



**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 Organizational Management (M.A.O.M.), the Master of Education in Educational Organization and Administration (M.Ed.), and the Master of Education in Higher Education Administration (M.Ed.).

In addition to these degrees, DBU Online offers the Advanced Certificate Program in eBusiness, Entrepreneurship, Human Resource Management, Information Systems Management, and Management.

### 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 ministry, counseling, education, higher education, liberal arts, organizational management, professional development, school counseling, teaching, and worship leadership, for a total of 12 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.

The fall semester of 2005 saw the enrollment of the University reach a record 4,988 students, including 1,376 master's students and 28 doctoral students.

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 2005, total University enrollment stood at 4,988 students.

## Academic Programs

Dallas Baptist University offers 56 undergraduate majors as well as 12 master's 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: Student Ministry, Higher Education, and Worship Leadership and doctoral degrees in Leadership Studies and Educational Leadership.

## Faculty

DBU employs 100 full-time faculty members. Eighty percent of the faculty hold doctorate or terminal degrees. The student/faculty ratio is 17:1.

## 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](#)) 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). The College of Business is nationally accredited by the Association of Collegiate Business Schools and Programs (ACBSP) to offer the Bachelor of Business Administration (B.B.A.), and the Master of Business Administration (M.B.A.) degrees. The Department of Music is accredited by the National Association of Schools of Music (NASM).

## Memberships

American Association of Collegiate Registrars and Admissions Officers  
American Council on Education  
Association for Christians in Student Development  
Association for Texas Professional Educators  
Association of Collegiate Business Schools and Programs  
Association of Graduate Liberal Studies Programs  
Association of Institutional Research  
Association of Southern Baptist Colleges and Schools  
Association of Texas Colleges and Universities  
Christian Business Faculty Association  
Christian University Global Net  
Christians in the Visual Arts  
Consortium for Global Education  
Council for Adult and Experiential Learning  
Council for Christian Colleges and Universities  
Council for Higher Education  
Federation of Business Disciplines  
Independent Colleges and Universities of Texas  
Mathematical Association of America  
National Association of College and University Business Officers  
National Association of Independent Colleges and Universities  
National Association of Schools of Music  
National Christian College Athletic Association  
North Texas Council of College and University Registrars and Admissions Officers  
Southern Association of Collegiate Registrars and Admissions Officers  
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 Music Educators Association



## 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-four percent of our undergraduate students receive federal or institutional financial aid. (Institutional aid includes academic, athletic, music performance, and Christian leadership scholarships.) 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-Colleyville.** DBU-Colleyville is a full-service facility with classroom space to accommodate over 20 classes per semester. During our long semesters, classes typically meet one night per week, either 5:15 p.m. to 7:45 p.m. or 8:00 p.m. to 10:30 p.m. Classes are also offered on weekends (Friday nights and Saturdays).

**DBU-North.** Dallas Baptist University maintains a full service academic site in the northern area of the metroplex to provide services and course opportunities to students in the North Dallas/Collin County communities. DBU-North allows students convenient access to services such as university admission, academic counseling, registration, student identification cards, cashier services, and research assistance. The site, with semester enrollments exceeding 600, 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. The hours of operation are listed in the current *Schedule of Classes*.

## 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, 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, the Financial Aid Office, and the Founders Bookstore.

**Landry Welcome Center.** Named after Christian servant leaders Tom and Alicia Landry, the Landry Welcome Center houses the 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 Landrys' professional and personal memorabilia.

**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.

**Fred White Building.** The Fred White Building houses offices for music faculty, music studios, music practice rooms, and classrooms.

**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 *Dr Pepper 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, *Fill My Cup* Coffee House, 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 floorplan, 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.

**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:** 214.333.5282

**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 - 10:00 pm
Saturday	7:45 am - 5:00 pm
Sunday	Closed

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

**Who may use the Computer Lab?**

The Computer Lab is open to all 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 100 IBM compatible PCs running Windows XP
- MS Office 2003 on all PCs
- Internet access
- E-mail (including off-campus access)
- Laser printers (350 pages per semester for students, extra are \$0.10 each)
- 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
- Diskettes
- Fax Machine
- Replacement student ID cards

**Special Services:**

- In addition, 2 computers with voice recognition, screen reading, and screen magnification software are available 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: Student Ministry, 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-North in Carrollton, and DBU-Colleyville, 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, and the Colleges of Humanities and Social Sciences, College of Adult Education, and The Gary Cook School of Leadership.

### The Graduate School of Business

**Master of Business Administration (M.B.A.)** with concentrations in:  
*Accounting, Conflict Resolution Management, eBusiness, Entrepreneurship, Finance, Health Care Management, International Business, 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 of 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 Organizational Management (M.A.O.M.)** with concentrations in:  
*Conflict Resolution Management, General Management, Health Care Management, and Human Resource Management*

The Master of Arts in Organizational Management (M.A.O.M.) degree 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 (M.Ed.)** with specializations in:  
*Early Childhood Education, Educational Leadership, Elementary Education with Reading, General Elementary Education, Master Reading Teacher Certification, Principal Certification, and Reading Specialist*

**DBU Endorsement: Christian School Education**  
**State Certifications: Master Reading Teacher, Principal, Reading Specialist, and Special Education**

The Master of Education degree (M.Ed.) is designed primarily for teachers and administrators already in service who wish to gain additional knowledge and/or certification in their respective area of service. Professional development in advanced administrative and instructional strategies and curricular design is gained through the M.Ed. program.

**Master of Education in School Counseling (M.Ed.)**  
**State Certification: School Counseling**

The Master of Education in School Counseling degree is designed to provide the framework for school counselor preparation and to enhance the professional development of certified teachers 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.)** with specializations in:

***All-Level Music and Physical Education Certification***

***Early Childhood - Grade 4 Certification***

***Grades 4 - 8 Certification***

***English, Language Arts, Reading***

***Mathematics***

***Science***

***Grades 8 - 12 Certification***

***English, Language Arts, Reading***

***Mathematics***

***Special Education Supplement***

***History***

***Life Science***

***Natural Science***

***Computer Science***

The Master of Arts in Teaching degree (M.A.T.) has been established to enhance the professional development of students who are committed to excellence in the classroom. The M.A.T. program is designed for individuals who are interested in pursuing teacher certification concurrently with a master's degree, improving their expertise in the content areas, learning 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 M.A.T. is a 36-hour, non-thesis professional development program.

## **College of Humanities and Social Sciences**

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

***Course work prescribed by the State Licensing Board for Professional Counselors***

The Master of Arts degree in Counseling (M.A.C.) prepares graduates to render counseling services in a variety of settings. 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.

## **College of Adult Education**

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

***Art, Christian Ministry, English, Fine Arts, History, and Political Science.***

The Master of Liberal Arts (M.L.A.) degree is designed to meet the needs of the student who desires an interdisciplinary, broad-based graduate education rather than specialization in a single discipline. 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, and Christian ministry. 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, 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 the context of graduate specialization with surveys of leadership, career development, and worldviews.

The M.A.P.D. offers the practicing professional a graduate educational experience that emphasizes the study of ideas in lieu of vocation-specific research. The curriculum provides students with a broad and diverse educational experience from one of five disciplines: business, counseling, criminal justice, higher education, or leadership studies.

## **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 ministry, vocational work, and community. Graduates from DBU's M.A.C.E. 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: Student Ministry (Youth and Collegiate)**

The Master of Arts in Christian Education: Student Ministry (Youth and Collegiate) will engage 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 core Master of Arts in Christian Education base with 6 hours of a core student ministry base along with an additional 21 hours of student ministry courses for a total of 42 hours.

### **Master of Arts in Worship Leadership**

The Master of Arts in Worship Leadership program is designed to provide worship leaders with transformational and practical study in contemporary personal and corporate worship practice. The Master of Arts in Worship Leadership program will engage individuals in a holistic study of Christian worship in order to educate and equip the Church, both individually and corporately, in the transformational, theological, and practical dimensions of worship. The program consists of 42 hours, with a pre-doctoral thesis option.

### **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 Degree (M.Ed.) 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 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 can 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.

### **Ed.D. in Educational Leadership**

The Ed.D. in Educational Leadership will emphasize a practical approach to leadership development and will accentuate 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 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 will offer **two tracks of study**.

- **Higher education leadership** - will provide cognate studies in community college leadership, higher education administration and leadership, and student affairs leadership.
- **K-12 leadership** - will equip leaders who intend to serve in K-12 school systems and includes Texas superintendents certification.

The Ed.D. in Educational Leadership program is a 60 credit hour program consisting of 21 hours of core studies in educational leadership, 9 hours of research studies, 12 hours of cognate studies, 6 hours of concentrated study in an academic discipline or independent study, 6 hours of internship, 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 second year of study and provides an opportunity for students to graduate within three years.

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

Classes will be offered each fall, spring, and summer term, and students may enter the program at the start of any of these three terms. Students who enroll in 6 hours during each term will be able to complete their coursework in less than three years and will be eligible to graduate upon defense of their dissertation at the end of the third year. Some students may choose to take additional time to complete their dissertation studies, which is fine as well.

### **Ph.D. in Leadership Studies**

The Dallas Baptist University 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 prospectus and dissertation, for which 6 credit hours will be awarded upon completion. Organized both systematically and thematically, the study and research of leadership will derive from the biblical, classical, philosophical, historical, and global dimensions of effective leadership. It will draw from, and integrate with, the fields of business, education, higher education, and general leadership, including the practice of ministry. Across the curriculum the program will include 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 25-30 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 towards 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 will encourage 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 7-10 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:  
**214.333.5454** or  
**1.800.460.1328**

For graduate application materials, contact the Office of Graduate Programs at 214.333.5242 (or e-mail [graduate@dbu.edu](mailto: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](http://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](http://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](mailto:writectr@dbu.edu).

The time and study requirements found in distance learning opportunities (audio, video, and online classes) are comparable with those found in classroom instruction. The methods of distance education include the following:

### **Audio Courses**

The College of Christian Faith offers the following graduate audio courses:

**MALA 5355 Systematic Theology I**  
**MALA 5356 Systematic Theology II**

For further information regarding these courses, please contact the office of the College of Christian Faith at 214.333.5170.

### **Online Courses**

Since 1998, Dallas Baptist University has offered fully accredited degree programs via the Internet, creating a rich online environment where students and faculty members can collaborate and interact. 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. The online courses are student-centered and designed to create a safe online learning community.

To enroll in an online course, the student must possess good computer skills and have access to a PC that meets certain minimum hardware and software requirements. Computer skills are determined by taking the online skills assessment test. These skills and requirements are necessary for the successful completion of an online course. Upon admission to the University, approval from the Online Student Coordinator and the student's advisor, the student may enroll in an online course. To learn more about the exciting degree opportunities available online, visit the DBU eCampus at <http://online.dbu.edu> or contact the Online Education Department office at 214.333.6893.

### **Degrees Offered**

Degrees available through DBU Online Education include the graduate level Master of Business Administration, Master of Arts in Organizational Management, Master of Education in Educational Leadership, Higher Education, and Master of Arts in Christian

Education. In addition to these degrees, DBU Online offers the graduate level, 12-hour eBusiness Certificate Program. Please see the course description page for more detailed information regarding online courses.

**Master of Business Administration (M.B.A.)**

Concentrations in:

eBusiness

Finance

International Business

Management

Management Information Systems

Marketing

**Master of Arts in Organizational Management (M.A.O.M.)**

Concentrations in:

General Management

Human Resources Management

**Master of Education (M.Ed.)**

Concentrations in:

Educational Leadership

**Gary Cook Graduate School of Leadership**

**Master of Education (M.Ed.)**

Higher Education

**Master of Arts in Christian Education (M.A.C.E.)**

**eBusiness Certificate 12-hour Graduate-Level Program**

Four-Course program

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 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 Admission Procedures

Applications for admission to a graduate 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 graduate 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. An official GRE/GMAT score report (if applicable). Please refer to the appropriate college for specific information on entrance exam requirements;
5. Two letters of recommendation; **recent graduates should request recommendations from professors**;
6. A Statement of Purpose outlining reasons for seeking admission (Applicants should answer each question with approximately 250 words as this is considered a writing sample);
7. A current resume (required for M.B.A. and M.A.O.M. applicants), recommended for all other applicants;
8. A completed medical form (dormitory and international students only);
9. Additional admission requirements as specified by individual degree programs.

All materials submitted will be kept three (3) years from 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 Graduate Admissions Committee. Application materials, once submitted, are the property of the University and cannot be returned.

## Minimum Requirements for Full Admission

1. A Bachelor's degree from a regionally accredited institution.
2. A grade point average of 3.0 or higher on a 4.0 scale in all previous course work.
3. Satisfactory GRE/GMAT scores as required for specific programs (A "satisfactory" score will depend on the special factors considered by each department, as well as the institutional standards monitored by the Office of Graduate Programs).
4. Evidence of sound moral character and compatibility with DBU's mission.

## Probationary Admission

In some cases, the Graduate Admissions Committee may grant probationary admission to an applicant lacking a 3.0 grade point average or the specified scores on the GRE/GMAT. Students admitted on probation will be granted full admission upon successful completion of 12-credit hours. Students with probationary admission must maintain a 3.0 grade point average and receive no grades below "B."

## Incomplete Admission

In some instances, applicants do not have time to submit all of the items required to be considered for full admission before the term in which they desire to enroll begins. Some applicants may not have the opportunity to take the GRE/GMAT or their official transcripts have not arrived from all institutions attended. In these cases, the Graduate Admissions Committee, upon receiving sufficient documentation, 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 admittance has been granted. However, formal admittance to the University is not guaranteed.

