



O F F I C I A L C O P Y
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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, genetic information, 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 and schools 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.

Graduate degrees available **online** (select concentrations) include the Master of Business Administration, Master of Arts in Children's Ministry, Master of Arts in Christian Education, Master of Arts in Christian Ministry, Master of Arts in Family Ministry, Master of Arts in Management, Master of Arts in Professional Development, Master of Arts in Student Ministry, Master of Arts in Teaching, Master of Arts in Worship Leadership, Master of Education in Curriculum and Instruction, the Master of Education in Educational Leadership, the Master of Education in Higher Education, and Master of Liberal Arts. Also, a number of Accelerated Bachelor's/Master's degrees and Dual Master's degrees are offered online.

In addition to these degrees, DBU Online offers Advanced Certificate Programs in Children's Ministry Leadership, Christian School Administration, Curriculum and Instruction, Distance Learning, Health Care Management, Higher Education Administration, Human Resource Management, Information Systems Management, International Management, Management, Marketing, Ministry Leadership, Project Management, School Principalship, Student Ministry, Theological Studies, and Worship Ministry.

Mission Statement

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

History of the University

Decatur Baptist College, established in 1898 and the forerunner of Dallas Baptist University, had the distinction of being the first two-year institution of higher education in Texas. The Baptist General Convention of Texas had purchased land in 1897 from Northwest Texas Baptist College. The school enjoyed a rich, full history in Decatur until 1965 when it moved to Dallas, at the invitation of the Dallas Baptist Association. Dallas Baptist University was established in Dallas in 1965 as Dallas Baptist College. The initial 100 acres of land for the campus, overlooking Mountain Creek Lake in the hill country of southwest Dallas, were donated by John Stemmons, Roland Pelt, and Associates. An interested group of businessmen donated an additional 100 acres, and in 1994 a donation by the Louis Hexter family added another 88 acres. More recent additions have increased the current size of the DBU campus to 293 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. In December 2004, Dallas Baptist University was advanced from Level III to a Level V institution by the Commission on Colleges and authorized to begin the Ph.D. in Leadership Studies and Ed.D. in Educational Leadership.

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

Location

Dallas Baptist University sits atop 293 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 2015, total University enrollment stood at 5,319 students, including 3,315 undergraduate students, 1,727 master's students, and 277 doctoral students.

Academic Programs

Dallas Baptist University offers 72 undergraduate majors as well as 28 master's programs, including 59 Dual Master's Degree Programs, two doctoral degree programs, and 49 accelerated Bachelor's and Master's Degree Programs and encompasses the following academic divisions: 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 Professional Studies, Gary Cook School of Leadership, Graduate School of Ministry, and Graduate Affairs. Two doctoral degrees in Leadership Studies and Educational Leadership are also available.

Faculty

DBU employs 124 full-time faculty members. The percentage of faculty who hold doctoral or terminal degrees is 83.1 percent. The student/faculty ratio is 13:1.

Class Size

The average class size is 12 students.

Accreditation

Dallas Baptist University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate, bachelor's, master's, and doctoral degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Dallas Baptist University.

The Educator Preparation Program at Dallas Baptist University is accredited by the Texas Education Agency (TEA) and approved by the State Board for Educator Certification (SBEC) to prepare, train, and recommend teacher, school counselor, diagnostician, reading specialist, principal, and superintendent candidates for certification. Dallas Baptist University is nationally accredited by the Accreditation Council for Business Schools and Programs (ACBSP) to offer the following business degrees: Bachelor of Business Administration (B.B.A.), Bachelor of Business Studies (B.B.S.), Master of Business Administration (M.B.A.), and Master of Arts in Management (MAM) degrees. The Department of Music is accredited by the National Association of Schools of Music (NASM).

Memberships

Accreditation Council for Business Schools and Programs (ACBSP)
American Association of Collegiate Registrars and Admissions Officers (AACRAO)
American Choral Director's Association (ACDA)
American Council on Education (ACE)
American Society of Church History
American Society of Missiology (ASM)
AMIGOS Library Services
Association for Supervision and Curriculum Development (ASCD)
Association for Texas Professional Educators (ATPE)
Association for the Study of Higher Education (ASHE)
Association of Christian Schools International (ACSI)
Association of Graduate Liberal Studies Programs (AGLSP)
Association of Institutional Research (AIR)
Association of International Educators (NAFSA)
Association of Ministry Guidance Professionals
Baptist Association of Christian Educators (BACE)
Baptist Church Music Conference (BCMC)
Baptist History and Heritage Society
Campus Compact
Christian Library Consortium (CLC)
College Music Society (CMS)
College Sports Information Directors of America (COSIDA)
Consortium for Global Education (CGE)
Consortium of State Organizations for Texas Teacher Education (CSOTTE)
Council for Christian Colleges and Universities (CCCCU)
Council for Higher Education Accreditation (CHEA)
EDUCAUSE

Fellowship of Christian Athletes (FCA)
 Higher Education Collaborative (HEC)
 Independent Colleges and Universities of Texas (ICUT)
 Institute of International Education (IIE)
 International Association of Baptist Colleges and Universities (IABCU)
 International Dyslexia Association (IDA)
 Music Educators National Conference (MENC)
 National Association of College Directors of Athletics (NACDA)
 National Association of College and University Attorneys (NACUA)
 National Association of College and University Business Officers (NACUBO)
 National Association of Independent Colleges and Universities (NAICU)
 National Association of Schools of Music (NASM)
 National Association of Student Financial Aid Administration (NASFAA)
 National Christian College Athletic Association (NCCAA)
 National Collegiate Athletic Association (NCAA) – Division I (Missouri Valley Conference)
 National Collegiate Athletic Association (NCAA) – Division II (Heartland Conference)
 National Communication Association (NCA)
 North Texas Council of College and University Registrars and Admissions Officers (NTCCURAO)
 Online Learning Consortium
 Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)
 Southern Association of College and University Business Officers (SACUBO)
 Southern Association of Collegiate Registrars and Admissions Officers (SACRAO)
 Southern Regional Education Board's Electronic Campus
 Southwest Association of Student Financial Aid Administrators (SWASFAA)
 Texas Association of Colleges for Teacher Education
 Texas Association of Collegiate Registrars and Admissions Officers (TACRAO)
 Texas Association of Collegiate Veteran's Programs Officials
 Texas Association of Music Schools (TAMS)
 Texas Association of Schools of Art (TASA)
 Texas Association of Student Financial Aid Administrators (TASFAA)
 Texas Bursars for Universities and Colleges (TXBUCS)
 Texas Common Course Numbering System (TCCNS)
 Texas Council of Academic Libraries
 Texas Distance Learning Association (TxDLA)
 Texas Music Educators Association (TMEA)
 Texas Teachers of English to Speakers of Other Languages (TexTESOL)
 The Association of Christian Distance Education (ACCESS)
 Western Association of Veterans Education Specialists (WAVES)

Traditions

Founded in 1898 as Decatur Baptist College, Dallas Baptist University embraces the legacy of more than 100 years of quality academics and vibrant University life. As the Patriots, the DBU family exemplifies the qualities of integrity, honor, and Christ-centered character along with a love and enthusiasm for DBU. Athletic traditions such as the Regiment firing the cannon after a soccer goal or a baseball home run, ringing the bell after a basketball victory, and the minutemen providing energy to the "Blue Brigade" student section create an exciting environment for all Patriot home games. The Patriot Cheerleaders and Patriettes Dance Team promote the Patriot spirit and lead the crowd in cheers, chants, and the DBU Fight Song to support all Patriot athletics. Other University-wide traditions take place with athletic events such as Battle at the Burg that begins basketball season and Homecoming week with float building, Mr. Big Chief, Extravaganza, Tailgate Party, and the crowning of the Homecoming King and Queen. The Homecoming week activities were founded in the early years of Decatur Baptist College and remain an important part of every fall semester.

