6340 History and Philosophy of Higher Education
HIED 6345 Ethics and Leadership Theory: Servant Leadership
HIED 6361 Teaching, Learning, and Student Development

Instructional Field (18 credit hours of approved coursework)

Total Credit Hours Required : Minimum 36 hours

(S-L) = Course(s) with field-based service-learning component

Dual Degree Programs

Master of Arts in Christian Education/Master of Arts in Counseling Dual Degree

Judy Morris, D.Ed.Min., M.A. in Christian Education Program Director
Mary L. Becerril, Ph.D., M.A. in Counseling Program Director, Main Campus
Joe Cook, D.Min. M.A. in Counseling Program Director, DBU Frisco

The M.A. in Christian Education (M.A.C.E.) is a program to prepare leaders for local church ministries and vocational work.

The M.A. in Counseling (M.A.C.) prepares graduates to provide counseling services in a variety of settings such as community counseling centers, drug and alcohol treatment facilities, college and university counseling centers, Christian counseling centers, private psychiatric hospitals, abuse shelters, churches, rehabilitation centers, and private practice.

ADMISSIONS

Admission criteria for each degree program remains the same.

- A M.A.C. student will need to meet the requirements of and be accepted by the M.A. in Christian Education Admission Committee.
- A M.A.C.E. student will need to meet the requirements of the M.A. in Counseling Program and be accepted by the Masters Degrees Admission Committee.

PREREQUISITES Prerequisite course work must be satisfied for both degree programs.

- M.A.C.E. prerequisites:
 - Basic Old Testament
 - Basic New Testament
 - One upper-level Religion or Theology Course
- M.A.C. prerequisites:
 - General Psychology (or Introduction to Psychology)
 - Statistics (any kind)
 - Two upper-level Psychology courses (Suggestions: Psychology of Personality, Psychology of Learning, Abnormal Psychology, Human Growth Development, Counseling Theories, or Group Counseling). Grades of "C" or better are accepted. GRE score of 850 or 400 verbal and 450 quant. Or 400 verbal and 4.0 on essay scale.

STUDY PLAN

Master of Arts in Counseling

Required Core Curriculum (46 hours)

COUN 5380	Introduction to Professional Counseling
COUN 5382	Counseling Theories and Techniques
COUN 5383	Group Counseling Methods
COUN 5385	Lifespan Human Development
COUN 5386	Psychological Testing
COUN 5387	Research Methods
COUN 5389	Multicultural Perspectives
COUN 5391	Pre-Practicum in Counseling
COUN 6100	Comprehensive Counseling Review
COUN 6380	Career Counseling and Lifestyle Development
COUN 6381	Addictive and Compulsive Disorders
COUN 6382	Psychopathology
COUN 6383	Marriage and Family Counseling
COUN 6384	Contemp. Approaches to Christian Counseling
COUN 6385	Adv. Couns. Methods and Crisis Intervention
COUN 6392	Counseling Practicum I * (S-L)
COUN 6393	Counseling Practicum II (S-L)

TOTAL HOURS

46 hours from M.A.C. core
3 hours from COUN 6392 (S-L)
27 hours from M.A.C.E. core
76 hours

Master of Arts in Christian Education

Required Core Curriculum (30 hours)

MACE 5302	Biblical Servant Leadership
MACE 6301	Introduction to Christian Education
MAWL 6303	Spiritual Formation and Worship
MACE 6304	Philosophy and Principles of Christian Education
THEO 6305	Christian History and Heritage
THEO 6306	Systematic Theology
MACE 6307	Church and Business Administration
MACE 6308	Evangelism, Missions, Growth - Education Ministry
THEO 5313	Applied Hermeneutics
MACE 6310	Church Staff & Member Relations Practicum= COUN 6392 (S-L)

(S-L) = Course(s) with field-based service-learning component

*COUN 6392 (S-L) satisfies the degree requirement of MACE 6310 (S-L)

TOTAL HOURS

30 hours M.A.C.E. core
12 hours from M.A.C. satisfy M.A.C.E. Concentration requirements
34 hours from M.A.C.
76 hours

Master of Arts in Christian Education/Master of Arts in Teaching Dual Degree

Judy Morris, D.Ed.Min., M.A. in Christian Education Program Director
Carolyn Spain, M.A. in Teaching Program Director

The M.A.C.E./M.A.T. dual program is a 60-hour, non-thesis, graduate program designed for those seeking advanced preparation in church-related, education-centered ministries. Students gain theoretical and experiential knowledge through a 30-hour M.A.C.E. core curriculum and a 30-hour M.A.T. academic and professional curriculum.

Teacher certified M.A.C.E./M.A.T. students have the program options of earning:

- **Special Education**
- **Reading, or**
- **ESL certificates**

to add to their initial certification. Students seeking additional certificates will be required to pass the appropriate state certification (TExES) tests.

ADMISSIONS

Admission criteria for each degree program remains the same.

- A M.A.T. student will need to meet the requirements of and be accepted by the M.A.C.E. Admission Committee.
- A M.A.C.E. student will need to meet the requirements of the M.A.T. Program and be accepted by the Masters Degrees Admission Committee.

PREREQUISITES Prerequisite course work must be satisfied for both degree programs.

M.A.C.E. prerequisites (9 hours):

- Basic Old Testament
- Basic New Testament
- One upper-level Religion or Theology Course

STUDY PLAN

Master of Arts in Christian Education

Required Core Curriculum (30 hours)

MACE 5302	Biblical Servant Leadership
MACE 6301	Introduction to Christian Education
MAWL 6303	Spiritual Formation and Worship
MACE 6304	Philosophy and Principles of Christian Education
THEO 6305	Christian History and Heritage
THEO 6306	Systematic Theology
MACE 6307	Church and Business Administration
MACE 6308	Evangelism, Missions, Growth - Education Ministry
MACE 6310	Church Staff, Member Relations Practicum (S-L)
THEO 5313	Applied Hermeneutics

Concentration (12 hours)

12 hours (4 courses) transferred from M.A.T.

TOTAL HOURS:

30 hours M.A.C.E. Core

18 hours from M.A.T. Core

12 hours transferred from M.A.T. Core as M.A.C.E. Concentration

60 hours

(S-L) = Course(s) with field-based service-learning component.

ELEMENTARY

Master of Arts in Teaching (Elementary) Non-Certified

Academic Specialization (15 hours required)

- GSCI 5320 Pedagogy of Science
- MATH 5304 Content Math I
- READ 6331 Studies in Reading & Literature
- READ 6332 Pedagogy of Reading & Language Arts
- SOST 5340 Pedagogy of Social Studies

Professional Area (9 hours required)

- EDUC 6302 Research in Education (S-L)
- EDUC 6304 The Learning Process
- EDUC 6308 The School & Multicultural American Society

Resource Area (6 hours required) (one course is non-credit)

- EDUC 5303 Developmental Stages Early Childhood Through Adolescent
- EDUC 5316 Studies in Classroom Management
- EDUC 6010 Professional Portfolio

TOTAL HOURS:

30 hours M.A.T. (Elementary)
30 hours from M.A.C.E. Core
60 hours

Master of Arts in Teaching (Elementary) ESL Certificate

Academic Specialization (15 hours required)

- ESLS 5301 Second Language Acquisition
- ESLS 5304 Methods in Teaching ESL
- ESLS 5306 Content Area Language Proficiency Skills
- ESLS 5308 Multicultural and Multilingual Learning Environments
- ESLS 5312 Practicum for State Certification
- or*
- ESLS 5314 Practicum for ESL/EFL Settings (S-L)

Professional Area (9 hours required)

- EDUC 6302 Research in Education (S-L)
- EDUC 6304 The Learning Process
- EDUC 6308 The School & Multicultural American Society

Resource Area (6 hours required) (one course is non-credit)

- EDUC 5303 Developmental Stages Early Childhood Through Adolescent
- EDUC 6306 Curriculum Design and Evaluation
- EDUC 6010 Professional Portfolio

TOTAL HOURS:

30 hours M.A.T. (Elementary)
30 hours from M.A.C.E. Core
60 hours

Master of Arts in Teaching (Elementary) Reading Certificate

Academic Specialization (12 hours required)

Students may choose from the following courses:

- READ 5332 Diagnosing and Correcting Reading Difficulties
- READ 6301 Specialized Reading Assessment and Instruction
- READ 6330 Foundations of Reading
- READ 6331 Studies in Reading and Literature
- READ 6335 Curriculum and Instruction in Reading
- READ 5010 Reading Teacher Seminar

Professional Area (9 hours required)

- EDUC 6302 Research in Education (S-L)
- EDUC 6304 The Learning Process
- EDUC 6308 The School & Multicultural American Society

Resource Area (9 hours required) (one course is non-credit)

- EDUC 5303 Developmental Stages Early Childhood Through Adolescent
- EDUC 5320 Teaching the Underachiever
- EDUC 6306 Curriculum Design and Evaluation
- EDUC 6010 Professional Portfolio

TOTAL HOURS:

30 hours M.A.T. (Elementary)
30 hours from M.A.C.E. Core
60 hours

Master of Arts in Teaching (Elementary) Special Education Certificate

Academic Specialization (15 hours required)

- READ 5332 Diagnosing and Correcting Reading Difficulties
- READ 5333 Clinical Experience Correcting Reading Difficulties (S-L)
- EDUC 5310 Introduction to Exceptional Learners
- EDUC 5320 Teaching the Underachiever
- EDUC 5330 Pedagogy of Special Education
- SPED 4010 Special Education Seminar

TOTAL HOURS:
30 hours M.A.T. (Elementary)
30 hours from M.A.C.E. Core
60 hours

Professional Area (9 hours required)

- EDUC 6302 Research in Education (S-L)
- EDUC 6304 The Learning Process
- EDUC 6308 The School & Multicultural American Society

Resource Area (6 hours required) (one course is non-credit)

- EDUC 5303 Developmental Stages Early Childhood Through Adolescent
- EDUC 6306 Curriculum Design and Evaluation
- EDUC 6010 Professional Portfolio

SECONDARY

Master of Arts in Teaching (Secondary) Non-Certified

Academic Specialization (12 hours required)

- EDUC 5316 Diagnosing and Correcting Reading Difficulties
- READ 5331 Reading in the Content Area
- EDUC 6308 The School and the Multi American Society
- READ 6332 Pedagogy of Reading and Language Arts

TOTAL HOURS:
30 hours M.A.T. (Secondary)
30 hours from M.A.C.E. Core
60 hours

Professional Area (9 hours required)

- EDUC 5303 Developmental Stages of Early Childhood-Adolescence
- EDUC 6302 Research in Education (S-L)
- EDUC 6304 The Learning Process
- EDUC 6306 Curriculum Design and Evaluation

Resource Area (6 hours required) (one course is non-credit)

- EDUC 5310 Introduction to Exceptional Learners & Mainstream
- EDUC 5320 Teaching the Underachiever
- EDUC 6010 Professional Portfolio

Master of Arts in Teaching (Secondary) ESL Certificate

Academic Specialization (15 hours required)

- ESLS 5301 Second Language Acquisition
- ESLS 5304 Methods in Teaching ESL
- ESLS 5306 Content Area Language Proficiency Skills
- ESLS 5308 Multicultural and Multilingual Learning Environments
- ESLS 5312 Practicum for State Certification
- or**
- ESLS 5314 Practicum for ESL/EFL Settings (S-L)

TOTAL HOURS:
30 hours M.A.T. (Secondary)
30 hours from M.A.C.E. Core
60 hours

Professional Area (9 hours required)

- EDUC 6302 Research in Education (S-L)
- EDUC 6304 The Learning Process
- EDUC 6308 The School & Multicultural American Society

Resource Area (6 hours required) (one course is non-credit)

- EDUC 5310 Introduction to Exceptional Learners & Mainstream
- EDUC 5320 Teaching the Underachiever
- EDUC 6010 Professional Portfolio

Master of Arts in Teaching (Secondary) Reading Certificate

Academic Specialization (12 hours required)

Students may choose from the following courses:

- READ 5332 Diagnosing and Correcting Reading Difficulties
- READ 6301 Specialized Reading Assessment and Instruction
- READ 6330 Foundations of Reading
- READ 6331 Studies in Reading and Literature
- READ 6335 Curriculum and Instruction in Reading

TOTAL HOURS:

30 hours M.A.T. (Secondary)

30 hours from M.A.C.E. Core

60 hours

Professional Area (12 hours required)

- EDUC 5303 Developmental Stages of Early Childhood-Adolescence
- EDUC 6302 Research in Education (S-L)
- EDUC 6304 The Learning Process
- EDUC 6308 The School & Multicultural American Society

Resource Area (6 hours required) *(one course is non-credit)*

- EDUC 5310 Introduction to Exceptional Learners and Mainstream
- EDUC 5320 Teaching the Underachiever
- EDUC 6010 Professional Portfolio

Master of Arts in Teaching (Secondary) Special Education Certificate

Academic Specialization (15 hours required)

- READ 5332 Diagnosing and Correcting Reading Difficulties
- READ 5333 Clinical Experience Correcting Reading Difficulties (S-L)
- EDUC 5310 Introduction to Exceptional Learners
- EDUC 5320 Teaching the Underachiever
- EDUC 5330 Pedagogy of Special Education
- SPED 4010 Special Education Seminar

TOTAL HOURS:

30 hours M.A.T. (Secondary)

30 hours from M.A.C.E. Core

60 hours

Professional Area (9 hours required)

- EDUC 5303 Developmental Stages of Early Childhood-Adolescence
- EDUC 6302 Research in Education (S-L)
- EDUC 6304 The Learning Process

Resource Area (6 hours required) *(one course is non-credit)*

- EDUC 6306 Curriculum Design and Evaluation
- EDUC 6308 The School and the Multicultural Society
- EDUC 6010 Professional Portfolio

(S-L) = Course(s) with field-based service-learning component

Master of Arts in Christian Education/Master of Business Administration Dual Degree

Judy Morris, D.Ed.Min., M.A. in Christian Education Program Director
Sandra Reid, Ph.D., M.B.A. Program Director

The role of the church leader continues to grow in complexity as the concept of the global community expands. The pressure to operate as a business with scarce resources is a reality that cannot be ignored. Many predict that the real mission fields in the future will be through business leaders as they work in the United States, Europe, and third world countries, heightening the demand to blend theological knowledge and training with business theory and application.

Prospective students from the ministry will pursue this dual degree to obtain and strengthen the skills and competencies needed to be effective in church leadership roles such as executive pastor, division leader, church planter, and/or global ministry. In addition, while the vast majority of students applying for admission to this unique, dual degree program may already be serving in a ministry or believe they are called to serve, there will also be students who have started a business career and subsequently sense a call to the ministry.

ADMISSIONS

Existing admission criteria will remain the same for both degree programs.

- An MBA student will need to meet the requirements of and be accepted by the Master of Arts in Christian Education Admission Committee.
- A Master of Arts in Christian Education student will need to meet the requirements of the MBA Program and be accepted by the Masters Degrees Admission Committee.

PREREQUISITES

Prerequisite course work must be satisfied for both degree programs.

- Master of Arts in Christian Education prerequisites are 9 hours.
- Master of Business Administration prerequisites are 15 hours at the 5000-level or 21 hours at the undergraduate level.

STUDY PLAN

Master of Business Administration

Required Core Curriculum (24 hours)

ACCT 6321	Managerial Accounting
FINA 6301	Corporate Finance
MANA 6302	Quantitative Analysis for Managers
MANA 6310	Leadership in Management
MANA 6320	Business Ethics
MISM 6314	Management Information Systems
MRKT 6301	Creative Problem Solving Mktg Decisions (S-L)
MANA 6341	Strategic Management Decisions (Capstone) (S-L)

Concentration (12 hours)

12 hours (4 courses) transferred from MACE core

TOTAL CREDIT HOURS REQUIRED: 54 hours

24	hours MBA Core Course Requirements
18	hours from Master of Arts in Christian Education Core Course Requirements
12	hours transferred from Master of Arts in Christian Education Core as MBA Concentration in Christian Education

(S-L) = Course(s) with field-based service-learning component

Master of Arts in Christian Education

Required Core Curriculum (30 hours)

MACE 5302	Biblical Servant Leadership
MACE 6301	Introduction to Christian Education
MAWL 6303	Spiritual Formation and Worship
MACE 6304	Philosophy and Principles of Christian Education
THEO 6305	Christian History and Heritage
THEO 6306	Systematic Theology
MACE 6307	Church and Business Administration
MACE 6308	Evangelism, Missions, Growth - Education Ministry
THEO 5313	Applied Hermeneutics
MACE 6310	Church Staff and Member Relations Practicum (S-L)

Concentration (12 hours)

12 hours (4 courses) transferred from MBA core

TOTAL CREDIT HOURS REQUIRED: 54 hours

30	hours Master of Arts in Christian Education Core Course Requirements
12	hours from MBA Core Course Requirements
12	hours transferred from MBA Core as Master of Arts in Christian Education Concentration in Business Administration

Master of Arts in Christian Education: Student Ministry/Master of Arts in Global Leadership Dual Degree

Dwayne Ulmer, Ed.D., M.A.C.E. in Student Ministry Program Director
Bob Garrett, Ph.D., M.A. in Global Leadership Program Director

Global leaders recognize that the world population of the 21st century includes a large majority of young people, constituting a strategic group in every society. This dual degree prepares students to integrate the skills and knowledge needed to work with youth and young adults in effective ministry to different cultures and worldviews as today's student minister is involved in hands-on service to others while preparing youth to live out their faith in an intercultural and multiethnic environment.

ACADEMIC REQUIREMENTS

For academic and admission requirements, see the MAST or MAGL admission requirements.

PREREQUISITES (9 hours of religion classes)

Old Testament Survey
New Testament Survey
One upper level course in Religion or Theology (to be selected in consultation with advisor).

(Above courses completed either prior to enrollment or during the first academic year).

STUDY PLAN

CURRICULUM OVERVIEW

15 hours	Shared Core Curriculum
3 hours	Practicum Requirement
18 hours	MAST Curriculum
18 hours	MAGL Curriculum
54 hours	TOTAL

PRACTICUM REQUIREMENT (3 hours)

Students may choose any one of the following courses:
MACE 6310 Church Staff and Member Relations Practicum (S-L)
MAGL 5315 Leadership Practicum (S-L)
MAGL 5316 Global Leadership Practicum (S-L)

Master of Arts in Christian Education: Student Ministry Curriculum (18 hours)

Student must complete the following three courses:

MACE	6301	Introduction to Christian Education
MAST	6352	Student Ministry in a Global Context
MAST	5313	Ministry with Youth
<i>or</i>		
MAST	6320	The Collegiate Campus Minister (S-L)

Students must choose any three of the following courses:

MAST	6356	Developing Student Ministry Lay Leaders
MAST	6350	Family-Based Youth Ministries
MAST	6351	Youth Culture Issues
MAST	6354	Collegiate Ministry Strategies
MAST	6353	Adolescent Development
<i>or</i>		
MACE	6316	Stages in Human Development

(S-L) = Course(s) with field-based service-learning component

Master of Global Leadership Curriculum (18 hours)

MAGL	5330	Introduction to Missiology
MAGL	5333	Local Church on Mission

Students may choose any four courses to complete 12 hours from the Concentrations listed in the MAGL degree – including Missions, Global Studies, ESL, East Asian Studies, International Relations, or Business Communication.

Master of Arts in Christian Education: Student Ministry/Master of Arts in Management Dual Degree

Dwayne Ulmer, Ed.D., M.A.C.E. in Student Ministry Program Director
Joanne Hix, M.A. in Management Program Director

The role of the student ministry leader continues to grow in complexity, heightening the need to blend theological knowledge, specialized student ministry training, and business management theory and application. Student ministers will pursue these degrees to gain the skills and competencies needed for effective church and parachurch leadership in areas such as student ministry or church planting.

ADMISSION

Existing admission criteria would remain the same for both degree programs.

- A MAM student will need to meet the requirements of and be accepted by the MAST Admission Committee.
- A MAST student will need to meet the requirements of the MAM Program and be accepted by the Masters Degrees Admission Committee.

PREREQUISITES

Prerequisite course work must be satisfied for both degree programs.

- MAST prerequisites are 6 hours.
- MAM prerequisites are 9 hours at the 5000-level or 18 hours at the undergraduate level.

STUDY PLAN

Master of Arts in Management

Required Core Curriculum (24 hours)

MANA	6310	Leadership in Management
MANA	6312	Communication and Business Behavior
MANA	6314	Managing Change
MANA	6316	High Performance Work Teams
MANA	6320	Business Ethics
MANA	6321	Organizational Behavior
MANA	6323	Human Resource Management (S-L)
MANA	6360	Problems and Challenges in Organizational Management (Capstone)

Concentration (12 hours)

12 hours (4 courses) transferred from MAST core

TOTAL HOURS

MASTER OF ARTS IN MANAGEMENT CORE

24 hours
18 hours from MAST Core
12 hours transferred from MAST Core as MAM Concentration
54 hours

(S-L) = Course(s) with field-based service-learning component

Master of Arts in Christian Education: Student Ministry

Required Core Curriculum (30 hours)

MACE	5302	Biblical Servant Leadership
MACE	6301	Introduction to Christian Education
MAWL	6303	Spiritual Formation and Worship
THEO	6305	Christian History and Heritage
THEO	6306	Systematic Theology
MACE	6310	Church Staff and Member Relations Practicum (S-L)
MAST	5313	Ministry with Students
or		
MAST	6320	The Collegiate Campus Minister
MAST	6350	Family-Based Student Ministry
or		
MAST	6354	Collegiate Ministry Strategies
MAST	6351	Student Cultural Issues
MAST	6356	Developing Student Ministry Lay Leaders

Concentration (12 hours)

12 hours (4 courses) transferred from MAM core

TOTAL HOURS

MASTER OF ARTS IN CHRISTIAN EDUCATION:STUDENT MINISTRY CORE

30 hours
12 hours from MAM Core
12 hours transferred from MAM Core as MAST Concentration
54 hours

Master of Arts in Global Leadership/Master of Business Administration Dual Degree

Bob Garrett, Ph.D., M.A. in Global Leadership Program Director
Sandra Reid, Ph.D., M.B.A. Program Director

This dual degree program provides students with an integrated approach to the study of international business, cross-cultural communication dynamics, and Christian witness in a global environment. The business training and skill obtained while earning an internationally recognized educational credential provides insight into how international business can improve human well-being and support kingdom growth, while creating a career platform from which to pursue Christian ministries in a global setting.

ADMISSION

Existing admission criteria would remain the same for both degree programs.

- An MBA student will need to meet the requirements of and be accepted by the MAGL Admission Committee.
- A MAGL student will need to meet the requirements of the MBA Program and be accepted by the Masters Degrees Admission Committee.

PREREQUISITES

Prerequisite course work must be satisfied for both degree programs.

- MAGL prerequisites are 9 hours.
- MBA prerequisites are 15 hours at the 5000-level or 27 hours at the undergraduate level.

STUDY PLAN

Master of Business Administration

Required Core Curriculum (24 hours)

ACCT	6321	Managerial Accounting
FINA	6301	Corporate Finance
MANA	6302	Quantitative Analysis for Managers
MANA	6310	Leadership in Management
MANA	6320	Business Ethics
MISM	6314	Management Information Systems
MRKT	6301	Creative Problem Solving Marketing Decisions (S-L)
MANA	6341	Strategic Management Decisions (Capstone) (S-L)

Concentration (12 hours)

12 hours (4 courses) transferred from MAGL core

TOTAL HOURS

MASTER OF BUSINESS ADMINISTRATION CORE

24 hours
18 hours from MAGL Core
12 hours transferred from MAGL Core as MBA Concentration
54 hours

(S-L) = Course(s) with field-based service-learning component

Master of Arts in Global Leadership

Required Core Curriculum (24 hours)

MACE	5302	Biblical Servant Leadership
MAWL	6303	Spiritual Formation and Worship
THEO	6305	Christian History and Heritage
THEO	6306	Systematic Theology
THEO	5313	Applied Hermeneutics
MAGL	5330	Introduction to Missiology
MAGL	5315	Leadership Practicum (S-L)
MAGL	5316	Global Leadership Practicum (S-L)

Controlled Electives (6 hours)

6 hours (2 courses) from MAGL controlled electives list or International Business concentration

Concentration (12 hours)

12 hours (4 courses) transferred from MBA core

TOTAL HOURS

MASTER OF ARTS IN GLOBAL LEADERSHIP CORE

30 hours
12 hours from MBA Core
12 hours transferred from MBA Core as MAGL Concentration
54 hours

Doctoral Programs

Ed.D. in Educational Leadership

Dan MacMillan, Ed.D., Director

Traditional Program – students enrolled in the Ed.D. in Education Leadership Program before Fall 2007

The Ed.D. in Educational Leadership emphasizes a practical approach to leadership development and accentuates the servant leadership model. This degree program is for individuals who intend to put their skills into practice through positions of leadership in higher education institutions or K-12 school systems. DBU's purpose is to provide a transforming Christ-centered quality education, and our desire is to produce servant leaders who are trained to develop other leaders through the knowledge and skills gained in this doctoral program.

The program offers **two tracks of study**:

- **Higher Education Leadership** - provides cognate studies in community college leadership, higher education administration and leadership, and student affairs leadership.
- **K-12 Leadership** - equips leaders who intend to serve in K-12 school systems and includes Texas superintendent's certification.