Applicants granted incomplete admission must earn a 3.0 grade point average with no grade below "B" to be considered for formal admittance. **Applicants with incomplete admission files are *not* eligible to receive financial aid.**

## Transfer of Credit for Master's Programs

Students may transfer up to 12 hours of graduate 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 courses consist of correspondence or workshop courses, or credit earned through life and work experience.

Students may petition for transfer credit only after acceptance into a graduate program at DBU. Evaluation and approval of credit for transfer shall be made by the director of the appropriate graduate program and the Director of Graduate Programs.

## Ed.D. Transfer Credit

A maximum of twenty-four (24) transfer credit hours may be considered by the Ed.D. Program Director and Ed.D. Committee provided the following stipulations are met:

Transfer hours must be on the doctoral or post-master's 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.

## Ph.D. Transfer Credit

The DBU Ph.D. program does not accept transfer hours during the first two years of the program. Students may, upon petition and approval of the Director and Ph.D. Committee, take up to 12 hours, *only in their area of concentration*, from another accredited Ph.D. program and transfer these hours back into their program. The Director and Ph.D. Committee will determine seminar and program comparability and approval after reviewing the student's petition and proposed syllabus from the institution in which he/she desires to enroll and from which credit transfer will be requested following successful completion of the course. The Director and Ph.D. Committee's decision will be considered final.

The DBU Ph.D. program will only agree to accept up to 12 transfer credit hours from another accredited Ph.D. program, but is not constrained to do so. Ph.D. Committee approval will only be granted upon consideration of an official petition by a student, evaluation of proposed syllabus, clear communication with the sister institution and faculty member(s), and recognition of comparable quality in the seminar presented for consideration.

## **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](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 International Office (**not the Graduate Programs Office**). The International Office is located in the International Center on the east side of the campus. The Director of the International Office may be contacted by phone at 214.333.5426 or by e-mail: [globalinfo@dbu.edu](mailto:globalinfo@dbu.edu).

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

1. Submit proof of ability to meet the financial requirements while in attendance at Dallas Baptist University;
2. 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 must be attained on the TOEFL, or (B) Students may complete the Intensive English Program at DBU to satisfy English requirements, thus no TOEFL would be required, or (C) The TOEFL may be waived at the discretion of the program director if four semesters of full-time academic work 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 Naturalization Services 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.

To request more information call 214. 333.5426 or e-mail: [globalinfo@dbu.edu](mailto:globalinfo@dbu.edu)

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

## Doctoral Admissions Procedures

### Prerequisites for Admission

Students must have a master's degree from an accredited college, university, or seminary with a cumulative GPA of 3.2 or higher on a 4.0 scale in order to apply. Applicants must submit with the application the Graduate Record Examination (GRE) with a score at the 50<sup>th</sup> percentile or higher. 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. All applicants must complete and submit an admissions assessment instrument, and have professional experience. An Ed.D. applicant must have professional experience in his or her chosen concentration. Applicants must submit letters of support from three specific sources and must submit an employer letter of support. They must meet with departmental and program faculty in an interview setting as well. New and transfer students may enter the Ed.D. program at the beginning of any semester after admission requirements have been satisfied.

### The Process of Application

Application for admission to the doctoral programs may be made by e-mailing [doctoral@dbu.edu](mailto: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. In addition, the Ph.D. applicant is required to participate in a personal interview with the Ph.D. faculty and members of the Ph.D. Council. The Ed.D. applicants are required to have a personal interview with the Ed.D. Program Director and Ed.D. program faculty. 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.** The applicant must hold earned baccalaureate and master's degrees from an accredited college, university, or seminary; and must have a cumulative GPA of 3.2 or higher in master's coursework. Official transcripts of all earned credit leading toward both degrees must accompany 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 with the application the Graduate Record Examination (GRE) with a score at the 50<sup>th</sup> percentile or higher. In lieu of the GRE, the applicant may, upon approval, submit the Graduate Management Admission Test (GMAT), Miller Analogies Test (MAT), or other nationally-recognized aptitude tests with comparable scores.
4. **Admissions Assessment Instrument.** The applicant must complete, and submit with 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. Individuals without prior work experience must complete 6 total semester hours of an internship.
6. **Letters of Recommendation.** The applicant must include with 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](http://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 included with 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 – 235-249 is the range for conditional admittance to the program, while those who score 250 or above may be admitted unconditionally; 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 Ph.D. applicant must be present for a personal interview during a one-day Admissions Interview Event at DBU. The applicant will provide a writing sample and meet with departmental and Ph.D. program faculty to provide all parties with opportunities to assess the compatibility of the program and applicant. The Ed.D. applicant must schedule a personal interview with the Ed.D. Program Director and Ed.D. program faculty to discuss academic goals and career preparation.

## Application Deadline

The deadline for submission of the complete Ph.D. Admissions Packet is 20 March for the following summer matriculation. The submission deadline for the complete Ed.D. admissions packet is 4 weeks prior to the beginning of each semester.

## 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. Council, 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.

*Students may be admitted conditionally into the program with the understanding that their performance will be reviewed carefully semester by semester. If the student has demonstrated the quality of work sufficient to remove the conditional status at the end of the first year, the Director, in consultation with the program faculty and Ph.D. or Ed.D. Committee will remove the condition. If the student has not demonstrated the necessary improvement in the quality of his or her work, the student is considered to have failed the doctoral program and at that time will be prevented further participation in the program. Conditional status will not extend beyond the first year.*

# 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, 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.
- **Residency Requirements**  
A minimum of 30 credit hours of graduate level courses must be completed as a graduate student at Dallas Baptist University for each Master's degree earned.
- **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 3.2.

- **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 3.2, 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

- **Ed.D. Residency Requirements**  
Each student will fulfill residency requirements by attending courses on a DBU campus. Courses offered on weekends during the long semesters will total 30 residency class hours each. All of the residency courses will be 3 credit-hour courses. At least 36 of the 60 degree credit hours will be required as residential.

Courses will be delivered in a variety of methods. Since DBU's Ed.D. students will be primarily professionals with daytime careers, this portion of the program affords the students the flexibility to study while maintaining obligations to families and careers.

- **Ph.D. 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. 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 prior to entering the third year.

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 that student's need.

## **Comprehensive Examinations**

- **Ed.D. Comprehensive Examinations**

Doctoral students are required to take and pass written and oral examinations 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.

At the end of the third year, or upon completion of academic courses, comprehensive written and oral examinations will be given over all academic and reading lists of the student's program in order to gauge the student's breadth and depth of knowledge.

- **Ph.D. Comprehensive Examinations**

Doctoral students are required to take and pass written and oral examinations 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. 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 Examinations, the student will be admitted into candidacy and the written prospectus and dissertation phase will commence.

An applicant who fails to pass either examination may petition the Academic Director of the Ph.D. program to re-take the examination. Approval may be granted by the Academic Director, in consultation with the Ph.D. program faculty and the 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 Ph.D. program for failure to achieve satisfactory comprehensive examination scores.

## **Successful Completion of Ed.D. 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. 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. 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 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 be dismissed from the Ed.D. program for failure to defend his or her dissertation satisfactorily.

## Successful Completion of Ph.D. 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 Ph.D. faculty by the Academic Director in consultation with the candidate's supervisor, the Ph.D. faculty, and 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 Ph.D. office.

If the candidate's dissertation fails to meet acceptable standards for the 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 Ph.D. office.

If the candidate's dissertation has met or exceeded the standards for the 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 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 Ph.D. Committee in a session open to all Ph.D. faculty, University faculty, 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 Ph.D. program faculty and the 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 Ph.D. program for failure to defend his or her dissertation satisfactorily.

## 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 30-hour minimum master's level or 36-hour minimum doctoral level residency requirements.

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. program or 24 hours of applicable doctoral courses to DBU's Ed.D. program.

## 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 loan verification or 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 long semester or summer are considered full-time status. Doctoral students taking a minimum of 3 hours in a long semester or summer are considered half-time status. Doctoral students working on the completion of a dissertation are considered full-time for enrollment status.

## 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.

## 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.

## 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 Master's 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](http://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 C

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.

## 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. Academic Suspension will also be imposed at any time a student's grade point average falls below 2.5.

### Failing Grades

A student with a cumulative GPA above 3.0, who receives a failing grade (F), will be placed on Academic Probation and must retake the failed class within the next 12 months. A student with a cumulative GPA below 3.0, who receives a failing grade (F), will be placed on Academic Suspension. A suspended student may only be reinstated to the Graduate Program upon written request and subsequent approval of the Graduate Admissions Committee. Upon reinstatement to the University, a student must retake the failed course in the next term in which that course is available.

## **Academic Probation, Pending Academic Suspension and Academic Suspension Defined:**

*Academic Probation* is defined as a conditional enrollment period of one term wherein the student must achieve and maintain a grade point average (GPA) not less than 3.0 or face the possibility of Academic Suspension. 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.

### **Admissions Status: Full**

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

**GPA Requirement.** A student granted *Probationary Admission* must maintain a 3.0 GPA with no grade below "B" for the first 12-credit hours to remain in the program.

## **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 or Program 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 six years to complete the course of study. The six years is calculated from their first semester of enrollment and terminates on the last regular business day of the respective sixth year semester.
4. 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.
5. 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 (By end of the 2<sup>nd</sup> year) and the Academic and Bibliography Comprehensive Exams (3<sup>rd</sup> year or upon completion of academic course work). 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 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 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.
4. 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.
5. 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 (2<sup>nd</sup> year) and the Seminar Content and Bibliography (3<sup>rd</sup> 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

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.

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.

### 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 without giving credit thereof.)

**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

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. Recommend to the Vice President for Graduate and Corporate Affairs that the student be placed on probation at the University for a specified period of time.
3. Recommend to the Vice President for Graduate and Corporate Affairs that the student be suspended from the University for a specified period of time.
4. Recommend to the Vice President for Graduate and Corporate Affairs that the student be expelled from the University.

### C. Action by the Vice President for Graduate and Corporate Affairs

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.*

## 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. 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 recommend that you download some type of spyware scanning program. Please see Computer & Technology for software suggestions.

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.

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.**

**For current listing of tuition and fees, please see the current *Schedule of Classes*.**

NOTE: Some aid programs require full-time enrollment. For financial aid purposes, graduate full-time status is defined as nine or more enrolled hours within an eligible attendance pattern. Eligible attendance patterns are explained below in the "Priority Dates and Deadlines" section.

## Eligibility

To be eligible for **institutional scholarships**, the student must be in good standing and be making satisfactory progress toward his/her educational goals. Other eligibility requirements may exist for each specific award; please check the [scholarship section](#) of this catalog for more information.

To be eligible for federal or state financial assistance, a student must meet the guidelines established by the U.S. Department of Education and the State of Texas.

### Criteria for Federal or State Financial Assistance

The student must:

- Successfully complete the Free Application for Federal Student Aid (FAFSA) and any other documentation required in this application process in a timely manner.
- Possess a valid Social Security Number (SSN). SSN matches are conducted by the government processor for each applicant for federal aid programs.
- Be registered for Selective Service if required to do so. Federal or state financial aid cannot be disbursed until the Office of Financial Aid receives notification that the student has successfully registered with Selective Service.
- Be a U.S. citizen, U.S. permanent resident, or other eligible non-citizen. Please check with the Office of Financial Aid for details.
- Be enrolled in a degree-granting eligible program for the purpose of obtaining a degree.
- Be fully admitted to the University. Students admitted to the University on a conditional basis (incomplete admission file) may be awarded financial aid, but no aid will be disbursed until the student completes his/her admission file.
- Be in good standing and making satisfactory academic progress toward a degree.
- Possess a high school diploma or GED. Students who have successfully completed at least two years of college-level work that is acceptable for full credit toward a baccalaureate degree at DBU may also be eligible to apply for federal aid. Students completing their high school education in a home school environment may also be eligible to apply for federal financial aid under certain conditions. See the Office of Financial Aid for more information.
- Not be in default or delinquent on any loan program with the state or federal government, or have borrowed in excess of the loan limits on federal loan programs.
- For most programs, be enrolled at least half-time during the fall, spring, or summer terms. Half-time at DBU is defined as four and one half (4.5) semester hours during the Fall and Spring terms. Some students who are eligible for the Federal Pell Grant may be enrolled in fewer than six hours and still receive this grant.
- Not owe a refund on grants previously received under the Federal Pell Grant, the Federal Supplemental Education Opportunity Grant, or the Leveraged Educational Assistance Grant.

**NOTE: Visiting students at DBU who are pursuing degrees at other colleges are not eligible for financial aid.**

## The Application Process

To apply for financial aid at DBU, applicants must complete the following items in a timely manner. In general, all application materials must be fully completed no later than 30 days before registration. Otherwise, the student will be expected to make payment arrangements with the Cashier's Office using personal resources at the time of registration. Late aid applications will be processed after registration for aid as it becomes available. Each scholarship program has an individual deadline that must be met in order to be considered for an award from that particular scholarship program.

1. The *Free Application for Federal Student Aid* (FAFSA) is available upon request from the Office of Financial Aid or from a local high school. Applicants should complete information on themselves and their spouses or parents (if applicable), and obtain the appropriate signatures as outlined in the directions for the FAFSA. The FAFSA can be filed with the government processor in one of the following ways:

By mail: This method will require four to six weeks to receive a Student Aid Report (SAR); or,

By FAFSA on the web: Submitting the FAFSA to the government processor can be done over the Internet. The address to the website is <http://www.fafsa.ed.gov>.