First-year students participate in University traditions as soon as they register for classes when they ring the replica Liberty Bell in the Mahler Student Center. First-year students also learn the core University value of Christ-centered servant leadership as they serve together on the final day of SWAT, an annual University welcome week for new students. Students have the opportunity to participate in other University campus life traditions such as University chapel services, Student Life events, RecLife activities, Greek Life, global missions, and local service.

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 commencement services. Through the University hymn, *To God Be The Glory*, the DBU family thanks God for all of His blessings and His guidance throughout the history of the school.

Financial Assistance

Seventy-eight percent (78%) of master's students and seventy-six percent (76%) of doctoral students receive federal, state, or institutional financial aid. Students who may qualify for state and federal financial assistance programs can request specific information by contacting the Office of Financial Aid at 214.333.5363.

A Word From the DBU Chancellor

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

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

FACILITIES

Patty and Bo Pilgrim Chapel. The Patty and Bo Pilgrim Chapel, maintaining DBU's Georgian/colonial architectural style, is modeled after several classic colonial church buildings. It seats 1,450 students in the beautiful sanctuary and in addition to hosting chapel services, Pilgrim Chapel is also home to the Orville and Esther Beth Rogers Prayer Ministry, Cynthia Estes Prayer Room, as well as the offices of the Academic Dean, Institutional Effectiveness, Institutional Research, and the Graduate School of Ministry. The facility also houses the Campus Security Office, six classrooms, one seminar room, a 134-seat theater, and Jeannette and Cletys Sadler Hall that holds approximately 250 people for receptions and dinner. Special collections include the Lord Braine of Wheatley Collection and the Corrie ten Boom Collection.

Jim and Sally Nation Hall. This replica of Thomas Jefferson's Monticello was completed in September 2015 and houses the Cook School of Leadership, the Chancellor's office suite, faculty and administrative offices, and classroom space.

Dr. William B. Dean Learning Center. Modeled after Harvard Hall III, this building, completed in 2015, houses the Dr. William B. Dean Service-Learning Center, classroom space, the College of Professional Studies, Student Life, Career Services, and Online Education.

Joan and Andy Horner Hall. This new academic building is patterned after Congress Hall in Philadelphia, Pennsylvania, and stands as the University's most accurate historic architectural replication. DBU's 12,000 square foot multi-purposed academic building is now home to the disciplines of music business, communication theory, broadcast/digital media, and print graphics

communication, along with the College of Fine Arts academic leadership. Horner Hall houses a music theory classroom, cross-discipline media and audio outfitted seminar classroom, multi-faceted broadcast communication video recording studio and music theory classroom, video engineering and editing production room, communication and music business departmental faculty offices, dually-designed music department faculty offices and instructional studios, and spacious student lounge/study areas. The centerpiece of this building is the music business recording studio which features a main engineering studio, central recording performance space, auxiliary percussion recording performance booth, two post-production mixing-editing rooms, and student lounge/study space.

John G. Mahler Student Center. Fashioned after Independence Hall in Philadelphia, the John G. Mahler Student Center displays exact replicas of the Liberty Bell, Declaration of Independence, and Constitution of the United States. Housed on the main floor of the Student Center are the Hoblitzelle Patriot Cafe, the Meadows Library, Hillcrest Great Hall, Hunt President's Dining Room, External Affairs Office, Center for Service-Learning, and Spiritual Life Office. The Student Life Offices, student game room and lounge areas, the Jones Fireside Room, RecLife Office, and Women's Auxiliary Board Portrait Gallery are located on the second floor. The lower level of the Student Center houses Mail Services, the Registrar's Office, DBU Veteran Services, Financial Aid Office, Cashier's Office, and Graduate Programs Office.

Tom and Alicia Landry Welcome Center. Named after Christian servant leaders Tom and Alicia Landry, the Tom and Alicia Landry Welcome Center houses the Office of Undergraduate Admissions, Freshman/New Student Recruitment, Transfer Recruitment, and Campus Visits. Also housed here are convenient meeting rooms, a small multi-media theater, and a special suite featuring some of the Landry's professional and personal memorabilia.

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

Strickland Building. This building houses administrative offices, the Gary Cook School of Leadership, and the Business Office. Classrooms, University Advancement, the Development Department, the Alumni Relations Office, faculty offices, and the Mary C. Crowley College of Christian Faith are located on the second floor in the Strickland Building.

Carr P. and Ruth Collins Learning Center. Housed in the Collins Learning Center are the Vance Memorial Library, *The Daily Bread Bistro*, *Study Grounds*, the Mary Crowley Room, the Decatur Room, the Linam Room, the Rosemary Rumbley Room, the Widner Room, the Caruth Media Center, Gaston Chapel, the University Writing Center, the Advising Center, the Counseling Center, the Marketing Department, the Information Technology Department, and the Academic Computer Lab. Special collections include the Baptist Heritage Collection, the Texana Collection, and the Bain Memorial Library. The Colleges of Business, Humanities and Social Sciences, and Professional Studies, as well as the Associate Degree Office, Provost, faculty offices, and classrooms are located in the Collins Learning Center.

Roberts Building. This building houses the College of Natural Sciences and Mathematics classrooms, biology laboratories, chemistry and physics laboratories, faculty offices, math lab, and a music practice recital hall. The building has two wings: Frank Durham Hall and Donald Bowles Hall.

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

Jeannette and Cletys Sadler Global Missions Center.

This newest multi-faceted facility patterned after Pavilion VII at the University of Virginia was specifically designed to enhance the global reach of DBU. The facility provides intentional space for community and conversations among American and international students. The Global Conversation Lounge contains state-of-the-art technology allowing DBU students to communicate the message of Jesus all over the world. On the first floor of the Sadler Global Missions Center, a large multi-purpose room can be utilized by campus ministries and student organizations for campus-wide events along with two classrooms for academic classes. Conference rooms and study areas are located throughout the building to provide locations for student conversation, meetings, and study. A food pantry and clothes closet is also part of this facility to provide assistance to DBU international students who have need.

Sadler Global Missions Center houses the International Admissions Offices, the Baptist Student Ministry Office, the Global Missions Office, the Master of Arts in Global Leadership program offices, and the Office of the Dean of Students and Spiritual Life.

David and In Sun Moon International Center. The Moon International Center houses International Student Services, the Intensive English Program, and classrooms.