The Doctor of Education in Educational Leadership is a **60-hour** program with twenty-one (21) credit hours of core studies in educational leadership, nine (9) credit hours in research studies, six (6) credit hours of internship, twelve (12) credit hours of cognate studies, six (6) credit hours of additional concentration in a academic discipline or independent study, and six (6) credit hours of dissertation research and writing. In addition, each student will complete two 250-hour service-learning internships as part of the degree program that will enhance his or her competencies in a selected academic field or department. A primary goal of the Ed.D. program is that the integrated curriculum and the praxis-based experiences create significant transforming personal growth within each student, who will emerge well-equipped to contribute in his/her field.

The program is academically rigorous and practical in design. Students from other countries, diverse cultures, different higher education institutions, and various school systems enrich this graduate program. This is an exciting and stimulating educational experience for everyone involved.

Classes are offered each fall, spring, and summer term. Students who enroll in six hours during each term will be able to complete their coursework in approximately three years. Upon successful completion of all doctoral coursework and the subsequent comprehensive exams, the student may begin the dissertation process. All requirements for the Ed.D. degree must be completed within a period of seven years from the date of initial enrollment in the program.

Ed.D. in Educational Leadership Curriculum

The Ed.D. in Educational Leadership requires 60 credit hours for graduation.		
HIGHER EDUCATION LEADERSHIP CORE	21 HOURS	K-12 LEADERSHIP CORE
Foundations of Education History of Higher Education Higher Education Law Leadership and Management Theories Budgeting and Finance in Education Ethics and Leadership Theory: Servant Leadership Leadership and Communication in Education		Foundations of Education Historical Leadership Advanced School Law (K-12) Leadership and Management Theories Budgeting and Finance in Education Ethics and Leadership Theory: Servant Leadership Leadership and Communication in Education
RESEARCH COURSES	9 HOURS	RESEARCH COURSES
Principles of Educational Research Dissertation Research and Prospectus Design Quantitative and Qualitative Methods and Analysis *		Principles of Educational Research Dissertation Research and Prospectus Design Quantitative and Qualitative Methods and Analysis *
INTERNSHIP	6 HOURS	INTERNSHIP
Internship or Practicum in Higher Education		Internship or Practicum in Education
COGNATE STUDY AREAS (Select a Specialized Area of Study)	12 HOURS	COGNATE STUDY AREAS (Select a Specialized Area of Study)
Academic Affairs Leadership Community College Leadership College and University Leadership Student Services Leadership		Learning Communities and Relationships Human Resource Management and Development Instructional Leadership and School Improvement The Superintendency
CONCENTRATION COURSES	6 HOURS	CONCENTRATION COURSES
Additional hours in academic discipline Independent Study Electives		Additional hours in academic discipline Independent Study Electives
DISSERTATION	6 HOURS	DISSERTATION
TOTAL	60 HOURS	TOTAL

* A graduate-level statistics course is a Prerequisite for Quantitative and Qualitative Methods and Analysis. If the student has not earned a grade of B or higher in statistics at the master's level, the student must take Introduction to Statistics as a designated elective prior to enrolling in the doctoral-level course.

Ed.D. in Educational Leadership

Dar: MacMillan, Ed.D., Director

Cohort Program – Students that entered the Ed.D. in Educational Leadership program after the Fall semester 2007

The purpose of the Dallas Baptist University Ed.D. in Educational Leadership Program is to provide Christ-centered, quality, research-based doctoral studies in the area of educational leadership to adult practitioner-learners in order to produce servant leaders who have the ability to integrate faith and learning for the purpose of school improvement.

The Ed.D. in Educational Leadership emphasizes a practical approach to leadership development that accentuates the servant-leadership model. This degree program is for individuals who intend to put their skills into practice through positions of leadership in higher education institutions, K-12 school systems, and education ministries. DBU's purpose is to provide a transforming Christ-centered quality education. Our desire is to produce servant-leaders who are trained to develop other leaders through the knowledge and skills gained in this doctoral program.

The program offers **three tracks of study**:

- **Education Ministry Leadership** – Equips students for educational leadership in churches, universities, state and national conventions, denominational agencies, and other Christian based institutions and ministries.
- **Higher Education Leadership** – Equips students for senior-level leadership and service in public and private higher education institutions.
- **K-12 Leadership** – Equips students for district-level leadership and service in both public and private K-12 school systems

The Ed.D. in Educational Leadership is a sixty (60) credit hour program consisting of 27 hours of core studies, in educational leadership 9 hours of research studies, 18 hours of cognate studies, and 6 hours of dissertation research and writing. The program is designed to provide an opportunity for students to begin writing their dissertation proposal in the third year of study. The program is academically rigorous yet practical in design.

Ed.D. in Educational Leadership Cohort Curriculum

The Ed.D. in Educational Leadership Cohort Program requires a minimum of 60 credit hours for graduation.

LEADERSHIP AND EDUCATION CORE

27 HOURS

Developmental Theories
 Learning Theories
 Organizational Behavior and Leadership
 Leadership and Management Theories
 Strategic Planning
 Marketing and Public Relations
 Personnel Management
 Social and Cultural Contexts of Education (Global)
 Social and Cultural Contexts of Leadership (Global)

RESEARCH CORE

9 HOURS

Principles of Educational Research
 Quantitative Research Methods and Analysis (Master Level Stats Prerequisite)*
 Qualitative Research Methods and Analysis

TRACKS OF STUDY

18 HOURS

K-12 Education Leadership

Budgeting and Finance Principles
 Internship in K-12 Leadership (S-L)
 Advanced School Law (K-12)
 Assessment and Evaluation of Students
 Supervision and Staff Development Training
 Curriculum Design and Administration

Higher Education Leadership

Budgeting and Finance in Higher Education
 Internship in Higher Education Leadership (S-L)
 The Law and Higher Education
 Student Services Leadership
 College and University Leadership
 Academic Affairs Leadership

Education Ministry Leadership

Ministry Development and Design
 Internship in Ministry Leadership (S-L)
 Church and Denomination Governance and Organization
 Faith Formation and Christian Education Process
 Volunteer Leader Development and Management
 Church Curriculum Design and Application

DISSERTATION

6 HOURS

Dissertation I
 Dissertation II

**Dissertation I includes committee assignment proposal defense. Students remain in continuous enrollment in Dissertation I until all the course requirements are met. Student enrolls in Dissertation II only after their Proposal has been presented and successfully defended. Dissertation II includes dissertation finalization and defense.*

TOTAL

60 HOURS

** A graduate-level statistics course is a Prerequisite for Quantitative and Qualitative Methods and Analysis. If the student has not earned a grade of B or higher in statistics at the master's level, the student must take Introduction to Statistics as a designated elective prior to enrolling in the doctoral-level course.*

(S-L) = Course(s) with field-based service-learning component

Ph.D. in Leadership Studies

Jeremy Dutschke, Ph.D. Acting Director

The Dallas Baptist University Ph.D. in Leadership Studies is an interdisciplinary degree, requiring a total of sixty (60) credit hours of advanced study beyond the master's degree: thirty (30) credit hours of core leadership studies; nine (9) credit hours of research and statistics (assuming that a student enters with at least one master's level statistics course); twelve (12) credit hours of electives in one of four areas of concentration (business, education, higher education, or general leadership); a 120-hour mentored internship (3 credit hours) of eight hours of training each week for fifteen weeks; and the writing of a prospectus and dissertation, for which six (6) credit hours will be awarded upon completion. Organized both systematically and thematically, the study and research of leadership derives from the biblical, classical, philosophical, historical, and global dimensions of effective leadership. It draws from, and integrates with, the fields of business, education, higher education, and general leadership, including the practice of ministry. Across the curriculum the program includes several theoretical and behavioral cognates: applied biblical ethics, motivational communication skills, issues related to conflict and change, and the value of cultural diversity.

Academically rigorous and creative, faculty and students engage the study of leadership as a community of scholars from business, education, government, ministry, and other disciplines. In addition to the semester courses, the program includes three summer institutes comprised of 7-14 day intensive sessions. The first summer institute is held in Dallas and focuses upon personal growth, professional development plans, and leadership courses. The second summer institute includes a trip to Washington, D.C. with a special emphasis on political leadership. The third summer institute takes place in Oxford, England, with a concentration on global and cultural leadership issues.

Ph.D. in Leadership Studies Curriculum

CORE LEADERSHIP COURSES - 24 HOURS
Leadership Experiences and Development Leadership Theories Biblical Servant Leadership Classical Leadership Political Leadership Global Leadership Organizational Leadership Leadership for the Future
LEADERSHIP STUDIES - 9 HOURS
Mentored Leadership Internship (S-L) Readings Course: Great Books/Biographies Readings Course: Special Topics
CONCENTRATION STUDIES - 12 HOURS
Business Education General Leadership Higher Education Ministry
RESEARCH AND STATISTICS - 9 HOURS
Statistics II – Advanced Graduate-Level Statistics * Research I – Principles and Critical Thinking Research II – Prospectus Design
DISSERTATION - 6 HOURS
TOTAL - 60 HOURS

(S-L) = Course(s) with field-based service-learning component

Graduate Course Descriptions

Accounting

ACCT 5311 (3-3-0) Survey of Accounting

This course introduces students to accounting, the language of business. Students will learn the techniques for financial data accumulation and reporting under generally accepted accounting principles. Students will also study the accounting concepts and methods used in managerial planning, control, and decision-making. A major course objective is to prepare students to interpret and understand corporate financial statements as a basis for evaluating an organization's performance. Equivalent to ACCT 2301 Principles of Financial Accounting and ACCT 2302 Principles of Managerial Accounting. Fall, Spring, Summer, Online.

ACCT 6321 (3-3-0) Managerial Accounting

This course is a study of the internal accounting methods of business organizations. The course's major emphasis is the use of accounting for planning and control. Various topics include determining manufacturing costs, cost behavior patterns, costing systems, cost-volume relationships, relevant costs, budgeting and control procedures, responsibility accounting, transfer pricing, and capital budgeting. Fall, Spring, Summer, Online. Prerequisite: ACCT 5311 or undergraduate equivalent. (MISM 6314 strongly recommended).

ACCT 6330 (3-3-0) Taxation of Business Entities

This course introduces students to basic tax concepts and federal tax laws affecting business entities. The primary objective is to enable students to identify tax issues and basic tax research. Fall. Prerequisite: ACCT 5311 or undergraduate equivalent.

ACCT 6332 (3-3-0) Advanced Topics in Taxation

This course is a continuation of ACCT 6330 and will acquaint students with tax planning opportunities and risks inherent in common management decisions. Fall. Prerequisite: ACCT 6330.

ACCT 6333 (3-3-0) Accounting Systems

The major objective of this course is understanding the development and analysis of financial and managerial accounting systems. Topics include origination, classification, control, development, and design and installation of accounting systems. The importance of reliable internal controls is a central theme. Fall hybrid; Summer online (odd years) Prerequisite: ACCT 6321.

ACCT 6335 (3-3-0) Financial Statement Analysis

This course presents fundamental analysis techniques and stresses the use of financial accounting in decision making. The focus will be on the role of financial statement analysis by decision makers for current evaluation and future prediction. Spring hybrid; Summer online (even years) Prerequisite: ACCT 5311 or undergraduate equivalent.

ACCT 6342 (3-3-0) Internal Auditing (S-L)

This course presents the current theory and procedures used by internal auditors, and examines the internal auditing process and the auditing skills specific to internal auditing. Internal auditing includes both managerial and financial audits of non-profit and for-profit organizations. Emphasis will be on professional standards, internal controls, and statistical methods. This course contains a field-based service-learning component. Fall. Prerequisite: ACCT 5311 or undergraduate equivalent.

ACCT 6343 (3-3-0) Accounting for Governmental and Non-profit Entities

A survey course of budgeting and fund accounting as applied to non-profit and governmental entities: hospitals, schools, religious and charitable organizations, municipalities, and other governmental units. Spring. Prerequisite: ACCT 6321.

Business

BUAD 5301 (3-3-0) Orientation to American Business Techniques and Culture (EDUC 5301, MALA 5319)

This course is designed for international students as an introduction/orientation to business and education in the U.S. In addition to practical application through presentations, interviews, and company visits, students will strengthen basic skills in order to prepare for graduate work. Areas of focus will include graduate-level writing, research skills, case analysis, and interpersonal communication. Prerequisite: Enrollment is limited to first year International M.B.A. students only.

Business Communication

BUCM 6301 (3-3-0) Directing Organization Communication

This course focuses on strategy for corporate and nonprofit organizations in directing organization communication through developing a communication plan. Students will learn relevant principles and practices of communication theory adaptive to public relations, corporate and nonprofit advocacy and advertising, crisis management and reputation control, marketing, employee relations and community perception. Fall. Prerequisites: MANA 51.521, MANA 51.522, and MRKT 51.521, or undergraduate equivalents.

BUCM 6302 (3-3-0) Customer-Centric Communication

This course focuses on leading high performance work teams and coordinating departments throughout an organization to serve the customer, both internally and externally. Communication tools such as press releases, employee handbooks, blogging, word-of-mouth, and stakeholder materials will be reviewed. Comprehensive written and verbal communication with a focus on writing, creating, and delivering high-impact presentations using advanced computer graphics and persuasion styles will be studied. Enhancement of communication skills, techniques, and theories that lead to more persuasive, influential, and professional performance will be an integral part of the course. Spring. Prerequisites: BUCM 6301 and MISM 6314.

BUCM 6304 (3-3-0) Leadership in Global Business Communication

This capstone course applies communication on a global basis, integrating multiple cultures, diversity, economic, psychological, sociological, technological, legal and regulatory forces of a rapidly-globalizing marketplace. The capstone project will include components of business, communication, and training plans on the global environment. Fall, Spring. Prerequisites: BUCM 6302 and MANA 6312.

Christian Education

MACE 5302 (3-3-0) Biblical Servant Leadership

This course will explore the practice of leadership from a Biblical servant leader point of view and the various styles of leadership. Students will be encouraged to develop a personal set of leadership principles reflecting those of a servant. Considerations will also be given to developing people skills, team building skills, and conflict management skills. Students must take this course during their first year in the program.

MACE 6301 (3-3-0) Introduction to Christian Education

This course provides an overview of the field of Christian education including organization and methods. Considerations will be given to current church practices and to developing a criterion for building a great commission driven education ministry for all age groups in the local church. Fall, Spring, Online. Students must take this course during their first semester in the Master of Arts in Christian Education program.

MACE 6304 (3-3-0) Philosophy and Principles of Christian Education

This course includes an overview of the history of Christian education. Focus will be given to the biblical and theological basis of Christian education in the church and especially the purpose of New Testament churches as it relates to education and evangelism. Online.

MACE 6307 (3-3-0) Church and Business Administration

This course reviews the philosophy and principles of church and business administration in relationships to ministry objectives. Areas considered in the study are: functional areas of church administration, preparing of a constitution and by-laws, church organization, planning, church staff development, staff meetings, office management, finances, facilities, food services, insurance, and legal issues related to personnel, taxes, and the security of children and others involved in church ministry.

MACE 6308 (3-3-0) Evangelism, Missions, and Growth Through Education Ministries

This course will focus on the role of evangelism, missions, and growth in the education ministry of the church. It will include a study of church growth principles and their application in education ministry. The place of missions and mission activity development will be studied with special emphasis upon local community missions. Students will develop their personal testimony, learn to present the plan of salvation, and learn to teach lay leaders and members to witness. Some attention will be given to contemporary and innovative church growth methodologies.

MACE 6309 (3-3-0) Developing Lay Leaders in the Church

This course will give strong focus to developing a theology of service for church members and leaders that includes polity and the way a church organizes for its work. Areas covered are: discovering leaders through their spiritual gifts assessment, establishing a climate for service, effective ways for enlisting people to serve, providing training for service, establishing a climate for service, evaluating service, and providing support for those who serve. Online.

MACE 6310 (3-3-0) Church Staff and Member Relations Practicum (S-L)

This course is designed to give each student one semester of supervised practicum related to the student's vocational goal. Each student will be paired with a full-time practitioner for guidance and for hands-on experience. Every effort will be made for students to observe the practitioner in his/her role, to carry out assignments or projects under the supervision of the practitioner, or to serve part-time or full-time in a staff position related to his/her vocational goal. The student will meet with an assigned professor once each month during the semester for reporting and for discussions related to church staff and member relationships. This course contains a field-based service-learning component. Fall, Spring, Summer. Prerequisite: Approval of the Director. Students must take this course during their final semester in the program.

MACE 6314 (3-3-0) Ministry with Adults

This course is designed to help students identify foundational issues of effective educational ministries with adults (married and single) in the local church. Adult developmental theories, ministries, programs, and educational approaches appropriate with adults will be included. Special attention will be given to reaching adults for Christ, church membership and ministry involvement. Online.

MACE 6315 (3-3-0) Ministry with Senior Adults

This course is a study of the characteristics, needs, and potential of later adulthood. A review of biblical and theological foundation for senior adult ministry will be considered. Special emphasis will be given to church and education programming for ministry with seniors.

MACE 6316 (3-3-0) Stages of Human Development

A study will be made of the developmental process for early childhood, children, youth, and adult age groups to determine characteristics, problems, life situations, and moral/religious needs of each age group. Special attention will be given to the physical, cognitive, social, emotional, spiritual, sexual, and personality development during each life stage. The purpose of this course is to provide students with insights to address creatively contemporary issues related to each age group in church ministry and related vocations.

MACE 6317 (3-3-0) Biblical Foundation and Models for Small Group Ministry

The student will explore models of Christian Education small group ministries, develop a biblical philosophy for small group ministry, and consider the multi-level relationship that must exist between the home church and the respective small group ministry relative to curriculum, leadership, and other resources. Fall, Spring.

MACE 6318 (3-3-0) Equipping and Nurturing Small Group Leaders

The student will gain knowledge and skills for enlisting, organizing, developing, leading, and training leaders of small group ministries. Fall, Spring, Summer, Online.

MACE 6322 (3-3-0) Introduction to Christian Counseling

A study will be made of the basic Christian and Biblical methods used in Christian counseling. Special attention will be given to the specific and typical counseling and crisis issues during each life stage. The purpose of this course is to provide students with the basic tools of pastoral counseling that are distinctively Christian in contemporary issues related to various age groups of local church ministry. This does not qualify students to sit for the Licensed Professional Counselor exam.

MACE 6355 (3-3-0) Recreation Ministry in the Church

This is a survey class designed to help students learn how to develop a comprehensive recreation ministry for the local church. This course will include an overview of various recreational elements including but not limited to sports and games, physical fitness, camping, adventure recreation, drama, interpretive movement, clowning, puppetry, and crafts. Special attention will be given to a philosophy of church recreation and ministry as well as to the work of the recreation minister in a local church. In addition students will explore church recreation administration and discover the benefits of a recreation program that meets the needs of various age-groups in the local church.

MACE 6360 (3-3-0) Communication Strategies for Ministry

This course will cover effective communication channels used in the church and denominational ministry. It will provide overview of the kinds of communication strategies such as verbal, print, art, drama, radio, television/film, multimedia, the Internet, and more. The course will also explore the process of communication analysis, internal and external audience communication, and include readings from various Christian publications as well as speaking and writing assignments in various contexts. Winter.

MACE 6361 (3-3-0) Writing and Editing for Christian Publishing

This course will help equip students in basic forms of writing for non-academic, general Christian communication, and curriculum as well as academic journals. Students will also evaluate various forms of Christian journalism and publishing. Focus will be given to improving writing and editing skills, writing for religious audiences, and understanding the publishing process. Students will write and edit a variety of pieces including opinion, editorial, devotionals, academic journal articles, feature articles, as well as developing, writing, and editing curriculum.

MACE 6362 (3-3-0) Christian Public Relations and Marketing for Ministry

This course will cover the principles, techniques, and tools of church public relations, including the role of publicity in the church and community. Learners will have an opportunity to develop a public relations campaign for a church or Christian ministry. In addition, the course will cover the functions of marketing for the local church and denomination from producer to consumer. The course will include market analysis, planning a promotional campaign, and selecting a method of distribution.

Christian Education: Childhood Ministry

MACE 5302 (3-3-0) Biblical Servant Leadership

This course will explore the practice of leadership from a Biblical servant leader point of view and the various styles of leadership. Students will be encouraged to develop a personal set of leadership principles reflecting those of a servant. Considerations will also be given to developing people skills, team building skills, and conflict management skills. Students must take this during their first year in the program. Fall, Spring, Online.

MACE 6301 (3-3-0) Introduction to Christian Education

This course provides an overview of the field of Christian education including organization and methods. Considerations will be given to current church practices and to developing a criterion for building a great commission driven education ministry for all age groups in the local church. Students must take this during their first semester in the Master of Arts in Christian Education program. Fall, Spring, Online.

THEO 6305 (3-3-0) Christian History and Heritage

The course overviews the history of Christianity from New Testament times until the modern era. The study focuses on the major movements, persons, and events that have influenced the development of Christianity with attention to some of the largest contemporary denominations including special emphasis on Baptist history, doctrine, and polity. Fall, Spring, Online.

THEO 6306 (3-3-0) Systematic Theology

This course surveys the following Christian doctrines: revelation and the Bible, God, creation and providence, humankind, sin, the person of Christ, the work of Christ, the Holy Spirit, salvation and the Christian life, the church, and last things. Fall, Spring, Online.

MACE 6309 (3-3-0) Developing Lay Leaders in the Church

This course will give strong focus to developing a theology of service for church members and leaders that includes polity and the way a church organizes for its work. Areas covered are discovering leaders through their spiritual gifts assessment, establishing a climate for service, effective ways for enlisting people to serve, providing training for service, establishing a climate for service, evaluating service, and providing support for those who serve. Fall, Spring, Online.

MACE 6310 (3-3-0) Church Staff and Member Relations Practicum (S-L)

This course is designed to give each student one semester of supervised practicum related to the student's vocational goal. Each student will be paired with a full-time practitioner for guidance and for hands-on experience. Every effort will be made for students to observe the practitioner in his/her role, to carry out assignments or projects under the supervision of the practitioner, or to serve part-time or full-time in a staff position related to his/her vocational goal. The student will meet with an assigned professor once each month during the semester for reporting and for discussions related to church staff and member relationships. This course contains a field-based service-learning component. Fall, Spring, Summer, Online. Students must take this during their final semester in the program. Prerequisite: Approval of the Director.

MACE 6322 (3-3-0) Introduction to Christian Counseling

A study will be made of the basic Christian and Biblical methods used in Christian counseling. Special attention will be given to the specific and typical counseling and crisis issues during each life stage. The purpose of this course is to provide students with the basic tools of pastoral counseling that is distinctively Christian in contemporary issues related to various age groups of local church ministry. This does not qualify students to sit for the Licensed Professional Counselor exam.

MACH 5311 (3-3-0) Early Childhood Ministry

During the first five years of a child's life, foundations are laid for a lifetime of learning and growth. The course will combine knowledge, theory, and practical application to enable the student to work with young children in any church setting. This study will include a review of the characteristics of early childhood. Students will study the practical skills needed to provide age appropriate learning experiences and activities for children birth through five years of age. Attention will be given to planning and operating programs for this age group in the church and during the week. The roles and work of the early childhood minister including his/her role with parents will be discussed.

MACH 5312 (3-3-0) Ministry with Children

This is a survey class to help students learn how to develop a quality ministry to children in grades 1-6 and their families. The course will include a review of the characteristics of children from first through the sixth grade. Students will study practical skills of providing age appropriate learning experiences and activities for the children's teaching ministry of the church. A brief overview will be given for the early childhood age range during the introductory session(s) of the course. Special consideration will be given to developing lay leadership for children's ministry.

MACH 6350 (3-3-0) Ministry in Church Weekday Ministries

This course will equip ministers to understand the purpose, variety, initiation, operation, and success of weekday ministries for preschoolers and children beyond the basic program organizations of Bible study, discipleship, music, or missions. This includes Church Weekday Education, Christian schools, after-school programs, recreation leagues, summer camps, literacy partnerships, support groups, and arts programs. Special attention will be given to accreditation, licensing, and risk management in these programs.

MACH 6351 (3-3-0) Children and the Christian Faith

As children develop mentally, emotionally, socially, and physically, they are also growing spiritually and even theologically. This course will investigate the biblical foundations and history of childhood ministry as well as the faith and moral development of the child from birth to sixth grade. Attention will be given to issues related to addressing appropriate biblical content for the ages and stages of development. The course will have a significant focus on children and conversion which will include training in counseling children about salvation and equipping leaders and parents to talk with children about conversion. The class will also introduce the historical and present day issues related to catechism and discipleship of Baptists appropriate to conversion, baptism, prayer, and the Lord's Supper. Prerequisite: MACH 5311 or MACH 5312.

MACH 6352 (3-3-0) Advanced Childhood Ministry

This course is designed to focus on leadership and management of childhood ministry with close attention given to volunteer followers and employed staff, as well as pastor and staff relations. Students will also have the opportunity to gain an understanding of processes in administration including financial, personnel, and committee work. To extend the experience and knowledge of the students, focus will be given to children and families with special needs including community resources. Prerequisite: MACH 5311 or MACH 5312.

MACH 6353 (3-3-0) Ministry to Families

This course will survey what the church can do to minister to the family as a unit, not just as the individual parts of preschoolers, children, parents, or guardians. Students will explore biblical foundations of family ministry. Students will have the opportunity to learn skills related to understanding the social and cultural contexts of families and give them a foundation for designing and carrying out ministry with and through the family.