If the student named DBU as a school to receive the Student Aid Report, an electronic Institutional Student Information Record (ISIR) will be received by DBU and used by the Office of Financial Aid to determine the student's eligibility. The priority deadline for a student to complete his/her file in order to receive federal or state financial aid is May 1 for the fall semester, October 5 for the spring semester, and March 5 for summer terms.

Information reported by students filing for federal student aid is used in a formula established by the U.S. Congress. The formula determines the Expected Family Contribution (EFC), an amount the student and the student's family are expected to contribute to the cost of the student's education.

2. The *DBU Supplemental Application for Financial Aid and Scholarships*, available from the Office of Financial Aid, must be submitted annually by every financial aid applicant. Continuing students wishing to apply for institutional scholarships must submit the supplemental application by March 15.

3. If the student is selected for *verification*, a process required by the U.S. Department of Education for some students applying for federal aid, the student will have to submit additional documentation as requested by the Office of Financial Aid.

## 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.

## 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, 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 mis-reporting 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.

# Priority Dates, File Completion Dates, and Deadlines

## PRIORITY DATES AND DEADLINES

Rather than operating under strict deadlines, the Office of Financial Aid makes an effort to provide funds to students as long as funds are available. However, priority deadlines do exist because funds are limited. The following time periods have been established as priority deadlines for students applying for financial aid at DBU:

- The **priority deadline** for a student to complete his/her file in order to receive maximum consideration for federal or state financial aid for the fall semester is March 15.
- If the March 15 **priority deadline** is not met, the student's application will still be processed. However, all applications should be completed at least **thirty days** prior to registration for the academic term in which aid is desired. Applications completed after this time cannot be guaranteed to be awarded by registration. (Please see the semester *Schedule of Classes* for registration dates.)
- Scholarship applications for continuing students should be completed by March 15 before anticipated enrollment in the fall.
- Enrollment and Financial Aid: To be eligible for most Federal and State aid, a student must be enrolled for a minimum of six credit hours within each award period for which they are applying.

**Fall award period:** To be considered half-time, the student must register for and attend at least six hours in the fall semester. Classes in the August Mini-Terms may count toward three hours in the fall semester. Aid for these terms will not be paid until after the start of fall semester classes.

**Note: Regular financial aid is not available for enrollment in courses which start after regular fall registration closes (Fall Intramester, Fall Break, and Fall Mini-Terms). However, some private educational loan assistance may be available. Contact the Office of Financial Aid for more information.**

**Spring award period:** To be considered enrolled half-time, the student must register for and attend at least six hours during the spring semester. Classes in the December Mini-Term, Short Winter Term, Long Winter Term, and January Mini-Term may count for three hours in the spring semester. Aid for these terms will not be paid until after the start of spring semester classes.

**Note: Regular financial aid is not available for enrollment in courses which start after regular spring registration closes (Spring Break and Spring Mini-Terms). However, some private educational loan assistance may be available. Contact the Office of Financial Aid for more information.**

**Summer award period:** To be considered enrolled half-time, the student must register for and attend at least six hours during the summer terms. Because summer is separate from the standard academic year, eligible enrollment must fit into attendance patterns that include at least one-half of the summer. To be considered for summer assistance, a Summer DBU Supplemental Application must be submitted by March 15. Contact the Office of Financial Aid for more information.

## Renewal of Aid

The Office of Financial Aid attempts to award aid each year consistent with the student's prior year awards as long as funds are available and the student continues to meet the eligibility requirements of each aid program. The student must complete the application process outlined above and submit all applications to the Office of Financial Aid by **March 15** to be considered for institutional scholarships and all other aid. The FAFSA and DBU Supplemental applications are required each new financial aid year. For most aid programs, the financial aid year begins in the fall and ends with the spring term. Summer is considered a "trailer" to the previous financial aid award year. Eligibility for summer assistance is determined by submission of the DBU Summer Supplemental Application and the prior year FAFSA results. It is not part of the renewal of aid process.

## Determination of Financial Aid

After the Office of Financial Aid has received the appropriate applications and forms listed earlier, the student's financial need and the types of awards for which he/she qualifies will be determined from the information obtained from these forms. As described earlier, the Office of Financial Aid will determine the student's "financial need" using the following formula:

The Office of Financial Aid will make every effort to assist the student in meeting his/her need using all resources available. In addition, other "non-need based" aid is also available. A financial aid counselor is available to discuss any question a student or his/her family may have regarding the student or family's financial situation.

## Award Procedures

For financial aid programs in which need is the factor in determining eligibility, the Federal Pell Grant is awarded first. After the Federal Pell Grant, outside and institutional scholarships are awarded if the student qualifies. If a student continues to have remaining unmet need, additional need-based grants and 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 worked in the prior year or requested work-study on his/her DBU financial aid application. Generally, work-study is awarded if funds exist unless it would be impractical for the student to work because of limited eligibility. When eligibility for all other funds have been exhausted or when all other funds have been encumbered, loans will be awarded to fill the remaining unmet need or cost of attendance.

## Financial Aid Satisfactory Academic Progress Policy (SAP)

Dallas Baptist University is required by law to formulate standards to gauge the progress of students receiving financial assistance through federal, state, or institutional student aid programs by applying both qualitative and quantitative measurements to academic work (34 CFR 668.16(e)). A maximum time limit for the completion of a degree, a comparison of attempted to completed credit hours, and a minimum cumulative grade point average (CGPA) are used by Dallas Baptist University to measure satisfactory academic progress. Satisfactory progress is reviewed at least once per academic year, at the end of the spring semester. Students who do not meet either the qualitative or quantitative standards after each academic year and who are not currently on probation or suspension shall be given one academic year of probation in which they may receive aid while attempting to remedy their academic deficiency. An exception to this rule is for students who exceed the overall time limits for program completion. Once the maximum time frame is exceeded, the student is suspended from additional financial assistance to complete that program. If a student does not remedy the deficiency during the academic year of probation, he/she will be placed on financial aid suspension for the next academic year.

### Quantitative Progress

Federal student aid regulations state that student eligibility cannot extend past 150% of the stated length of a student's program of study. Most graduate degree programs at Dallas Baptist University require 36 or more semester credit hours for completion. Therefore, a student who is working toward a Master's degree must complete that program within 54 attempted semester credit hours (36 hrs. x 1.5). The maximum time frame for a post-baccalaureate certificate program would be similarly calculated. A student's entire enrollment history is considered when evaluating academic progress within the established time frame, whether or not aid has ever been received.

As indicated in the above paragraph, at the end of the academic year in which the maximum number of allowed hours has been attempted, the student loses eligibility for financial assistance to complete that program. A financial aid recipient must also be making progress toward completing the program during each year by completing two-thirds of the number of the semester credit hours attempted during the regular academic year. Audited courses cannot be funded with financial aid, nor counted in the progress requirements. At the end of the spring semester a student must have successfully completed 66.67% of course work attempted during the current year at Dallas Baptist University. Any student who fails to complete 66.67% of the hours for which financial assistance was received will be placed on financial aid probation for the next academic year. Any student who stops attending class and does not officially withdraw from the University or receives a grade of "F" in every attempted course of the semester will be placed on financial aid suspension at the end of the semester. Courses with a recorded grade or mark of "F", "W", or "I" are not considered successfully completed. Only courses attempted at DBU will be considered in measuring the completion rate for academic progress. Courses transferred from other institutions will be considered only for monitoring the overall time frame for completion of a student's program of study and in computing the cumulative GPA.

### Qualitative Progress

Each financial aid recipient's academic record is reviewed at the end of the spring semester to measure the student's qualitative academic progress. Students are expected to maintain a minimum CGPA of 3.00 while they are enrolled in graduate studies at Dallas Baptist University. A student falling below this minimum CGPA shall be given one academic year of probation in which they may receive aid while attempting to remedy their academic deficiency. Failure to attain the minimum CGPA by the end of the probationary period will result in financial aid suspension. However, if the student is dismissed from the graduate program, financial aid eligibility will be suspended immediately and remain suspended until the student is allowed to re-enter the program.

### **Reinstatement Procedures**

Students who have lost eligibility to receive financial aid as a result of financial aid suspension must complete the number of deficient hours or deficient grade points using their own resources and attain the minimum standards of satisfactory academic progress before becoming eligible to re-apply for aid. If the student on probation or suspension meets the minimum required standards prior to the end of the next academic year, a request for reinstatement to good standing may be submitted in writing to the Office of Financial Aid. If a determination is made that the student is qualified for reinstatement, the upgraded status will become effective with the start of the next period of enrollment.

### **Appeals Procedures**

The university recognizes that students sometimes encounter circumstances beyond their control that can adversely affect their academic progress. Any student subject to suspension of financial aid eligibility may appeal to the Director of Financial Aid for a review of the decision. The appeal must be submitted in writing and must include an explanation and documentation of the reason(s) why the minimum academic standards required by this policy were not achieved, and that the adversity has been resolved. All appeals must be attached to an Appeal for Exception to Standards of Satisfactory Academic Progress form that can be obtained from the Office of Financial Aid. The Director of Financial Aid will review the appeal and can approve the request or refer it to the Financial Aid Appeals Committee. The committee shall have the authority to approve or deny the appeal. The committee's decision is final.

The committee shall also have the authority to place conditions upon the receipt of any financial aid for those cases in which aid is reinstated. The student will be notified by the Director of Financial Aid, in writing, within five working days of the committee's decision. All documents pertinent to the appeals process become part of the student's financial aid record.

## **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 time frame 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. Worksheets 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. Grants will only need to be repaid by the student if he/she drops below the required enrollment level or withdraws from the university during the period in which the aid is received. Under Federal Title IV program regulations a student may be required to return a portion or all of the aid received. See the section on “Return of Federal Title IV Funds Policy” for more details. College Work-Study programs and loans are considered to be self-help aid. Students should remember that loans must be repaid. The following will give additional information about some of the different types of aid available at DBU.

Information regarding specific yearly amounts for each type of federal aid listed is available in the “Student Guide,” which is published each year by the U.S. Department of Education and may be obtained from the Office of Financial Aid.

### 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. Graduate students are not eligible to receive the Federal Pell Grant or Federal Supplemental Educational Opportunity Grant (FSEOG).

#### Tuition Equalization Grant

The Tuition Equalization Grant (TEG) is a Texas-sponsored 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 full-time at the graduate level (nine or more hours) in a semester to receive the grant for that semester;
- Not be the recipient of an athletic scholarship;
- Not be a Biblical Studies, Christian Ministries, Church Music, or Christian Studies major. Some exceptions apply for non-ministerial students; Contact the Office of Financial Aid for more information.
- Income level of the family may not exceed \$90,000 per year.

The Office of Financial Aid completes the application for TEG funds for all eligible students as long as funds are available. Information from the Free Application for Federal Student Aid (FAFSA) is used to determine eligibility. TEG funds are limited, so students are encouraged to apply for financial aid before the priority deadlines published in the university calendar.

### Scholarships

A limited number of scholarships are available for students attending DBU. Most scholarship programs also have a limited amount of funding with priority deadlines for making application. New students should contact the specific colleges for complete and current information on scholarships for entering students. Continuing students should contact the Office of Financial Aid for complete and current information on continuing student scholarships.



Some of the scholarships available to graduate students are listed below:

### **The Church Matching Grant Scholarship**

Dallas Baptist University will match up to \$1500 per year given on a student's behalf from his/her local church. Certain restrictions apply. Refer to the Church Matching Gift Guidelines in the Financial Aid Forms for more information.

### **Christ For the Nations Institute Scholarship**

DBU offers a tuition scholarship of \$50 per credit hour to graduates of CFNI who enroll at DBU on a full-time or part-time basis. Students will be required to submit a copy of their CFNI diploma to the Office of Financial Aid.

### **Council for Christian Colleges and Universities (CCCU) Scholarship for Master of Education in Higher Education Students.**

DBU offers a 1/3 matching scholarship to employees of institutions with membership in the 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](mailto:graduate@dbu.edu).

### **Ministry Student Grant/Scholarship**

The Ministry Student Grant/Scholarship program is available to qualifying students who have shown evidence of a divine call to a career in vocational or bi-vocational church related Christian ministry. Applications for this grant/scholarship may be obtained from the Ministry Student Office, Office of Financial Aid, or on the Financial Aid pages of the DBU website. Active membership in DBU's Ministry Fellowship and an annual renewal application are required. Applications for the next school year will be available in January. The deadline for submitting the application is the last day of late registration. For additional information go to [www.dbu.edu/ministry\\_student](http://www.dbu.edu/ministry_student).

## **Self-Help Aid**

### **Student Employment Programs**

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 employment on or off campus.

#### **Federal 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.

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 offices which employ work-study students and interviewing with the work-study supervisor in that office.

Career Services and the Office of Financial Aid will assist 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 5-20 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 Loan Programs**

The University participates in several loan programs that 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. A separate application process for each loan exists and must be completed by the student wishing to receive the loan.

Students who receive federal loans are required to attend an entrance counseling session before the loan application process can be completed. Students must also attend 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 in their last semester at DBU can schedule the exit counseling session during the Patriot Salute or individually at the Office of Financial Aid.

#### **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, year in school, and availability of funds. To receive the Perkins loan, the student must exhibit exceptional need, which at DBU is defined as financial need greater than one-half the cost of attendance.

The Federal Perkins Loan will be awarded to eligible students as long as funds are available each year. The terms and conditions of the Federal Perkins Loan are outlined in the Promissory Note, which is available from the Office of Financial Aid. Indebtedness under the Federal Perkins Loan Program may be fully or partially canceled for students who meet certain conditions. Check the Financial Aid Student Guide for more information.

#### **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.

Loan eligibility varies depending on the student's year in school and dependency status. Federal Stafford Loans are available to post-baccalaureate and graduate students. Please consult the Financial Aid Student Guide for specific information on eligibility and amounts available.