Burg Center. This building has a 1,600-seat gymnasium for athletics and can be converted easily into a large auditorium with capacity of 2,400 for assemblies, concerts, and special events. Housed on the floors beneath the gymnasium is the Patriot Athletics Office, locker rooms, Fitness Center, and Sports Medicine Center.

Athletic and Recreational Facilities. The Athletic and Recreational Facilities include: Athletic Training Center, Joan and Andy Horner Ballpark, Intramural Sports Complex, Mike Arnold Fitness Trail, Patriot Soccer Field, Harold and Mildred Sadler Patriot Clubhouse, Patriot Tennis Courts, Sedwick Soccer Fieldhouse, Straus Field House, Douglas K. Tabor Athletic Guesthouse, and Turner Park.

Joan and Andy Horner Ballpark. Horner Ballpark is considered one of the premier facilities in NCAA Division I College Baseball. In keeping with the architectural theme of the campus, Horner Ballpark exhibits a Georgian-style façade of dark red brick and offers state-of-the-art fan amenities throughout the stadium. With a capacity of 2,000 persons, Horner Ballpark contains four guest suites available for rental, a pavilion down the leftfield line for large groups, and party plazas along both sides of the concourse available for medium sized gatherings. With closed-circuit televisions throughout the park and the audio broadcast of the game piped into each suite and restroom, fans are never far from the action at Horner Ballpark.

Sedwick Soccer Fieldhouse. The 2,300 square foot Sedwick Soccer Fieldhouse and Grandstands is located just to the west of Patriot Soccer Field and houses a 30-player locker room, team meeting area and press room, coaches' offices, reception area, individual chair-back seating for 400 fans, party pavilions, restroom facilities for fans, and first-class audio and video capabilities. In keeping with the architectural theme of the campus, Sedwick Soccer Fieldhouse & Grandstands exhibits a Georgian-style façade of dark red brick and offers first-class facilities for both fans, coaches, officials, and Patriot Soccer student-athletes.

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

Williams Hall. Williams Hall houses 164 students and is equipped with laundry facilities.

Crowley Complex. This residential complex contains three units: Calabria Hall, a dormitory housing 90 students; Sharp Hall, a dormitory housing 94 students; and Crowley Hall, a dormitory housing 90 students. The campus dining hall, coed lounge, *The General Store*, Residence Life Office, Resident Directors' Office, and Parent Services are also located in this complex. Each residential unit has its own laundry facility.

Spence Hall. This dormitory houses 230 students and is equipped with laundry facilities. The University Switchboard is also located in this building.

Colonial Village Apartments. The Colonial Village Apartments are a modern way of living for DBU upperclassmen. The Ebby Halliday Center houses the Apartment Life Office as well as classrooms and faculty offices. Health Services is also located in the Colonial Village Apartments.

J.E. and L.E. Mabee Village Townhomes. Mabee Village is an on-campus townhome neighborhood community that opened in the Fall of 2007. Mabee Village offers two-story, 3-bedroom, 3-bath townhome residences designed for upperclassmen students.

Fred C. and Katherine B. Andersen Center. The Andersen Center houses The Union, a place for casual and social gatherings and meals, and Brownstone residences. The Andersen Center is adjacent to the Intramural Sports Complex and further expands the diversity of available social and residential living options, complementing the vision for a traditional neighborhood community on campus.

Williamsburg Village Brownstones. The Brownstones opened in June of 2011 and expanded the diversity of residential living options available to upperclassmen students. Williamsburg Village Brownstones are attached two-story, 3-bedroom, 3-bath townhomes.

Academic Programs Available

For administrative purposes, the University is composed of the following academic divisions which offer bachelor's and master's degrees: 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, College of Professional Studies, and Graduate Affairs. The Graduate School of Ministry offers master's degrees in Children's Ministry, Christian Education, Christian Ministry, Family Ministry, Global Leadership, Student Ministry, Theological Studies, and Worship Leadership. The Gary Cook School of Leadership offers master's degrees in International Studies and Higher Education, 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 Professional Studies 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.

CERTIFICATE PROGRAMS

Dallas Baptist University offers undergraduate, graduate, and post master's certificates in multiple fields of study. With the working adult in mind, certificate programs are designed for individuals who are seeking to prepare for new careers, qualify for promotions, gain or refine expertise in a particular area of study, enhance educational or professional credentials, or to pursue a course of study simply for self-enrichment.

ACCELERATED BACHELOR'S AND MASTER'S DEGREE PROGRAMS

Dallas Baptist University offers several accelerated Bachelor's and Master's degree programs which combine compatible bachelor and master's degrees, allowing motivated students the opportunity to complete both an undergraduate and graduate degree in a single accelerated process. In most cases, students can complete both degrees with only one additional year of study and earn both diplomas upon graduation.

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 on the main campus, DBU North, and DBU Hurst-Colleyville. Graduate programs are available through The Graduate School of Business, the Dorothy M. Bush College of Education, the College of Fine Arts, the College of Humanities and Social Sciences, the Graduate School of Ministry, Gary Cook School of Leadership, and Graduate Affairs.

MASTER'S DEGREE PROGRAMS

Master of Arts in Children's Ministry with concentrations in:
General, Special Needs Children's Ministry

Ministry to preschoolers, children, and their families in today's changing world is a unique challenge for the church and its leaders. The opportunity to create Bible study and ministry strategies that lay the foundation for children to grow to know, trust, love, and follow Jesus is more than what might be considered "child's play." It is eternally significant not only for the church of tomorrow but the church of today.

The Master of Arts in Children's Ministry is designed to equip children's ministers to understand the needs of children, explore the principles of the best strategies in teaching and reaching children, and implement ministry that impacts not only the child, but the family. The program provides foundations in theological, educational and practical programming for effective childhood ministry. It combines academic training and practical ministry application that focuses intentionally on the world children live in and the faith they need to follow Christ for the rest of their lives.

Master of Arts in Christian Education with concentrations in:
Adult Ministry, Business Ministry, Collegiate Ministry, Communication Ministry, Counseling Ministry, Family Ministry, General, Leading the Nonprofit Organization, Missions Ministry, Small Group Ministry, Student Ministry, and Worship Ministry

The purpose of the Master of Arts in Christian Education program is to provide Christ-Centered graduate level education to prepare servant leaders for local church ministries and vocational work by educating their minds and kindling their hearts in a manner that promotes a life of service to the body of Christ.

All students will take 27 hours of core subjects, plus 9 hours in a concentration to prepare them to serve as ministers of education, ministers of adults, ministers of youth, ministers of business administration, and other roles.

Master of Arts in Christian Ministry with concentrations in:

Chaplaincy Ministry, Counseling Ministry, Family Ministry, General Ministry, Leading the Nonprofit Organization, Ministry Leadership, and Professional Life Coaching

The Master of Arts in Christian Ministry program is a 36-hour graduate program designed to help prepare students for a wide variety of ministries in churches or church-related fields. The degree plan permits students to focus on practical, biblical, historical, theological, and general ministry-related course options offered throughout the various ministry programs in the Graduate School of Ministry. In doing so, the program will offer students a broad, multifaceted exposure to Christian Ministry in the 21st century. In addition, the Master of Arts in Christian Ministry program will assist students in discerning and defining the particular direction of their call to ministry. It will also assist students in gaining additional practical and theological training while they are currently serving in churches and church-related vocations locally, nationally, and globally.