MACH 6354 (3-3-0) Research: Faith Formation in Childhood

An understanding of the process and point of conversion is essential for leaders in childhood ministry. This course will seek to equip students with skills in qualitative research that will endeavor to further knowledge in the area of children and faith formation, and will encourage serious analysis, synthesis and evaluation of developing patterns and trends by learners who are in ministry with children and their families. After obtaining the proper approval and training, students will interview children, their families, and other important individuals in their faith formation, transcribe the interviews, and utilize qualitative software to discover patterns and trends. The culmination of the course will be a research synthesis of the appropriate literature, interviews, and findings.

Christian Education: Student Ministry (Youth and Collegiate)

MAST 5313 (3-3-0) Ministry with Students

This is a survey class designed to help students learn how to develop a quality ministry for junior and senior high school students. This course will also give special attention to ministry with college students. The course will include a review of the characteristics for the age group. Students will study the practical skills needed for providing age appropriate learning experiences and activities for junior high, high school, and college students in the church and the community. The course will include a study of the philosophy, audience, and principles of effective ministry (youth and collegiate) in the local church. Special attention will be given to the role and work of the church youth minister and his/her work with students (college and youth) and parents, and in developing lay leaders for ministry with students.

MAST 6320 (3-3-0) The Collegiate Campus Minister

The course is an introduction to campus life and student ministry. Attention will be given to the background, philosophy, objectives, and program design. The work and skills of the Collegiate Minister will be studied in detail. The director's relationship, responsibility, and function will be examined. The student will simulate the role of the director in such areas as programming, administration, and personal ministries.

MAST 6350 (3-3-0) Family-Based Student Ministry

A study of the developmental aspects of the way junior and senior high school students relate to and live with their parents, siblings, and extended family members. Special emphasis will be given to the identification of needs and problems unique to families, both church and unchurched, and the value of local churches addressing those needs and problems. Special attention will also be given to such topics as the relationship between adolescents and middle-adulthood, the separation process, multiple family configurations of modern society, and sibling relationships. The students will also develop a strategic plan to minister to teenagers and their families through the local church.

MAST 6351 (3-3-0) Student Cultural Issues

A study of the social problems of junior and senior high school students as well as college students in America within their cultural context. The world of adolescence will be examined giving special attention to school, media, friendships, family, community, church, and other relevant social issues. In addition, the world of collegiate students will also be explored. Ministry implications and current trends will also be discussed.

MAST 6352 (3-3-0) Student Ministry in a Global Context

This is a survey class designed to help students learn how to develop a quality student ministry within a global, multi-cultural, multi-ethnic, and international context. The course will include an overview of various ethnic characteristics, political agendas, and ideological viewpoints including but not limited to Asian-American, Hispanic, African-American, and Native-American ethnic groups. Students will study practical skills and educational techniques necessary for impacting students (college and youth) from various ethnic backgrounds as well as explore ministerial approaches to reaching students with the gospel internationally. Special attention will be given to theological and philosophical foundations for student ministry within the multi-cultural and specific ethnic context of the local church.

MAST 6353 (3-3-0) Adolescent Development

A study will be made of the developmental process of adolescence. Special attention will be given to the physical, cognitive, social, emotional, spiritual, sexual, and personality development during the teenage years. The purpose of this course is to provide students with insights to address creatively contemporary issues related to teenagers in church ministry and related vocations. The course will also address basic adolescent counseling and equip students with basic skills to counsel youth who are struggling with common adolescent issues and various crisis situations.

MAST 6354 (3-3-0) Collegiate Ministry Strategies

This is a survey class designed to help students learn how to develop a strategic ministry to collegians. This course will include a review of the characteristics and developmental aspects of college students. Students will study the practical skills needed for providing age-appropriate learning experiences and activities for college students in the church and community. The course will also include a study of the philosophy, audience, and principles of effective collegiate ministry in the local church and through campus ministries. Special attention will be given to the role and work of the college minister and his/her work in enlisting and developing lay leaders for ministry with college students. It will also explore ways college students can be integrated into the overall ministry of the local church.

MAST 6356 (3-3-0) Developing Student Ministry Lay Leaders

This course will give strong focus to developing a theology of service for church members and leaders that includes polity and the way a church, specifically a student ministry, organizes for its work. Areas covered are discovering student ministry leaders through their spiritual gifts assessment, effective ways for enlisting people to serve, providing training for service, establishing a climate for service, evaluating service, and providing support for those who serve. At least half of the course will focus on developing adolescent and collegiate leaders and equipping them in biblical leadership skills for future and current leadership opportunities.

Counseling

COUN 5380 (3-3-0) Introduction to Professional Counseling

A study of professional standards, ethical guidelines, legal aspects of practice, standards of preparation for the profession, objectives of professional organizations, and the professional identity of persons providing direct counseling services. The ethical discussions include input from the profession, one's internal values, and Judeo-Christian influence. Spring, Fall, alternating Long Winter.

COUN 5382 (3-3-0) Counseling Theories and Techniques

A study of selected theories and techniques of counseling as they apply to normal and abnormal human behavior in order to aid the student in identification of a preferred counseling theory based on the student's understanding of selected theories and self-understanding of personal values, basic beliefs, and personality. An understanding and integration of the Christian world view as it impacts the counselor and counseling relationships. Spring, Summer, Fall. Prerequisite: PSYC 1301.

COUN 5383 (3-3-0) Group Counseling Methods

A study of group counseling theories and techniques. Analysis of group leadership and group processes, and practice in leading student, classroom groups. Open only to Master of Arts in Counseling and Master of Education in School Counseling programs. Spring, Summer, Fall.

COUN 5385 (3-3-0) Lifespan Human Development

A study in developmental psychology which focuses on physical, cognitive, social, emotional, sexual, and personality development from conception to death within the context of basic theories of development. Spring, Summer, Fall.

COUN 5386 (3-3-0) Psychological Testing

An introduction to psychometrics and psychological testing including the study of test reliability and validity as well as administration and interpretation of results. Fall, alternating Summers. Prerequisite: Undergraduate statistics.

COUN 5387 (3-3-0) Research Methods

A study of the scientific method of social and psychological research in order to aid the student in understanding the theoretical bases of scientific research. The student will develop a working knowledge of the research methods and problems associated with doing human research. The student will gain the ability to recognize both excellent and poor quality research and research methods. Fall, Spring. Prerequisite: Undergraduate statistics.

COUN 5389 (3-3-0) Multicultural Perspectives

A comprehensive study of selected cultural groups and an in-depth analysis of a contemporary multicultural trend or issue provide a foundational reference base for counseling practice in a growing pluralistic society. The student will examine some of the major cultural groups in the United States and abstract implications for practice in counseling. Fall, Spring, May Mini-term, alternating Winters.

COUN 5391 (3-3-0) Pre-Practicum in Counseling

This course will provide the experiential foundation for all practicum and internship experiences. Students learn communication and interpersonal skills and practice techniques of counseling under faculty supervision. Demonstration of these skills is a prerequisite for enrollment in Counseling Practicum I. Students will also examine their intrapersonal issues and interpersonal styles. Open only to students in the Master of Arts in Counseling program. Fall, Spring, Summer. Prerequisite: COUN 5380, COUN 5382 and 12 additional hours in the program.

COUN 6100 (3-3-0) Comprehensive Counseling Review

This course will provide appropriate study materials early in the semester when enrolled in COUN 6392 (Counseling Practicum I) (S-L). Each student will have two semesters to present an appropriate predictive score on the comprehensive exam. Students must achieve said score in order to receive credit (CR) for the course. Exam may be re-taken until the appropriate score is achieved. Score will be submitted to the MA Counseling program director. This course contains a field-based service-learning component.

COUN 6380 (3-3-0) Career Counseling and Lifestyle Development

A study of theories of vocational choice, the process of career and lifestyle decision making and sources of occupational information including use of the Internet. Alternating Summers, Fall, Spring.

COUN 6381 (3-3-0) Addictive and Compulsive Disorders

An introduction to the nature of current drugs of choice and how they are being abused. A survey of the addictive and compulsive behavior patterns associated with alcohol/drug abuse, eating disorders, compulsive sexual behaviors, and compulsive gambling practices. An in-depth study of treatment for addictive disorders will be included. Spring, alternating Summers. Prerequisite: COUN 5382.

COUN 6382 (3-3-0) Psychopathology

A study of psychopathology to aid the student in understanding problems of definition and classification of abnormal human behavior; development of skill in making diagnoses; a working knowledge of the diagnostic categories in the DSM-IV; and an understanding of the varying philosophies relative to diagnosis and treatment of abnormal behavior. The student will gain an appreciation of the interaction of Christian belief systems with a view of normal and abnormal behavior. Spring, Fall. Prerequisite: COUN 5380, 5382.

COUN 6383 (3-3-0) Marriage and Family Counseling

This course provides an overview of the field of family therapy. The concepts of marriage and family therapy are examined. Students will view films of family therapy sessions, explore their own family dynamics, and participate in learning experiences that will help them develop a theory of doing marriage and family. Spring, Fall, alternating Long Winters.

COUN 6384 (3-3-0) Contemporary Approaches to Christian Counseling

This course will provide a survey of selected contemporary approaches to Christian counseling. An investigation of the integration of psychology and theology as presented by leading theorists will include such topics as the relationship between religion and personality, healing and change, and functions of religious practices. Spring, Fall. Prerequisite: COUN 5382

COUN 6385 (3-3-0) Advanced Counseling Methods and Crisis Intervention

An introduction to screening, identification, and resolution of situations with the potential for crisis. A study of more elaborate methods and techniques designed to differentiate and target problem areas. Includes practice counseling of simulated crises, intakes, and treatment planning. Spring, alternating Long Winters. Prerequisite: COUN 5380 and 5382.

COUN 6386 (3-3-0) Counseling Supervision

This course is designed to teach techniques in counseling supervision, including both didactic and interactional components. Students are provided with practice opportunities of basic supervision skills. Feedback and evaluation concerning each student's supervision demonstration is given by the instructor and classmates. Students will be assisted in formulating a personal model of supervision. Periodically.

COUN 6387 (3-3-0) Counseling Victims of Trauma

This course is designed for equipping students with both practical and empirical information about how trauma impacts the whole person, how to make assessments on trauma victims, and how to treat trauma related disorders. Special focus will be on Post Traumatic Stress Disorder and Dissociative Identity Disorder. Fall, Spring.

COUN 6388 (3-3-0) Assessment and Intervention in Marriage and Family Therapy

This course is designed to introduce Master of Arts in Counseling graduate students to various assessment tools which may be deemed appropriate for utilization in marriage and family counseling. Students will also become acquainted with guidelines for selecting specific marriage and family models based on assessment data. Spring, Summer, Fall. Prerequisite: COUN 6383.

COUN 6389 (3-3-0) Play Therapy

This course is designed to assist those who work with children in understanding the relationship of toys and play to language and therapy, explore the major theories of play therapy, develop an awareness for the therapist of what a child sees and experiences from his/her perspective, gain expertise in responding to children "where they are" and on a "feeling level," enhance the participants' self awareness and self understanding, develop understanding of selection of specific toys and room set-up for play therapy, and explore other populations where "play" principles and concepts facilitate healing and growth. Fall, Spring.

COUN 6390 (3-3-0) Advanced Techniques of Play Therapy

This course is designed to assist students in drawing from several theories of play therapy in meeting individual client needs. Emphasis will be on verbal and non-verbal responses to the child that facilitate exploration of a child's feelings and thoughts. Students will learn how to use toys, verbal and non-verbal responses in a variety of therapeutic relationships. Spring. Prerequisite: COUN 6389.

COUN 6392 Counseling Practicum I* (S-L)

(150 clock hours) *Refer to the Practicum section for specific details. May be taken concurrently only with COUN 6384, Contemporary Approaches to Christian Counseling. Open only to M.A. in Counseling students. This course contains a field-based service-learning component. Spring, Summer, Fall.

COUN 6393 Counseling Practicum II* (S-L)

(150 clock hours) *Refer to the Practicum section for specific details. May be taken concurrently only with COUN 5387 Research Methods. Open only to M.A. in Counseling students. This course contains a field-based service-learning component. Spring, Summer, Fall.

COUN 6394 Practicum in Marriage and Family Therapy (S-L)

This course includes supervised delivery of direct counseling services in an approved agency or institution. Practicum focus will be on counseling couples and families. During the practicum experience the student must complete a total of 50 direct client hours, the majority of which must be with couples or families. The practicum includes a total of 150 clock hours. Students will be evaluated by analysis of taped counseling sessions, agency supervisor evaluation, and clear discussions of marriage and family theories, models, methods, and technique. To obtain credit, student must earn an "A" or a "B". This course contains a field-based service-learning component. Spring, Summer, Fall. Prerequisite: COUN 6383, COUN 6392 (S-L), COUN 6393 (S-L).

COUN 6395 (3-3-0) Advanced Trauma Counseling

This course is designed as a continuation of COUN 6387, which is the introductory course in the treatment of abuse victims. COUN 6395 is designed to go beyond the basic understanding, the assessment of trauma, and its impact on people. This course focuses on the treatment process of trauma related disorders. Major theoretical and practical aspects of the treatment of trauma related disorders will be explored and practiced with focus on Post Traumatic Stress Disorder and Dissociative Disorders. Students who want to take this class need to have taken COUN 6387 or have a working knowledge or experience in the treatment of trauma related disorders. Spring. Prerequisite: COUN 6387.

COUN 6396 (3-3-0) A Christian Approach to Human Sexuality

An introductory course to counseling for sexual issues. Students are introduced to a Christ-centered theology of sexuality, which addresses client sexual issues in counseling, biology and psychology, sexual development and dysfunction, along with appropriate intervention techniques for sexual problems. Students are also challenged in their growth and development of their own sexuality. Fall, Spring, Summer.

Conflict Resolution

CRMN 6310 (3-3-0) Conflict Resolution Management

The Conflict Resolution Management course provides the "40 classroom hours of training in dispute resolution techniques" as specified by Texas law (Texas Civil Practice and Remedies Code section 154.052) and includes lectures, group discussions, and many practice mediation sessions. Following completion of the course, the student will be qualified to perform actual mediations. Fall, Spring, Online.

CRMN 6320 (3-3-0) Advanced Family Mediation

The Advanced Mediation-Family Mediation course provides the "24 hours of training in the fields of family dynamics, child development, and family law" as specified by Texas law (Texas Civil Practice and Remedies Code section 154.052) and includes lectures, group discussions, and practice mediation sessions. Following completion of the course, the student will be qualified to perform mediations of disputes relating to the parent-child relationship (most frequently divorce and post-divorce cases). Spring. Prerequisite: CRMN 6310.

CRMN 6321 (3-3-0) Advanced Business Mediation

This course examines the mediation process in various business conflicts including employment issues, personal injury, and contract. Students will gain practical experience through role playing a business mediation. The Advanced Business Mediation course provides the "24 hours of training in the fields of law" as specified by Texas law (Texas Civil Practice and Remedies Code section 154.052) and includes lectures, group discussions, and practice mediation sessions. Fall. Prerequisite: CRMN 6310.

CRMN 6330 (3-3-0) Internship in Mediation

The Internship in Mediation course provides experiences in observing and participating in actual mediation sessions. The mediation sessions will be for the purpose of resolving all types of real disputes between people, including court-referred cases with attorneys present, police-referred cases, business cases, and community cases. Fall, Spring. Prerequisite: CRMN 6310.

Criminal Justice

CRJS 5320 (3-3-0) Ethical Issues in Law Enforcement

An in-depth study and philosophical analysis of ethical issues that confront criminal justice professionals whose practitioners are regularly confronted with ethically charged decisions. Periodically. Prerequisite: CRJS 1302 or Undergraduate Major/Minor in Criminal Justice or Past/Present Services as a Law Enforcement Officer.

CRJS 5321 (3-3-0) Principles of Organizations and Administration for Justice Professionals

A study of the basic principles of organizations, administration, and supervision, with specific reference to criminal justice personnel and organization. Spring. Prerequisite: CRJS 1302 or Undergraduate Major/Minor in Criminal Justice or Past/Present Services as a Law Enforcement Officer.

CRJS 5322 (3-3-0) Crime and Drug Problems and Control

History and casual factors of drugs and vice-type crimes, with emphasis on current education prevention programs, the effects of drug usage, along with the varied methods being utilized by governmental officials to control gambling, prostitution, pornography and other vice-type crimes. Explores the role of organized crime in these types of offenses, along with the criminal laws necessary to effectively control the activities of organized crime groups. Spring. Prerequisite: CRJS 1302 or Undergraduate Major/Minor in Criminal Justice or Past/Present Services as a Law Enforcement Officer.

CRJS 5323 (3-3-0) Crime and Community

The course considers the idea of crime and community from social, psychological, and sociological perspectives. The social patterns, characteristics and causes of crime will be examined along with theories of control and treatment. Fall, Spring, Summer, Online. Prerequisite: CRJS 1302 or Undergraduate Major/Minor in Criminal Justice or Past/Present Services as a Law Enforcement Officer.

CRJS 5324 (3-3-0) Correctional Theory and Application

A study of the history, philosophy, and theory of corrections; applications of theory to practice with emphasis on research and analysis. Periodically, Online. Prerequisite: CRJS 1302 or Undergraduate Major/Minor in Criminal Justice or Past/Present Services as a Law Enforcement Officer.

CRJS 5325 (3-3-0) White Collar Crime in America

This course is designed to alert people from the public/private sector to the methods and techniques used by white-collar criminals in committing crimes for profit. Such crimes as fraud, embezzlement, kick-back schemes, and internal thefts are emphasized in this course. Fall. Prerequisite: CRJS 1302 or Undergraduate Major/Minor in Criminal Justice or Past/Present Services as a Law Enforcement Officer.

CRJS 5326 (3-3-0) Research Methods in Criminal Justice

This course is designed to introduce the student to the scientific method of research. Topics covered include the philosophy/logic of research, hypothesis testing, the construction of concepts, sampling, data gathering, and data analysis. Completion of the course will make students better "consumers" of behavioral research data, as well as prepare them for more advanced classes in statistics and research. Examples in the class will be drawn from diverse disciplines including criminal justice, sociology, and psychology. Fall, Spring, Online. Prerequisite: CRJS 1302 or Undergraduate Major/Minor in Criminal Justice or Past/Present Services as a Law Enforcement Officer.

CRJS 5327 (3-3-0) Selected Topics in Criminal Justice

Specialized courses approved by the Texas Commission on Law Enforcement Officer Standards and Education will be offered on a continuing basis both for credit and non-credit. Courses may be repeated once for elective credit when topics varies. Periodically. Prerequisite: CRJS 1302 or Undergraduate Major/Minor in Criminal Justice or Past/Present Services as a Law Enforcement Officer.

eBusiness

MISM 6350 (3-3-0) eBusiness Technologies

This course explores the various technologies which are related to electronic business involving both synchronous and asynchronous environments. Issues related to database management (including data warehousing and data mining), programming languages, infrastructures and information technology needed to build the networks that support eBusiness, archiving, web authoring tools and homepage design, video streaming, secure socket layering, search engines, intranets, internet speed and access, servers, knowledge management, intellectual property management, and security are addressed. Students will build a website and begin an eBusiness. The eBusiness site is required to be expanded throughout all the courses in the eBusiness concentration. This course is offered online only. Fall, Spring, Summer, Online.

MISM 6351 (3-3-0) eBusiness Design and Development

Students will learn how software and hardware work behind the scenes to support an architecture that uses the browser as the front-end user interface and databases on the back-end to collect and provide the information to the user and facilitate transaction processing. The course will explore the processes necessary to provide strategic support within the organization. Issues related to eBusiness financial analysis techniques for project selection and evaluation of value added, Internet/Web design and development, maintenance, short-term and long term planning, the requirements of search engines, user corporate profit, serve customers and market the organization, managing virtual offices and virtual employees, characteristics of high tech employees and what it takes to attract and retain them will be addressed. Students are required to expand the individual eBusiness sites introduced in MISM 6350, eBusiness Technologies. The course is only offered online. Fall, Spring, Online. Prerequisite: MISM 6350.

MISM 6352 (3-3-0) eBusiness Entrepreneurship

Course will use an integrated approach to electronic business by applying the theories learned in all previous course work to the analysis of the eBusiness site which was developed and expanded upon by students in each of the eBusiness concentration courses. Students will complete a professional portfolio of business plans including technology, financial, marketing, operations, venture capital such as necessary to secure funding, and strategy. An executive summary and formal, electronic presentation are required. This course is offered online only. Fall, Spring, Online. Prerequisite: MISM 6350.

Economics

ECON 5311 (3-3-0) Managerial Economics

Managerial Economics, a survey course dealing with the practical applications of micro and macroeconomic theory, addresses the importance of understanding the framework of economics and how it can be used to develop an intelligent, ongoing interest in the problems encountered in the management of the private sector. Topics include demand and consumer behavior, empirical cost analysis, pricing practices, market structures and antitrust policy. Equivalent to ECON 2301 Principles of Macroeconomics and ECON 2302 Principles of Microeconomics. Fall, Spring, Summer, Online.

ECON 6303 (3-3-0) International Economics and the Legal Environment

Discussed in this course will be the current macro and micro theories required to understand the world economy. Special emphasis is placed on the economic, cultural, legal, and political factors which influence the welfare of nations and the strategies of international businesses. Students will also explore the rules of international law that regulate transactions between parties and nations. Fall, Spring, Online. Prerequisites: ECON 5311, MANA 51.522.

Educational Leadership

EDAD 6010 (3-3-0) Professional Portfolio

Professional portfolios provide a visual demonstration and clear understanding of student mastery of necessary skills in the student's designated program of study. The portfolio is a culmination of the student's accomplishments, skills, ability, and aptitude for their field of study at the graduate level. Degree seeking students in the College of Education are expected to present their professional portfolio to the Educator Preparation Board for assessment as evidence of program success during their final semester. Students are to follow the portfolio guidelines provided by the College of Education.

EDAD 6301 (3-3-0) Instructional Leadership Development

This course will be a study of the essential components of the Texas model for instructional leadership at the school level. Students will study the relationship between a vision of success for all students and the concepts of planning, curriculum, appraisal, professional development and accountability. The need for a school culture that is learner-centered and collaborative, focused on student performance, based on high expectations for all students, and driven by a process of continuous improvement will be studied. This course will include the application of a framework of continuous improvement to school organization and individuals in order to promote student success. Students who successfully complete this course will qualify for the Instructional Leadership Development Certificate as required by the State of Texas for teacher appraisers. Spring, Summer.

EDAD 6311 (3-3-0) Educational Organization and Administration

Analysis of administrative behavior and organizational patterns; emphasis is placed upon understanding various administrative theories and philosophical concepts as they apply to school administration; basic factors and functions of administration are studied in relation to the various programs of administration. Fall, Spring Online, Summer Online.

EDAD 6312 (3-3-0) School Law

Legal basis of education at national, state, and local levels. Major court decisions affecting organization and administration of public and private schools. Legal rights and responsibilities of school administrators and other school personnel. Fall Online, Summer.

EDAD 6313 (3-3-0) Supervision of Instruction

A study of philosophical foundations, principles and practices of effective instructional supervision in public schools. Attention is given to the supervisory methods used to improve instruction at all grade levels. Fall Online, Spring, Summer.

EDAD 6314 (3-3-0) The Principalship

A study of the roles and responsibilities of the principal in the administration of elementary, middle, and secondary schools. Emphasis is given to the leadership role of the principal in curriculum development, supervision and evaluation of instruction, provisions for exceptional children, pupil management, in-service training, and public relations. Fall, Summer Online.

EDAD 6315 (3-3-0) School Finance/Business Management

Study of roles, responsibilities, systems and procedures in school business matters. Includes budgeting, taxation, statutory programs for school support, fiscal management, business operations, management of facilities, equipment, and real property. Spring Online, Summer.

EDAD 6316 (3-3-0) School Personnel Administration

Studies, practices and principles of administration with reference to recruitment, selection and promotion, and retention of school personnel. Topics include planning for personnel needs, job analysis and evaluation, job descriptions, salaries and salary scheduling, maintenance of morale, fringe benefits, evaluation of personnel, and other employee services. Fall, Spring Online, Summer Online.

EDAD 6317 (3-3-0) School Public Relations

Principles underlying public relations, development of school and community understanding, cooperation through appropriate agents and agencies, and relationships of school personnel with the public. Fall, Spring Online, Summer Online.

EDAD 6319 (3-3-0) Christian School Education Administration

An analysis of administrative behavior and organizational patterns as applicable to both Christian school and public school situations. Various administrative theories and philosophical concepts will be studied as they apply to school administration, particularly from a Christian and Biblical viewpoint. Basic factors and functions of successful administrations will be examined. Periodically.

EDAD 6389 (3-3-0) Internship in Educational Administration (S-L)

Practicum designed to provide field experiences in school administration. The intern is assigned to an appropriate administrator in an approved elementary or secondary school. The field experience is under the supervision of a university professor and requires monthly seminar meetings at the university. The intern is given experience in developing and applying proficiencies in learner-centered leadership, learner-centered climate, learner-centered curriculum and instruction, learner-centered professional development, equity in excellence for all learners, and learner-centered communication. Specific activities and assignments ensure that the intern obtains practical experience in these proficiencies, determined collaboratively by the student, the university professor, and the cooperating administrator. Application for an internship must be made one semester prior to the semester of enrollment. This course contains a field-based service-learning component. Fall, Spring.