The student must meet certain income requirements (as determined from the FAFSA) to qualify for a subsidized loan. "Subsidized" means that the government will pay the interest on the loan while the student maintains an eligible enrollment in school.

The student will be 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 is charged on the loan even while in school. The interest rate under the Federal Stafford Loan program is a variable rate that adjusts annually. A portion of the loan amount is kept by the lender to cover origination and loan insurance fees. See the Financial Aid Student Guide for more information, including repayment terms, deferment options, consolidation, origination and insurance fees, and other details.

#### **Minnie Stevens Piper Foundation Student Loan Program**

Educational loans are available to Graduate/Professional students who are residents of Texas and enrolled full time. Loans cannot exceed \$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

#### **Alternative Educational Loans**

Most student loan programs require a minimum half-time enrollment status (4.5 hours or more graduate level, 6 hours or more post-baccalaureate level) to be eligible to apply for assistance. Some private lenders offer alternative educational loans for less than half-time enrollment. For more information, contact the Office of Financial Aid.

## **Veteran's Benefits**

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

#### **Electronic Funds Transfer**

DBU participates in Electronic Funds Transfer (EFT) with most lenders. This timesaving process is much more efficient because it eliminates paper checks. Loan funds are normally disbursed to students twice per loan period. If the student's loan period consists of the fall and spring semesters, one disbursement will be made in the fall and one in the spring, each equal disbursement being applied to the student's account approximately one week after the add/drop period ends for that semester. If the loan period is one semester only, the first disbursement will be made early in the semester (after the add/drop period ends), and the second disbursement after the mid-point in the semester.

# Financial Information

## Student Charges

*For current tuition and for special fees, please consult the 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.

## Payment of Charges

All charges for the semester are due and payable at registration. Cash, check, MasterCard, VISA, Discover, or American Express are accepted.

In lieu of confirmed financial aid, a time payment plan is available requiring a 25% payment of all tuition and fees at registration and the balance in three equal monthly payments. A \$35.00 deferred tuition administration fee will be assessed to the student account when utilizing the time payment plan.

All accounts must be paid in full before a student can receive a diploma, receive transcripts, or be permitted to register for the next semester or term. In the event that it should become necessary to place a student account in the hands of an agency for collection, the student will be responsible for payment of such additional amount as shall constitute reasonable fees for such collection. If there are any questions regarding financial arrangements, please call the cashier's office. Receipts will be required for resolution of account discrepancies.

### **Online Education Payment of Charges**

All charges for online courses are due in full at registration.

### **Payment 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. Any amount not covered by the employer is to be paid by the student at registration. If for any reason the employer does not make a payment to DBU, students are responsible for all charges.

### **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.

### **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.

### **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.*

### **Dropping a Course(s)**

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.

### **Dropping and 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, credit 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.

*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.*

# 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 its users with a large variety of online databases - [www.dbu.edu/library/online\\_databases.asp](http://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 for you to read online or print from your computer. Login instructions may be found at the bottom of the online databases home page. If you need assistance in using the databases, 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](http://www.dbu.edu/library/catalog.asp).

### Interlibrary Loan

If your search leads you to an article or book not owned by DBU's library, you can request it through Interlibrary Loan at [www.dbu.edu/library/interlibrary\\_loan.asp](http://www.dbu.edu/library/interlibrary_loan.asp) or 214.333.5389.

### TexShare

If you live in Texas, you may be able to find the items you need at a library near you by using your TexShare card. You can apply for a card online, 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.dbu.edu/library/texshare.asp](http://www.dbu.edu/library/texshare.asp).

## Distance Education

### Distance Learning Library Services

All members of DBU's distance learning community, off-campus and online, have access to the services of Vance Memorial Library at Dallas Baptist University. Our motto is “Abundant Resources – 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\\_disted@dbu.edu](mailto:lib_disted@dbu.edu)) by e-mail or telephone at 214.333.5225 or 1.800.483.7048. The Library has an active interlibrary loan department, which serves users who may require books or other materials not owned by DBU. Place interlibrary loan requests through the Distance Learning Librarian. 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, etc. Request Form ([www.dbu.edu/library/distance\\_book\\_request.asp](http://www.dbu.edu/library/distance_book_request.asp)). Be sure to provide complete and accurate information when completing the form.
- 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 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: Circulation Desk, 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 you need an article from a magazine or journal owned by the Library, complete the Distance Education Article Request form. We will photocopy the article, and mail or fax it to you, 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.

### **Visit Us**

You are always welcome to use the Library when you come on campus. 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 our building. Our hours are:

M-F 6:45 a.m. to 11:00 p.m.  
Sat. 7:30 a.m. to 5:00 p.m.  
Closed Sundays  
Closed MW, 10:00 – 11:00 a.m. for chapel

### **Contact Us**

Assistance for research and other reference questions is available via fax, email, or phone.

- Telephone reference: 214.333.5221  
M-Th 8:00 a.m. – 9:00 p.m.  
F-Sat 8:00 a.m. – 5:00 p.m.
- E-mail: [lib\\_ref@dbu.edu](mailto:lib_ref@dbu.edu)
- Fax: 214.333.5323

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.

## **Student Services**

### **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 upon your journey to obtain knowledge in your desired field of study, that through our services you can also gain valuable work experience.

It is our pleasure to acquaint you with the many services offered through Career Services. Career counseling aids in the process whereby you can find the proper job that matches your talents, abilities, skills and interest. Résumé writing, interviewing techniques, and various tips on how to conduct a successful job search are also available to you.

We make available to all students a 24-hour, full-service DFW/JobView Kiosk, a tool designed to allow job seekers the ability to view, print, and apply for more than 1200 jobs in the Metroplex at the touch of a finger. Students can search for jobs by job title and/or employer name. The DFW/JobView Kiosk is updated weekly and provides the user with an interactive approach to the *Sunday Dallas Morning News* employment classifieds. When a student applies for a job using the kiosk, the hiring manager receives the information the following day.

A comprehensive online service allows students to view jobs and post résumés for use by hundreds of employers. Students will have the ability to schedule on-campus interviews and register for job fairs using this online system.

Detailed information is available at Career Services. **For more information call 214.333.5556 or email: [careerservices@dbu.edu](mailto:careerservices@dbu.edu)**

### **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, checks, and Patriot Dollars. In addition, the Crowley Dining Hall accepts meal plan memberships. All DBU dining services are provided by ARAMARK Campus Services.

**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:

<b>Monday through Friday</b>	<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.
<b>Saturday</b>	<i>Brunch</i>	10:30 a.m. to 1:00 p.m.
	<i>Dinner</i>	5:00 p.m. to 7:00 p.m.
<b>Sunday</b>	<i>Breakfast</i>	7:30 a.m. to 8:30 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.

- 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 **Dr Pepper 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 Dr Pepper Soda Shoppe is open:

<b>Monday through Friday</b>	7:00 a.m. to 10:00 p.m.
<b>Saturday</b>	7:30 a.m. to 3:00 p.m.
<b>Sunday</b>	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:

<b>Monday through Friday</b>	9:30 a.m. to 5:30 p.m.
<b>Saturday</b>	10:30 a.m. to 1:30 p.m.
<b>Sunday</b>	Closed

The **General Store**, located adjacent to the Crowley Dining Hall, is a one-stop location for all your grocery and convenience needs. The **General Pizzeria** operates out of the General Store and offers fresh-baked carryout and delivery pizza to the main campus and apartments. Patriot Dollars, credit cards, and cash are accepted. The General Store and Pizzeria is open:

<b>Sunday through Friday</b>	1:00 p.m. to midnight
<b>Saturday</b>	Closed
<b>The General Pizzeria</b>	7:30 p.m. to 11:30 p.m. (Monday – Friday)

The **Fill My Cup Coffee House**, adjacent to the Crowley Dining Hall in the Mary C. Crowley Complex, offers a relaxed setting for students to study and meet friends for fellowship and live music. The location offers Starbucks™ coffee products, smoothies, and sweet treats. Patriot Dollars, credit cards, and cash are accepted. The Fill My Cup Coffee House is open:

<b>Monday through Thursday</b>	4:30 p.m. to 11:30 p.m.
<b>Friday</b>	4:30 p.m. to 12:30 a.m.
<b>Saturday</b>	Closed
<b>Sunday</b>	8:00 p.m. to 11:30 p.m.

DBU Dining Services also provides **Classic Fare Catering** for special functions sponsored by student organizations and groups. For more information on Classic Fare Catering, please contact DBU Dining Services at 214.333.5446 or by email at [dining@dbu.edu](mailto:dining@dbu.edu).

### **Health Services**

The Health Center is located on the side of the Crowley Complex, next door to the Fill My Cup Coffee House, and is supervised by a Registered Nurse. Students, whether full-time or part-time, may come to the Center for medical care.

Current immunizations, medical history form and copy of health insurance are required for DBU resident living and may be updated in Health Services. 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 physician's name should be on file with the Health Center. 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.

Because Dr. Cook places such a high value on the importance of prayer, he appointed Pam Rosewell Moore as Director of Intercessory Prayer Ministry in the autumn of 1988. She is originally from England, but has worked in Christian ministry in various countries for nearly 30 years. These years have included the privilege of working next to other Christian leaders who took prayer very seriously, such as Corrie ten Boom and Brother Andrew. She saw the results of prayer in their ministries and believes with Dr. Cook that DBU will see increasing fruit in the time to come if we are faithful in prayer. Pam became the Director of Spiritual Life at DBU in December 1998.

Kathy Knight assumed her responsibilities as Director of the Intercessory Prayer Ministry in December 1998. Kathy is a DBU graduate and has worked at Dallas Baptist University for fifteen years. Prior to her employment at DBU, she was the Director of the Weekday Education Program at First Baptist Church of Duncanville.



## **Bookstore**

Founders Bookstore, the University officially licensed on-campus bookstore, is located in the John G. Mahler Student Center and provides all textbooks and all academic-related supplies required by the University for student purchase. There are also imprinted clothing, inspirational and recreational reading, and gift items for the students to purchase.

## **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 and group 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 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

Various records are maintained on each student. The following is a list of records 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.

#### **Veteran's Affairs Program**

The Texas Workforce 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](http://www.sacscoc.org))

# GRADUATE CERTIFICATE PROGRAMS

## **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 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 Marketing

## **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

## **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 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  
*Choose two courses from the list below to complete the 12 credit-hour program (excluding Prerequisites).*  
MANA 6301 Employment Law  
MANA 6305 Human Resource Selection  
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  
MISM 6335 Networks and Telecommunications

## 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:

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 6302 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
- General Leadership

## 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**

MRKT 6301 Creative Problem Solving for Marketing Decisions

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 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**

MACE 6301 Introduction to Christian Education

MACE 6302 Biblical Servant Leadership

*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

MACE 6312 Ministry with Children

MACE 6313 Ministry with Youth

MACE 6314 Ministry with Adults

MACE 6315 Ministry with Senior Adults

#### **Leadership of Children's Ministry**

MACE 6311 Early Childhood Ministry

MACE 6312 Ministry with Children

ECHE 6375 Moral Development in the Young Child

#### **Leadership of Youth Ministry**

MACE 6353 Adolescent Development and Counseling

MACE 6313 Ministry with Youth

MACE 6350 Family-Based Youth 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

MACE 5342 Ethnomusicology in Christian Missions

**Leadership of Collegiate Ministry**

MACE 6320 The Baptist Collegiate Director

MACE 6321 Discipleship Strategies for Collegians

*Choose one of the following*

MACE 6322 Introduction to Christian Counseling

MAPD 5350 Worldview: Human Beliefs/Human Actions

**Leadership of Missions Ministry**

MACE 6330 Introduction to Missiology

MACE 6331 Cross-Cultural Living and Ministry

*Choose one of the following*

MACE 6332 Strategies for Missionary Work

MACE 6333 Local Church on Mission

**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



# 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. Give evidence of sound moral character and compatibility with DBU's mission

In addition, the Graduate Admissions 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
4. A minimum GMAT score of 425
5. Five or more years of substantive business experience that may be evidenced through positions held and employer recommendations

### Full Admission

Applicants who meet two of the three criteria (3 – 5) in combination with criteria 1 and 2 may be granted Full Admission.

The Graduate Admissions 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 in a Conditional or Deferred status.

### Conditional Admission

Applicants admitted under Conditional Admission will be granted Full Admission upon successful completion of 12-credit hours. Students with Conditional Admission must maintain a 3.0 grade point average and receive no grades below "B".

### Deferred Admission

Students admitted under Deferred Admission will be required to take up to 12 hours of Prerequisite or foundational courses as prescribed by the Program Director prior to taking core M.B.A. courses. Students with Deferred Admission must maintain a 3.0 grade point average and receive no grades below "B" in the prerequisite coursework.

*Note: Applicants for whom there is not evidence to demonstrate a likelihood for success in the M.B.A. Program may be denied admission to the program.*

## "3+1" Program for International Students M.B.A./M.A.O.M. Bridge Program

### Admissions Criteria

#### "3+1" Applicants

Admission to the M.B.A. or M.A.O.M. programs at Dallas Baptist University is based on the entire record of the applicant. Demonstrated ability to pursue graduate study is evidenced by official transcripts reflecting the equivalent of a conferred baccalaureate degree or higher from a college or university of recognized standing, GMAT scores, letters of recommendation, and professional work experience. Degrees and coursework from institutions outside the U.S. must be evaluated for equivalency to a four-year U.S. degree.