The Master of Arts in Christian Ministry-Chaplaincy is a 72-hour graduate program designed to prepare students for specialized ministry in institutional, congregational, and public settings such as the military, correctional facilities, healthcare institutions, corporations, disaster scenes, and other organizations where Chaplains serve in the Ministry.

Master of Arts in Communication with concentrations in:

Communication Leadership, Communication Studies, Communication for Ministry, Organizational Communication Management, and Worship Leadership

The Master of Arts degree in Communication (MACOM) is designed to equip graduates with academic and professional skills related to the field of communication, providing the skills and knowledge needed for servant leadership in educational, ministry, community, or professional organizations. The core courses are designed to expose graduate students to the theories, research methods, and contemporary trends in communication studies while improving their skills in public speaking, designing effective visual support for messages, using technology related to communication and worship, and leading communication activities for groups.

Master of Arts in Counseling

Course work prescribed by the State Licensing Board for Professional Counselors

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

Master of Arts in Family Ministry

The Master of Arts in Family Ministry is designed to equip ministers to be servant leaders who understand the needs of families, explore the principles of best strategies in Christian family formation, and implement ministries that impact families in different phases of life. While the focus of this degree is to design ways to impact families proactively in the formation process, there will also be components that attempt to address the therapeutic issues of life as they arise developmentally and from crisis. The program will provide foundations in theological, educational, and practical programming for effective family ministry. It will combine academic training and practical ministry application that will focus intentionally on the world families live in and the faith they need to follow Christ.

Master of Arts in Global Leadership with concentrations in:

Church Planting, East Asian Studies, English as a Second/Foreign Language (ESL), General Studies, Global Communication, Global Studies, International Business, Leading the Nonprofit Organization, Missions and Small Group Ministry

Designed for global-thinking leaders who aspire to forge new paradigms for working in international or multicultural environments, the Master of Arts in Global Leadership explores ways to lead in today's rapidly changing world of globalization, resurgent cultural values, religions, clashing worldviews, professional domains, and business ventures. Students must be highly motivated self-starters with innovative ideas who are eager to make a difference in the world. Global Leadership consists of connecting with people in other cultures and societies around the globe, and finding ways to exert a positive influence in their lives. Learning the intercultural skills and understanding multiethnic dynamics are crucial skills for leadership in today's increasingly multicultural and multiethnic environments.

Master of Arts in International Studies with concentrations in:

East Asian Studies, European Studies, Global Business, International Immersion, International Ministry, International Relations, and General International Studies

The Master of Arts in International Studies is a 36-hour, non-thesis program designed to equip leaders for serve in a broad array of multicultural contexts, including for-profit business, non-profit/non-governmental organizations, diplomacy, and government. It will provide a broad-based view of how the interplay between diverse cultures affects commerce, diplomatic relations, society, government, religion, foreign affairs, the arts, and other facts of society in today's global environment. Students will be equipped to lead with distinction and diplomacy in an ever-globalizing world, as well as serve their communities in culturally sensitive ways.

Master of Arts in Leadership

The Master of Arts in Leadership is a 36-hour, non-thesis program designed to equip leaders with the core leadership skills and knowledge necessary to become effective practitioner leaders in for-profit, non-profit and governmental organizations. Courses will be designed to provide students with a foundational knowledge of key leadership theories, but will also be heavily weighted towards learning how to apply leadership skills in real world contexts. Students will have the opportunity to hear from panels of leaders in the field, perform individual and group learning projects, visit the headquarters of exemplary organizations, and engage in a capstone trip experience to Washington, D.C. designed to allow students to learn about key historical leaders as well as interview current national leaders. The goal of the program is to provide a practical, yet thought-provoking master's-level degree in leadership that will allow practitioners to become Christian scholars, servant leaders and global thinkers.

Master of Arts in Management with concentrations in:

Conflict Resolution Management, General Management, Health Care Management, Human Resource Management, Organizational Communication, Performance Management, and Professional Sales and Management Optimization

The Master of Arts in Management 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.

Master of Arts in Professional Development with concentrations in:

Accounting, Church Leadership, Communication, Counseling, Criminal Justice, English as a Second Language (ESL), Finance, Higher Education, Leadership Studies, Management, Management Information Systems, Marketing, Missions, Professional Life Coaching, and Training and Development.

The Master of Arts in Professional Development Degree 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, this program enhances a broad and diverse educational experience. Students may select the single-discipline track or interdisciplinary track from the program concentrations.

Master of Arts in Sport Management

The Master of Arts in Sport Management program is designed to develop graduates who are pursuing careers in sport-related professions or businesses. Graduates can seek positions in professional, collegiate, interscholastic (K-12), civic, or ministry areas of sport. It is a 36-hour program containing a 24-hour core of courses and a 9-hour concentration in leadership.

Master of Arts in Student Ministry

The Master of Arts in Student Ministry 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. It will provide student ministers with theological and transformational study in the practice of contemporary student ministry. The program will provide student ministers (youth, collegiate, or combination positions) with foundations for theological, educational, and practical programming for effective student ministry. It will combine academic training and practical classroom application that will focus intently on contemporary student ministry practice. It will also equip students in foundational biblical leadership principles.

Master of Arts in Teaching with certifications and specializations in:

Early Childhood through Grade 6 Certification, Elementary Specialization, Secondary Specialization, EC-12 Specialization, English as a Second Language (ESL) Specialization, Montessori Specialization, Multisensory Specialization, and Distance Learning Specialization

The Master of Arts in Teaching program has been established to enhance the professional development of teachers who are committed to excellence in the classroom. The program is designed for individuals who are interested in pursuing either a master's degree or a master's degree and teacher certification, and is focused on improving expertise in content areas, effective teaching strategies, and enhancing the delivery of instruction to students. The goal of the Master of Arts in Teaching program is to equip educators to become servant leaders within the school setting.

Master of Arts in Theological Studies with concentrations in:
Christian Heritage, Christian Ministry, and Christian Scriptures

The Master of Arts in Theological Studies degree prepares servant leaders for Christian ministry by providing a broad foundation in biblical, historical, theological, and practical ministry studies. Concentrations in Christian Scriptures, Christian Heritage, and Christian Ministry allow students the opportunity to adjust academic experiences to meet differing personal ministry needs.

Master of Arts in Worship Leadership with concentrations in:
Communication Ministry, Worship Ministry, and Worship Music

The Master of Arts in Worship Leadership program provides theological training for worship leaders, equipping them with biblical, theological, historical, and practical foundations for worship leadership and worship education in order to lead congregations in experiencing transformational worship on a personal and corporate level. The degree program is designed to engage worship leaders in a holistic study of Christian worship in order to educate the people of God in the theological and practical dimensions of worship.