Education – Curriculum and Instruction

EDUC 6011 (3-3-0) Professional Portfolio

Professional portfolios provide a visual demonstration and clear understanding of student mastery of necessary skills in the areas of curriculum and instruction. The portfolio is a culmination of the student's accomplishments, skills, ability, and aptitude for this field of study at the graduate level. Degree seeking students in the College of Education are expected to present their professional portfolio to the Educator Preparation Board during their final semester for assessment as evidence of meeting the requirements of the program and a predictor of future success in the field of curriculum and instruction. Students are to follow the portfolio guidelines provided by the College of Education. Fall, Spring, Summer. Last semester of graduate study.

Education – School Counseling

EDSC 5310 (3-3-0) Introduction to School Counseling

An in-depth introduction to comprehensive developmental counseling and guidance programs in schools. The emphasis is on a learner-centered process that includes planning, implementing, evaluating, and modifying a comprehensive school counseling and guidance program. Introduction to personal work in terms of philosophy, principles, services, and standards of professionalism with emphasis on the role of the counselor. Fall, Spring, Summer, Periodically.

EDSC 5311 (3-3-0) Developmental Psychology

A study in developmental psychology which focuses on physical, cognitive, social, emotional, and personality development from conception to death within the context of basic theories of development. Fall, Spring.

EDSC 6010 (3-3-0) Professional Portfolio

Professional portfolios provide a visual demonstration and clear understanding of student mastery of necessary skills in the student's designated program of study. The portfolio is a culmination of the student's accomplishments, skills, ability, and aptitude for their field of study at the graduate level. Degree seeking students in the College of Education will be expected to present their professional portfolio to the Educator Preparation Board for assessment as evidence of program success during their final semester. Students are to follow the portfolio guidelines provided by the College of Education. Prerequisite: In final semester of graduate study.

EDSC 6310 (3-3-0) Pre-Practicum for School Counseling

A comprehensive study of the foundation of counseling in schools with an emphasis on perspective, content, organizational framework, and resources. Students will demonstrate counseling and communication skills through a variety of simulations. Fall, Spring. Prerequisite: EDSC 5310, COUN 5382 and 12 additional hours in the School Counseling Program. Open only to student in the Master of Education in School Counseling Program.

EDSC 6312 (3-3-0) Appraisal in Counseling and Development

Focuses on the principles of appraisal to facilitate student progress. This course covers the organization, planning, management, and evaluation of comprehensive school testing programs. Spring.

EDSC 6314 (3-3-0) Curriculum Organization for Guidance Programs

A comprehensive study of developmental counseling and guidance programs in schools with an emphasis on perspective, content, organizational framework, and resources. Students apply procedures for setting goals, solving problems, and integrating information within the counseling and guidance process. This course covers a study of the Texas model for program and curriculum development for grades Pre-K through 12. Spring.

EDSC 6315 (3-3-0) Administration of Guidance and Counseling Programs

A global study of the nature, formation, and implementation of campus-wide and district-wide comprehensive developmental guidance programs. All aspects of counseling and guidance are studied to prepare the student to be a counselor, lead counselor, campus administrator of counseling and guidance services, and central administrator of counseling and guidance services. Summer.

EDSC 6316 Practicum for School Counseling: Field Experience

Practical, on-the-job, supervised and evaluated field experiences that provide the foundation for internship experiences. Students develop conceptual and professional skills related to their practice at a field site. Students learn the procedures for evaluating counseling and guidance programs in the areas of a learner-centered guidance curriculum, learner-centered planning, learner-centered responsive services, and learner-centered system support. Fall, Spring. Prerequisite: EDSC 6310. Open only to students in the Master of Education in School Counseling Program.

EDSC 6318 (3-3-0) Internship for School Counseling: Field Experience (S-L)

An extensive supervised experience at a field site comprising the final component of the comprehensive preparation program for a career in school counseling. It is designed to bring together all of the experiences, skills, and knowledge gained through the coursework and experiences of the program. Students will be expected to attend intern seminars and complete all requirements designed to prepare them for the school counseling profession as outlined in the Internship Manual. The internship is the culmination of the Master of Education in School Counseling degree program and should be taken during the last semester of student's program. This course contains a field-based service-learning component. Fall, Spring. Prerequisite: EDSC 6316. Open only to students in the Master of Education in School Counseling Program.

EDSC 6380 (3-3-0) Career Development and Lifestyle Counseling for School Counselors

A study of theories of vocational choice, educational planning and career development. Explore the role of career development and career planning in comprehensive guidance programs and illustrate how all the essential services of a school counseling program are combined to assist students with their development and learning. Periodically.

Education – Elementary/Early Childhood

ECHE 5360 (3-3-0) Foundations of Early Childhood Education (ECHE 4360)

This course surveys currently respected theories for educating the young child, along with their practical applications. Curriculum materials will be examined and evaluated as related to state standards and a developmentally appropriate approach to the Texas Essential Knowledge and Skills (TEKS). Observations in local schools are required. Fall, Spring.

ECHE 6010 (0-0-0) Professional Portfolio

Professional portfolios provide a visual demonstration and clear understanding of student mastery of necessary skills in the student's designated program of study. The portfolio is a culmination of the student's accomplishments, skills, ability, and aptitude for their field of study at the graduate level. Degree seeking students in the College of Education will be expected to present their professional portfolio to the Educator Preparation Board for assessment as evidence of program success during their final semester. Students are to follow the portfolio guidelines provided by the College of Education. Prerequisite: Last semester of graduate study.

ECHE 6373 (3-3-0) The Beginnings of Reading and Writing

A comprehensive examination of the current trend toward encouraging emerging literacy as an outgrowth of language development in young children. Fall (odd years).

ECHE 6374 (3-3-0) Early Childhood Education; Development and Learning

A study of cognitive, social, language, emotional, moral, and physical development in the child from birth to age six. Particular emphasis will be given to the newest research findings. Summer (even years).

ECHE 6375 (3-3-0) Moral Development in the Young Child

Moral development theories of Piaget and Kohlberg and research findings related to parenting styles. Behavioristic, cognitive, and emotional maturity will be examined separately and in an integrated fashion. Spring (even years).

Education – General

EDUC 5021 (0-0-0) All Level Professional Development

Learning styles and effective teaching strategies for exceptional learners using the application of research on identification, assessment, teaching, and technology for the full range of exceptional learners from learning different to gifted-and-talented learners. Fall, Spring.

EDUC 5301 (3-3-0) Orientation to American Education Techniques and Culture (BUAD 5301, MALA 5319)

This course is designed for international students as an introduction/orientation to graduate education in the U.S. In addition to practical application through presentations and interviews dictated by the students; degree of choice, participants will strengthen basic skills in order to prepare for graduate work. Areas of focus will include graduate-level writing, research skills, case analysis, and interpersonal communication. Prerequisite: Enrollment is limited to IEP or first year international students only.

EDUC 5302 (3-3-0) Lifespan Human Development

A study in developmental psychology which focuses on physical, cognitive, social, emotional, and personality development from conception to death within the context of basic theories of development. Spring.

EDUC 5303 (3-3-0) Developmental Stages of Early Childhood Through Adolescence

This course surveys currently respected theories for educating the young child, along with their practical applications. Curriculum and materials will be examined and evaluated as related to state standards and a developmentally appropriate approach to the Texas Essential Knowledge and Skills (TEKS). Observations in local schools are required. Pathways to Teaching Students Only. Summer.

EDUC 5306 (3-0-0) Teaching Practicum in Secondary School

This course provides students seeking all level certification the opportunity to observe, assist, and teach in the secondary school under the supervision of experienced teachers in locally accredited schools. Students will be required to (a) provide their own transportation, (b) participate in pre-service training during the Fall semester of the academic year, and (c) successfully complete the teaching practicum for a minimum of seven-eight weeks (the student is to be concurrently enrolled in EDUC 5307; seven—eight weeks of student teaching is required for each course). This course must be taken as part of the student teaching semester. Fall, Spring. Prerequisite: All courses on a student's degree plan are prerequisites for the student teaching experience.

EDUC 5307 (3-3-0) Teaching Practicum in the Elementary School

This course provides students seeking all level certification the opportunity to observe, assist, and teaching in the elementary school under the supervision of experienced teachers in locally accredited schools. Students will be required to (a) provide their own transportation, (b) participate in pre-service training during the Fall semester of the academic year, and (c) successfully complete the teaching practicum for a minimum of seven-eight weeks (the student is to be concurrently reenrolled in EDUC 5306; seven—eight weeks of student teaching is required for each course). This course must be taken as part of the student teaching semester. Fall, Spring. *Prerequisite: All courses on a student's degree plan are prerequisites for the student teaching experience.*

EDUC 5310 (3-3-0) Introduction to Exceptional Learners

Learning styles and effective teaching strategies for exceptional learners. Application of research on identification, assessment, teaching, and technology for the full range of exceptions including handicapped and gifted-and-talented. Fall, Spring.

EDUC 5313 (3-3-0) Discipline and Classroom Management in Culturally Diverse Settings

This course focuses on research-based strategies in elementary, middle school, and secondary classrooms designed to create positive learning environments in culturally diverse field-based settings. Emphasis is given to strategies that promote the organization and management of classrooms, the response to disruptive behaviors, and the improvement of instruction. Observation in local schools is required. Fall, Spring, Summer.

EDUC 5315 (3-3-0) Pedagogy of Teaching in Culturally Diverse Settings

This course provides instruction and assessment strategies designed for elementary, middle school, and secondary classrooms. Emphasis is placed on principles of effective teaching and learning in culturally diverse field-based settings. Components of individual and group assessment will be addressed. The Texas Essential Knowledge and Skills (TEKS) will be used to plan instruction. Each student will be required to complete and present a portfolio. Fall, Spring, Summer.

EDUC 5316 (3-3-0) Studies in Classroom Management, Instruction and Assessment

The course focuses on research-based strategies in elementary and secondary classrooms designed to create positive learning environments, to organize and manage classrooms, to respond effectively to disruptive behaviors, to improve instruction and accomplish effective assessment. The Texas Essential Knowledge and Skills (TEKS) will be used to plan instruction. Observation in local schools is required. Each student will be required to compile a portfolio using the learning outcomes of the course. Pathways to Teaching Students only. Spring.

EDUC 5320 (3-3-0) Teaching the Underachiever

The course addresses the most current research and activities that work effectively with the at-risk student, as well as provide participants with successful techniques to diagnose, prescribe, and communicate concerns and needs to parents. Summer.

EDUC 5321 (3-3-0) Internship in Teaching I

Designed to meet the state guidelines for educators who are working toward teacher certification, but are not enrolled in the traditional student teaching program. Interns are individuals who are currently employed by their respective school district and assigned a regular classroom under the supervision of a mentor and a DBU supervising professor. This course is taken first in the semester prior to EDUC 5322, Internship in Teaching II. Periodically. *Prerequisite: Approval of Dean is required.*

EDUC 5322 (3-3-0) Internship in Teaching II

Designed to meet the state guidelines for educators who are working toward teacher certification, but are not enrolled in the traditional student teaching program. Interns are individuals who are currently employed by their respective school district and assigned a regular classroom under the supervision of a mentor and a DBU supervising professor. This course is a continuation of EDUC 5321, Internship I, and is taken in the second or following semester. Periodically. *Prerequisite: Approval of Dean is required.*

EDUC 5330 (3-3-0) Pedagogy of Special Education (SPED 4330)

The course examines the identification, assessment and instruction of students with special needs. Emphasis will be placed on the presentation of special education roles, placement alternatives, legal implications, current status and trends in special education. An analysis of the categories of exceptionality, characteristics, and terminology will also be presented. Spring

EDUC 5340 (3-3-0) Teaching Written Language Skills in a Multisensory Structured Language Approach

This course trains participants in the use of a multisensory structured language program for students with the specific language disabilities, dyslexia and related disorders. Periodically.

EDUC 5341 (3-3-0) Therapeutic Analysis of Written Language Disorders

This course trains participants in the therapeutic analysis of written language disorders and the use of a multisensory structured language program for students with the specific language disabilities, dyslexia and related disorders. Periodically.

EDUC 5342 (3-3-0) Classroom Management of the Learning Different Student

This course is a series of one-day seminars that contrasts the development of the average child with the at-risk student and gives practical methods of facilitating learning for the LD student. Periodically.

EDUC 5343 (3-3-0) Classroom Instruction of Language and Study Skills

This course is a series of Saturday seminars which begins with the history of language and includes oral language development. The importance of the auditory processing component in language acquisition is stressed. Written language is also discussed as well as the importance of teaching study skills to students with learning disabilities. Spring.

EDUC 5344 (3-3-0) Diagnosing Learning Different Children

This course investigates the milestones of development in the average child from birth through adolescence, with emphasis on the red flags that may appear in a child with learning differences. These red flags may signify a need for referral by the classroom teacher for further testing. The course covers many of the tests used by educational psychologist in assessing students at-risk. The parent conference which follows is also addressed. Summer.

EDUC 5345 (3-3-0) Teaching Written Language Skills with an Alphabetic Phonetic Approach

This course introduces participants to a variety of concepts related to the identification of a student with specific language disabilities and concepts related to the teaching of those students. The course also trains participants in the use of a multisensory structured language program for students with the specific language disabilities, dyslexia and related disorders. Periodically.

EDUC 5346 (3-3-0) Montessori Applied to Children at Risk for Learning Disabilities

The goal of this course is to train the Montessori teacher to adapt the Montessori curriculum to students with learning differences. Summer.

EDUC 5347 (3-3-0) Montessori Applied to Children at Risk for Learning Disabilities (Advanced)

The goal of this course is to train the Montessori teacher to adapt the Montessori curriculum to students with learning differences. Summer.

EDUC 5608 (3-3-0) Teaching Practicum in the Secondary School

This course provides students seeking secondary certification the opportunity to observe, assist, and teach in the secondary school under the supervision of experienced teachers in locally accredited schools. Students will be required to (a) provide their own transportation, (b) participate in pre-service training during the Fall semester of the academic year, and (c) successfully complete the teaching practicum for a minimum of fifteen weeks. This course must be taken as part of the student teaching semester. Fall, Spring. *Prerequisite: All courses on a student's degree plan are prerequisites for the student teaching experience.*

EDUC 5609 (3-3-0) Teaching Practicum in the Elementary School

This course provides students seeking elementary certification the opportunity to observe, assist, and teach in the elementary school under the supervision of experienced teachers in locally accredited schools. Students will be required to (a) provide their own transportation, (b) participate in pre-service training during the Fall semester of the academic year, and (c) successfully complete the teaching practicum for a minimum of fifteen weeks. This course must be taken as part of the student teaching semester. Fall, Spring. *Prerequisite: All courses on a student's degree plan are prerequisites for the student teaching experience.*

EDUC 6010 (0-0-0) Professional Portfolio

Professional portfolios provide a visual demonstration and clear understanding of student mastery of necessary skills in the student's designated program of study. The portfolio is a culmination of the student's accomplishments, skills, ability, and aptitude for their field of study at the graduate level. Degree seeking students in the College of Education will be expected to present their professional portfolio to the Educator Preparation Board for assessment as evidence of program success during their final semester. Students are to follow the portfolio guidelines provided by the College of Education.

EDUC 6302 (3-3-0) Research in Education (S-L)

A study of research techniques in education; practice in designing and implementing a research project. This course contains a field-based service-learning component. Fall, Spring, Summer Online.

EDUC 6304 (3-3-0) The Learning Process

A study of the major theories of learning and the application of these theories to curriculum design and instructional strategies; emphasis given to an analysis of learning styles. Fall Online, Spring Online, Summer.

EDUC 6306 (3-3-0) Curriculum Design and Evaluation

A study of the current and classical theories of curriculum development; analysis of determinants of the curriculum; approaches to the design and systematic evaluation of curriculum. Fall Online, Spring Online, Summer.

EDUC 6308 (3-3-0) The School and the Multicultural American Society

An examination of the distinctive purposes and functions of education in the social order. Historical and contemporary issues related to multicultural, disabled, and other special populations are emphasized and their significance for education is identified. Fall, Spring Online, May Mini-Term, August Mini-Term.

EDUC 6309 (3-3-0) Independent Study in Education

Directed study in area of specialization. Periodically.

EDUC 6310 (3-3-0) Christian Educational Philosophy

A study of the philosophy of Christian Education. This study emphasizes various philosophies of Christian education patterns and the influence of such philosophies on education. Periodically.

EDUC 6311 (3-3-0) Christian School Curriculum

A study of curriculum examining both the practical aspects of finding, developing and using acceptable, appropriate curriculum for a Christian school and some of the philosophical concerns involved in curriculum choices. Current and classical theories of curriculum development will be studied. Biblical and Christian concerns related to school curriculum will be discussed. Periodically.

EDUC 6330 (3-3-0) Meeting the Developmental Needs of Adolescents

A course which provides a knowledge base on the developmental stages and current educational practices relevant to the teaching of the junior high age student and his/her particular needs. Periodically.

Education – Reading

READ 5010 (0-0-0) Master Reading Teacher Seminar

This required course is designed to help students prepare for the Texas Master Reading Teacher (MRT) examination. The course will focus on content and sample questions from state authorized preparation manuals distributed by the Educational Testing Service (ETS). Information will also be gleaned from the Master Reading Teacher state publications and other appropriate sources. Students must score a minimum of 85% on the DBU MRT practice test in order to pass the course and be authorized by the College of Education to take the MRT examination. Periodically. Prerequisite: READ 6301, READ 6330, READ 6335. The candidate may be approved to take the seminar while taking the last course of the certificate program.

READ 5011 (0-0-0) Reading Specialist Seminar

This required course is designed to help students prepare for the Texas Examination of Educator Standards (TExES). The course will focus on content and sample questions from state authorized preparation manuals distributed by the Educational Testing Service (ETS). Information will also be gleaned from the Reading Specialists state publication appropriate sources. Students must score a minimum of 85% on the DBU TExES practice test in order to pass the course and be authorized by the College of Education to take the TExES examination. Periodically. Prerequisite: READ 5331, READ 5332, READ 5333 (S-L), READ 6301, READ 6330, READ 6335. The candidate may be approved to take the seminar while completing the last semester of work.

READ 5301 (3-3-0) Analysis and Instruction in Teaching Composition

The course focuses on learning to evaluate student compositions using state criteria and using the assessments to structure effective instruction. Periodically.

READ 5331 (3-3-0) Readings in the Content Areas

The major goal of the course is identifying and gaining an understanding about strategies and skills required to read successfully in various content areas. Fall, Spring.

READ 5332 (3-3-0) Reading: Diagnosing and Correcting Reading Difficulties

An intensive study of specific techniques for diagnosing problem areas in reading and of remediation techniques for supplementing classroom activities. Fall, Spring. Prerequisite: Requires instructor approval.

READ 5333 (3-3-0) Reading: Clinical Experiences in Correcting Reading Difficulties (S-L)

Directed experience in diagnosing and correcting reading problems of the individual child through field experience. This course contains a field-based service-learning component. Fall, Spring. Prerequisite: Requires instructor approval.

READ 5334 (3-3-0) Studies in the Diagnosis and Clinical Correction of Reading Issues

An intensive study of the scientific-based diagnostic and prescriptive techniques, utilizing best practices to identify specific strategies for enhancing the acquisition of reading skills. Directed field experience in diagnosing and correcting targeted reading issues will be required. Fall. Prerequisite: READ 6331 and READ 6332, Pathways to Teaching and MAT only.

READ 6301 (3-3-0) Specialized Reading Assessment and Instruction

This course has a field-based component and is designed to upgrade teacher's skills in using formal and informal reading assessment to plan and deliver instruction to meet individual student needs including second language learners and those with reading disabilities. Summer Online.

READ 6330 (3-3-0) Foundations in Reading

This course addresses the major components of reading programs from pre-kindergarten through grade 12 by investigating oral language, phonology, and phonemic awareness, the alphabetic principle, work analysis, fluency, vocabulary, comprehension, and written language. The purpose of the course is to furnish educators with up-to date, research-based knowledge and strategies commensurate with state requirements for students and teachers. Online.

READ 6331 (3-3-0) Studies in Reading and Literature

This course is a survey of the development and corrective instructional strategies utilized in reading programs K-12. Children's literature and related strategies for motivating reading are examined and demonstrated. The course builds an awareness of suitable materials for teaching and motivating students to read. Observation in a local school is required. Pathways to Teaching and M.Ed. Curriculum and Instruction students only. Prerequisite: Director's Approval. Summer.

READ 6332 (3-3-0) Pedagogy of Reading and Language Arts

Special attention is given to developing and refining the skills needed to provide reading instruction. The course focuses on teacher success in explaining and demonstrating critical elements of teaching reading. The relationship of listening, speaking and writing to reading is studied. A developmental approach is emphasized. Observation in a school ethnically different from the student is required. Pathways to Teaching students only. Summer. Prerequisite: Director's Approval

READ 6335 (3-3-0) Curriculum and Instruction in Reading

An examination of the state's reading and language arts curriculum K-12, and the study of practice of research validated methods of delivering professional development in ways that assist teachers to accomplish instructional changes smoothly and effectively. Spring Online. Prerequisite: READ 6330 or recent experience in the teaching of reading.

Education – Science

GSCI 5320 (3-3-0) Pedagogy of Science

This course will present basic concepts in the natural sciences which will provide a background for the student who plans to teach science in the elementary school. It will focus on the Texas Essential Knowledge and Skills (TEKS) of elementary school curricula. Observation in local school required. Spring.

Education – Social Studies

SOST 5340 (3-3-0) Pedagogy of Social Studies

This course will present basic concepts in the social studies which will provide a background for the student who plans to teach social studies in the elementary school. It focuses on the Texas Essential Knowledge and Skills of elementary school social studies. Fall, Spring, Summer.

Education - Technology

TECH 5320 (3-3-0) Technology for Today's Learner

Development of general and specific skills in the use of computers and other technologies; analysis of computer software and its integration in appropriate subject areas and grade levels. Fall, Spring, Summer.

Education – Higher Education

HIED 5300 (3-3-0) College and University Administration

An overview of the various types of institutions of higher education and their organization and roles on a national scope; their principal administrative functions, including faculty personnel, business management, public relations, and the liaisons of student personnel with other administrative functions. Fall, Online.

HIED 5380 (3-3-0) Readings in Higher Education

~~(EDDH 7300)~~

Guided individual study in consultation with a higher education faculty member; study designed to provide the student with a more in-depth analysis in a specific area of interest or expertise. Fall, Winter, Spring, Summer. Prerequisite: 6 hours of HIED courses.

HIED 5381 (3-3-0) Readings in Higher Education

Guided individual study in consultation with a higher education faculty member; study designed to provide the student with a more in-depth analysis in a specific area of interest or expertise. Fall, Winter, Spring, Summer. Prerequisite: 6 hours of HIED courses.

HIED 5390 (3-3-0) Special Topics in Higher Education

Current issues, developments, and concerns bearing upon higher education. Specific topics will vary. Periodically.

HIED 6310 (3-3-0) Legal Aspects and Finance in Higher Education

An analysis of case law on issues of access, student rights, employment, church and state, private sector, liability, academic freedom, and civil rights. Additionally, this course examines revenue, fund-raising and development, types of expenditures, tuition and financial aid policies, budgeting and accounting practices. Summer, Online.

3/23/09

HIED 6320/21 (3-3-0) Practicum in Higher Education (S-L)

Practical application of learning and skills developed during course work by serving in a particular higher education department/office. One practicum experience required for the M.Ed. in Higher Education degree (Administration Track). This course contains a field-based service-learning component. Fall, Spring, Summer. Prerequisites: A minimum of six hours of completed HIED courses, excluding HIED 5380, is required as well as approval of M.Ed. in Higher Education Program Director.

HIED 6330 (3-3-0) Research Methods in Higher Education

Examination of quantitative, qualitative, historical, and other research designs and methods to enhance the evaluation of higher education research and to prepare students for studies in research design. Fall.

HIED 6340 (3-3-0) History and Philosophy of Higher Education

An examination of the development of American higher education against the background of influential social, political, economic, and intellectual issues. Spring, Online.

HIED 6345 (3-3-0) Ethics and Leadership Theory: Servant Leadership

A study of the principles and practices of servant leadership as it relates to both the individual and the administration of the institution of higher education. Servant leadership will be examined in relation to other leadership theories in the context of the Christian value system. Spring, Online.

HIED 6360 (3-3-0) Adult Higher Education

An introduction to the study of adult higher education: major theories, philosophies, models, providers, and organizations. Periodically.

HIED 6361 (3-3-0) Teaching, Learning, and Student Development

A study of teaching and learning/development theories related to higher education. Teaching methods, lesson design, learner-faculty relations are introduced. Summer, Online.

HIED 6362 (3-3-0) Curriculum/Program Planning

Study of theoretical foundations, models, methods, and evaluation in planning curriculum/programs for adult and higher education. Periodically.

HIED 6363 (3-3-0) Distance Education Design and Administration

A study of design and administration of organizational structures, policies, and courses of study for the purpose of providing education to distant learners. Periodically, Online.

HIED 6370 (3-3-0) The College Student

Today's college student can be defined as diverse. Each element of this demographic may present a unique challenge for higher education faculty and administrators. This course provides a survey of the key components of student development, cognitive and intellectual growth, changing attitudes, values and moral development of the college student. Periodically.

HIED 6371 (3-3-0) Introduction to Student Affairs Work

An overview of basic functions and professional issues in student affairs work. Pertinent concepts of administration and student development are introduced. The functions of and relationships between various student services departments are discussed. Periodically.

HIED 6373 (3-3-0) Methods for the Higher Education Administrator

A study of education administration focusing on practical techniques regarding organizational skills, relationship building, time management, and evaluation techniques related to education administration, particularly at Christian colleges and universities. Spring, Online.