### **M.B.A./M.A.O.M. Bridge Program Applicants**

Where the undergraduate degree is not equivalent to a four-year baccalaureate degree earned in the U.S., additional coursework may be required to make up any deficiency in the undergraduate degree earned and the applicant's preparation for graduate study. Coursework to overcome the deficiency is foundational, a prerequisite, and must be completed before the student will be permitted to begin core M.B.A. or M.A.O.M. coursework. Prerequisite coursework is comprised of:

ACCT 5311	Survey of Accounting
FINA 3301	Corporate Financial Management (pre-requisite ACCT 5311)
MANA 3301	Principles of Management
MANA 3308	Business and Public Law
MRKT 3301	Principles of Marketing
COMA 4319	Communication Styles: A Key to Business Success
ECON 5311	Managerial Economics
MANA 5313	Quantitative Methods in Management
BUAD 5301	Orientation to American Business Techniques and Culture

Total hours required: 27

### **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 computer science course is no more than 7-years-old.
- The course grade is at least a B.
- The course is taken at a regionally accredited institution.
- Foundational courses from non-U.S. universities in foreign countries may not be considered for waiver.

**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.*

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

## M.B.A. Concentrations

Accounting  
Conflict Resolution Mgmt.  
eBusiness  
Entrepreneurship

Finance  
Health Care Management  
International Business  
Management

Management Information Systems  
Marketing  
Project Management  
Technology and Engineering

### CURRICULUM OVERVIEW

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

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

<b>ACCT 6321</b>	Managerial Accounting
<b>FINA 6301</b>	Corporate Finance
<b>MANA 6302</b>	Quantitative Analysis for Mangers
<b>MANA 6310</b>	Leadership in Management
<b>MANA 6320</b>	Business Ethics
<b>MISM 6314</b>	Management Information Systems
<b>MRKT 6301</b>	Creative Problem Solving for Marketing Decisions
<b>MANA 6341</b>	Strategic Management Decisions (last course in program)

## 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):

<b>ACCT 6330</b>	Taxation of Business Entities <i>(students who have 6 hours of undergraduate credit in taxation should choose an alternative accounting course to this one.)</i>
<b>ACCT 6333</b>	Accounting Systems
<b>ACCT 6335</b>	Financial Statement Analysis
<i>And choose one of the following:</i>	
<b>ACCT 6332</b>	Advanced Topics in Taxation
<b>ACCT 6342</b>	Internal Auditing
<b>ACCT 6343</b>	Accounting for Governmental and Nonprofit Entities

## 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):

<b>CRMN 6310</b>	Conflict Resolution Management
<b>CRMN 6330</b>	Internship in Mediation
<b>MANA 6342</b>	Employee Negotiations and Collective Bargaining

And select one of the following:

<b>CRMN 6320</b>	Advanced Family Mediation
<b>CRMN 6321</b>	Advanced Business Mediation

## 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 program 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):

<b>MISM 6350</b>	eBusiness Technologies
<b>MISM 6351</b>	eBusiness Design and Development (Prerequisite: MISM 6350)
<b>MISM 6352</b>	eBusiness Entrepreneurship (Prerequisite: MISM 6350)
<b>MRKT 6350</b>	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. For qualified individuals holding undergraduate degrees, a certificate program is being offered.

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):

<b>ENTR 6301</b>	New Business Creation
<b>ENTR 6302</b>	Accounting and Financial Planning
<b>ENTR 6303</b>	Marketing and New Product Development
<b>ENTR 6304</b>	Strategy and Management of Growing Businesses

## 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.

### 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):

<b>FINA 6302</b>	Capital Markets and Institutions
<b>FINA 6331</b>	Investments
<i>And choose two of the following:</i>	
<b>FINA 6321</b>	International Finance
<b>FINA 6332</b>	Futures and Options
<b>FINA 6341</b>	Portfolio Management
<b>FINA 6351</b>	Advanced Managerial Finance

## 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):

<b>HCMG 6310</b>	Strategic Health Care Planning, Marketing, and Policy
<b>HCMG 6320</b>	Managed Health Care
<b>HCMG 6330</b>	Long-Term Care Administration
<b>HCMG 6380</b>	Health Services Management

## 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.

### 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):

<b>ECON 6303</b>	International Economic and Legal Environment
<b>FINA 6321</b>	International Finance
<b>MANA 6311</b>	International Management
<b>MRKT 6321</b>	International Marketing

## 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.

### 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):

<b>MANA 6311</b>	International Management
<b>MANA 6321</b>	Organizational Behavior
<b>MANA 6323</b>	Human Resource Management
<b>MANA 6333</b>	Operations and Quality Management

## 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.

### 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):

<b>MISM 6320</b>	Systems Analysis and Design
<b>MISM 6330</b>	Database Management Systems
<b>MISM 6335</b>	Networks and Telecommunications
<b>MISM 6340</b>	Information Technology Management

## 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 communications.

### 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):

<b>MRKT 6321</b>	International Marketing
<b>MRKT 6331</b>	Marketing Analysis
<b>MRKT 6341</b>	Advanced Marketing Strategies

*And choose one of the following:*

<b>MRKT 6302</b>	Business Development Strategies
<b>MRKT 6303</b>	New Product Development
<b>MRKT 6312</b>	Consumer and Buyer Behavior

## 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):**

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

### **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):**

<b>MANA 6322</b>	Quality and Process Management
<b>MANA 6327</b>	Future Trends in Technology
<b>MANA 6328</b>	Project Management and Systems
<b>MANA 6329</b>	Knowledge Management and Intellectual Capital



## Master of Arts in Organizational Management

Connie Throne, Program Director

The Master of Arts in Organizational Management (M.A.O.M.) 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.O.M. Admissions

Admission standards for the M.A.O.M. are consistent with those of the M.B.A. program; however, no GMAT exam is required.

### M.A.O.M. 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.
- Foundational courses from non-U.S. universities in foreign countries may not be considered for waiver.

### M.A.O.M Foundational Courses (may be waived with undergraduate equivalents)

<b>BUAD 5301</b>	Orientation to American Business Techniques and Culture (International Students Only)
<b>FINA 5316</b>	Budgeting for Managers (may be waived with undergraduate Prerequisites)
<b>MANA 51.521</b>	Management Theory (may be waived with undergraduate Prerequisites)
<b>MANA 51.522</b>	Business Legal Environment (may be waived with undergraduate Prerequisites)
<b>MRKT 51.521</b>	Marketing Concepts (For Health Care Management Only)

### M.A.O.M Concentrations:

- **Conflict Resolution Management**
- **General Management**
- **Health Care Management**
- **Human Resource Management**

### CURRICULUM OVERVIEW

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

## M.A.O.M. Required Core Curriculum (24 hours)

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

## 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.O.M. students must complete the 24-hour core curriculum plus 12 hours from:

<b>CRMN 6310</b>	Conflict Resolution Management
<b>CRMN 6330</b>	Internship in Mediation (Prerequisite: CRMN 6310)
<b>MANA 6342</b>	Employee Negotiations and Collective Bargaining (Prerequisite: MANA 51.521)
<b><i>And select one of the following:</i></b>	
<b>CRMN 6320</b>	Advanced Family Mediation (Prerequisite: CRMN 6310)
<b><i>OR</i></b>	
<b>CRMN 6321</b>	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 elective courses based upon their interests. Students develop their program to fit their educational and career goals by completing 12 hours of the 6000 level electives listed below, in addition to the 24-hour core requirement.

## CURRICULUM OVERVIEW

M.A.O.M. students must complete the 24-hour core curriculum plus 12 hours from the following electives:

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

## 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.O.M. students must complete the 24-hour core curriculum plus the following courses:

<b>MANA 6301</b>	Employment Law (Prerequisite: MANA 51.521)
<b>MANA 6305</b>	Human Resource Selection (Prerequisite: MANA 51.521)
<b>MANA 6343</b>	Compensation and Performance (Prerequisite: MANA 51.521)
<b>MANA 6347</b>	Career Management and Life Transitions (Prerequisite: MANA 51.521)

## 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.O.M. students must complete the 24-hour core curriculum plus the following courses:

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

## Master of Arts in Counseling

Mary L. Becerril, Ph.D., Program Director

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

In addition to the general admission requirements, the Master of Arts in Counseling program requires:

1. A minimum of 12 undergraduate credit hours in psychology (including general psychology, statistics, and six upper-level hours). Applicants who have not completed the Prerequisite undergraduate hours in psychology may take undergraduate and graduate-level courses concurrently. However, the undergraduate courses that have not been completed must be completed by the time the student has finished 18 hours in the graduate program.
2. Satisfactory scores on the verbal and quantitative or analytical sections of the Graduate Record Examination (GRE).

### Master of Arts in Counseling Practicum

The practicum experience consists of two courses, COUN 6392 and COUN 6393, 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.

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-eight credit hours consisting of:

<b>COUN 5380</b>	Introduction to Professional Counseling
<b>COUN 5382</b>	Counseling Theories and Techniques
<b>COUN 5383</b>	Group Counseling Methods
<b>COUN 5385</b>	Lifespan Human Development
<b>COUN 5386</b>	Psychological Testing
<b>COUN 5387</b>	Research Methods
<b>COUN 5389</b>	Multicultural Perspectives
<b>COUN 5391</b>	Pre-Practicum in Counseling
<b>COUN 6380</b>	Career Counseling and Lifestyle Development
<b>COUN 5381</b>	Addictive and Compulsive Disorders
<b>COUN 6382</b>	Psychopathology
<b>COUN 6383</b>	Marriage and Family Counseling

<b>COUN 6384</b>	Contemporary Approaches to Christian Counseling
<b>COUN 6385</b>	Advanced Counseling Methods and Crisis Intervention
<b>COUN 6392</b>	Counseling Practicum I
<b>COUN 6393</b>	Counseling Practicum II

After completion of the 48-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 Texas Jurisprudence Examination and the National Certification Examination, as well as complete a 3000 hour supervised counseling internship.

## Master of Arts in Christian Education

Judy Morris, D.Ed.Min., Program Director

The Master of Arts in Christian Education is a 42-hour graduate program designed to prepare leaders for local church ministries and vocational work. Graduates from DBU's MACE 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) 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 MACE 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 minister's 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 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 concentrations:

Adult Ministry  
Business Ministry  
Children's Ministry  
Collegiate Ministry

Counseling Ministry  
Education Ministry  
General  
Missions Ministry

Student Ministry  
Worship Ministry

### MACE Foundation Courses (6 hours)

RELI 1301	Old Testament Survey
RELI 1302	New Testament Survey

### MACE Required Core Curriculum (30 hours)

MACE 6301	Introduction to Christian Education
MACE 6302	Biblical Servant Leadership
MACE 6303	Spiritual Formations and Worship
MACE 6304	Philosophy and Principles of Christian Education
MACE 6305	Christian History and Heritage
MACE 6306	Systematic Theology
MACE 6307	Church and Business Administration

**MACE 6308** Evangelism, Missions, and Growth Through Education Ministry

**MACE 6309** Developing Lay Leaders in the Church

**MACE 6310** Church and Member Relations: Practicum

### **MACE Concentrations**

In addition to the 30-hour core, MACE students will complete 12 hours in the concentration of their choice:

#### **Adult Ministry** (12 hours)

This concentration prepares students for service with adults in local church ministry.

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  
And one of the following:  
MANA 6316 High Performance Work Teams  
MANA 6321 Organizational Behavior

#### **Children's 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 other schools at DBU.

MACE 6311 Early Childhood Ministry  
MACE 6312 Ministry with Children  
ECHE 6375 Moral Development in the Young Child  
And one of the following:  
MACE 6316 Stages of Human Development  
EDUC 6304 The Learning Process  
MACE 6322 Introduction to Christian Counseling

#### **Collegiate Ministry** (12 hours)

This concentration prepares students to serve in a Baptist Student ministry with a primary focus upon collegiate campus ministry. One of the courses is taught in master's programs from other schools at DBU.

MACE 6320 The Collegiate Minister  
MACE 6321 Discipleship Strategies for Collegians  
MAPD 5350 World Views: Human Beliefs/Human Actions  
MACE 6322 Introduction to Christian Counseling

#### **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.

COUN 5380 Introduction to Professional Counseling  
COUN 5382 Counseling Theories and Techniques  
MACE 6316 Stages of Human Development  
And 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



### **Education Ministry** (12 hours)

This concentration is designed for ministers of education or others who will provide general leadership for the education ministry of the church.

MACE 6312 Ministry with Children  
MACE 6313 Ministry with Youth  
MACE 6314 Ministry with Adults

And one of the following:

MAWL 6309 Worship and Pastoral Care  
MACE 6315 Ministry with Senior Adults  
MACE 6322 Introduction to Christian Counseling

### **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.

MACE 6330 Introduction to Missiology  
MACE 6331 Cross-Cultural Living and Ministry  
MACE 6332 Strategies for Missionary Work  
MACE 6333 Local Church on Missions

### **Ministry with Students** (12 hours)

This concentration is designed to prepare students for serving in local church ministry with junior high and high school students.