Master of Business Administration with concentrations in:
Accounting, Business Communication, Conflict Resolution Management, Entrepreneurship, Finance, Health Care Management, International Business, Leading the Nonprofit Organization, Management, Management Information Systems, Marketing, Project Management, and Technology and Engineering Management

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

Master of Education in Bilingual Education with specializations in:
Dual Language and English as a Second Language/Multilingual

The Master of Education in Bilingual Education program is a 36-hour, non-thesis program designed for practicing teachers and administrators who desire continued growth and expertise as professionals, specializing in the area of bilingual and multilingual education. Learning experiences and assignments in this program are designed in order to provide the learner with sufficient theoretical and experiential knowledge to serve successfully as a bilingual education specialist in the role of classroom teacher or program administrator, including coursework to prepare certified teachers for supplemental bilingual education certification through the Texas Education Agency.

Master of Education in Curriculum and Instruction with specializations in:
Christian School Administration, Distance Learning, English as a Second Language, Instructional Technology, Professional Life Coaching, Special Education, and Supervision

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

Master of Education in Educational Leadership
Charter School Administrator
Principal Certification

The Master of Education in Educational Leadership is a 30-hour non-thesis program. The program is composed of 6 core hours and 24 hours of specialized preparation. Students who meet additional state criteria will be qualified to sit for the state Principal TExES. Upon completion of the program, passage of the Principal TExES, and specific state regulations, the student will be qualified to apply for the state Principal's Certificate.

Master of Education in Higher Education
Administration Track (Community College Leadership Concentration, Distance Learning Specialization, Interdisciplinary Studies Concentration, Leadership Studies Concentration, or Student Affairs Leadership Concentration)
Instructional Track

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 are well served by the M.Ed. in Higher Education degree. Students may choose from two different 36-hour, non-thesis degree tracks: the Administration Track or the Instructional Track. The program is available online.

Master of Education in Kinesiology **Teacher Certification or Non-Certification**

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

Master of Education in Reading and English as a Second Language with certifications in: **English as a Second Language (ESL) Certification, Master Reading Teacher Certification, and Reading Specialist Certification, Bilingual Education Specialization**

The Master of Education in Reading and English as a Second Language (ESL) program is designed for practicing teachers and administrators who desire continued growth and expertise as professionals, specializing in the areas of literacy and ESL instruction. Once teachers with their initial teaching certification have successfully completed all coursework in the program, and if they have passed the appropriate state certification (TExES) tests, they will also earn the Reading Specialist Certification, the Master Reading Teacher Certification, and the English as a Second Language Certification/Endorsement. Learning experiences and assignments in this 36-hour program are designed in order to provide the learner with sufficient theoretical and experiential knowledge to serve successfully as a literacy and ESL specialist in the role of classroom teacher, literacy coach, or administrator. The Master of Education in Reading and English as a Second Language with Bilingual Education is a 39-hour program which supports candidates in developing additional competencies for Bilingual Education Certification.

Master of Education in School Counseling **School Counseling Certification**

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 educators who are seeking a graduate degree in school counseling. This is a 36-hour, non-thesis professional development program leading to the Standard School Counselor Certificate, and is designed to meet or exceed the certification requirements for School Counselors as established by the State Board for Educator Certification.

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 submitting your teacher service record ("teacher of record") indicating two years of credible teaching experience in K-12 public or private schools, the candidate will be recommended for the Standard Counselor Certificate.

Master of Education in Special Education **Diagnostician Specialization**

The Master of Education in Special Education degree prepares the master's level student with knowledge, understanding, and abilities in the field of special education, K-12. The program provides the framework for effective communication and partnership, personnel management, assessment, instruction, and compliance with federal and state regulations. The 36-hour, non-thesis general Special Education program consists of 18 hours of special education academic specialization, 9 hours in the professional area, and 9 hours in the resource area. The Master of Education in Special Education with the Diagnostician Specialization leads to Texas Diagnostician certification and consists of 15 hours of special academic specialization, 15 hours in the professional area, and 6 hours in the resource area. Pathways to Teaching students can obtain teacher certification in special education while pursuing the M.Ed. in Special Education. In accordance with the national governing agency, Council for Exceptional Children, all candidates must have certification in EC-6, English language arts, math, science or history to be considered a "highly qualified special education teacher."

Master of Liberal Arts with concentrations in: **Art, Christian Studies, Commercial Art, East Asian Studies, English, English as a Second Language, Fine Arts, History, Missions, and Political Science**

The Master of Liberal Arts 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, Christian Studies, English as a Second Language, and Missions. The MLA is an approved member of the Association of Graduate Liberal Studies Programs.

Master of Science in Kinesiology

The Master of Science in Kinesiology program equips candidates for Christian servant leadership in the multi-faceted areas of Kinesiology, equipping them with intercultural and leadership skills equal to integrating their Christian faith and witness as they make significant contributions to the human endeavor. This degree will prepare students to apply their studies to the design of wellness, fitness, and health promotion programs in various settings of professional interest: education, corporate, and commercial. The

program also includes scientific study in anatomy, physiology, biochemistry, and the biophysics of human movement. The 36-hour program is composed of 18 kinesiology core hours, 6 hours of professional preparation, a 3-hour internship, and 9 hours of electives.

Master of Science in Management with a concentration in:
General Management

The Master of Science in Management is a specialized degree program designed to maximize one's potential in managing people and leading organizations. The curriculum and teaching methodologies will challenge leaders to develop forward-thinking solutions and enhance influential leadership styles. Graduates will have the tools to be strategic leaders, to possess big-picture perspectives, and to be skilled decision-makers.

DUAL MASTER'S DEGREE PROGRAMS

Master of Arts in Children's Ministry/Master of Arts in Christian Ministry

The Master of Arts in Children's Ministry and Master of Arts in Christian Ministry dual degree, provides Christ-centered graduate level education in order to prepare servant leaders for specific age-related as well as general ministry-related service in the 21st century. The M.A. in Children's Ministry degree offers students excellence in preparation for children's ministry, while the M.A. in Christian Ministry degree focuses on the broad, interdisciplinary, and practical nature of ministry preparation.

Master of Arts in Children's Ministry/Master of Arts in Counseling

The dual Master of Arts in Children's Ministry and Master of Arts in Counseling degree program provides Christ-centered graduate level education to prepare servant leaders for children's ministry leadership by integrating a strong foundation in Christian Education and to provide counseling services in a variety of settings such as community counseling centers, drug and alcohol treatment facilities, college and university counseling centers, Christian counseling centers, private psychiatric hospitals, abuse shelters, churches, rehabilitation centers, and private practice.

Master of Arts in Children's Ministry/Master of Arts in Global Leadership

The Master of Arts in Children's Ministry and Master of Arts in Global Leadership dual degree program equips students to become global servant leaders who help children and their parents in international, cross-cultural, and multiethnic settings. Christian educators who work with children must understand the needs of children, explore the principles of the best strategies in teaching children, and implement methods that impact not only the child but the family. Global Leadership consists of connecting with people in other cultures and societies around the globe, and finding ways to exert a positive influence in their lives. Learning the intercultural skills and understanding multiethnic dynamics are crucial skills for leadership in today's increasingly multicultural and multiethnic environments.