HIED 6374 (3-3-0) Academic Affairs in Higher Education

This course studies the functions of administrators of academic programs in institutions of higher education. Emphasis is given to philosophy, administrative issues, and curriculum development in academic programs. Periodically.

HIED 6375 (3-3-0) Issues and Problems in Higher Education Administration

An in-depth analysis of contemporary issues and problems specific to managing institutions of higher education. Periodically.

HIED 6377 (3-3-0) Organizational Theory and Higher Education

Application of social science theory and research to post-secondary education organizations and administration; use of research in administrative practice. Periodically.

English

ENGL 5302 (3-3-0) Introduction to Linguistics

An introduction to the theories, methods and basic terminology of linguistics, including structural and transformational grammar. Includes an emphasis on research procedures. Spring.

ENGL 5303 (3-3-0) Modern Drama

Significant development in modern British, American, and European drama, naturalism, neoclassicism, romanticism, symbolism, expressionism, and existentialism; reading of representative plays from Ibsen to the present. Fall, even-numbered years.

English as a Second Language

EDUC 6012 (0-0-0) Professional Portfolio

Students will demonstrate their learning acquired through completion of the coursework in the Master of Education in Reading and English as a Second Language Program by creating and presenting a professional portfolio to the Educator Preparation Board for approval. This portfolio will present evidence that the student met the objectives for the Master of Education in Reading and English as a Second Language Program, including the student's mastery of the competencies for the Reading Specialist Certification, the Master Reading Teacher Certification, and the State ESL Supplemental Certification/Endorsement. Fall, Spring, Summer.

ESLS 5301 (3-3-0) Second Language Acquisition

Students will learn the principles and processes of first and second language acquisition in conjunction with language development and environment. In addition, the interrelatedness of L1 and L2 and the transfer/relation of the four communication skills (reading, writing, speaking, and listening) will be mastered. Literacy precepts and the foundations of ESL and program types will be applied in the implementation of an effective multicultural learning environment. Winter, Summer (online).

ESLS 5304 (3-3-0) Methods in Teaching ESL

Students will explore the primary approaches and methods for teaching ESL as well as social and cultural factors that influence ESL students' learning. Students will develop teaching strategies for promoting ESL students' reading, writing, listening, and speaking skills as well as facilitating comprehension and critical thinking in content areas. Emphasis will be placed especially on a communicative approach. Students will analyze, select, and modify materials to facilitate learning in ESL students with diverse characteristics and needs. Students will consider published materials and campus, Internet, and community resources that can enhance instruction. Fall, Spring.

ESLS 5306 (3-3-0) Content Area Language Proficiency Skills

Students will learn effective practices, resources, and materials for providing content-based ESL instruction, engaging students in critical thinking, and fostering ESL students' communication and technological skills. Students will understand the inter-relatedness of listening, speaking, reading, and writing and use this knowledge, as well as individual differences and personal factors, to select and use effective strategies to enhance ESL students' literacy development. Fall.

ESLS 5308 (3-3-0) Multicultural and Multilingual Learning Environments

The purpose of this course is to provide an opportunity for the student to grow in knowledge, experience and skill in developing and maintaining effective multicultural and multilingual learning environments. Historical, theoretical and policy foundations of ESL will be examined as a basis for effective and necessary classroom instructional and management practices. Research studies will be examined and discussed as they relate to successful multicultural and multilingual environments. Student characteristics, family involvement and community resources will be examined as important factors in the learning environment. Students will be required to design an "effective" learning environment for multicultural/multilingual children. Spring.

ESLS 5310 (3-3-0) Administration of ESL Programs

A study of the nature, development, implementation, maintenance and promotion of comprehensive English as a Second Language programs. All aspects of the ESL program are studied including classroom management and teaching strategies and the development of English language and reading comprehension skills; design, development and interpretation of formal and informal assessment techniques; standardized testing; historical, theoretical, and policy foundations, research findings, funding and budgeting. Summer (even-numbered years).

ESLS 5312 (3-3-0) Practicum for State Certification

Practical, on-the-job, supervised and evaluated field experiences that provide the foundation for success in teaching English as a second language (ESL) in K-12 school settings. Students develop conceptual and professional skills through their experiences at a field site. This course provides an additional review of the State Domains, Competencies and Standards for the ESL Supplemental Certificate. Students learn the procedures for evaluating programs in the areas of learner-centered curriculum, learner-centered planning, learner-centered services, and learner-centered system support. Spring, Fall.

ESLS 5314 (3-3-0) Practicum in ESL/EFL Settings (S-L)

Practical, on-the-job, supervised and evaluated field experiences that provide the foundation for success in teaching English as a second language (ESL) and English as a foreign language (EFL). Students develop conceptual and professional skills through their experiences at a field site. Students learn the procedures for evaluating programs in the areas of learner-centered curriculum, learner-centered planning, learner-centered services, and learner-centered system support. This course contains a field-based service-learning component. Spring, Summer.

Entrepreneurship

ENTR 6301 (3-3-0) New Business Creation

This course focuses on three components; leadership, the acquisition of investment capital, and new business opportunities. The subject matter is organized around the following themes: understanding entrepreneurs and the character, personal skills, and behavior traits necessary for successful entrepreneurial activities; gathering resources to turn opportunities into real businesses; and evaluating opportunities for new ventures. Students will bring these concepts together by the end of the semester with the development of an operations manual and business plan. The course will provide a practicum for developing or enhancing negotiation, goal setting, time management, delegation, conflict resolution, and motivation skills. Periodically.

ENTR 6302 (3-3-0) Accounting and Financial Planning for Entrepreneurs

This course is organized around the practical aspects of accounting and financial planning for entrepreneurial ventures. Objectives of the course are: understanding accounting procedures such as payroll calculations, record keeping and reporting, payroll taxes forms, tax deadlines, allowable business expenses, loan applications, lines of credit, advantages and disadvantages of the various forms of business (proprietorship, partnership, corporation) and when a change in form may be indicated, cash flow analysis, capital budgeting, and annual budgeting. Major topics will also include valuing a company, creating and realizing value, going public, selling out, acquisitions, and bankruptcy. The course will provide students with working knowledge in each of these areas. Periodically.

ENTR 6303 (3-3-0) Marketing and New Product Development for Entrepreneurs

This course focuses on the process of creating and marketing new products for entrepreneurial ventures. Topics discussed include the new product development process, prototyping, market assessment, new product strategies, and other related areas taken from the perspective of the entrepreneur. Students will bring these concepts together by the end of the semester with the development of a strategic marketing plan. Periodically.

ENTR 6304 (3-3-0) Strategy and Management of Growing Businesses

The course concentrates on managing growing companies in an increasing level of maturity, while maintaining the entrepreneurial spirit that brought the company to its current growth position. Among the issues discussed are, measuring economic performance and obtaining information for effective decision-making, the quality process as a basis for competitive effectiveness, control systems for innovative companies, and short- and long-range planning in owner-managed enterprises. The student will be required to establish a mentoring relationship with an approved entrepreneur in order to apply concepts mastered in previous courses. This is a practicum course that provides students the opportunities to assist established entrepreneurs with problems related to market research, financial management, managerial and strategic issues, planning expansion, and/or new product development. Periodically. Prerequisite: ENTR 6301, ENTR 6302, and ENTR 6303. Must be taken as the last course in the concentration.

Finance

FINA 51.521 (1-1-0) Foundations of Finance

This course presents an overview of fundamental concepts in finance. Topics include introduction to financial markets - institutions and instruments, determination of interest rates, financial statement analysis, risk and return relationship and CAPM, time value of money, bond and stock valuation, and other related topics. Equivalent to FINA 3301 Corporate Financial Management. Fall, Spring, Summer, Online. Prerequisite: ACCT 5311 or undergraduate equivalent.

FINA 5316 (3-3-0) Budgeting For Managers

This course presents an overview of accounting, financial, and statistical tools commonly used by managers in the budgeting process. Budgeting terminology, strategies, and types of budgets are also discussed. Topics include accounting statements, ratios and concepts, time value of money, capital budgeting, standard deviation and other statistical measures, and the role of the manager in the budgeting process. Equivalent to ACCT 2301 Principles of Financial Accounting, ACCT 2302 Principles of Managerial Accounting, and FINA 3301 Corporate Financial Management. Periodically, Online.

FINA 6301 (3-3-0) Corporate Finance

This course examines the theory and practice of corporate financial decision making to maximize the firm's value. The major topics include capital budgeting, risk-return relationship and capital market theory, market efficiency, capital structure, dividend policy, long-term financing and working capital management. Selected cases will be analyzed in conjunction with these topics. Fall, Spring, Summer, Online. Prerequisite: ACCT 5311, FINA 51.521 or undergraduate equivalent

FINA 6302 (3-3-0) Capital Markets and Institutions

This course explores the connection between financial markets and the economy, and the effects of the Federal Reserve's monetary and regulatory policies. Topics covered include the determination of interest rates, the interrelationships between the Federal Reserve Bank, the Treasury, and other financial institutions, including insurance companies, international banking, investment banking, commercial banking, and other related topics. Fall, Online. Prerequisite: FINA 6301.

FINA 6321 (3-3-0) International Finance

This course examines the financial management of multinational corporations and the rapidly changing international financial markets. The survey of global financial markets includes the study of international monetary systems, foreign exchange rates, foreign exchange markets, currency futures, options and swaps, and Eurocurrency and Eurobond markets. The course also covers some of the international financial management issues such as multinational risk management. Fall, Spring, Online. Prerequisite: FINA 6301

FINA 6331 (3-3-0) Investments

This course covers the analysis and valuation of equity and fixed-income securities and their markets. It also deals with the structure and operations of the markets in which these securities are traded. Topics discussed include the modern portfolio theory, the capital asset pricing model (CAPM), the arbitrage pricing theory (APT), different investment tools and their markets, mutual funds, market efficiency and anomalies, bond valuation and duration, stock valuation models, and other related issues. Spring, Online. Prerequisite: FINA 6301

FINA 6332 (3-3-0) Futures and Options

This course covers derivative securities such as forward, futures, options and swaps and their markets. Topics include the determination of forward and futures prices, financial futures and commodity futures, swaps, Black-Scholes option pricing, binomial option pricing, index options, currency options, interest options, options on futures, hedging and risk management techniques, application of option pricing in corporate financial management, and other issues related to derivative securities. Periodically, Online. Prerequisite: FINA 6301

FINA 6351 (3-3-0) Advanced Managerial Finance

This course is an in-depth analysis of financial management issues faced by financial managers. It covers advanced topics in capital budgeting, the use of option pricing in corporate financial management, working capital management, different types of short-term financing, lease financing, and other hybrid security financing, the use of derivative securities in corporate risk management, financial planning and control, and other related topics. Periodically. Prerequisite: FINA 6301

Global Leadership

MAGL 5315 (3-3-0) Leadership Practicum (S-L)

The course consists of supervised experience in a challenging work environment under the guidance of mentoring relationships provided by a proficient veteran in the field and an academic advisor. Students improve leadership skills in field experience that stretches and tests their abilities. Students learn to identify and utilize personal strengths effectively and to management weaknesses in real life settings. This course contains a field-based service-learning component.

MAGL 5316 (3-3-0) Global Leadership Practicum (S-L)

The course places students in a challenging cross-cultural situation where it is necessary to show ability in managing different customs, norms and expectations produced by inter-cultural encounter. Special attention will be given to developing effective strategies for enhancing understanding among people of vastly different cultural backgrounds. This course contains a field-based service-learning component.

MAGL 5330 (3-3-0) Introduction to Missiology

An introductory study of the theory and practice of Christian missions, examining the challenge of adapting how the gospel is best communicated to specific cross-cultural situations. The course is designed to orient students to the challenges of giving a coherent cross-cultural witness to the gospel, but will be of special interest to prospective missionaries, and those who anticipate a ministry in a multi-cultural context. The course will include the biblical foundation for missions.

MAGL 5331 (3-3-0) Cross-Cultural Living and Ministry

An inter-cultural exercise in learning how to personally engage a new population with the good news of the gospel. The course focuses on the role of the individual who serves others in a cross-cultural environment, and analyzes issues of cultural adaptation, language acquisition, and contextualization of gospel witness. Helpful insights are given to improve intercultural skills because of the multi-cultural nature of modern society and of most local church settings.

MAGL 5332 (3-3-0) Strategies for Missionary Work

An in depth study of strategies and tactics for missionary work. Reviews the history of strategic approaches in missions, culminating with current strategies for reaching unreached people groups (UPG). Includes overview of the development and nature of the UPG paradigm. Students use current case studies, existing strategy plans and contacts with field-based missions teams to develop a thorough understanding of the UPG approach to missions.

MAGL 5333 (3-3-0) Local Church on Mission

Practical steps to developing a "missional" church devoted to sharing the gospel in positive terms in its own community, in its region, nation and world. The course provides tools for church workers who desire for their church to have a global agenda. Attention will also be given to planning and conducting local and international volunteer missions projects.

MAGL 5334 (3-3-0) Chronological Bible Storying

The course helps students learn to communicate more effectively to non-literate oral learners by using stories and narratives to communicate an essential Christian message. Students will understand that most of the world's population does not learn by literate, but by oral methods, so that our communication style must reflect their preferred manner of learning. Worldview issues determine the precise choices of key Bible stories so that the Christian message can engage their cultural understandings at deep levels.

MAGL 5335 (3-3-0) Biographies of Outstanding Missionaries

The course consists of reading biographies of inspiring examples of Christian living and ministry from the history of missions. Biographies from the early church, from medieval missions, from the modern missionary movement, and from recent missionary leaders are read. These personal models for kingdom work are instructive in learning personal habits that can achieve greatness in servant leadership and provide case studies by which missiological principles and strategies may be arrived at inductively. This class relates intimately to the DBU mission of integrating faith and learning, since the class considers how good examples of lives lived to honor God have contributed significantly to human good and have achieved significance in very different settings all around the world.

MAGL 5340 (3-3-0) Strategic Christian Witness in the Global Marketplace

A study of emerging trends in mission strategy for creative access and developing platforms that unite global business, cultural and educational interchange and effective cross-cultural witness. The course integrates entrepreneurial business methods with inter-cultural communication of the Christian message.

MAGL 5341 (3-3-0) Perspectives on the World Christian Movement

The course reviews recent and best thinking on the advance of world evangelization by reviewing the biblical basis for missions, the history of worldwide expansion of Christianity, cultural adaptation and competencies required for work among remote peoples, and missionary strategies. Students read from an anthology of top missiological thinking by evangelicals prepared by the US Center for World Mission. Students learn where missions has taken Christianity today and where global evangelization efforts should be going.

MAGL 5342 (3-3-0) Ethnography, Cultures and Worldviews

The course introduces students to applied ethnography, where they will learn the essentials of how to conduct interviews with persons from a different cultural identity to ascertain customs, values and worldview understandings. Students learn to "read" a culture and to understand its way of viewing reality. Principles from social sciences such as sociology, anthropology, and demographics enrich the methodology used to analyze how people from a different cultural background think, feel, act and relate to one another.

MAGL 5343 (3-3-0) Understanding Islam

The course is an introductory examination of Islamic faith and practice, designed for those with little previous understanding of Islamic culture and its doctrinal beliefs. Students will learn to describe the principle features of Islamic religious beliefs, and to identify differences between sects and groups within Islam. They will analyze Islamic influence upon Middle Eastern culture and consider how this fast growing religion will influence the shape of global geo-politics in the future.

MAGL 5344 (3-3-0) Strategies for Urban Ministries

The course provides tools to engage the urban setting around the globe as metropolis, inner city and suburban area. Students learn skills for civic and personal transformation that grow out of Christian ministry and witness. Biblical models for addressing the needs of urban dwellers and sociological analysis of the changing urban panorama provide the background for examining creative strategies and consideration of effective models where churches make a difference in the city.

**MAGL 5351 (3-3-0) History and Culture of East Asia
(MALA 5331)**

This course will explore the historical background of China, Japan, and Korea; and analyze the East Asian culture and the current dynamics of social issues in these three countries. Fall, Spring.

**MAGL 5352 (3-3-0) History of East Asian Philosophy and Religion
(MALA 5332)**

This course will explore the history of East Asian philosophy, religious beliefs, and practices from the area's prehistory to the present. Spring.

**MAGL 5353 (3-3-0) Fine Arts in East Asia
(MALA 5333)**

An overview of the visual and performing arts of East Asia. Field trips to museums and cultural events will be required. Spring.

**MAGL 5354 (3-3-0) Traditional Literature of East Asia
(MALA 5334)**

This course will explore selected masterpieces of China, Japan, and Korea from the earliest periods through the nineteenth century. Fall. *Available Fall 2009.*

MAGL 5355 (3-3-0) Leadership in East Asia

A comprehensive introduction to and survey of the principles of leadership in East Asian culture will be covered. This course examines the topic of leadership issues in East Asia and how the leadership style has been developed in the East Asian societies. Students will study the historical and cultural backgrounds of leadership in China, Japan, and Korea and examine how the cultural values influence the methods of leadership. Emphasis is placed on the comparative study of leadership philosophies and practices between East Asian culture and American culture. Students will become familiar with past and current leaders in East Asia, and study development of leadership skills in a cross-cultural environment to enable them to become effective business and organizational leaders in East Asian culture. Spring. *Available Spring 2010.*

MAGL 5356 (3-3-0) Business in East Asia

This course examines the topic of successful business in East Asian countries. Students will study the historical and cultural backgrounds of each country and examine how these backgrounds impact current business practices. Emphasis is placed on the analysis of financial issues in China, Japan, and South Korea. Students will survey the economic development of these countries focusing on the development of financial markets. The course also examines the current financial issues these countries are dealing with. Spring. *Available Fall 2009.*

Graduate School of Leadership

GSOL 5301 (3-3-0) Graduate Writing and Research

This course will provide practical application of graduate level research and writing skills through presentations, interviews, and ministry related visits. Students will have opportunity to strengthen basic skills in order to succeed in graduate work. Areas of focus will include graduate level writing, research skills, case analysis, and interpersonal communication. Fall, Spring.

GSOL 6331 (3-3-0) Statistics 1

Statistics is the science of conducting studies to collect, organize, summarize, present, analyze, and draw conclusions from data. Descriptive statistics consists of the collection, organization, summarization, and presentation of data. Inferential statistics consists of the analysis of data in order to draw conclusions when generalizing from a sample to a population. Students in this course will study both descriptive and inferential statistics, elements of probability which support statistical theory, and theoretical distributions. Tests of hypotheses will include z-tests, t-tests, chi-square tests, one-way and two-way analysis of variance, and nonparametric tests. Other topics are confidence intervals, corrections, linear regression, and multiple regression. Students will apply statistics to education matters that require measurement, analysis, and decision making by education position holders and will design, conduct, and report a study that demonstrates their statistical skills. Spring.

Health Care Management

HCMG 6310 (3-3-0) Strategic Health Care Planning, Marketing, and Policy

This course examines strategic health care planning and marketing processes used by health care managers. Health care policies related to selected health care issues are analyzed within the fast-changing nature of the health care industry. Emphasis is given to the social, economic, political, and health implications of planning, marketing, and health policy for consumers, health care providers, and the general community. Fall. Prerequisite: MANA 51.521 and MRKT 51.521.

HCMG 6320 (3-3-0) Managed Health Care

In-depth analysis of the various managed care delivery models. Emphasis is given to the managed care continuum. Topics include: types of managed care organizations, provider payment plans, utilization control, underwriting and rate setting, management and marketing aspects, and legal and health care policy issues. Fall. Prerequisite: MANA 51.521.

HCMG 6330 (3-3-0) Long-Term Care Administration

Long-term care administration includes a study of the comprehensive needs essential to the care of the aging population, including housing, health care, nutrition, education, and social well-being. The course focuses on the management of skilled nursing, intermediate care, and long-term-care facilities; the management of day care, residential care, community-based programs, and home health services. Spring. Prerequisite: HCMG 6310, HCMG 6320.

HCMG 6380 (3-3-0) Health Services Management Capstone Initiative

The health services management capstone initiative explores executive leadership, corporate communications, management of a culturally-diverse environment, visioning, and strategic thinking. An in-depth case analysis, complete with specific management plans for the product/service is submitted at the end of the practicum. The student selects a clinical rotation of interest, such as administration, clinical practice, or education/consultation. Spring. Prerequisite: Minimum six hours of HCMG 6000-level courses.

Kinesiology

KNES 5010 (0-0-0) Kinesiology All-Level (EC-12) Seminar

This required course is designed to help students prepare for the Texas Examinations of Educator Standards (TExES) for Physical Education EC-12. The course will focus on content and sample questions from state authorized preparations manuals. Information will also be provided from other state developed resources including Texas Essential Knowledge and Skills (TEKS) Physical Education EC-12. Students must score a minimum of 85% on the TExES practice test at the end of the course in order for the College of Education to allow the student to receive a bar code for the state examination. Fall, Spring, Summer.

KNES 5301 (3-3-0) Exercise Physiology

The course is to provide a focused and applied approach in exercise physiology and sport/fitness training, conditioning, and sport medicine. The course will provide an in-depth review of the scientific and physiological components of a training program. The primary focus will be on training factors and how various conditions and situations affect exercise performance.

KNES 5302 (3-3-0) Organization and Administration of Kinesiology and Sport

Specific problems and new developments in the administration of sport and physical education programs, including business procedures, equipment, facilities, conduct of athletic events, school law and liability, staff and public relations.

KNES 5303 (3-3-0) Mechanical Analysis of Motor Skills

This course will provide a focused and applied approach to the mechanical analysis of motor skills. The primary focus will be concentrated on the terminology and applied principles of biomechanics related to sport techniques and training principles. This course will also provide an in-depth study of the physical body in motion.

KNES 5304 (3-3-0) Sport Nutrition

This course will present the essential components of Nutrition as they specifically relate to improvements in human performance, especially as it involves the influence of exercise and sport. Students will become adept in assessing body composition using an assortment of scientific instruments. The course will familiarize students with the concept of energy balance and dietary analysis as it relates to developing appropriate body compositions. Spring.

KNES 5321 (3-3-0) Internship

This course provides students with a practical experience in a kinesiology/sport related area of the student's choosing in a school, college or university, business or industry. Specific assignment is based on student need and interest. The course requires a report with reflections, assignments, and responsibilities as well as an immediate supervisor's evaluation.

Prerequisite: Instructor's approval.

KNES 6010 (0-0-0) Professional Portfolio

Professional portfolios provide a visual demonstration and clear understanding of student mastery of necessary skills in the student's designated program of study. The portfolio is a culmination of the student's accomplishments, skills, ability, and aptitude for their field of study at the graduate level. Degree seeking students in the College of Education will be expected to present their professional portfolio to the Educator Preparation Board for assessment as evidence of program success during their final semester. Students are to follow the portfolio guidelines provided by the College of Education. Prerequisite: Last semester of graduate study.

KNES 6305 (3-3-0) Measurement, Evaluation, and Research in Kinesiology

A course designed to provide applicable knowledge of skills tests and written tests related to kinesiology, sport, and exercise training. The course will also focus on procedures for administering tests and techniques for analyzing data and evaluating results. Appropriate statistical measures and research methods will be included as well as related computer assisted technology.

KNES 6307 (3-3-0) Fitness Management

This course will provide an in-depth discussion of the fundamental components of fitness. Students will concentrate on both the health related components (cardiovascular fitness, muscular strength, muscular endurance, body composition, and flexibility) and the skill-related components of fitness (agility, balance, coordination, power, reaction time and speed). Students will be made aware of various fitness certification programs and to the concepts of personal training. Students will also be introduced to facility design. Spring.

KNES 6306 (3-3-0) Theories in Coaching

This course is to discuss current trends and applied theories for the coach in today's society related to ethics, duties, training, motivation, organizational responsibilities, and public relations. A study of the historical and philosophical foundations of coaching as well as characteristics of the God-called coach will be included.

KNES 6310 (3-3-0) Current Trends and Issues in Kinesiology/Sport

This course involves analysis of selected current issues or problems related to kinesiology and sport. The course is designed around controversial and curiosity-arousing issues for discussion and analyzing. The emphasis is on kinesiology and sport-related actions as they influence and are influenced by social and cultural contexts. It is organized to facilitate the use of research, theory, and everyday experiences.

KNES 6326 (3-3-0) Psychology of Sport and Performance

Students will investigate psychological and social-psychological theories and current research pertaining to the study of sport and physical activity. Topics covered will include personality, anxiety, arousal, causal attribution, motivation, attention, self-confidence, and exercise psychology. Students will also develop an array of mental training techniques that have been used successfully by athletes and coaches to improve sport performance. How to use each technique as an athlete and teach it as a coach will be the primary objectives. This course takes an educational approach toward performance enhancement, not a clinical one. The mental training techniques include imagery, arousal regulation, somatic and cognitive stress management, concentration and attention control, positive self-talk, and goal setting.

KNES 6345 (3-3-0) Applied Pedagogy in Kinesiology

Students will examine current trends and issues in K-12 physical education curriculum development and will study instructional methods in physical education with developmentally appropriate teaching and management techniques for elementary, middle, and secondary physical education. The course content includes examples of program innovations, as well as current international, nation (e.g., national standards), and state (e.g., TEKS in Texas) curriculum initiatives.

Liberal Arts

MALA 5300 (3-3-0) Western Heritage and Christianity

An overview of Western civilization and the influence of Christianity in economic, political, and social developments of Western civilization including the Ancient period, Greece, Rome, the Middle Ages, Renaissance, Reformation, Enlightenment, and the Modern periods. Fall, Spring, Online.