MACE 6313 Ministry with Youth  
MACE 6316 Stages of Human Development  
MACE 6350 Family-Based Youth Ministry  
MACE 6351 Youth Culture Issues

And one of the following:

MACE 6353 Adolescent Development and Counseling  
MACE 6322 Introduction to Christian Counseling

### **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. Worship program.

MAWL 6307 Psalms, Hymns, and Spiritual Songs  
MAWL 6308 Worship Through the Ages  
MAWL 6309 Worship and Pastoral Care  
MAWL 6310 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: Student Ministry (Youth and Collegiate)

Dwayne Ulmer, Ed.D., Program 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 will enable them to minister effectively to students and their families in contemporary cultural settings. The degree program will engage 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 18 hours of a core Master of Arts in Christian Education base with 6 hours of a core student ministry base 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 MAST 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 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 Requirements	<ul style="list-style-type: none"> <li>• Old Testament Survey</li> <li>• New Testament Survey</li> </ul>
18 hours	Student Ministry Requirements	
3 hours	Electives	
<b>42 hours</b>	<b>Total</b>	

### Curriculum Overview (42 hours):

#### Required Core Curriculum (30 hours):

**MACE 6301** Introduction to Christian Education

**MACE 6302** Biblical Servant Leadership

**MACE 6303** Spiritual Formation and Worship

**MACE 6305** Christian History and Heritage

**MACE 6306** Systematic Theology

#### Student Ministry Core Curriculum (6 hours):

**MACE 6356** Developing Student Ministry Lay Leaders

**MACE 6310** Church Staff and Member Relations Practicum

**Student Ministry Requirements (18 hours):**

**MACE 6313** Ministry With Youth

**MACE 6350** Family-Based Youth Ministry

**MACE 6351** Youth Culture Issues

**MACE 6353** Adolescent Development,  
**OR**  
**MACE 6316** Stages in Human Development

**MACE 6352** Student Ministry in Global Context

**MACE 6354** Collegiate Ministry Strategies

**Student Ministry Electives (3 hours):**

**MACE 6322** Introduction to Christian Counseling  
**OR**

**MACE 6355** Recreation Ministry in the Church

## Master of Education

Julia Smith, Interim Program Director

The Dorothy M. Bush College of Education offers several graduate programs to assist individuals in enhancing their personal and professional growth in the field of education. The faculty in the College teach from a Christian world view; they are committed to equipping educators to provide relevant and meaningful learning experiences for all individuals, emphasizing the concerns, issues, and problems confronting teachers, counselors, and administrators today. Every effort is made to offer courses that meet the specific needs of our graduate students.

Classes are offered on the main campus, at DBU-North in Frisco, at the DBU-Colleyville campus, through the Weekend College, and on the Internet. Ten of the 13 course requirements for the Educational Leadership degree are available on line. Cohort programs also meet at multiple public, private, and charter school locations.

### Specializations

Early Childhood Education

Educational Leadership

Elementary Education with Reading

General Elementary Education

Master Reading Teacher/Reading Specialist

### Admission Requirements:

In addition to the general graduate admission requirements, full admission to this program requires satisfactory scores on the verbal and quantitative or analytical sections of the Graduate Record Examination (GRE).

## 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](http://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](http://www.dbu.edu/graduate/education.asp).

## Specializations

### Early Childhood Education

#### Academic Specialization

*Select twelve or more credit hours:*

- ECHE 5360 Foundations for Early Childhood Development
- ECHE 6373 The Beginnings of Reading and Writing
- ECHE 6374 Early Childhood Education: Development & Learning
- ECHE 6375 Moral Development in the Young Child
- ECHE 6376 Special Problems in Early Childhood Education

## Resource Area

Select six or more credit hours:

READ 5332 Reading: Diagnosing and Correcting Reading Difficulties  
READ 6330 Foundations of Reading  
READ 6333 Elementary Language Arts  
READ 6335 Curriculum and Instruction in Reading

## Professional Development

Select six or more credit hours:

EDUC 5313 Discipline and Classroom Management  
EDUC 5315 Methods and Evaluation of Instruction  
EDUC 6302 Research in Education \*  
EDUC 6304 The Learning Process  
EDUC 6306 Curriculum Design and Evaluation for Elementary Education  
EDUC 6308 The School and the Multicultural American Society \*  
TECH 5320 Technology for Today's Learner

\* Required courses for this degree

## Electives as needed to meet total hours requirement:

EDAD 6311 Educational Organization and Administration  
EDAD 6313 Supervision of Instruction

## Educational Leadership

The Master of Education degree in Educational Leadership is designed to develop leadership in public and private schools. All essential elements of administration are included in the course work. The requirements are as follows:

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 Administration  
EDUC 6302 Research in Education  
EDUC 6304 The Learning Process  
EDUC 6306 Curriculum Design and Evaluation  
EDUC 6308 The School and the Multicultural American Society  
EDAD 6010 Professional Portfolio

**Note:** Ten of the thirteen courses for the Master of Education in Educational Leadership are available online. The State Principal Certificate qualifies an individual for the principalship in grades 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.

## Elementary Education with Reading

### Academic Specialization

Select twelve or more credit hours:

READ 5332 Reading: Diagnosing and Correcting Reading Difficulties  
READ 5333 Reading: Clinical Experiences in Correcting Reading Difficulties  
READ 6301 Specialized Reading Assessment and Instruction  
READ 6330 Foundations of Reading  
READ 6335 Curriculum and Instruction in Reading

### **Resource Area**

*Select six or more credit hours:*

ECHE 5360 Foundations For Early Childhood Development  
ECHE 6374 Early Childhood Education: Development & Learning  
ECHE 6375 Moral Development in the Young Child  
ENGL 5302 Introduction to Linguistics  
READ 5301 Analysis and Instruction in Teaching Composition  
READ 5331 Readings in the Content Areas

### **Professional Development**

*Select six or more credit hours:*

EDUC 5313 Discipline and Classroom Management  
EDUC 5315 Methods and Evaluation of Instruction  
EDUC 6302 Research in Education \*  
EDUC 6304 The Learning Process  
EDUC 6306 Curriculum Design and Evaluation for Elementary Education  
EDUC 6308 The School and the Multicultural American Society \*  
TECH 5320 Technology for Today's Learner

*\* Required courses for this degree*

### **Electives as needed to meet total hours requirement:**

EDAD 6311 Educational Organization and Administration  
EDAD 6313 Supervision of Instruction

## **General Elementary Education**

### **Academic Specialization**

*Select twelve or more credit hours:*

ECHE 6373 The Beginnings of Reading and Writing  
ENGL 5302 Introduction to Linguistics  
READ 5332 Reading: Diagnosing and Correcting Reading Difficulties  
READ 5333 Reading: Clinical Experiences in Correcting Reading Difficulties  
READ 6330 Foundations of Reading  
SOST 5340 Elementary Social Studies Methods

### **Resource Area**

*Select six or more credit hours:*

ECHE 5360 Foundations for Early Childhood Development  
ECHE 6374 Early Childhood Education: Development & Learning  
ECHE 6375 Moral Development in the Young Child  
READ 5301 Analysis and Instruction in Teaching Composition  
READ 5331 Readings in the Content Areas

### **Professional Development**

*Select six or more credit hours:*

EDUC 6302 Research in Education \*  
EDUC 6304 The Learning Process  
EDUC 6306 Curriculum Design and Evaluation for Elementary Education  
EDUC 6308 The School and the Multicultural American Society \*

*\* Required courses for this degree*

### **Electives as needed to meet total hours requirement:**

EDAD 6311 Educational Organization and Administration  
EDAD 6313 Supervision of Instruction

## **Master Reading Teacher/Reading Specialist**

### **Academic Specialization**

*Select twelve or more credit hours:*

READ 5332 Reading: Diagnosing and Correcting Reading Difficulties  
READ 5333 Reading: Clinical Experiences in Correcting Reading Difficulties  
READ 6301 Specialized Reading Assessment and Instruction \*  
READ 6330 Foundations of Reading \*  
READ 6335 Curriculum and Instruction in Reading \*

*\* Required courses for this degree*

**Seminars – ( *Must pass one of these to complete the program* )**

READ 5010 Master Reading Teaching Seminar  
READ 5011 Reading Specialist Seminar

**Resource Area**

*Select six or more credit hours:*

READ 5301 Analysis and Instruction in Teaching Composition  
READ 5331 Readings in the Content Areas  
EDUC 6308 The School and the Multicultural American Society \*  
ENGL 5302 Introduction to Linguistics \*  
TECH 5320 Technology for Today's Learner

*\* Required courses for this degree*

**Professional Development**

*Select six or more credit hours:*

EDAD 6301 Instructional Leadership Development  
EDAD 6313 Supervision of Instruction  
EDUC 5315 Methods and Evaluation of Instruction  
EDUC 6302 Research in Education \*  
EDUC 6304 The Learning Process \*  
EDUC 6306 Curriculum Design and Evaluation  
EDUC 6308 The School and the Multicultural American Society

*\* Required courses for this degree*

**Electives as needed to meet total hours requirement:**

EDAD 6311 Educational Organization and Administration  
EDAD 6315 School Finance/Business Management  
EDUC 5313 Discipline and Classroom Management

**NOTE:** After completing this degree, successfully passing the Reading Specialist state certification examination, and completion of three years of accredited teaching experience, a student may receive the Reading Specialist Certificate. Beginning September 1, 2003, two years of classroom teaching experience will be required for the Reading Specialist Certification.

## Master of Education in Higher Education

Jeremy Dutschke, Ph.D., Program 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 now available online.**

### **Admission Requirements:**

In addition to the general graduate admission requirements full admission to this program requires satisfactory scores on the verbal and quantitative or analytical sections of the Graduate Record Examination (GRE). A student with a satisfactory grade point average may enroll their first semester without a GRE score. The GRE must be completed prior to the second semester. 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.

### **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  
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**

(Eighteen 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**

(Eighteen credit hours of approved coursework)



## 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 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:**

In addition to the general graduate admission requirements full admission to this program requires satisfactory scores on the verbal and quantitative or analytical sections of the Graduate Record Examination (GRE). A student with a satisfactory grade point average may enroll their first semester without a GRE score. The GRE must be completed prior to the second semester. 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.

### **Core Courses (39 credit hours)**

EDSC 5310 Introduction to School Counseling  
EDSC 5311 Developmental Psychology  
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 6380 Career Development and Lifestyle Counseling for School Counselors  
COUN 5382 Counseling Theories and Techniques  
COUN 5383 Group Counseling Methods  
EDUC 5310 Introduction to Exceptional Learners and Mainstreaming  
EDUC 6308 The School and the Multicultural American Society  
EDSC 6316 Practicum for School Counseling: Field Experience  
EDSC 6318 Internship for School Counseling: Field Experience

### **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 requirements.

## Master of Arts in Teaching

Bill Gilbert, Ed.D., 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:

- Elementary
- Secondary
- All-Level

### CERTIFICATIONS AVAILABLE

**EC-4** (Early childhood through fourth grade) – specific sublevel

#### 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

**Special Education Supplement** (May be added to any other certification)

#### Admission Requirements:

In addition to the general admission requirements, full admission to the Master of Arts in Teaching program requires a baccalaureate degree and other Prerequisites which can be determined through a deficiency plan. Full admission to this program requires satisfactory scores on the verbal and quantitative or analytical sections of the Graduate Record Examination (GRE).

## Specializations

### Elementary

#### **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 Methods

#### **Technology Area (3 credit hours required):**

TECH 5320 Technology for Today's Learner

#### **Professional Area (9 credit hours required):**

EDUC 6302 Research in Education  
EDUC 6304 The Learning Process  
EDUC 6308 The School and the Multicultural American Society

**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 & Evaluation  
EDUC 6010 Professional Portfolio

**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  
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  
EDUC 6330 Meeting the Developmental Needs of Adolescents  
EDUC 6010 Professional Portfolio

**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 Area (12 credit hours required):**

EDUC 5303 Developmental Stages of Early Childhood Through Adolescence  
EDUC 6302 Research in Education  
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  
EDUC 6330 Meeting the Developmental Needs of Adolescents  
EDUC 6010 Professional Portfolio

## **Master of Arts in Professional Development**

Lynda Jackson, 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 or interdisciplinary track from business, criminal justice, higher education, counseling, or leadership.

### **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  
MAPD 5350 World Views: Human Beliefs/Human Actions  
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**  
**Corporate Management**  
**Counseling**  
**Criminal Justice**  
**Finance**  
**Higher Education**  
**Leadership Studies**  
**Management**  
**Management Information Systems**  
**Marketing**

## **Master of Liberal Arts**

Lynda Jackson, 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, and Christian Ministry.

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

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**

**Fine Arts**

**History**

**Political Science**

# Master of Arts in Worship Leadership

Larry Ashlock, D.Min., Ph.D., Academic 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 will provide "worship leaders"—whether they are pastoral, educational, music, student (youth), or otherwise—a sound theological, transformational, and practical program for worship foundation and practice.

ACADEMIC REQUIREMENTS	PREREQUISITES
30 hours – Core Requirements	Old Testament Survey
12 hours – Electives	New Testament Survey
42 Hours Total	

### 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 MAWL 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 minister's recommendations.
- Twelve hours of graduate work from an accredited institution with a grade point average of 3.0 or higher.

## CURRICULUM OVERVIEW

Required Core Curriculum (30 hours)	
1.	<b>MAWL 6302</b> Biblical Servant Leadership (MACE 6302) Student must take this course during his/her first year in the program
2.	<b>MAWL 6303</b> Spiritual Formation and Worship (MACE 6303) Student must take this course during his/her first semester in the program
3.	<b>MAWL 6306</b> Systematic Theology (MACE 6306)
4.	<b>MAWL 6307</b> Psalms, Hymns, and Spiritual Songs
5.	<b>MAWL 6308</b> Worship Through the Ages
6.	<b>MAWL 6309</b> Worship and Pastoral Care
7.	<b>MAWL 6310</b> The Worship Toolbox: Philosophy and Practice
8.	<b>MAWL 6311</b> Global Worship
9.	<b>MAWL 6312</b> The Worshipping Life
10.	<b>MAWL 6313</b> 21 <sup>st</sup> Century Transformational Worship

## CONCENTRATION REQUIREMENTS

### General (12 hours)

Students must take 12 hours of any of the Worship Leadership classes or other graduate classes approved by the dean. Students will be able to transfer up to 12 hours from an accredited master's program upon approval.