Master of Arts in Children's Ministry/Master of Arts in Management

The dual Master of Arts in Children's Ministry and Master of Arts in Management degree program provides Christ-centered graduate level education to prepare servant leaders for children's ministry leadership in a variety of settings, including the church, non-profit organizations, and advocacy programs for children.

Master of Arts in Children's Ministry/Master of Arts in Theological Studies

The Master of Arts in Children's Ministry and Master of Arts in Theological Studies dual degree provides Christ-centered graduate level education in order to prepare servant leaders for Christian ministry with a focus toward children's ministry leadership and theological studies. This program provides students broad foundational knowledge in biblical, historical, theological, and practical ministry studies. Students have opportunity to gain advanced understanding of the foundations of Christian faith as well as strong theological knowledge that leads to educating their minds and kindling their hearts in a manner that promotes a life of service for Christ's kingdom.

Master of Arts in Children's Ministry/Master of Business Administration

This dual degree program is an attractive option for those students who have a strong desire to serve in children's ministry, as they lead weekday ministries, non-profit organizations, or advocacy programs for children. The M.B.A. provides the strong business foundation needed for strategic administration of all types of ministry programs, while the M.A. in Children's Ministry prepares the student for ministry specific to children and their families.

Master of Arts in Children's Ministry/Master of Liberal Arts

The Master of Arts in Children's Ministry and Master of Liberal Arts dual degree program provides Christ-centered graduate level education to prepare servant leaders for children's ministry leadership by integrating a strong foundation in Christian Education in addition to a broad-based liberal arts degree.

Master of Arts in Christian Education/Master of Arts in Christian Ministry

Through the Master of Arts in Christian Education and Master of Arts in Christian Ministry dual degree program students will demonstrate general biblical and theological knowledge as they develop, organize, conduct, and evaluate Christian education ministry in various vocational assignments which prepare them to lead effectively in a wide variety of ministries in churches or church-related fields. Additionally, students will broaden their general Christian ministry preparation horizons by taking practical, biblical, historical, theological, and general ministry-related course options offered throughout the various ministry programs in the Graduate School of Ministry.

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

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

Master of Arts in Christian Education/Master of Arts in Global Leadership

The purpose of the Master of Arts in Christian Education and Master of Arts in Global Leadership dual degree is to provide Christ-centered graduate level education that will prepare servant leaders with theological, global, and practical aspects of missions and education ministry for the 21st century.

Master of Arts in Christian Education/Master of Arts in Leadership

The dual Master of Arts in Leadership and Master of Arts in Theological Studies is a 60-hour, non-thesis dual degree program that will allow students to gain a strong leadership component, coupled with a deep level of theological education. Through the program, students will learn not only how to lead with compassion, humility, and integrity in their respective callings, but also how to apply deep theological principles in everyday contexts.

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

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

Teacher certified students in the program have the program options of earning :

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

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

Master of Arts in Christian Education/Master of Arts in Theological Studies

The Master of Arts in Christian Education and Master of Arts in Theological Studies dual degree provides Christ-centered graduate level education in order to prepare servant leaders for Christian ministry. Students will have opportunity to gain the knowledge and skills for church-related ministries; and broad foundations in biblical, historical, theological, and practical ministry. This dual degree program will provide students advanced understandings of the foundations of Christian faith. By educating their minds and kindling their hearts in a manner that promotes a life of service for Christ's kingdom, students will have the opportunity to combine classical graduate theological education with practical ministry training.

Master of Arts in Christian Education/Master of Business Administration

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

Prospective students from the ministry will pursue this 54-hour dual degree to obtain and strengthen the skills and competencies needed to be effective in church leadership roles such as executive pastor, division leader, church planter, and/or global ministry. In

addition, while the vast majority of students applying for admission to this unique, dual degree program may already be serving in a ministry or believe they are called to serve, students include those who have started a business career and subsequently sense a call to the ministry.

Master of Arts in Christian Ministry/Master of Arts in Communication

This dual degree program affords a pragmatic option to students who sense a direction in ministry that may include communication functions within a church or church-related organization. Additionally, the program serves as a viable option for any type of congregational or para-church position in which written, oral, or mass communication are routinely utilized.

Master of Arts in Christian Ministry/Master of Arts in Global Leadership

The purpose of this dual degree program is to provide Christ-centered graduate level education that will prepare servant leaders for the theological, global, and practical aspects of mission and ministry service for the 21st century.

Master of Arts in Christian Ministry/Master of Arts in Leadership

The dual M.A. in Christian Ministry/M.A. in Leadership gives students a strong foundation in both Christian ministry and leadership topics. This dual degree thus gives students an understanding of theology and best practices for ministry alongside key concepts for leadership effectiveness. Upon completing this dual degree, students will be equipped to lead effectively in a variety of ministry settings.

Master of Arts in Christian Ministry/Master of Arts in Student Ministry

The Master of Arts in Christian Ministry and Master of Arts in Student Ministry dual degree program will provide Christ-centered graduate level education to prepare servant leaders for excellence in a student ministry specialization combined with a broad, interdisciplinary understanding of Christian ministry in general.

Master of Arts in Christian Ministry/Master of Arts in Theological Studies

This dual degree program will provide Christ-centered graduate level education that will prepare servant leaders for the practical and theological aspects of ministry in the 21st century. The M.A. in Christian Ministry will focus on the broad, interdisciplinary, and practical nature of ministry preparation, while the M.A. in Theological Studies will focus on the more biblical, theological, and historical aspects of ministry preparation.

Master of Arts in Christian Ministry/Master of Arts in Worship Leadership

The purpose of the Master of Arts in Christian Ministry and Master of Arts in Worship Leadership dual degree program is to provide Christ-centered graduate level education that will equip servant leaders for excellence in service in the fields of Christian Ministry and Worship Leadership. The M.A. in Christian Ministry will focus on the interdisciplinary, theological, and practical nature of ministry preparation, while the M.A. in Worship Leadership will focus on the essentials of worship leadership theory and practice for the 21st century.

Master of Arts in Christian Ministry/Master of Business Administration

Ministry in the 21st Century affords exciting opportunities for servant leadership in a variety of business and/or ministry contexts. This dual degree program is designed for students discerning a call to serve in one of these unique vocational contexts, including business/administrative church staff positions, the non-profit sector, or entrepreneurial business/ministry endeavors on a local, national, or global scale. By offering core course competencies from both the M.B.A. and M.A. in Christian Ministry programs, students will be equipped to serve with excellence in their chosen field of business/ministry vocation.

Master of Arts in Communication/Master of Arts in Management

The Master of Arts in Management and the Master of Arts in Communication is a 54-hour dual degree program which is 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 organizational communication, adapting to organizational change, performance management, strategic communication management, and communication for global organizations.

Master of Arts in Communication/Master of Arts in Theological Studies

The Master of Arts in Communication/Master of Arts in Theological Studies dual degree provides an ideal graduate program of study for students who sense a direction in pastoral ministry and preaching that may also include various communication-related functions within a church and/or church-related organizations.