MALA 5301 (3-3-0) Western Church History

A study of the history of the church from the New Testament era to the present giving special emphasis to developments in Europe and the West. This study includes Christian thought, philosophy, literature, institutions, expansion, and secular backgrounds. Special attention will be given to a study of the impact of Christianity on Western culture. Fall, even-numbered years.

MALA 5302 (3-3-0) History of Religion in America

A study in the history of religion in America from its European background to the present. This study includes Christian thought, philosophy, literature, institutions, expansion, and secular backgrounds as they relate to the American experience. Special attention will be given to indigenous characteristics of American religion such as denominationalism, revivalism, sectarianism, and the social gospel. Spring, odd-numbered years.

MALA 5303 (3-3-0) Baptist History

This course is a survey of Baptist history, including the origins of Baptists in England and America, key leaders, events, and movements in Baptist life in the seventeenth through twentieth centuries, and the work of Baptists in other parts of the world. The course will also place the history of the Baptists within the larger context of American and world Christianity. Fall, odd-numbered years.

MALA 5304 (3-3-0) American Diplomatic History

An in-depth study of the personalities, issues, and events that have shaped American foreign policy since 1898. This study includes such issues as U.S. Relations with Latin America, U.S. involvement in the world wars, American involvement in Asia, and the Cold War. Fall, odd-numbered years.

MALA 5305 (3-3-0) History of Texas

A study of Texas history from discovery to the present. Special emphasis will be placed on the geography of Texas and the cultural, economic, political, and social institutions contributed by Spain. Spring, even-numbered years.

MALA 5308 (3-3-0) Medieval History

A study of Western Civilization from the collapse of the Roman Empire to A.D. 1500 with emphasis on social, cultural, political, and intellectual developments. Spring, odd-numbered years.

MALA 5312 (3-3-0) The Twentieth Century

A study of America and the world since 1900 based on the developing intellectual, cultural, and diplomatic realities. Among the elements of study will be the shift from utopian idealism to totalitarianism to international collectivism and the presuppositions underlying them. Social and cultural features will be emphasized to illustrate this development. Spring, even-numbered years.

MALA 5314 (3-3-0) International Relations

An overview of the power structures that govern international relations including international organizations and politics. Spring, odd-numbered years.

MALA 5315 (3-3-0) Municipal Government and Urban Development

A study of the development of cities and their organization and government. It includes a discussion of the functions, problems, and nature of municipal politics. Fall, odd-numbered years. Prerequisite: 6 hours in political science or instructor approval.

MALA 5310 (3-3-0) Acts

An intensive study of the book of Acts.

MALA 5311 (3-3-0) Political Communication

A study of the new-style political campaign tactics with an emphasis on how political consultants inform and persuade voters.

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MALA 5316 (3-3-0) Study of Public Administration

A study of the theory and basic principles of public administrative organization. It includes a discussion of such issues as communication, personnel management, the budgetary process, and both the internal and external politics of public administration. Fall, even-numbered years. Prerequisite: 6 hours in political science or instructor approval.

MALA 5317 (3-3-0) Comparative Government

The study and application of theories and concepts related to the scope of comparative politics and methods of comparing various aspects of political systems. The principles, structure, and operation of three selected contemporary governmental systems will be compared to each other and the government of the United States. Special attention will be paid to the impact of contrasting cultures, geography, and topography in the development of different governmental systems. Spring, even-numbered years. Prerequisite: 6 hours in political science or instructor approval.

MALA 5318 (3-3-0) American Political Tradition

A study of American political ideas from colonial times to the present with special emphasis placed on the political thought of the nation's founders, the political party system, and contemporary ideological debates. Spring, odd-numbered years. Prerequisite: 6 hours in political science or instructor approval.

**MALA 5319 (3-3-0) Orientation to American Liberal Arts and Culture
(BUAD 5301, EDUC 5301)**

This course is designed for international students as an introduction/orientation to graduate education in the U.S. In addition to practical application through presentations and interviews dictated by the students' degree of choice, participants will strengthen basic skills in order to prepare for graduate work. Areas of focus will include graduate-level writing, research skills, case analysis, and interpersonal communication. Prerequisite: Enrollment is limited to IEP or first year international students.

MALA 5328 (3-3-0) Topics in Latin American History

A survey of Latin American history, economic, and political institutions. Topical offerings will include: Colonial period, Modern period, etc. May be repeated for credit as topics change. Periodically.

**MALA 5331 (3-3-0) History and Culture of East Asia
(MAGL 5351)**

This course will explore the historical background of China, Japan, and Korea; and analyze the East Asian culture and the current dynamics of social issues in these three countries. Fall, Spring.

**MALA 5332 (3-3-0) History of East Asian Philosophy and Religion
(MAGL 5352)**

This course will explore the history of East Asian philosophy, religious beliefs, and practices from the area's prehistory to the present. Spring.

**MALA 5333 (3-3-0) Fine Arts in East Asia
(MAGL 5353)**

An overview of the visual and performing arts of East Asia. Field trips to museums and cultural events will be required. Spring.

**MALA 5334 (3-3-0) Traditional Literature of East Asia
(MAGL 5354)**

This course will explore selected masterpieces of China, Japan, and Korea from the earliest periods through the nineteenth century. Fall. *Available Fall 2009.*

MALA 5340 (3-3-0) Studies in Global Literature

A study of literature that has emerged outside the western tradition, allowing for an examination of the rich diversity that comes from literature from other cultures around the globe. The majority of texts will be from non-western regions. Students may repeat the course for credit when content changes. Spring.

MALA 5341 (3-3-0) C. S. Lewis

An introduction to C. S. Lewis' works concerning the following subjects: myth, allegory, nature, the afterlife, miracles, prayer, pain, ethics, education, the arts, Sehnsucht, the numinous, style, literary criticism, etc. Introduction to the most significant works of Lewis' circle: the Inklings. Spring.

MALA 5342 (3-3-0) Selected Topics in Linguistics

A study of historical and descriptive linguistics as a basis for examining problems in oral and written communication. This course explores correlations between linguistics and speech therapy and the support that linguistics can provide for the study of comparative literature and for rhetoric and composition. Another aspect of this course is to introduce sociolinguistics and psycholinguistics and the significance of cultural anthropology in the translating process. Spring.

MALA 5344 (3-3-0) Studies in Fiction

May concentrate upon a specific era or specific genre of novels or short stories. May be repeated for credit when the content changes. Spring, even-number of years.

MALA 5345 (3-3-0) Studies in Nonfiction

May concentrate upon specific era or specific genre of nonfiction. May be repeated for credit when content changes. Periodically.

MALA 5346 (3-3-0) Special Topics in English

Concentrates on specialized areas of literature. May be repeated for credit when content changes. Periodically. Prerequisite: ENGL 2301 or ENGL 2302 or Instructor Approval.

MALA 5347 (3-3-0) Studies in Drama

May concentrate upon a specific era or specific genre of drama. May be repeated for credit when the content changes. Fall, even-numbered years.

MALA 5348 (3-3-0) Studies in Poetry

May concentrate upon a specific era or genre of poetry. May be repeated for credit when content changes. Spring, odd-numbered years.

MALA 5349 (3-3-0) Shakespeare

A study of representative histories, comedies, and tragedies by Shakespeare with attention to the sources and background of his plays, to the Elizabethan scene, and to the significance of his works. Emphasis is placed upon research in critical and background resources, culminating in writing based on this research. Fall, even-numbered years.

MALA 5350 (3-3-0) World Views: Human Beliefs/ Human Actions (S-L)

An introduction to the concept and structure of "world views" and an exploration of various world view alternatives, especially the Judeo-Christian perspective. World views will be examined in recent history (the pre-Modern, Modern, and post-Modern periods) followed by an extensive discussion of the Christian world view focusing on its theological, epistemological, Biblical, philosophical, and practical aspects in the context of the post-Modern world. This course contains a field-based service-learning component. Fall, Spring, Online.

MALA 5352 (3-3-0) Romans

A study of Paul's letter to the Romans, its most accurate interpretation and how to apply its truths. Periodically.

MALA 5354 (3-3-0) Ancient Civilizations

A study of ancient civilizations from the early Mesopotamian civilizations through the conquests of Alexander the Great to the fall of Rome. Special emphasis will be given to the political, social, religious, and intellectual development and history of these civilizations. Periodically.

MALA 5355 (3-3-0) Systematic Theology I

A study of the basic doctrines which have characterized historic Christian orthodoxy and the important deviations. Emphasis is placed on the doctrines of Revelation, God, and Man. Fall.

MALA 5356 (3-3-0) Systematic Theology II

A continuation of MALA 5355, with emphasis on the doctrines of Christ, the Holy Spirit, the Church, and Eschatology. Spring.

MALA 5357 (3-3-0) History of the Reformation

A study of the religious, social, political, and economic developments of the Reformation Era beginning with the background of the Renaissance period through the end of the Counter-Reformation and the origins of the Wars of Religion of the late sixteenth and early seventeenth century. Of particular interest will be the lives of the leading reformers and their theology. This study will cover both the Reformation in Europe and in England. This course will cover the Magisterial Reformation in addition to the Radical Reformation and the Counter Reformation with emphasis on political and social consequences. Spring, even-numbered years.

MALA 5358 (3-3-0) Educational Ministry of the Church

A study of the organization and methods used in the educational ministry of the local church. Emphasis is placed upon the programs for pre-school children, youth, adult, and senior adult groups. Spring.

MALA 5359 (3-3-0) Contemporary Theology

A study of the representative examples of recent and contemporary theologians and their systems of thought. Approaches and insights of current biblical theologians will also be considered. Periodically.

MALA 5361 (3-3-0) Children's Ministry in the Church

A study of children, ages 6-12, from a Biblical and present-day perspective and the church's opportunity to build foundations for faith through effective Bible teaching, ministry to needs, and outreach to the home. Considerations will be given to the church learning environment, effective methods of teaching children, leadership enlistment and development, and curriculum for children's organizations in the church. Fall, Spring.

MALA 5362 (3-3-0) Youth Ministry in the Church

A study of the social and spiritual development of youth. The course will seek to equip the youth minister with cognitive skills, resources, and techniques for ministry with young people through the church. Emphasis will be placed on the planning and administering of a youth ministry in the local church. Fall, Spring.

MALA 5363 (3-0-0) Practicum in Religious Education I

Internship training program to be supervised by a professional and an official in the local church or church-related institution. Fall, Spring.

MALA 5367 (3-3-0) Pastoral Counseling

This course is designed to provide an overview of counseling issues most commonly encountered by pastors and church staff members. The course also focuses on intervention techniques that are usually effective in dealing with these issues. Periodically.

MALA 5370 (3-3-0) Western Culture through the Arts

An examination of the major developments of Western civilization as expressed through the arts. Course topics will include: the classical heritage of Greece and Rome and its effect on painting, sculpture, and architecture; Christian music traced from Roman times through the Middle Ages to the Reformation; and various styles and modes of nineteenth and twentieth-century Modernism. Fall, Spring, Online.

MALA 5371 (3-3-0) U.S. Intellectual and Social History

A study of the successive paradigms or world views in Western-American civilization and the presuppositions underlying them. Social and cultural features will be emphasized to illustrate this development. Periodically.

MALA 5372 (3-3-0) The Arts and the Creative Process

A study of the human process involved in the creation of the Arts, including an analysis of the visual and performing arts. The study will include perception, criticism, and factors which integrate, influence, and create the arts. Field trips required. Fall, Spring, Online.

MALA 5373 (3-3-0) Hymnology

A study of hymns, emphasizing periods of historical development and their practical use in the church worship service. A study is also made of the poetical, musical, scriptural, and theological make-up of hymns. Spring.

MALA 5374 (3-3-0) Music in Worship

A study of the development of liturgical church forms of Christian worship, correlated with sacred music. A survey of contemporary worship practices will also be studied, including field experiences in various forms. Fall.

MALA 5375 (3-3-0) Church Music Administration

A study of administration, processes, procedures, and policies concerning the church music ministry. The course will focus on practical matter to prepare the student to become an effective church music administrator. Spring.

MALA 5376 (3-3-0) Drawing and the Liberal Arts

A study of drawing, including problems of graphic representation of form, shape, and space in relation to pictorial composition. Advanced skills and techniques will be studied, with a variety of media, techniques, and subjects being explored. Lab fee. Spring, Summer. May be repeated for credit when content changes.

MALA 5377 (3-3-0) Painting and the Liberal Arts

A study of painting which stresses the fundamental concepts of painting with acrylics and/or oil. Students will complete nine (9) paintings of various types and formats during the semester, adequately demonstrating the use of the various elements of art. Lab fee. Spring, Summer. May be repeated for credit when content changes.

MALA 5378 (3-3-0) Choral Literature

A historical survey of choral literature from the Renaissance to the present. The literature is presented in such a way that students learn and practice choral conducting techniques applicable to the literature. Fall.

MALA 5380 (3-3-0) Ethnomusicology in Christian Missions

This course will study the "worlds of musics" through the eyes of Ethnomusicology and relate ethnic music to Christian mission work. Through this course the student will become knowledgeable concerning the work of the ethnomusicologist and the music missionary while developing procedures for adapting indigenous music to the Christian worship experience. Fall, even-numbered years.

MALA 5390 (3-0-0) Theater Practicum

Offers experience in stage movement, improvisation, and role interpretation. Emphasis is given to performance of either scenes or fully-staged production. Open to all students by audition. Spring.

MALA 5399 (3-3-0) Opera Workshop

The study and performance of scenes from great operas throughout history. This is an elective class and requires an audition. Fall.

MALA 6381 (3-3-0) Travel Study in Business

Selected topics in business that require travel.

MALA 6382 (3-3-0) Travel Study in Fine Arts

Selected topics in fine arts that require travel.

MALA 6383 (3-3-0) Travel Study in Humanities

Selected topics in humanities that require travel.

MALA 6384 (3-3-0) Travel Study in Religion

Selected topics in religion that require travel.

MALA 6385 (3-3-0) Travel Study in Social Sciences

Selected topics in social sciences that require travel.

MALA 6391 (3-3-0) Directed Study in Business

Selected topics in business conducted on an independent basis through the College of Business.

MALA 6392 (3-3-0) Directed Study in Fine Arts

Selected topics in fine arts conducted on an independent basis through the College of Fine Arts.

MALA 6393 (3-3-0) Directed Study in Humanities

Selected topics in humanities conducted on an independent basis through the College of Humanities and Social Sciences.

MALA 6394 (3-3-0) Directed Study in Religion

Selected topics in religion conducted on an independent basis through the College of Christian Faith.

MALA 6395 (3-3-0) Directed Study in Social Sciences

Selected topics in social sciences conducted on an independent basis through the College of Humanities and Social Sciences.

Management

MANA 51.521 (1.5-1-0) Management Theory

This course is designed to cover the fundamentals of management. Topics will include the external environment, decision making, strategic management, ethics, international management, organizational structure, human resource management, leadership, motivation, teams, communications, managerial control, organizational culture, and technology. Equivalent to MANA 3301 Principles of Management. Fall, Spring, Summer, Online.

MANA 51.522 (1.5-1-0) Business Legal Environment

An examination of the legal environment of the firm, legal procedures, contract law, regulatory and administrative law, and labor law will be discussed. Equivalent to MANA 3308 Business and Public Law. Fall, Spring, Summer, Online.

MANA 5313 (3-3-0) Quantitative Methods in Management

A systematic approach to information obtained using statistical analysis of data will be presented. Course topics include data presentation, probability, hypothesis testing and inference, correlation, regression, and the use of models in decision making. Equivalent to MANA 3305 Managerial Statistics. Fall, Spring, Summer.

MANA 6301 (3-3-0) Employment Law

Managers must stay current on the ethical and legal aspects of labor/management relations. Areas of study in this course will include history and theory, present effects and impact, litigation and procedure, and reasonable accommodation for employees in a variety of discriminatory issues. Prerequisite: MANA 51.521 or undergraduate equivalent. Spring, Online.

MANA 6302 (3-3-0) Quantitative Analysis for Managers

Students will utilize real-life cases in learning to apply some graphic and quantitative tools of decision analysis. Modeling and graphics applications used include text boxes, spreadsheet layout and design, formulas, functions, and charts of various types. Models include probability distributions, decision trees, present value, expected value of information, time series forecasting, analysis of variance, and multiple linear regression. Emphasis is on effective articulation and presentation of reasoning and conclusions. The course requires extensive use of Excel and email messages and attachments. Basic computer skills (MS Windows, Word, and Excel) are assumed. Fall, Spring, Summer, Online. Prerequisite: MANA 5313 or undergraduate equivalent. Managerial accounting and economics are strongly recommended.

MANA 6305 (3-3-0) Staffing Organizations

This course will focus on the role of human resource selection and its impact on organizational performance. Emphasis will be placed on the steps used to develop a useful selection program. In addition, the inherent difficulties and constraints of selection such as legal demands will be discussed. Fall, Spring, Summer, Online. Prerequisite: MANA 51.521 or undergraduate equivalent.

MANA 6310 (3-3-0) Leadership in Management

Leadership addresses the multi-faceted topic of leading others in today's business environment. This course offers an in-depth investigation of the current theories and research on the topic of leadership. In addition, emphasis will be placed on the development of leadership skills and styles to enable students to become effective organizational leaders. Students will become familiar with past and current leaders and examine their personal methods of leadership. Fall, Spring, Summer, Online. Prerequisite: MANA 51.521 or undergraduate equivalent.

MANA 6311 (3-3-0) International Management

A comprehensive introduction to and survey of the principles of international business management will be covered. Topics include East-West trade, the international monetary system, and growth and trends in international trade and investment. The course examines strategic aspects of managing a global or multinational business firm: organization, staffing, labor relations, relations with host governments, financial management, cultural problems, legal and political considerations, and competitive market forces. Fall, Online. Prerequisite: MANA 51.521 or undergraduate equivalent.

MANA 6312 (3-3-0) Communication and Business Behavior

This course will present an application of contemporary management, communication, and behavioral theories to interpersonal group communication within the business environment. Topics covered include: perceptual differences, semantics, organizational culture, nonverbal behavior, listening, group dynamics, leadership, motivation, decision processes, conflict management, and stress management. Fall, Spring, Online. Prerequisite: MANA 51.521 or undergraduate equivalent.

MANA 6314 (3-3-0) Managing Change in Organizations

Our nation's employers are operating in an environment best characterized by constant change. This course will build critical skills that will enable the business person to adapt to changing demands and skills in managing change. Special attention is given to the process of managing change, people affected by change, and the rewards of being a change agent. Fall, Spring, Summer, Online. Prerequisite: MANA 51.521 or undergraduate equivalent.

MANA 6316 (3-3-0) High Performance Work Teams

The examination of high performance work teams, as an alternative to traditional management style and organizational structure, will be conducted. Study will include the interrelationship of organizational support, empowerment, leadership, communication and information, training and the development of skills, conflict and conflict resolution, decision making, total quality management, team dynamics, team building, and the facilitation of teams. Fall, Online. Prerequisite: MANA 51.521 or undergraduate equivalent.

MANA 6320 (3-3-0) Business Ethics

The course provides an in-depth study of ethical theory. An analysis of the relationship of laws, ethics, morals, and standards within the Christian framework is explored. Students will see ethical theory applied to numerous case studies. Students will also apply theories to current-day ethical dilemmas to practice ethical problem solving. Fall, Spring, Summer, Online. Prerequisite: MANA 51.521 or undergraduate equivalent.

MANA 6321 (3-3-0) Organizational Behavior

Human problems of adjustment, communication, and performance in various organizational structures will be examined in this course. Topics include interpersonal group behavior, complex organizational behavior, leadership styles, staffing and the motivation of employees, the contribution of communications, and the integrative role of management in organizations. Fall, Spring, Summer, Online. Prerequisite: MANA 51.521 or undergraduate equivalent.

MANA 6323 (3-3-0) Human Resource Management (S-L)

The practical aspects of managing the personnel and labor relations functions will be covered. The processes of manpower planning, recruitment, evaluation, training, compensation, occupation safety and health, equal employment opportunity, and affirmative action are presented. This course contains a field-based service-learning component. Fall, Spring, Summer, Online. Prerequisite: MANA 51.521 or undergraduate equivalent.

MANA 6327 (3-3-0) Future Trends in Technology

This course investigates both linear and non-linear methods of studying technology futures. The learners develop skills in basic research, Delphi technique, and scenario development. The areas influenced by information technology and telecommunications are studied. The course involves an outside research project of technology area. Fall, Online. Prerequisite: MISM 6314.

MANA 6329 (3-3-0) Knowledge Management and Intellectual Capital

The new product development cycle is the focus of this course. The course is built upon the ideals of the learning organization including a focus upon the entire process of product creation. The learners investigate concept generation, sources of product innovation opportunities, research and development, and patent law. The learners will develop an understanding of systems thinking and how creativity and innovation can be driven in an organization. Contemporary issues of complexity and chaos theory are also covered. Spring, Online. Prerequisite: MISM 6314.

MANA 6330 (3-3-0) Leadership Development

This course is designed to integrate state-of-the-art strategies for enhancing human performance through developing leadership skills. This course demonstrates the importance of understanding how business strategy and organizational goals align. Topics include needs analysis process, selection and integration of appropriate strategies for human performance improvement, forming performance and competency models, succession planning, identifying performance gaps, measuring, assessing, calibrating and evaluating performance results. Prerequisite: MANA 51.521. Fall.

MANA 6331 (3-3-0) Leadership Coaching and Counseling

This course is designed to develop coaching models and competencies that differentiate thinking that will change behavior, identify and diagnose work performance problems, illustrate leadership skills and techniques that focus on solutions, not problems, develop approaches for effective conversations, customize coaching styles for different personalities, examine coaching steps to achieve effective intervention, reduce turnover and employment retention, increase work satisfaction, and present feedback to stretch/challenge employees that drive greater performance. Students will gain an understanding of redirecting critical approaches to achieving unified goals. Coaching and counseling models identify systematic approaches to gaining commitment, focus and change to achieve peak performance. Prerequisite: MANA 51.521. Spring

MANA 6332 (3-3-0) Strategies, Models, and Processes

This course is designed to implement strategic management principles, theories, and techniques that translate strategic vision into operational processes. Students will gain an understanding of models of performance, how strategic vision links throughout the organization through financial, customer service, internal/external processes, talent management, and how to measure performance results to increase profitability. Prerequisite: MANA 6330, MANA 6331, MANA 6305. Spring.

MANA 6333 (3-3-0) Operations and Quality Management

The development of model-based systems used by management to plan, organize, implement, and continuously improve operations will be discussed. Quality and process reengineering tools will be examined and utilized by class members in a project format. Fall, Spring, Online. Prerequisite: MANA 51.521 or undergraduate equivalent.

MANA 6341 (3-3-0) Strategic Management Decisions (S-L)

This synthesis course exploring organizational strategy considers both theoretical and application issues. Consideration is given to both linear and non-linear strategic models, as well as various strategic tools, including scenarios, product portfolio balancing change implementation approaches, and strategic intelligence. Capstone course to M.B.A. degree. This course contains a field-based service-learning component. Fall, Spring, Summer, Online. Prerequisite: May be taken only in a student's last semester in the program.

MANA 6342 (3-3-0) Employee Negotiations and Collective Bargaining

In this course students will examine the practical aspects of negotiations, collective bargaining, motives of participants, the labor contracts; strategy and tactics of bargaining. Emphasis will be on negotiations and collective bargaining in both unions and bargaining in the private sector. This course is intended to give students an understanding of why collective bargaining occurs, the nature and complexity of its operation, what effects it has on workers, organizations, and consumers, and how it fits into the American economic, political, and social systems. Fall. Prerequisite: MANA 51.521 or undergraduate equivalent.

MANA 6343 (3-3-0) Compensation and Performance

Administration of compensation systems in public and private organizations; concepts, models and practices related to wage and salary levels and structure; perceived equity, individual appraisal/rewards, performance and satisfaction; and benefits will be examined. Techniques and areas explored will include: job analysis, job description, job evaluation, internal work structure, market definitions, policy lines, pay structure, incentive programs, incentive guidelines, planning, budgeting, communicating, and evaluating. Fall, Online. Prerequisite: MANA 51.521 or undergraduate equivalent.

MANA 6347 (3-3-0) Career Management and Life Transitions (MAPD 6347)

This course will focus on development challenges facing individuals during the entire life span with specific applications to various theories of Career Development. Students will develop an Employment Portfolio and learn various strategies useful in planning and searching for career opportunities. Spring, Online. Prerequisite: MANA 51.521 or undergraduate equivalent.

MANA 6352 (3-3-0) International Human Resource Management

This course will cover the application of contemporary human resource techniques in a global environment. The course will examine: the variables that moderate differences in domestic and international HRM; recruiting and selection of international employees; evaluating performance in the international arena; training and development; compensation; international HRM and the quality movement. Periodically.

MANA 6360 (3-3-0) Problems and Challenges in Organizational Management

This is an integrative course designed to provide students the opportunity to perform a comprehensive analysis of an organization's management practices. In this course, students will utilize case methodology to develop the skills necessary for uncovering and resolving organizational problems. In addition, students will address the latest trends and challenges that managers face in today's business environment. This is the capstone course for the M.A. in Management. Fall, Spring, Online. Prerequisite: May be taken only in a student's last semester in the program.

Management Information Systems

MISM 6314 (3-3-0) Management Information Systems

This course reviews information systems (IS) from a manager's perspective. Topics include computer system resources, applications to functional business areas, IS planning and development, and IS management. Current issues in business applications of information technology are discussed. Individual exercises in Internet research, PowerPoint presentation, database queries, and spreadsheet analysis and charting are utilized. Fall, Spring, Summer, Online.