General Studies and Pre-Doctoral Tracks	
1.	The general studies concentration consists of 4 elective courses in the student's area of interest
2.	The pre-doctoral concentration consists of 2 elective courses in the student's area of interest and a six-hour (6), thesis.

## ELECTIVE COURSES AVAILABLE

MAWL 6305 Christian History and Heritage\*  
MAWL 6314 Performing, Visual, and Media Arts  
MAWL 6315 Mentorship  
MAWL 6316 Worship Theology for Contemporary Ministry  
MAWL 6350 Pre-Doctoral Independent Study I: Thesis Prospectus #  
MAWL 6360 Pre-Doctoral Independent Study II: Thesis #  
Any MACE core curriculum or elective courses

\* Designated electives for all MAWL students

# Designated electives for all students wishing to pursue doctoral studies.

# Doctoral Programs

## Ed.D. in Educational Leadership

Elaine L. Wilmore, Ph.D., Program Director

The Ed.D. in Educational Leadership will emphasize a practical approach to leadership development and will accentuate 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 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 will offer **two tracks of study**.

- **Higher education leadership** - will provide cognate studies in community college leadership, higher education administration and leadership, and student affairs leadership.
- **K-12 leadership** - will equip 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 **sixty (60) credit 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 a 120-hour service-learning internship 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 will 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, and students may enter the program at the start of any of these three terms. Students who enroll in six hours during each term will be able to complete their coursework in less than three years and will be eligible to graduate upon the successful defense of their dissertation at the end of the third year. Some students may choose to take additional time to complete their dissertation studies, which is fine as well.



## Ed.D. in Educational Leadership Curriculum

<b>The Ed.D. in Educational Leadership Studies requires 60 credit hours for graduation.</b>		
<b>HIGHER EDUCATION LEADERSHIP CORE</b>	<b>21 HOURS</b>	<b>K-12 EDUCATIONAL LEADERSHIP CORE</b>
Foundations of Education History of Higher Education Higher Education Law Organizational Leadership and Change Budgeting and Finance in Education Ethics and Leadership Theory: Servant Leadership Leadership and Communication in Education		Foundations of Education Historical Leadership Advanced School Law Organizational Leadership and Change Budgeting and Finance in Education Ethics and Leadership Theory: Servant Leadership Leadership and Communication in Education
<b>RESEARCH COURSES</b>	<b>9 HOURS</b>	<b>RESEARCH COURSES</b>
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 *
<b>INTERNSHIP</b>	<b>6 HOURS</b>	<b>INTERNSHIP</b>
Internship or Practicum in Higher Education		Internship or Practicum in Education
<b>COGNATE STUDY AREAS (Select a Specialized Area of Study)</b>	<b>12 HOURS</b>	<b>COGNATE STUDY AREAS (Select a Specialized Area of Study)</b>
Academic Administration in Higher Education Community College Leadership Higher Education Administration and Leadership Student Affairs Leadership		Learning Communities and Relationships Human Resource Management and Development Instructional Leadership and School Improvement The Superintendency
<b>CONCENTRATION COURSES</b>	<b>6 HOURS</b>	<b>CONCENTRATION COURSES</b>
Additional hours in academic discipline Independent Study Electives		Additional hours in academic discipline Independent Study Electives
<b>DISSERTATION</b>	<b>6 HOURS</b>	<b>DISSERTATION</b>
<b>TOTAL</b>	<b>60 HOURS</b>	<b>TOTAL</b>

*\* 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.*

## Ph.D. in Leadership Studies

Karen Bullock, Ph.D., Academic 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 will derive from the biblical, classical, philosophical, historical, and global dimensions of effective leadership. It will draw from, and integrate with, the fields of business, education, higher education, and general leadership, including the practice of ministry. Across the curriculum the program will include 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 7-10 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

<b>CORE LEADERSHIP COURSES</b>	<b>24 HOURS</b>
Leadership Experiences and Development Leadership Through the Ages: Part One: Foundations – Theory Model Leadership Through the Ages: Part Two: Biblical – Servant Leadership Model Leadership Through the Ages: Part Three: Classical Leadership – Educational Model Leadership Through the Ages: Part Four: Political Leadership – Power & Influence Leadership Through the Ages: Part Five: Christian Leadership – Cultural and Global Leadership Organizational Leadership Leadership for the Future: Global Emphasis	
<b>LEADERSHIP STUDIES</b>	<b>9 HOURS</b>
Mentored Leadership Internship Readings Course: Great Books/Biographies Readings Course: Special Topics	
<b>CONCENTRATION STUDIES</b>	<b>12 HOURS</b>
Business Education Higher Education General Leadership - Ministry Specialization	
<b>RESEARCH AND STATISTICS</b>	<b>9 HOURS</b>
Statistics II – Advanced Graduate-Level Statistics * Research I – Principles and Critical Thinking Research II – Prospectus Design	
<b>DISSERTATION</b>	<b>6 HOURS</b>
<b>TOTAL</b>	<b>60 HOURS</b>

**SUMMER INSTITUTES**

Summer I – Dallas Institute (Dallas, Texas) – Leadership Experiences and Development

Summer II – Washington Institute (Washington, DC) – Political Leadership

Summer III – Oxford Institute (Oxford, England) – Global Leadership

*\* A graduate-level Statistics I course is a Prerequisite 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.*

## A Comparison of DBU's Ph.D. and Ed.D. Programs

	Ph.D.	Ed.D.
Who?	Prepares students for executive leadership positions within business, benevolence, industry, ministry, civic or governmental contexts and/or the academic guild	Prepares students for leadership roles in higher education/university or in K-12 university/district settings including the needed superintendency
Research Element	Research emphasis on original inquiry which creates new knowledge or theory	Research emphasis on application of new knowledge, skills, and dispositions for university/district continuous improvement and information-base for the field
How?	Curriculum which integrates faith and learning with a broad perspective of leadership studies and applications	Curriculum which integrates faith and learning targeting leadership in applied higher education/university or K-12 school settings
Core Curriculum	<p><b>Students program of study includes:</b></p> <ul style="list-style-type: none"> <li>• Leadership Core 30 hours</li> <li>• Research &amp; Statistics 9 hours</li> <li>• Concentration Area 12 hours</li> <li>• Mentorship 3 hours</li> <li>• Prospectus &amp; Dissertation <u>6 hours</u></li> <li><b>Total 60 hours</b></li> </ul>	<p><b>Students program of study includes:</b></p> <ul style="list-style-type: none"> <li>• Leadership Core 21 hours</li> <li>• Research &amp; Statistics 9 hours</li> <li>• Cognate Studies 12 hours</li> <li>• Internship 6 hours</li> <li>• Concentration 6 hours</li> <li>• Prospectus &amp; Dissertation <u>6 hours</u></li> <li><b>Total 60 hours</b></li> </ul>
Specializations	<p><b>Students select a primary program of study from five specializations:</b></p> <ul style="list-style-type: none"> <li>◆ Business</li> <li>◆ Education</li> <li>◆ Higher Education</li> <li>◆ General Leadership - Ministry Specialization</li> </ul>	<p><b>Students select a primary program of study from two tracks:</b></p> <ul style="list-style-type: none"> <li>◆ Higher Education Leadership and Administration (Applied)</li> <li>◆ K-12 Educational Leadership (Includes Texas Superintendent Certification)</li> </ul>
Configuration	Students progress through the program in a cohort of 25-30 students for four years	Students progress through the program at their own pace
Field Component	Students participate in a 3-hour mentorship consisting of 120 hours	Students participate in a 6-hour university/district based internship spanning two semesters for a total of 240 hours
Culmination	Preparation, presentation, & defense of research based dissertation with an interdisciplinary leadership focus	Preparation, presentation, and defense of university/district based project using applied research for the purpose of continuous university/district improvement

# Graduate Course Descriptions

## Accounting

### **ACCT 5311 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 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 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

### **ACCT 6332 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 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 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 Internal Auditing**

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. Fall. Prerequisite: ACCT 5311

### **ACCT 6343 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 Orientation to American Business Techniques and Culture**

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.

## Christian Education

### **MACE 5333 Psychology of Adolescence**

An interdisciplinary course emphasizing psychosocial development from adolescence through young adulthood. This study would include developmental and psychological issues that evolve in the teenage years. Prerequisite: PSYC 1301 or instructor approval.

**MACE 6301 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 Prerequisite: Students must take this during their first semester in the M.A.C.E. program.

**MACE 6302 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. Fall Students must take this during their first year in the program.

**MACE 6303 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.

**MACE 6304 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.

**MACE 6305 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.

**MACE 6306 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.

**MACE 6307 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 Evangelism, Missions, and Growth Through Education Ministries**

The 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 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.

**MACE 6310 Church Staff and Member Relations Practicum**

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. Fall, Spring, Summer. Prerequisite: Approval of the Director

**MACE 6311 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.

**MACE 6312 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.

**MACE 6313 Ministry with Youth**

This is a survey class designed to help students learn how to develop a quality ministry for junior and senior high school 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 and high school students in the church and the community. The course will include a study of the philosophy, audience, and principles of effective youth/student ministry in the local church. Special attention will be given to the role and work of the church youth minister and his/her work with youth/students and parents, and in developing lay leaders for ministry with youth.

**MACE 6314 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.

**MACE 6315 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 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 6320 The Collegiate Minister**

This 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 Collegiate Minister's relationships, responsibilities, and functions will be examined. The student will study the role of Collegiate Minister in such areas as programming, administration, and personal ministries.

**MACE 6321 Discipleship Strategies for Collegians**

This is a study of the biblical and cultural mandate for discipleship for college students and involves missions, evangelism, and spiritual formations. Special attention will be given to personal ministry, small group ministry, impacting the lost, and cross cultural missions opportunities. The strategy and principles of discipleship and involving college students in evangelism and mission action on campus and through the world will be emphasized. Some attention will also be given to the church's ministry with college and university students.

**MACE 6322 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.

**MACE 6330 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 all Christian ministers 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.

**MACE 6331 Cross Cultural Living and Ministry**

An 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 ministers in a cross-cultural environment, and analyzes issues of cultural adaptation, language acquisition, and contextualization of gospel witness. Helpful for missionary candidates, for ministers want to improve intercultural skills because of the multi-cultural nature of modern society and of most local church settings.

**MACE 6332 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.

**MACE 6333 Local Church on Missions**

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 seeks to provide 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.

**MACE 6350 Family-Based Youth Ministry**

A study of the developmental aspects of the way junior and senior high school students related 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.

**MACE 6351 Youth Culture Issues**

A study of social problems of junior and senior high students in America within their cultural context. The world of adolescence will be examined giving special attention to school, media, friendships, family, community and church, and other relevant social issues. Ministry implications and current trends will also be discussed.

**MACE 6353 Adolescent Development and Counseling**

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 crises situations.

## Christian Education: Student Ministry (Youth and Collegiate)

**MACE 6310 Church Staff and Member Relations Practicum**

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. Fall, Spring, Summer. Prerequisite: Approval of the Director

**MACE 6313 Ministry with Youth**

This is a survey class designed to help students learn how to develop a quality ministry for junior and senior high school 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 and high school students in the church and the community. The course will include a study of the philosophy, audience, and principles of effective youth/student ministry in the local church. Special attention will be given to the role and work of the church youth minister and his/her work with youth/students and parents, and in developing lay leaders for ministry with students.

**MACE 6316 Stages in 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 6322 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.

**MACE 6350 Family-Based Youth Ministry**

A study will be made 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.

**MACE 6351 Youth Culture Issues**

This is a study of the social problems of junior and senior high school students in America within their cultural context. The world of adolescence will be examined giving special attention to school, media, friendships, family, community and church, and other relevant social issues. Ministry implications and current trends will also be discussed.



**MACE 6353 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 crises situations.

**MACE 6352 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 people 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.

**MACE 6353 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 crises situations.

**MACE 6354 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.

**MACE 6355 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 6356 Developing Student Ministry in 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, 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. 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 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 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 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 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 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 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 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, May Mini term, alternating Winters.

**COUN 5391 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 and M.Ed. in School Counseling programs. Spring, Fall

Prerequisite: COUN 5380, COUN 5382 and 12 additional hours in the program

**COUN 6380 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.

**COUN 6381 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 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 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 Contemporary Approaches to Christian Counseling**

A consideration of selected contemporary approaches to Christian Counseling. The course will survey the theories of some of the leading figures in the field of Christian Counseling, such as Larry Crabb, Jay Adams, Gary Collins, Charles Solomon, Robert McGee, Paul Meier, Frank Minirth, John Drakeford, Paul Tournier, and others. Spring, Fall.

**COUN 6385 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 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 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.

**COUN 6388 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 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.

**COUN 6390 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\***

(150 clock hours) Spring, Summer, Fall.

**COUN 6393 Counseling Practicum II\***

(150 clock hours) \*Refer to the Practicum section on page 22 for specific details. May be taken concurrently only with COUN 5387 Research Methods and COUN 6384 Contemporary Approaches to Christian Counseling. Open only to M.A. in Counseling students. Spring, Summer, Fall.

**COUN 6394 Practicum in Marriage and Family Therapy**

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". Spring, Summer, Fall. Prerequisite: COUN 6383, COUN 6392, COUN 6393

**COUN 6395 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

## Conflict Resolution

**CRMN 6310 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 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). Fall, Spring. Prerequisite: CRMN 6310

**CRMN 6321 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. Prerequisite: CRMN 6310

**CRMN 6330 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

## eBusiness

**MISM 6350 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.

**MISM 6351 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. Prerequisite: MISM 6350

**MISM 6352 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. Prerequisite: MISM 6350

## Economics

**ECON 5311 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 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 and MANA 51.522.