Master of Arts in Communication/Master of Arts in Worship Leadership

The Master of Arts in Communication and Master of Arts in Worship Leadership dual degree program is designed to equip graduates with academic knowledge and professional skills related to the field of communication, which will enable them to provide effective servant leadership in educational, ministry, community, or professional organizations. In addition, graduates will gain a holistic study of Christian worship which will enable them to educate and lead today's church in the theological and practical dimensions of worship.

Master of Arts in Communication/Master of Business Administration

The Master of Arts in Communication and the Master of Business Administration dual degree equips students with academic knowledge, competency skills, and professional skills related to the fields of leadership and communication within organizations. This 54-hour dual degree gives students the opportunity to gain competitive advantage in their chosen vocations, whether communication or business.

Master of Arts in Communication/Master of Education in Curriculum and Instruction

Effective communication and efficient organizational structure is essential in any educational setting. The M.A. in Communication and M.Ed. in Curriculum and Instruction dual degree provides a platform on which students will gain an advanced understanding of the skills necessary to lead groups in an educational setting, whether in school or business. The skills and knowledge acquired through this degree plan will provide individuals with a deep understanding of the inner workings of curriculum planning and how to coordinate and lead work teams in the support and implementation of the institution's mission and vision.

Master of Arts in Communication/Master of Education in Higher Education

This dual degree program provides a platform on which students will gain an advanced understanding of the skills necessary to lead groups on a college or university campus. The skills and knowledge acquired through this degree will provide individuals with a deep understanding of the inner workings of a college campus and how to coordinate and lead work teams in the support and implementation of the institution's mission and vision.

Master of Arts in Family Ministry/Master of Arts Global Leadership

The Master of Arts in Family Ministry and the Master of Arts in Global Leadership dual degree program equips students to become global servant leaders who help families in international, cross-cultural, and multiethnic settings. Family Ministry seeks to understand the needs of families, explore biblical principles for best strategies in family formation, and implement ministries that impact families positively in every phase of life, by promoting healthy growth and transitions and with therapeutic intervention to restore family members. Global Leadership consists of connecting with people in other cultures and societies around the globe, and finding ways to exert a positive influence in their lives. Learning the intercultural skills and understanding multiethnic dynamics are crucial skills for leadership in today's increasingly multicultural and multiethnic environments. This study combines academic training and practical application that will focus intentionally on the world families live in and how families can live healthy lives of faith as Christians.

Master of Arts in Global Leadership/Master of Arts in Management

The Master of Arts in Global Leadership and Master of Arts in Management dual degree program provides students with an integrated approach to the study of international business, cross-cultural communication dynamics, and Christian witness in a multi-national and multi-cultural environment. This dual degree program will be most relevant to students who plan to manage businesses in a global setting and who are committed to integrating faith and business in diverse cultural settings. Because the business environment is dynamic, special attention is given to adapting to organizational change, performance management, and becoming a change agent.

Master of Arts in Global Leadership/Master of Arts in Student Ministry

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

Master of Arts in Global Leadership/Master of Arts in Teaching

The 21st century affords exciting opportunities for global servant leadership in a variety of educational institutions around the world. This dual degree program is designed for students who want to develop academic expertise in a given discipline with which they can teach in overseas universities or other international academic programs, institutions, and settings. At the same time students can develop skills sets to help them with the complex dynamics needed to serve others by adding value to their lives and sharing a gospel witness in diverse cultural contexts – by learning to adjust to cross-cultural environments, by acquiring another language, and by making and sustaining intercultural relationships.

Master of Arts in Global Leadership/Master of Arts in Theological Studies

The Master of Arts in Global Leadership and Master of Arts in Theological Studies dual degree provides Christ-centered graduate level education to prepare servant leaders for Christian ministry with a focus toward global leadership and theological studies. This dual degree program seeks to educate candidates for Christian servant leadership in the multi-faceted global context, equipping them with intercultural leadership skills in order to integrate their Christian faith and witness as they make significant contributions in today's multi-cultural and multi-ethnic environment. Additionally, the program provides a broad foundation in biblical, historical, theological, and practical ministry studies by providing students advanced understandings of the foundations of Christian faith.

Master of Arts in Global Leadership/Master of Business Administration

This dual degree program provides students with an integrated approach to the study of international business, cross-cultural communication dynamics, and Christian witness in a global environment. The business training and skills obtained while earning an internationally recognized educational credential provides insight into how international business can improve human well-being and support kingdom growth, while creating a career platform from which to pursue Christian ministries in a global setting.

Master of Arts in International Studies/Master of Arts in Leadership

The dual M.A. in International Studies/M.A. in Leadership degree is designed to equip students with foundational knowledge of general leadership principles alongside particularized knowledge about international leadership in global settings. Through this dual degree program, students will gain an understanding of both the need to contextualize their leadership practices to fit the culture that they are leading in, as well as utilize sound leadership principles which are generalizable in any setting. Upon completing the program, students will be equipped to lead in global businesses, intercultural settings, in international relation positions, and in multicultural ministries.

Master of Arts in Leadership/Master of Business Administration

The Master of Arts in Leadership and Master of Business Administration Dual Degree is a 60-hour program. The program is designed to provide students with an integrated approach to leading and managing in an organizational context. Students will have the benefit of learning both management and leadership theory, as well as practical applications for the real world. The combined course load for the program will give students a strong foundation in key management skills (such as accounting, finance, and management information systems) as well as the soft skills (such as leadership communication, emotional intelligence, collaboration, and leading change) required for effective leadership in organizations. Additionally, a key focus of this dual degree will be to teach students how to effectively apply principles of Christian leadership in their professional careers.

Master of Arts in Leadership/Master of Education in Higher Education

The purpose of this dual degree is to provide students with the foundational knowledge of higher education that will be necessary to operate effectively in post-secondary arenas, while also equipping students with the knowledge and practical leadership skills needed to thrive in this educational setting. This degree program will give students the ability to meld technical knowledge of higher education (e.g. Legal Aspects and Finance in Higher Education) with the soft skills of leadership necessary to lead effectively in this environment (such as leadership communication, emotional intelligence, collaboration, and leading change).

Master of Arts in Management/Master of Arts in Student Ministry

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

Master of Arts in Management/Master of Education in Curriculum and Instruction

An important area of interest in the field of education is the role of Teacher-Leader with strong management skills supported by the knowledge of Human Resource Management. This dual degree program is designed for teacher-leaders who are assuming roles as lead teachers, department chairs, grade-level coordinators, coaches, mentors, or other campus-level roles of leadership, while also preparing them for central office level of administration in order to lead teams of teachers in the expanding roles of education. This dual program may also appeal to business professionals such as corporate trainers and business educators who want to increase their skills in teaching, instructional planning, and instructional delivery.

Master of Arts in Management/Master of Education in Higher Education

The Master of Arts in Management and the Master of Education in Higher Education Dual Degree Program is a 54-hour program that will be most relevant to students who want strong understanding, skills and competencies in developing leaders, organizational management, and in leading educational organizations within higher education effectively from an administrative perspective.

Master of Arts in Management/Master of Education in Kinesiology

As fitness, wellness promotion, and health care continue to be significant career fields for students in the M. Ed. in Kinesiology program, preparing them to assume upper management roles in these industries takes on ever-increasing importance. These students are well prepared in addressing these fields in a practical application sense, and acquiring a broad range of management skills places them at the forefront of those individuals directing these businesses.