MISM 6320 (3-3-0) Systems Analysis and Design

This course provides students with an in-depth understanding of the methodology, tools, and techniques involved in designing an information system for an organization, including a detailed study of the systems development life cycle. The course involves reviewing and analyzing cases and practice exercises. A semester-long project will be required, including analysis and design of an actual information system. Spring, Online. Prerequisite: MISM 6314.

MISM 6330 (3-3-0) Database Management Systems (S-L)

This course acquaints students with the techniques involved in determining database requirements, designing databases, components and architecture of databases, and database management systems. Topics will include data dictionaries, fourth-generation programming languages, the use of case tools in developing databases, data integrity, security and privacy issues, and user interface. The course will include a project involving the design of an actual corporate database. This course contains a field-based service-learning component. Fall, Online. Prerequisite: MISM 6314.

MISM 6335 (3-3-0) Networks and Telecommunication

The benefits of using computer networks, the technology associated with them, and how to design and implement them will be stressed in this course. Topics include a study of the basic fundamentals of telecommunications, network topologies, network design strategies, and the implementation of networks into business organizations. The course will include a semester project allowing students to design a network appropriate for solving an identified business need. Fall, Online. Prerequisite: MISM 6314.

MISM 6340 (3-3-0) Information Technology Management

The primary emphasis of this course is to study the impact of information technology on business organizational structure; the human-computer interface; the use of information systems for developing corporate strategies, both domestic and international; and the growing impact of information systems on global economic, legal, political, regulatory, and social structures. This is the capstone course for the Information Systems Concentration and should be taken in a student's final semester. Fall, Spring, Online. Prerequisite: MISM 6314, 6320, 6330, 6335. M.B.A. students only.

Marketing

MRKT 51.521 (1.5-1-0) Marketing Concepts

The topics covered in this course include an overview of marketing history, marketing strategy, environmental forces, buyer behavior, market analysis, product strategy and developments, channels of distribution, promotional strategy and advertising, and pricing strategy. Equivalent to MRKT 3301 Principles of Marketing. Fall, Summer, Spring, Online.

MRKT 6301 (3-3-0) Creative Problem Solving for Marketing Decisions (S-L)

This course explores the relationship between the creative process and marketing decisions. Students will learn effective methods of divergent and convergent thinking as tools to solve problems, meet goals, and approach challenges and opportunities in a marketing environment. This course contains a field-based service-learning component. Fall, Spring, Summer, Online. Prerequisite: MRKT 51.521 or undergraduate equivalent.

MRKT 6302 (3-3-0) Business Development Strategies

Marketing strategies designed to strengthen the performance of the marketing organization will be discussed. Current topics examined in this course include strategic alliance partnerships, market opportunity assessment, market segmentation strategies, customer satisfaction, and business to business marketing. Periodically, Online. Prerequisite: MRKT 6301 (S-L).

MRKT 6303 (3-3-0) New Product Development

This course focuses on the process of creating and marketing new products. Topics discussed include the new product development process, prototyping, market assessment, new product strategies, and other related areas. The course includes a combination of lectures, discussions, and case analyses. Periodically. Prerequisite: MRKT 6301 (S-L).

MRKT 6312 (3-3-0) Consumer and Buyer Behavior

This course applies concepts, principles and theories from the various social sciences to the study of factors that influence the acquisition, consumption and disposition of products, services and ideas. The principles and theories from a number of disciplines are used to describe and explain consumer and buyer behavior including economics, psychology, social psychology, sociology, and anthropology. Periodically, Online. Prerequisite: MRKT 6301 (S-L).

MRKT 6321 (3-3-0) International Marketing

This course examines the marketing strategies related to the unique problems and opportunities firms face in the international environment. The effects of cultural differences, domestic and international regulations, as they affect marketing strategies and research methods, will be studied for the multinational firm. Spring, Online. Prerequisite: MRKT 6301 (S-L).

MRKT 6331 (3-3-0) Marketing Analysis

Overall course design is to investigate the inter-relationship of information needs between marketing research and marketing management. Emphasis is upon the methods and techniques that may be employed for the collection and analysis of primary data. Specific topics include design of research projects, questionnaire and sample design, primary data collection and analysis, as well as communication of results. Fall, Online. Prerequisite: MANA 5313 or undergraduate equivalent, MRKT 6301 (S-L).

MRKT 6341 (3-3-0) Advanced Marketing Strategies

The course examines the explicit process of formulating organizational marketing goals and strategies. The marketing planning phases of formulation, integration, and implementation, including evaluation and feedback, are reviewed and applied in various organizational settings. The course combines course discussions with current marketing literature and case analyses. Course applications emphasize product marketing in the Fall term and services marketing in the Spring term. Spring, Online. Prerequisite: MRKT 6301 (S-L), MRKT 6331.

MRKT 6350 (3-3-0) eBusiness Marketing

Course explores strategic marketing in an electronic environment. Examination of alternative ways to promote a URL, banner ads, use of custom profiles, how to attract and maintain e-customers, supply chain management, leveraging the Internet and other electronic media, e-mail advertising, search engine placement, tracking results with online surveys, closing an online sale, the role of intermediaries, global challenges, information and information technology to create a competitive advantage via electronic business, and product characteristics are addressed in relation to an online firm. This course will cover the essential elements of a store without walls and virtual retailing as it impacts marketing decisions. Students are required to develop a marketing plan for the individual eBusiness sites introduced in MISM 6350, eBusiness Technologies. The course is offered online only. Twice annually. Prerequisite: MISM 6350.

Math

MATH 5304 (3-3-0) Content Math I

An expanded study of the algebraic treatment of operations and algorithms for whole numbers, integers, fractions, decimals and radicals. Fall. Prerequisite: MATH 1303

MATH 5305 (3-3-0) Content Math II

An in-depth treatment of the study of the theory of geometry, measurement, probability, statistics and graphs. Periodically.

MATH 5306 (3-3-0) Content Math III

Hands-on exploration of problem solving theory, techniques and mathematics connections across the elementary curriculum. Periodically.

MATH 5307 (3-3-0) Content Math IV

Hands-on exploration of in-depth geometric and measurement concepts and theory including data collection and analysis of exploration results. Periodically.

Nonprofit

ACCT 6344 (3-3-0) Nonprofit Accounting, Resource Development and Fundraising

This course will focus on the preparation, auditing and reporting on financial statements for the nonprofit organization that are in conformity with generally accepted accounting principles. The course also examines the explicit process of ethical fund development and innovative fundraising strategies. It covers fundraising from such sources as major donors, foundations, grassroots efforts and capital campaigns. Prerequisite: ACCT 6321. Fall.

MANA 6348 (3-3-0) Legal Issues for Nonprofit Organizations

This course will focus on the legal issues important to leaders of effective, ethical nonprofit organizations. The course will examine forming a nonprofit organization, acquiring and maintaining tax-exempt status, public charities, and private foundations, reporting requirements, charitable giving, lobbying and various political activities, and IRS audits. Prerequisites: MANA 6310 and MANA 6320. Spring.

MANA 6349 (3-3-0) Creative Leadership for Nonprofit Organizations

This course will focus on the dynamics of organizational change and the challenges presented for those who hold positions of formal leadership. Other topics include board governance, strategic planning and positioning, collaboration, volunteer programs, risk management, alignment, managing versus leading, and keeping the community involved. Prerequisites: MANA 6310 and MANA 6320. Fall.

MRKT 6340 (3-3-0) Marketing Strategy for Nonprofit Organizations

This course will focus on the importance of marketing (both internal and external) in the success of nonprofit organizations. Topics include determination of specific market targets, the development of product/service strategy, the dynamics of pricing of nonprofit services, the distribution or delivery of products or services to the various target markets, developing a customer orientation, designing the marketing mix and the development of promotional strategies to various groups. Prerequisite: MRKT 6301 (S-L). Spring.

Professional Development

MAPD 5305 (3-3-0) Introduction to Leadership Studies (S-L)

This course will be a survey of the key components of effective servant leadership within the context of the Christian value system. It will include studies of leadership theories, ethics, values, attitudes, character development, leadership behavior, and the role of power and influence. Special emphasis will be placed on developing the skills necessary for effective servant leadership. This course contains a field-based service-learning component. Online.

MAPD 5350 (3-3-0) World Views: Human Beliefs/Human Actions (S-L)

An introduction to the concept and structure of "world views" and an exploration of various world view alternatives, especially the Judeo-Christian perspective. World views will be examined in recent history (the pre-Modern, Modern, and post-Modern periods) followed by an extensive discussion of the Christian world view focusing on its theological, epistemological, Biblical, philosophical, and practical aspects in the context of the post-Modern world. This course contains a field-based service-learning component.

MAPD 6347 (3-3-0) Career Development and Life Transitions (MANA 6347)

This course will focus on development challenges facing individuals during the entire life span with specific applications to various theories of Career Development. Students will develop an Employment Portfolio and learn various strategies useful in planning and searching for career opportunities.

Project Management

PROJ 6301 (3-3-0) Introduction to Project Management

This is the first in a four-course concentration that emphasizes the theoretical and applied aspects of project management. Topics in project management fundamentals and structures, including organizational structures, how to establish a project office, project manager responsibilities, and project life cycles will be considered.

PROJ 6302 (3-3-0) Project Planning

This course in a four-course concentration emphasizes the theoretical and applied aspects of project management. Topics in project planning, including scope, project planning documents, schedules, and budgets will be considered. Prerequisite: PROJ 6301.

PROJ 6303 (3-3-0) Project Execution and Control Methods

This course in a four-course concentration emphasizes the theoretical and applied aspects of project management. Topics in project execution and control, including risk management, earned value, configuration management, and project termination and close-out will be considered. Prerequisite: PROJ 6301.

PROJ 6304 (3-3-0) The Environment of Project Management

This course is the capstone of a four-course concentration that emphasizes the theoretical and applied aspects of project management. Topics contributing to the project management environment, including project management ethics, project organizational cultures, project failure determinants, and project success criteria will be considered. Prerequisite: PROJ 6301.

Theology

THEO 5313 (3-3-0) Applied Hermeneutics

The course provides an introduction to advanced methods of Bible study. Students gain proficiency in using Bible software for searches, word studies, grammatical analysis, and translation comparison. Students learn to use tools for exegetical study such as Bible atlases, Bible dictionaries, lexicons and commentaries. Most importantly, students develop a careful approach to the exposition of Scripture, moving from the biblical text to interpretation with suggestive applications for today.

THEO 6305 (3-3-0) Christian History and Heritage

The course overviews the history of Christianity from New Testament times until the modern era. The study focuses on the major movements, persons, and events that have influenced the development of Christianity with attention to some of the largest contemporary denominations including special emphasis on Baptist history, doctrine, and polity.

THEO 6306 (3-3-0) Systematic Theology

This course surveys the following Christian doctrines: revelation and the Bible, God, creation and providence, humankind, sin, the person of Christ, the work of Christ, the Holy Spirit, salvation and the Christian life, the church, and last things. Online.

Worship Leadership

MAWL 5307 (3-3-0) Psalms, Hymns, and Spiritual Songs

This course will equip the graduate student with an understanding of the nature and function of corporate song in the service of worship. It will explore the historical development of corporate song throughout the history of Christianity. Class instruction will include the study of Psalms, Chorales, Hymns, Gospel Songs and Contemporary Christian Song. The Sacred Song as literature will be explored. The importance of song to the theological education of the church will be featured. Early Church Song, Psalmody, and the development of the Hymn in England and America will be pursued. Analysis of current trends in the use of corporate song in the worship and mission of the church will be explored. Spring.

MAWL 5310 (3-3-0) The Worship Toolbox: Philosophy and Practice

A survey of biblical foundations, and theological, aesthetic, and philosophical issues concerning Christian worship. The goal of the course will be to help the graduate student develop a sound philosophy of the Fine Arts in worship while gaining important administrative skill necessary to plan, develop, and lead worship experiences. Music's role in modern Christian worship practice will be explored. Upon completion of the course, the student will possess competencies in worship planning and worship leading worthy of Christian service to the church and the world. Spring.

MAWL 6303 (3-3-0) Spiritual Formation and Worship

This course will survey the resources available to a Christian minister for personal spiritual growth and effectiveness as a minister. The study will include practical guidance and personal disciplines for spiritual formation based upon biblical principles. Fall, Spring.

MAWL 6308 (3-3-0) Worship Through the Ages

This course surveys the practice of private and corporate worship from the New Testament era through the present, including the rites, symbols, writings, and elements held sacred by the most prominent Christian traditions. It will also identify leaders who shaped most significantly in which the Church has gathered to worship. Spring.

MAWL 6309 (3-3-0) Worship and Pastoral Care

This course examines the biblical, theological, and practical dimensions of worship as experienced through pastoral care. The course will examine the role of the worshiping minister as he/she practices ministry personally as well as corporately. The course will also examine how worship experiences may offer both praise to God and provide a meaningful response to the pastoral needs of persons and congregations. Spring.

MAWL 6311 (3-3-0) Global Worship

This course examines the impact of worship as it relates to missions around the globe. The course will provide a biblical, theological, historical, and practical examination of the role worship exerts in the philosophy and practice of missions. Attention will be given to the practical ways worship aids the proclamation of the Gospel. Fall.

MAWL 6312 (3-3-0) The Worshiping Life

This course examines the biblical, theological, historical, and practical aspects of the worshiping leader's life as a disciple of Christ. The course provides an examination and evaluation of various ethical-leadership models as they relate directly to the current practice of contemporary ministry. Focus will be directed toward the worshiping leader's personal and corporate ministry. Spring.

MAWL 6313 (3-3-0) 21st Century Transformational Worship

This course examines the biblical, historical, philosophical, and practical issues that provide "meaning" in the worship leader's life and ministry. This course draws upon the entire degree curriculum to encourage the development of a comprehensive worship ministry. Focus will be given toward encouraging a minister's self-awareness and evaluation, serious moral reflection upon the nature and content of ministry practice, and on-going worship ministry evaluation. The course aims to equip worship leaders to analyze a ministry context for its transformational qualities and to make changes to enhance this dimension personally and corporately. Fall, Summer.

MAWL 6314 (3-3-0) Visual and Media Arts in Worship

This course will acquaint the graduate student with cutting-edge material available in the performing, visual, and media arts for the service of worship. The intersection and integration of these fine arts across the various worship, traditions, and practices will be explored. This study will also focus on current trends of the use of these art forms in contemporary worship. During the course of study the student will develop a sound philosophy of the use of performing, visual, and media arts in order to enhance the worship of God.

MAWL 6315 (3-3-0) Mentorship (S-L)

This capstone course places the worshiping leader in a practical ministry context for supervised application of the theoretical tools gained in the classroom setting. Students will be paired with leading worship practitioners in a designed learning relationship. (The student will complete a minimum of 400 hours of supervised ministry practice [equivalent of 3 hours classroom credit] in a pre-approved ministry setting). Professional portfolio completion and assessment as well as other program exit assessments are components of this capstone course. This course contains a field-based service-learning component. Fall, Spring.

MAWL 6316 (3-3-0) Worship Theology for Contemporary Ministry

This course examines the biblical, historical (Christian/church), and practical aspects of theology in worship ministry. The course provides theological foundations for worship, reflective tools to assess theological implications of personal and corporate ministry, and equips worshiping leaders to apply these tools practically in ministry contexts. Fall.

MAWL 6317 (3-3-0) Baptist Heritage and Polity

This course is a one-semester survey of the nearly 400 years of Baptist History, including origins, theological distinctives, major personalities, and worship leadership, expressions, and styles. Special attention will be given to contemporary Baptists both in America and around the world. *Prerequisites: Old and New Testament Survey.*

MAWL 6318 (3-3-0) Contemporary Trends in Worship Expression

This course will explore some of the newest trends and practices in corporate worship in the context of contemporary American church life. A survey and analysis will be conducted on such topics as Contemporary Ethnic/Cultural Worship Expressions, Worship in a Postmodern Culture, Worship in the Emergent Church, Beyond the Contemporary/Seeker-Sensitive Worship Model, The Emerging Church Worship Paradigm, The Rediscovery of Taize Worship, and the Contemporary Development of Ancient-Future Worship Liturgies. Spring. **Available Spring 2010.**

MAWL 6319 (3-3-0) Praise Team Dynamics and Development

This course will explore relevant aspects of the local church's corporate worship Praise Team as they relate to the Praise Team's place in the contemporary worship paradigm as well as its place in the overall worshiping life of the church. Fall.

Ed.D. in Educational Leadership Course Descriptions

Educational Leadership Courses

EDDL 7300 (3-3-0) Foundations of Education

The course provides an introduction to educational leadership with an emphasis on leadership practice, development, and implementation. The work and challenges of educational leaders will be examined. The student will study the roles of servant leadership, credibility, vision, empowerment, and strategy for educational leaders.

EDDL 7301 (3-3-0) Developmental Theories

This course explores human development research, focusing on physical, cognitive, social, emotional, and personality development from conception to death within the context of psychological and sociological theories of development with an emphasis on their contributions to the practices of Christian nurture, instruction, and leadership formation.

EDDL 7302 (3-3-0) Learning Theories

This course explores the major theories of and ongoing research in learning with application of these theories and research studies to curriculum design and instructional strategies in school districts, colleges and universities, and church settings. Emphasis is given to an analysis of learning styles as well.

EDDL 7303 (3-3-0) Organizational Behavior and Leadership

This course examines organizations from a sociological perspective to gain a comprehensive understanding of both theoretical and practical workings of K-12, post-secondary, and ecumenical organizations. Chaos, complexity theory, and appreciative theory will also be addressed, along with the common and diverse elements of structures, rational, natural, and open systems perspectives including application to school districts, institutions of higher education, churches, and denominational agencies.

EDDL 7304 (3-3-0) Leadership and Management Theories

Leadership is essentially the ability of an individual to influence others and themselves to achieve a purpose, attain a goal, or create a change. Contemporary organizations expect mastery of strategic leadership elements and comprehension of motivational and problem solving approaches from their leaders. This course provides a survey of the key components of leadership and management theory, concepts, and models within the context of a Christian Worldview. Students will examine leadership theory, ethics, values, attitudes, character development, and leadership behavior with an emphasis on developing the requisite skills for effective servant leadership. In this seminar, students will build upon self-knowledge related to their leadership style and practices. Students will establish a baseline understanding of the leadership abilities and practices that will be used to establish personal and professional goals.

EDDL 7305 (3-3-0) Strategic Planning

This course explores organizational strategy from a theoretical perspective with an emphasis on the application of strategic models and tools to lead effectively within the K-12, higher education, church, and denominational environments.

EDDL 7306 (3-3-0) Marketing and Public Relations

This course overviews marketing and public relations history, marketing and public relations strategies, environmental forces, consumer behavior, market analysis, channels of distribution, promotional strategy, and advertising strategy. Principles underlying marketing and public relations, development of institutional and community understanding, fostering cooperation through appropriate agents and agencies, and building relationships between institutional personnel with the public are also explored.

EDDL 7307 (3-3-0) Personnel Management

Students will participate in a variety of authentic and research-based activities designed to enhance human resource management and development from a servant leadership perspective.

EDDL 7310 (3-3-0) Leadership and Management Theories

Leadership is essentially the ability of an individual to influence other persons to achieve a purpose, attain a goal, or create a change. Contemporary businesses, educational institutions, and other organizations expect mastery of strategic leadership elements and a comprehension of motivational and problem solving approaches from their leaders. This course provides a survey of the key components of leadership theory, concepts, and models within the context of a Christian worldview. Students will examine leadership theory, ethics, values, attitudes, character development, diversity, and leadership behavior with an emphasis on developing the requisite skills for effective servant leadership.

EDDL 7315 (3-3-0) Budgeting and Finance in Education

Students will participate in a variety of authentic and research-based activities designed to provide the budgeting and finance knowledge and skills necessary to lead school districts. Issues of local, state, and federal laws and policies will be addressed and applied from a servant leadership perspective.

EDDL 7330 (3-3-0) Principles of Educational Research

Examination of quantitative, qualitative, historical, and other research designs and methods to enhance the evaluation of higher education research and to prepare the students for applications in research design.

EDDL 7331 (3-3-0) Statistics I

Students will learn to analyze and apply descriptive and inferential statistics, elements of probability that support statistical theory, and theoretical distributions. Tests of hypotheses will include z-tests, t-tests, chi-square tests, one-way and two-way analysis of variance, and nonparametric tests. Other topics included will be confidence intervals, correlation, linear regression, and multiple regressions. Students will apply statistics to critical educational issues that require measurement, analysis, and decision making for organizational improvement. They will further design, conduct, and report a study that demonstrates their statistical skills. This course is required for all students who have not earned a grade of B or higher in statistics at the master's level and must be taken before EDDL 7333, Quantitative and Qualitative Methods and Analysis.

EDDL 7332 (3-3-0) Quantitative Research Methods and Analysis

Students will expand previous knowledge for analysis, interpretation, and decision-making in quantitative research to be used in education leadership and school improvement roles. Students will use statistical software to aid in their research.

Prerequisite: Master's level Statistics I prerequisite required.

EDDL 7333 (3-3-0) Quantitative and Qualitative Methods and Analysis

Students will expand previous knowledge for analysis, interpretation, and decision making in quantitative and qualitative research to be used in education leadership and school improvement roles. Students will use statistical and qualitative software to aid in their research. Prerequisites: EDDL 7330 (Principles of Educational Research) and EDDL 7331 (Statistics I) or comparable statistics course.

EDDL 7334 (3-3-0) Qualitative Research Methods and Analysis

Students will expand previous knowledge for analysis, interpretation, and decision-making in qualitative research to be used in education leadership and school improvement roles. Students will use qualitative software to aid in their research.

EDDL 7335 (3-3-0) Dissertation Research and Prospectus Design

Under the guidance of their dissertation supervisor, students will participate in the development and implementation of their prospectus to their Dissertation Committee. All required components of the dissertation outline must be included as described in the Doctoral Handbook including the approval of the Human Subject Protection and Approval Form. *Prerequisite: EDDL 7333 (Quantitative and Qualitative Methods and Analysis).*

EDDL 7345 (3-3-0) Ethics and Leadership Theory

Students will participate in the study of leadership models and application from an ethical perspective. They will be expected to participate in critical thinking and problem solving research, case studies, and authentic organizational applications designed to expand principled focus from a servant leadership perspective.

EDDL 7350 (3-3-0) Leadership and Communication in Education

This course will provide a communication-based perspective of organizational leadership, persuasion, and conflict resolution. Discussion and application of contemporary leadership, communication, and behavioral theories to interpersonal and group communication within the educational environment will include a review of communication roles, formal vs. informal processes, time and stress management, group/team leadership, conflict and negotiation, problem solving, motivation, empowerment, and delegation.

EDDL 7366 (3-3-0) Social and Cultural Contexts of Education (Global)

This course will focus on the historical, philosophical, pedagogical, and administrative similarities and differences present in global education. Students will explore a part of the vast, global education community through an international travel institute experience, comparing public and private education in a specific country to the American system of education. Students will analyze educational problems and issues, critique policies affecting education in society, and make connections between educational practice and learning.

EDDL 7367 (3-3-0) Social and Cultural Contexts of Leadership (Global)

This course will focus on the historical, philosophical, pedagogical, administrative and management similarities and differences in global educational leadership. Through experiential study of an international, or foreign educational system, students will explore the leadership styles as they encounter diverse ideas, people, and experiences. Through interviewing, consistent journaling, and extensive reading, students will analyze diverse leadership styles in both the public and private educational setting from a global perspective. The course focuses on personal interactions and extensive travel to produce both personal and professional growth.

EDDL 7390 (3-3-0) Independent Research

Individual research varied in content and relating to an issue of professional interest and significance in the field of educational leadership. Permission from the Ed.D. Director is required.

Education Ministry Leadership Courses

EDDM 7315 (3-3-0) Ministry Development and Design (all ages)

Students will research and evaluate a wide range of ministry designs and determine best practices to develop appropriate criteria for ministry development and design for application to ministry in churches, in colleges and universities, and other denominational assignments, or Christian agencies.

EDDM 7320 (3-3-0) Internship in Ministry Leadership (S-L)

Students will participate in a field-based, mentored internship in a ministry related experience with a focus on servant leadership. Under the joint supervision of a church or agency leader and a university supervising professor, the initial planning and design of a ministry related research project will be defined and implemented. Students gain meaningful experience from both planning and implementing ministry leadership strategies. Students will analyze and reflect on this process as a foundation for lifelong learning and ministry. This course contains a field-based service-learning component.

EDDM 7355 (3-3-0) Church and Denomination Governance and Organization

Students will research church governance and organization systems among Christian denominations and organizations to identify principles and practices consistent with biblical teachings and historic practices to gain knowledge, understanding, and appropriate applications for ministry in their faith tradition.

EDDM 7371 (3-3-0) Faith Formation and Christian Education Process (all ages)

Students will research systems of faith formation related to all age groups and current Christian education processes with a view toward developing quality Christian education models for spiritual formation in the various age groups of preschool, children, youth, and adults.

EDDM 7373 (3-3-0) Volunteer Leader Development and Management (all ages)

Students will research volunteerism in a wide range of fields to gain knowledge and understanding for application in churches, Christian college and university campuses, denominational agencies, and in other Christian related Christian ministries. Research areas include best practices, resources, and discovery and assessment of gifts and abilities, systems of training and equipping.