## Education – Administration

**EDAD 6010 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.

**EDAD 6301 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. Summer.

**EDAD 6311 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. Spring.

**EDAD 6312 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. Summer.

**EDAD 6313 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. Spring.

**EDAD 6314 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.

**EDAD 6315 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. Summer.

**EDAD 6316 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. Summer.

**EDAD 6317 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. Winter mini-term.

**EDAD 6319 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 Internship in Educational Administration**

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. Fall, Spring.

## Education – School Counseling

**EDSC 5310 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 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 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 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 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 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 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 Internship for School Counseling: Field Experience**

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. Fall, Spring. Prerequisite: EDSC 6316. Open only to students in the Master of Education in School Counseling Program.

**EDSC 6380 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 6373 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. Periodically.

**ECHE 6374 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. Periodically.

**ECHE 6375 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. Periodically.

**ECHE 6376 Special Problems in Early Childhood Education**

A study of current problems and techniques in early childhood education with emphasis on researching and implementing new techniques in existing early childhood classrooms. Periodically.

## Education – General

### **EDUC 5301 Orientation to American Education Techniques and Culture**

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 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 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. Fall, Summer.

### **EDUC 5310 Introduction to Exceptional Learners and Mainstreaming**

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 5316 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. Fall, Spring, Summer.

### **EDUC 5320 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 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 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 5340 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 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. Fall.

### **EDUC 5342 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 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 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 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. Summer.

**EDUC 5346 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 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 6010 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

**EDUC 6302 Research in Education**

A study of research techniques in education; practice in designing and implementing a research project. Periodically.

**EDUC 6304 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. Periodically.

**EDUC 6306 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. Periodically.

**EDUC 6308 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, May Mini-Term, August Mini-Term.

**EDUC 6309 Independent Study in Education**

Directed study in area of specialization. Periodically.

**EDUC 6310 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 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 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. Spring.

## Education – Higher Education

**HIED 5300 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.



**HIED 5380 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 5381 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 Special Topics in Higher Education**

Current issues, developments, and concerns bearing upon higher education. Specific topics will vary. Periodically.

**HIED 6310 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.

**HIED 6320/21 Practicum in Higher Education**

Practical application of learning and skills developed during course work by serving in a particular higher education department/office. Two practicum experiences required for the M.Ed. in Higher Education degree. Fall, Spring, Summer.

**HIED 6330 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 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.

**HIED 6345 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.

**HIED 6360 Adult Higher Education**

An introduction to the study of adult higher education: major theories, philosophies, models, providers, and organizations. Periodically.

**HIED 6361 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.

**HIED 6362 Curriculum/Program Planning**

Study of theoretical foundations, models, methods, and evaluation in planning curriculum/programs for adult and higher education. Periodically.

**HIED 6363 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.

**HIED 6371 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 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.

**HIED 6374 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 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 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.

## Education – Reading

**READ 5010 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 National Evaluation Systems, Inc. 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 post-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 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 National Evaluation Systems, Inc. Information will also be gleaned from the Reading Specialists state publication appropriate sources. Students must score a minimum of 85% on the DBU TExES post-test in order to pass the course and be authorized by the College of Education to take the ExCET examination. Periodically. Prerequisite: READ 5331, READ 5332, READ 5333, READ 6301, READ 6330, READ 6335. The candidate may be approved to take the seminar while completing the last semester of work.

**READ 5301 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 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 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 Reading: Clinical Experiences in Correcting Reading Difficulties**

Directed experience in diagnosing and correcting reading problems of the individual child through field experience. Fall, Spring. Prerequisite: Requires instructor approval.

**READ 6301 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.

**READ 6331 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 students only. Prerequisite: Director's Approval. Summer.

**READ 6332 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 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, summer. Prerequisite: READ 6330 or recent experience in the teaching of reading.

## Education – Science

### **GSCI 5320 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. Fall, Spring, Summer.

## Education – Social Studies

### **SOST 5340 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 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.

## English

### **ENGL 5302 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 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.

## Entrepreneurship

### **ENTR 6301 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 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 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 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: Must be taken as the last course in the concentration.

## Finance

### **FINA 51.521 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

### **FINA 5316 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 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 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 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 Investments**

This course covers the analysis and valuation of equity and fixed-income securities, and their markets will be covered. 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 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 6341 Portfolio Management**

This course covers different portfolio management strategies for both equity and fixed-income portfolios, and the use of derivatives in the portfolio management. The emphasis is on the asset allocation based on the modern portfolio theory. Topics covered include passive versus active portfolio strategies, top-down versus bottom-up approaches, asset allocation optimization models, fundamental versus technical analysis techniques, immunization strategy, indexing, performance evaluation measures, and other related topics. Periodically. Prerequisite: FINA 6301

### **FINA 6351 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

## Health Care Management

### **HCMG 6310 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, MRKT 51.521

### **HCMG 6320 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 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 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

## Liberal Arts

### **MALA 5300 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.

### **MALA 5301 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.

## Management

### **MANA 51.521 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 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 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 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 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 Human Resource Selection**

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, Online. Prerequisite: MANA 51.521 or undergraduate equivalent

**MANA 6310 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 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 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 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, alternating Summers, Online. Prerequisite: MANA 51.521 or undergraduate equivalent

**MANA 6316 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 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 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 6322 Quality and Process Management**

An in-depth study of the quality process, including philosophy, methodology, and practical application. Additionally, process reengineering approaches are studied and application methodologies are developed for both manufacturing and non-manufacturing processes. An actual study is completed as part of this course. Spring.

**MANA 6323 Human Resource Management**

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. Fall, Spring, Summer, Online. Prerequisite: MANA 51.521 or undergraduate equivalent

**MANA 6327 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 6328 Project Management and Systems**

A course in the philosophy and practice of project management with emphasis upon technology and engineering projects. A basic ability to use Microsoft Project software is developed in this course. This course is designed with the assistance of the PMI (Project Management Institute) for the purpose of preparing interested students to continue on to achieve a project management certification. This course requires a project. Fall. Prerequisite: MISM 6314

**MANA 6329 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 6333 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 Strategic Management Decisions**

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. Fall, Spring, Summer, Online. Prerequisite: May be taken only in a student's last semester in the program.

**MANA 6342 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 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 Career Management and Life Transitions**

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. Online. Prerequisite: MANA 51.521 or undergraduate equivalent.

**MANA 6352 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 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.O.M.. Fall, Spring, Online. Prerequisite: May be taken only in a student's last semester in the program.

## Management Information Systems

### **MISM 6314 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 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 Database Management Systems**

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. Fall, Online. Prerequisite: MISM 6314

### **MISM 6335 Networks and Telecommunications**

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 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 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 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. Fall, Spring, Summer, Online. Prerequisite: MRKT 51.521 or undergraduate equivalent

### **MRKT 6302 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. Prerequisite: MRKT 6301

### **MRKT 6303 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

### **MRKT 6312 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



**MRKT 6321 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

**MRKT 6331 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, MRKT 6301

**MRKT 6341 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, MRKT 6331

**MRKT 6350 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 Content Math I**

An expanded study of the algebraic treatment of operations and algorithms for whole numbers, integers, fractions, decimals and radicals. Fall.

**MATH 5305 Content Math II**

An in-depth treatment of the study of the theory of geometry, measurement, probability, statistics and graphs. Periodically.

**MATH 5306 Content Math III**

Hands-on exploration of problem solving theory, techniques and mathematics connections across the elementary curriculum. Periodically.

**MATH 5307 Content Math IV**

Hands-on exploration of in-depth geometric and measurement concepts and theory including data collection and analysis of exploration results. Periodically.

## Project Management

**PROJ 6301 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 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 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 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.

# Worship Leadership

## **MAWL 6302 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.

## **MAWL 6303 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.

## **MAWL 6305 Christian History and Heritage**

This three-hour course is a survey of Christianity from the New Testament to the modern era. It will explore the great movements, persons, and events that have influenced the development of Christianity and give special attention to Baptist identity, several of the larger contemporary denominations and major religions which Christian ministers may encounter in today's world.

## **MAWL 6306 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.

## **MAWL 6307 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.

## **MAWL 6308 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.

## **MAWL 6309 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.

## **MAWL 6310 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.

## **MAWL 6311 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.

## **MAWL 6312 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.

## **MAWL 6313 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 capstone 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.

**MAWL 6314 Performing, 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 Mentorship**

This course places the worshipping 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.)

**MAWL 6316 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 worshipping leaders to apply these tools practically in ministry contexts.

**MAWL 6350 Pre-Doctoral Independent Study I: Thesis Prospectus**

This three-hour course is the first of two courses designed for the student who wishes to pursue a doctoral studies track. This course will train the student to identify research questions, choose the most effective research method that will support the research objective, select strategies for logical argumentation, and write a prospectus for the master's thesis.

**MAWL 6360 Pre-Doctoral Independent Study II: Thesis**

This three-hour course is the second of two courses designed for the student who wishes to pursue a doctoral studies track. In this course the student will use the prospectus completed in the first part of this course to conduct the research project that will culminate as his/her master's thesis.

# Ed.D. in Educational Leadership Course Descriptions

## Core Higher Educational Administration and Leadership Courses

### **EDDL 7300 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 7310 Foundations of Leadership**

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 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 7345 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 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.

### **EDDH 7340 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 Higher Education Law**

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.

## Core K-12 Educational Leadership Courses

### **EDDL 7300 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 7310 Foundations of Leadership**

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 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 7345 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 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.

**EDDS 7340 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 Advanced School Law**

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.

## Core Research Courses for Higher Education and K-12 Tracks

**EDDL 7330 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 students for applications in research design.

**EDDL 7331 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 7333 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. Prerequisite: EDDL 7331 (Statistics I) or comparable statistics course.

**EDDL 7335 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.

## Internship Courses

**EDDS 7320 Internship in K-12 Leadership I**

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.

**EDDS 7321 Internship in K-12 Leadership II**

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 EDDS 7320. Application for the internship must be made one semester prior to enrollment. Prerequisite: EDDS 7320 (Internship in K-12 Leadership I).

**EDDH 7320 Internship in Higher Education Leadership I**

Students will participate in a collaboratively developed, field-based internship experience in 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.

**EDDH 7321 Internship in Higher Education Leadership II**

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. Application for the internship must be made one semester prior to enrollment. Prerequisite: EDDH 7320 (Internship in Higher Education Leadership I).

## Cognate Studies for Higher Education Track

**EDDH 7365 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 Student Affairs 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 Higher Education Administration and 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 Academic Administration in Higher Education**

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.

## Cognate Studies for K-12 Educational Leadership Track

**EDDS 7361 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 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 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 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.

## Dissertation Courses

**EDDH 7388 Doctoral Research Seminar**

Doctoral students will be guided and assisted in the development of their dissertation proposals, writing dissertation chapters, design, data analysis, preparing articles for publication, proposing research proposals for professional conferences, and other professional arenas. Emphasis will be placed on individual student work with their Chair and Dissertation Committee members. Prerequisite: Students must have their dissertation proposal approved by the Ed.D. Committee for research involving human subjects prior to completion of this course. Students must maintain continuous enrollment in this course until this occurs.

**EDDH 7389 Doctoral Dissertation Preparation**

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. Students must maintain continuous enrollment in this course until they have successfully completed and defended their dissertation. Prerequisite: EDDH 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 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 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 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 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 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 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 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 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 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 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 Mentored Leadership Internship**

The student will complete a 120-hour mentored internship of eight hours of training each week for fifteen weeks in a single semester, or eight 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. Fall or Spring.

## Research and Statistics Seminars

**PHDL 7320 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 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 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 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.

## Dissertation Courses

**PHDL 8300 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 prospectus to the Dissertation Committee for formal approval. Fall, Spring, or Summer.

**PHDL 8310 Dissertation**

The student will be encouraged to complete the dissertation with a single year of obtaining formal approval from the Dissertation Committee. The student's dissertation supervisor will serve as the guide through this final phase of the program. Fall, Spring, or Summer.

# Graduate Program Administration

## **UNIVERSITY ADMINISTRATION**

Gary Cook, President  
J. Blair Blackburn, Executive Vice President  
Dennis Dowd, Vice President for Graduate & Corporate Affairs  
Rick Gregory, Vice President for University Advancement  
Eric Bruntmyer, Vice President for Financial Affairs  
Jon Campbell, General Counsel  
Dennis Linam, Vice President for External Affairs  
Gail Linam, Provost; Vice President for Undergraduate Affairs

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Dr. Robert Brooks, College of Fine Arts  
Dr. Charles Carona, College of Education  
Dr. Charlene Conner, College of Business  
Dr. Beverly Giltner, College of Natural Sciences and Mathematics  
Dr. Rick Gregory, Gary Cook School of Leadership  
Dr. Steve Mullen, College of Christian Faith  
Deemie Naugle, Associate Provost  
Dr. Michael Williams, College of Humanities and Social Sciences

## **GRADUATE ACADEMIC DIRECTORS**

Dr. Larry Ashlock, Master of Arts in Worship Leadership  
Dr. Karen Bullock, Ph.D. in Leadership Studies

## **GRADUATE PROGRAM DIRECTORS**

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Dr. Sandra Reid, Master of Business Administration  
Julia Smith, Interim Director, Master of Education  
Connie Throne, Master of Arts in Organizational Management  
Dr. Wayne Ulmer, Master of Arts in Christian Education: Student Ministry  
Dr. Elaine Wilmore, Ed.D. in Educational Leadership