EDDM 7378 (3-3-0) Church Curriculum Design and Application (all age groups)

Students will research church curriculum design and best practices among various Christian denomination publishers and groups to identify principles, evaluative criterion, and practices to gain knowledge, understanding, and appropriate application for churches of various sizes and styles giving special focus to the role of biblical teaching and basic discipleship. Students will also research the process of curriculum development and writing for general application and specific age group relevance.

Higher Education Leadership Courses

EDDH 7300 (3-3-0) Readings in Higher Education

A guided individual study, in consultation with a higher education faculty member, designed to provide the doctoral student with an in-depth analysis in a specific area of interest or expertise in the field of higher education. Fall, Winter, Spring, Summer. Permission from the Ed.D. Director is required.

EDDH 7315 (3-3-0) Budgeting and Finance in Higher Education

Students will participate in a variety of experiential and research based activities designed to provide the budgeting and finance knowledge and skills necessary to lead colleges and universities. Students will examine revenue, fundraising and development, types of expenditures, tuition and financial aid, budgeting, and accounting practices. Issues of local, state and federal laws and policies governing higher education finance will be addressed and applied from a servant leadership perspective.

EDDH 7320 (3-3-0) Internship in Higher Education Leadership (S-L)

Students will participate in a collaboratively developed, field - based internship experience on a higher education campus and with a servant leader perspective. These experiences will be under the joint supervision of a university leader and a university supervising professor. Initial planning and design of a higher education research project will be defined and initial implementation strategies begun. Application for the internship must be made one semester prior to enrollment. This course contains a field-based service-learning component.

EDDH 7321 (3-3-0) Internship in Higher Education Leadership II (S-L)

Students will continue in field-based practicum experiences under the mentorship of university leaders. In addition, more in-depth analysis of experiences will be undertaken from a servant leader perspective. Students will complete their higher education improvement research project begun in EDDH 7320 (S-L). Application for the internship must be made one semester prior to enrollment. Prerequisite: EDDH 7320 (Internship in Higher Education Leadership I) (S-L). This course contains a field-based service-learning component.

EDDH 7340 (3-3-0) History and Philosophy of Higher Education

Students will examine the development of American higher education and the philosophical constructs against the background of influential social, political, economic, and intellectual issues. Topics of study include: historical formation including the impact

of Christianity upon the development of higher educational institutions, early American higher education, current trends of higher education in America, and the role of church, government, politics, and economy in the philosophical trends of American higher education.

EDDH 7355 (3-3-0) The Law and Higher Education

This course surveys federal and state law governing colleges and universities in the United States of America with a focus on the application of education law to specific Patterns commonly presented to various academic administrators.

EDDH 7365 (3-3-0) Community College Leadership

Students will learn the history, development, and theoretical philosophies of community colleges in American society. The current and future roles and functions of community college leadership as compared to four-year universities will also be analyzed.

EDDH 7371 (3-3-0) Student Services Leadership

Students will participate in an in-depth study of the functions and professional issues of Student Affairs leadership. Pertinent concepts of administration and student development will be explored and analyzed. The functions of and relationships between various students services departments will be both discussed and applied through problem-based learning.

EDDH 7373 (3-3-0) College and University Leadership

Students will participate in an in-depth analysis of the various institutional models of higher education as well as their organizational roles on a national perspective. The principal administrative and leadership functions, including faculty personnel, business management, public relations, and the liaisons of student personnel with other administrative and leadership functions will be analyzed and evaluated.

EDDH 7378 (3-3-0) Academic Affairs Leadership

Students will learn the current theories and strategies for academic leadership in higher education that include philosophy, curriculum development, instructional management, and forces that influence academic decision-making. Emphasis will be placed on developing leadership skills for improving academic performance based on effective assessment of student performance and identified learner outcomes.

K-12 Leadership Courses

EDDS 7300 (3-3-0) Readings in Higher Education

A guided individual study, in consultation with a higher education faculty member, designed to provide the doctoral student with an in-depth analysis in a specific area of interest or expertise in the field of higher education. Fall, Winter, Spring, Summer. Permission from the Ed.D. Director is required.

EDDS 7315 (3-3-0) Budgeting and Finance Principles

Students will participate in a variety of authentic and research-based activities designed to provide the budgeting and finance knowledge and skills necessary to lead school districts. Issues of local, state, and federal laws and policies will be addressed and applied from a servant leadership perspective.

EDDS 7320 (3-3-0) Internship in K-12 Leadership (S-L)

Students will participate in a collaboratively developed, field-based internship experience in district level school leadership. These experiences are under the joint supervision of a district level leader and a university professor. Activities and experiences will align with the Texas State Board for Educator Certification standards, domains, and competencies. Application for the internship must be made one semester prior to enrollment. This course contains a field-based service-learning component.

EDDS 7321 (3-3-0) Internship in K-12 Leadership II (S-L)

Students will continue in field-based practicum experiences under the mentorship of district level leaders. In addition, more in-depth analysis of aligned experiences with the Texas State Board for Educator Certification standards, domains, and competencies will occur. Students will also refine and evaluate the action research school improvement project begun in EDSS 7320 (S-L). Application for the internship must be made one semester prior to enrollment. Prerequisite: EDSS 7320 (Internship in K-12 Leadership I) (S-L). This course contains a field-based service-learning component.

EDDS 7340 (3-3-0) Historical Leadership

Students will participate in the study of leadership from a historical perspective. The leadership styles of selected leaders throughout history will be examined with application to educational organizational leadership today and for the future.

EDDS 7355 (3-3-0) Advanced School Law (K-12)

Students will participate in a variety of authentic, research-based activities designed to provide the legal knowledge and skills necessary to lead school districts. Issues of local, state, and federal laws and policies will be addressed and applied from a servant leadership perspective.

EDDS 7361(3-3-0) Learning Communities and Relationships

Students will participate in a variety of authentic and research-based activities designed to provide the knowledge and skills necessary to develop learning communities and collaborative relationships from a servant leadership perspective.

EDDS 7362 (3-3-0) Human Resource Management and Development

Students will participate in a variety of authentic and research-based activities designed to enhance human resource management and development from a servant-leadership perspective.

EDDS 7363 (3-3-0) Instructional Leadership and School Improvement

Students will participate in a variety of authentic and research-based activities designed to enhance their district level instructional leadership skills with a focus on continuous school improvement. Leadership issues will be addressed and applied from a servant-leadership perspective.

EDDS 7364 (3-3-0) The Superintendency

Students will participate in a variety of authentic and research-based activities designed to provide the global overview of superintendency state and national standards, domains, and competencies necessary to lead school districts from a servant-leadership perspective.

EDDS 7371 (3-3-0) Assessment and Evaluation of Students

This course explores the assessment and evaluation philosophies and methodologies present in K-12 education with a strong focus on standardized tests. Facets related to assessment programs including tests, constructs, scoring, interpreting, evaluation, and test-taking skills will be covered. Interpretation and implementation of assessment data along with the characteristics of an ideal district assessment program will be discussed and analyzed.

EDDS 7373 (3-3-0) Supervision and Staff Development Training

This course explores the models, management techniques, and group process of supervision and staff development including an analysis of staffing patterns and organizational structure that support teaching and learning in K-12 education settings.

EDDS 7378 (3-3-0) Curriculum Design and Administration

This course explores current and classical theories of curriculum development with an analysis of the various determinants of, approaches to, and the systematic evaluation of curriculum in K-12 education settings.

Comprehensive Examination Courses

EDDL 8300 – 8301 (3-3-0) Cohort Only – Continuous Enrollment for Comprehensive Examination Candidacy

Independent study leading to retake of the comprehensive examination for the doctoral degree. To retain classified standing in the Ed.D. program, a student must enroll in a Continuous Enrollment for Comprehensive Examination Candidacy course each semester until all sections of the comprehensive examination are passed. Prerequisites: Approval of the Program Director.

Dissertation Courses

EDDL 7388 (3-3-0) Dissertation I (Research and Prospectus)

Doctoral students will be guided and assisted in the development of their dissertation proposals, writing dissertation chapters, design, data analysis, preparing articles for publication, developing research proposals for professional conferences, and other professional arenas. Emphasis will be placed on individual student work with their chair and Dissertation Committee members. Prerequisites: Students must have their dissertation proposal approved by the Human Subjects Committee prior to completion of this course. Students must maintain continuous enrollment in this course until this occurs.

EDDL 7389 (3-3-0) Dissertation II

Doctoral students will work individually with their Chair and Dissertation Committee members on the completion of their dissertation. To be acceptable, the dissertation must be evidence that the student has pursued a program of research, the results of which reveal superior academic competence and a significant contribution of knowledge to the field of educational leadership in a higher education or K-12 school system setting or the educational ministry setting. Students must maintain continuous enrollment in this course until they have successfully completed and defended their dissertation.

Prerequisites: EDDL 7388; Students must have their dissertation proposal approved by the Ed.D. Committee for Research Involving Human Subjects prior to registering for this course.

Ph.D. in Leadership Studies Course Descriptions

Core Leadership Seminars

PHDL 7300 (3-3-0) Dallas Institute: Leadership Experiences and Development (LEAD)

In this seminar, students will receive orientation to the Ph.D. program, take personality and leadership inventories, and develop a professional plan (which they will continue to develop throughout their degree program) based on what they have learned in their own self-discovery. They will attend a technology workshop to hone their computer and presentation skills, and be introduced to the academic expectations of conducting research, prospectus, and dissertation writing, and contributing to a chosen guild as a life-long learner. They will also attend formal dining protocol and business and professional dress seminars, where they will enhance already existing competencies related to professional appearance and behavior in multiple settings. Summer.

PHDL 7301 (3-3-0) Leadership Through the Ages: Part One: Foundations – Theory Model

This seminar is designed to give students an understanding in the concepts of leadership historically, philosophically, psychologically, and morally, and to test these understandings against the students' own values and experiences. Summer.

PHDL 7302 (3-3-0) Leadership Through the Ages: Part Two: Biblical – Servant Leadership Model

This seminar introduces the nature and purpose of spirituality from the biblical perspective as it relates to leadership, assisting students in constructing and refining those spiritual principles that are philosophically, theologically, and pastorally relevant to the human condition within the Christian community and other religious traditions. Fall.

PHDL 7303 (3-3-0) Leadership Through the Ages: Part Three: Classical Leadership – Educational Model

This seminar addresses the educational models of leadership within institutions of learning. It also addresses the "ways of knowing" as leaders teach learning in the classrooms, seminars, and virtual discussions in the present global climate. Founded on the belief that all persons are both teachers and learners, this seminar explores learning styles, issues concerning adult learners, and strategies for teaching and working with adults in organizational settings. The seminar also explores multiple intelligences, spiritual intelligence, women's ways of knowing, mentoring, and social constructionism. Spring.

PHDL 7304 (3-3-0) Leadership Through the Ages: Part Four: Political Leadership – Power and Influence

This seminar includes a trip to Washington, D.C. Students address the themes of justice, diversity, and human relationships within the context of power in civic and government structures and organizations. It also challenges students to develop a compelling personal vision that will engage others by offering meaning, dignity, and purpose. Leaders possess qualities that support a hardy persistence in the face of adversity. This seminar will emphasize the resilience necessary for successful adaptation and transformation despite risk and adversity. Summer.

PHDL 7305 (3-3-0) Leadership Through the Ages: Part Five: Cultural and Global Leadership

This seminar includes a trip to Oxford, England, or to a selected site in Asia, in order to explore the issues associated with the impact of leadership upon global communities. Readings and assignments before the trip will have prepared the students to engage in the application of knowledge regarding global and social systems as they relate to leadership, with special attention to policy analysis. Identifying and differentiating between the several approaches to systems thinking will help to draw implications for leadership within varied cultures and the relationship between, and problems associated with, global systems and technology. All of these discussions will also interact with Christian historical perspectives. Summer.

PHDL 7306 (3-3-0) Organizational Leadership

In this seminar students will examine organizations from a sociological perspective and gain a comprehensive understanding of both the classical and contemporary theoretical and practical workings of organizations. Chaos, complexity theory, and appreciative theory will also be addressed, along with the common and diverse elements of structures, rational, natural, and open systems perspectives, and applications to business, public bureaucracies, hospitals, and schools. Summer.

PHDL 7307 (3-3-0) Leadership for the Future (Capstone Seminar)

This seminar is a capstone class, which will synthesize the interdisciplinary content of the leadership core with an emphasis upon casting a values-based vision of personal leadership. Summer.

Leadership Studies Seminars

PHDL 7308 (3-3-0) Readings Course: Great Books/Biographies

This seminar is based on the reading, writing, study, and discussion of the primary texts related to the academic fields pertaining to leadership studies. Interdisciplinary in its approach, the course will cover an extensive bibliography, compiled by the faculty of the Ph.D. program, with the intent to deepen and broaden the student's comprehension of the literature of the major field. The approach used in this seminar will be text-centered, student-focused, and writing-intensive, with dialogue sessions employed to develop competencies in critical thinking skills and effective communication. Fall or Spring.

PHDL 7309 (3-3-0) Readings Course: Special Topics (Ethics, Conflict Management, or Independent Studies)

The student will read both widely and deeply from selective readings comprising bibliographies from both interdisciplinary and the student's concentration academic areas. Of special emphasis will be those related readings in the "across-the-curriculum" cognates of Ethics, Problem-solving, and Conflict Management. The approach used in this seminar will be text-centered, student-focused, and writing-intensive, with dialogue sessions employed to develop competencies in critical thinking skills and effective communication. Fall or Spring.

PHDL 7310 (3-3-0) Mentored Leadership Internship (S-L)

The student will complete a 120-hour mentored internship of eight hours of training each week for fifteen weeks in a single semester, or four hours per week for thirty weeks over two long semesters. The successful completion of the required internship with a designated mentor, in an area determined by the student and his or her supervisor, will result in 3 hours credit. The internship is designed to enhance the student's areas of personal strength and to define and evoke deep change in areas where transformation is needed for greater leadership competency. This course contains a field-based service-learning component. Fall or Spring.

Research and Statistics Seminars

PHDL 7320 (3-3-0) Statistics I – Prerequisite Course (taken for designated elective credit only)

If students did not have a course in statistics in their graduate degree, then they must choose to take this statistics foundational course. Statistics is the science of conducting studies to collect, organize, summarize, present, analyze, and draw conclusions from data. Descriptive statistics consists of the collection, organization, summarization, and presentation of data. Inferential statistics consists of the analysis of data in order to draw conclusions when generalizing from a sample to a population. Students in this course will study both descriptive and inferential statistics, elements of probability which support statistical theory, and theoretical distributions. Tests of hypotheses will include z-tests, t-tests, chi-square tests, one-way and two-way analysis of variance, and nonparametric tests. Other topics are confidence intervals, correlation, linear regression, and multiple regression. Students will apply statistics to the decision making process for leadership position holders and will design, conduct, and report a study that demonstrates their statistical skills. Spring.

PHDL 7330 (3-3-0) Statistics II – Advanced Graduate-Level Statistics

In this course the student will build upon his previous knowledge. With structured opportunities to analyze, interpret, and report quantitative research, using their own or sample data, students will be able to demonstrate coding, use quantitative software for analysis, and demonstrate skills in interpreting and writing the results of quantitative data. Spring.

PHDL 7340 (3-3-0) Research I – Research Principles and Critical Thinking

This course will teach research principles and critical thinking skills that apply toward advanced research methods, quantitative and qualitative study, data collection, research analysis, and writing for publication. Fall.

PHDL 7350 (3-3-0) Research II – Advanced Research and Prospectus Design

In this class students identify their research question and begin to chart their research methodology toward the completion of their prospectus. The students and their faculty advisors will also decide upon and finalize the students' supervisor and Dissertation Committee. Fall.

Concentration Courses

PHDL 7361 (3-3-0) Ministry Leadership for the 21st Century

This seminar explores and evaluates the effectiveness of current ministry leadership models as applied to 21st century ministry contexts. The biblical-theological framework for the course will be Christological in nature with focus being directed to examining the validity and practicality of current ministry leadership models in light of contemporary moral issues. Fall. Cohort Only – Approval of Program Director.

PHDL 7362 (3-3-0) Theological Foundations for Contemporary Ministry

The seminar analyzes selected psychological-theoretical, and self-realization approaches as bases for contemporary ministry using classical historical theological disciplines as a framework for evaluating these trends in "applied" pastoral theology. Emphasis will be placed upon developing varied reflective theological analyses and tools by which to gauge contemporary ministry praxis models. Spring.

PHDL 7363 (3-3-0) Contemporary Leadership for Emerging Global Church

The expansion of Christianity into all regions and nations has accelerated in recent decades. An emerging new leadership from the southern and eastern hemispheres makes ideas like Christendom obsolete. The study of the global expansion of Christianity and the implications this new reality has for the contextualization of the gospel in and from cultures once considered "foreign" to Christianity requires a new breadth of vision and leadership skills today. Fall.

PHDL 7364 (3-3-0) Contemporary Biblical Communication for an Emerging Global Church

The seminar explores the biblical-theological and historical methods for communicating the Gospel to the nations in light of 21st century global needs. Technological advances and an ever-growing global "neighborhood" offer right opportunities to develop contemporary communication models for heralding the Gospel. A biblical servant leadership framework that emphasizes expositional communication of the scriptures will be employed. Emphasis will be placed upon the development of creative contemporary communication models (inclusive of classical preaching styles, media-oriented Gospel communication, Bible-story-telling, etc.) that set the pace in reaching the nations with the Good News. Spring.

PHDL 7366 (3-3-0) Leadership, Christian History and Baptist Identity

In this seminar, students will examine Baptist heritage and identity within the context of Christian history across the ages from the New Testament to the present. Special attention will be given to Baptist distinctives and how these historic faith tenets interact with the beliefs of contemporary denominations and the major world religions which Christian ministers encounter in today's world. Fall.

PHDL 7367 (3-3-0) Independent Research I

Individual research varied in content and relating to an issue of professional interest and significance in the field of business, education, higher education, general leadership, or ministry leadership. *Prerequisite:* Permission from the Ph.D. Director is required. Fall.

PHDL 7368 (3-3-0) Independent Research II

Individual research varied in content and relating to an issue of professional interest and significance in the field of business, education, higher education, general leadership, or ministry leadership. *Prerequisite:* Permission from Ph.D. Director is required. Fall.

PHDL 7369 (3-3-0) Independent Research III

Individual research varied in content and relating to an issue of professional interest and significance in the field of business, education, higher education, general leadership, or ministry leadership. *Prerequisite:* Permission from the Ph.D. Director is required. Spring.

PHDL 7370 (3-3-0) Independent Research IV

Individual research varied in content and relating to an issue of professional interest and significance in the field of business, education, higher education, general leadership, or ministry leadership. *Prerequisite:* Permission from the Ph.D. Director is required. Spring.

PHDL 7371 (3-3-0) Strategic Health Care Planning

This course examines strategic health care planning and marketing processes used by health care managers. Health care policies related to selected health care issues are analyzed within the fast-changing nature of the health care industry. Emphasis is given to the social, economic, political, and health implications of planning, marketing, and health policy for consumers, health care providers, and the general community. For Ph.D. candidates, there will be additional assignments in research and a comprehensive term paper will be required. The student will gain an understanding of the meaning and process of strategic planning as well as the ultimate benefits to the health care organization that carries out such activities. As stated above, under bibliography, "The student's understanding and assimilation of such materials will be expected to be demonstrated in the presentation by the student in a term paper." In addition, this understanding and assimilation will be expected to present in the several examinations to be taken during the course of study. Fall.

PHDL 7372 (3-3-0) Leadership Theory Research

This course explores the role of significance in the overall schema of organizational psychology. The significance principle will be examined in light of current Leadership and Management theory. Research will focus on significance-based transactions and organizational performance, and will integrate research from the discipline of psychology, counseling, and therapy that has been developed in recent years. This course includes analysis of current writings on significance and relationship with munificence, recognition need among followers and leaders, assessment of significance at the organizational level, and cognitive dissonance between linear leadership models and significance-based leadership models. Fall.

PHDL 7373 (3-3-0) Significance Theory Research

This course explores the role of mental models and paradigmic dissonance as related to leadership failures or success. This course includes analysis of current writings on change, management mental models, and competitive systems. Special emphasis will be placed on how leaders use flawed mental models and the resulting impact of such thinking on organizational success. Conversely, a study will be made of successful organizations to determine if there is any difference between the mental models used by successful leaders vs. unsuccessful leaders. Fall.

PHDL 7374 (3-3-0) Corporate Finance

This course examines the theory and practice of corporate financial decision making to maximize the firm's value. The major topics include capital budgeting, risk-return relationship and capital market theory, market efficiency, capital structure, dividend policy, long-term financing and working capital management. Selected cases will be analyzed in conjunction with these topics. The Ph.D. version of this course covers a more in-depth study for the selected topics in corporate finance, including literature reviews. Also, students will develop possible future research topics. Fall.

PHDL 7375 (3-3-0) Investments

This course covers the analysis and valuation of equity and fixed-income securities. It also deals with the structure and operations of the markets in which these securities are traded. Topics discussed include the modern portfolio theory, the capital asset pricing model (CAPM), the arbitrage pricing theory (APT), different investment tools and their markets, mutual funds, market efficiency and anomalies, bond valuation and duration, stock valuation models, and other related issues. Fall.

PHDL 7376 (3-3-0) Problems and Challenges in Organizational Management.

This is an integrative course designed to provide students the opportunity to perform a comprehensive analysis of an organization's management practices. In this course, students will utilize case methodology to develop the skills necessary for uncovering and resolving organizational problems. In addition, students will address the latest trends and challenges that managers face in today's business environment. The Ph.D. version of the course covers a more in-depth study of the selected topics in investments, including literature reviews. Also, students will develop possible future research topics. Spring.

PHDL 7377 (3-3-0) Creative Problem Solving for Marketing Decisions

This course explores the relationship between the creative process and marketing decisions. Students will learn effective methods of divergent and convergent thinking as tools to solve problems, meet goals, and approach challenges and opportunities in a marketing environment. The Ph.D. version of this course covers a more in-depth study of the selected topics in investments, including literature reviews. Also, students will develop possible future research topics. Spring.

PHDL 7378 (3-3-0) Capital Markets and Institutions

This course explores the connection between financial markets and the economy, and the effects of the Federal Reserve's monetary and regulatory policies. Topics covered include the determination of interest rates, the interrelationships between the Federal Reserve Bank, the Treasury, and other financial institutions, including insurance companies, international banking, investment banking, commercial banking, and other related topics. The Ph.D. version of the course covers a more in-depth study of the selected topics in investments, including literature views. Also, students will develop possible future research topics. Spring.

PHDL 7379 (3-3-0) Advanced Managerial Finance

This course is an in-depth analysis of financial management issues faced by financial managers. It covers advanced topics in capital budgeting, the use of option pricing in corporate financial management, working capital management, different types of short-term financing, lease financing, and other hybrid security financing, the use of derivative securities in corporate risk management, financial planning and control, and other related topics. The Ph.D. version of the course covers a more in-depth study of the selected topics in investments, including literature reviews. Also, students will develop possible future research topics.

PHDL 7380 (3-3-0) Managing Change in Organizations

Our nation's employers are operating in an environment best characterized by constant change. Special attention is given to the process of managing change, people affected by change, and the rewards of being a change agent. The Ph.D. version of the course covers a more in-depth study of the selected topics in investments, including literature views. Also, students will develop possible future research topics. Spring.

PHDL 7381 (3-3-0) Marketing and New Product Development for Entrepreneurs

This course focuses on the process of creating and marketing new products for entrepreneurial ventures. Topics discussed include the new product development process, prototyping, market assessment, new product strategies, and other related areas taken from the perspective of the entrepreneur. Students will bring these concepts together by the end of the semester with the development of a strategic marketing plan. Fall.

PHDL 7382 (3-3-0) Independent Research in Entrepreneurship

This course offers the student the opportunity to pursue specific topics of interest in a more in-depth manner. Two products of this course will be an extensive review of the entrepreneurship literature in the topic area and focused research paper that can be submitted for publication at a conference or in an academic journal. The student will be guided in the research by the professor of record and will meet with the professor on a regular basis. Spring.

Comprehensive Examination Courses

PHDL 8300 - 8303 (3-3-0) Continuous Enrollment for Comprehensive Examination Candidacy

Independent study leading to retake of the comprehensive examination for the doctoral degree. To retain classified standing in the Ph.D. program, a student must enroll in a Continuous Enrollment for Comprehensive Examination Candidacy course each semester until all sections of the comprehensive examination are passed. Prerequisite: Approval of the program director.

Dissertation Courses

PHDL 8310 - 8313 (3-3-0) Dissertation Proposal/Prospectus

To enroll in this seminar, students must have successfully completed two years of leadership core, the third year of concentration study, and passed the Research and Statistics and the Seminar and Bibliography comprehensive examinations. In this seminar, the student will identify the dissertation research question, select the method of research used to investigate the problem, define, state, and justify the thesis or theory, outline the proposed study, and submit the proposal/prospectus to the Dissertation Committee for formal approval. Students must maintain continuous enrollment in the subsequent dissertation proposal/prospectus course until they have successfully completed and defended their dissertation proposal/prospectus. Fall, Spring, or Summer.

PHDL 8320 - 8323 (3-3-0) Dissertation

Upon completion and successful defense of their dissertation proposal/prospectus, the student will enroll in this seminar. In this seminar, the student will implement and document the research methodology outlined in the dissertation proposal/prospectus. Students must maintain continuous enrollment in the subsequent dissertation course until they have successfully completed and defended their dissertation. Fall, Spring, or Summer.

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