Master of Arts in Student Ministry/Master of Arts in Teaching

The Master of Arts in Student Ministry and Master of Arts in Teaching dual degree program is a 60-hour, non-thesis graduate program designed for those seeking advanced preparation in student ministry-related, education-centered ministries. Students gain theoretical and experiential knowledge through a 30-hour M.A. in Student Ministry core curriculum and 30-hour M.A. in Teaching academic and professional curriculum.

Teacher certified students have the program options of earning special education, reading, or ESL certificates to add to their initial certification. Students seeking additional certificates will be required to pass the appropriate state certification (TExES) tests.

Master of Arts in Student Ministry/Master of Arts in Theological Studies

This dual degree program provides students with a Christ-centered graduate level education in order to prepare servant leaders for student ministry leadership and Christian ministry by providing broad foundational knowledge in biblical, historical, theological, and practical ministry studies. Students have opportunity to gain advanced understanding of the foundations of Christian faith as well as strong theological knowledge that leads to educating their minds and kindling their hearts in a manner that promotes a life of service for Christ's kingdom.

Master of Arts in Student Ministry/Master of Arts in Worship Leadership

The Master of Arts in Student Ministry and Master of Arts in Worship Leadership dual degree provides Christ-centered graduate level education in order to prepare servant leaders with theological, practical, and leadership aspects of student ministry and worship.

Master of Arts in Student Ministry/Master of Business Administration

Student ministers pursue this dual degree to obtain and strengthen the skills and competencies needed to be effective in student ministry leadership roles such as student ministers in the local church, leaders of student ministry para-church organizations, and/or global student ministry. In addition, while the vast majority of students admitted to this unique dual degree program may already be serving in a ministry or believe they are called to serve, students include those who have started a business career and subsequently sense a call to the ministry.

Master of Arts in Student Ministry/Master of Education in Higher Education

The Master of Education in Higher Education provides foundational knowledge in the history, mission, and administration of higher learning. The Master of Arts in Student Ministry opens opportunities for spiritual guidance and development that can enhance the educational experience of college students. The opportunity to minister to the college campus community is enhanced with this dual degree offering.

Master of Arts in Teaching/Master of Education in Higher Education

The Master of Arts in Teaching program enhances professional development of educators who are committed to excellence in the classroom through a focus on expertise in content areas, effective teaching strategies, enhanced delivery of instruction, and purposeful assessment. The program is designed for individuals who are interested in pursuing a master's degree or additional certification and to equip educators to become servant leaders within the school setting. The M.Ed. in Higher Education program provides individuals who are interested in a variety of areas in higher education with the opportunity to explore the various facets of service and leadership at post-secondary institutions.

Master of Arts in Theological Studies/Master of Arts in Leadership

The dual Master of Arts in Theological Studies and Master of Arts in Leadership is a 60-hour, non-thesis dual degree program that will allow students to gain a deep level of theological education, coupled with a strong leadership component. Through the program, students will learn not only how to apply theological principles in everyday contexts, but also how to lead with compassion, humility, and integrity in their respective callings.

Master of Arts in Theological Studies/Master of Arts in Worship Leadership

The Master of Arts in Theological Studies and Master of Arts in Worship Leadership dual degree provides Christ-centered graduate level education to prepare servant leaders for Christian ministry. Students will have opportunity to gain knowledge and skills in the

areas of worship leadership ministries; and in biblical, historical, theological, and practical ministry studies. By educating their minds and kindling their hearts in a manner that promotes a life of service for Christ's kingdom, students will have opportunity to combine classical graduate theological education with practical ministry training.

Master of Business Administration/Master of Education in Educational Leadership

This dual degree will allow students who have strong interests in educational leadership to integrate their knowledge from these two disciplines – business and educational administration. Students will build a broad foundation for successful administration by gaining the understanding, competencies, and skills necessary for developing business models while leading in an educational setting. Students successfully completing this dual degree plan will receive two master's degrees while gaining a significant competitive advantage.

Master of Business Administration/Master of Education in Higher Education

The Master of Business Administration and the Master of Education in Higher Education Dual Degree Program is a 54-hour program that will be most relevant to students who want strong understanding and skills both in developing business models and in leading educational organizations within higher education effectively from an administrative perspective.

Master of Education in Curriculum and Instruction/Master of Education in Educational Leadership

The Master of Education in Curriculum and Instruction/Master of Education in Educational Leadership dual degree is a 54-hour, non-thesis program. The program consists of 18 credit hours in a common core curriculum, 18 credit hours in Specialized Preparation for Curriculum and Instruction, and 18 credit hours of Specialized Preparation for Educational Leadership.

Master of Education in Curriculum and Instruction/Master of Education in Higher Education

Knowledge of curriculum planning and instructional effectiveness is essential in a higher education setting. The M.Ed. in Curriculum and Instruction and M.Ed. in Higher Education dual degree provides a platform on which students will gain an advanced understanding of the skills necessary to design curriculum, plan for effective instruction, and provide leadership to groups of individuals in higher education. The skills and knowledge acquired through this degree plan will provide individuals with a deep understanding of the inner workings of curriculum planning and how to coordinate and lead work teams in the support and implementation of the institution's mission and vision.

This dual degree program is a 54-hour, non-thesis program that provides insight and direction in the development, planning, and implementation of sound curriculum initiatives as well as the leadership and organizational skills necessary to launch these plans on the college and university levels. The program consists of 18 credit hours in a shared common curriculum 18 hours of specialized preparation in Curriculum and Instruction, and 18 hours of specialized preparation in Higher Education

Master of Education in Curriculum and Instruction/Master of Education in Reading and English as a Second Language

The dual master's program is a 54-hour non-thesis program that provides candidates with advanced education in order to develop strong theoretical and experiential knowledge and effective skills in reading, ESL, and curriculum and instruction. Upon program completion, teacher candidates will receive a Master of Education in Curriculum and Instruction and a Master of Education in Reading and English as a Second Language, along with preparation that can lead to certification as a Reading Specialist, Master Reading Teacher, English as a Second Language specialist, and Curriculum and Instruction specialist.

Master of Education in Educational Leadership/Master of Education in Reading and English as a Second Language

The dual master's program in Educational Leadership and Reading and English as a Second Language (ESL) is a 57-credit hour non-thesis program that prepares teacher candidates who wish to develop strong theoretical and experiential knowledge as well as effective skills and certification in reading, ESL, and campus leadership programs. Upon program completion, teacher candidates will receive a Master of Education in Educational Leadership and a Master of Education in Reading and English as a Second Language, along with preparation that can lead to certification as a campus administrator, Reading Specialist, Master Reading Teacher, and English as a Second Language Specialist.

Master of Education in Educational Leadership/Master of Education in School Counseling

The dual master's program in school counseling and educational leadership is a 57-credit hour program that prepares students who have strong interests in both school counseling and campus leadership positions. Upon program completion, students will receive a Master of Education degree in School Counseling and a Master of Education degree in Educational Leadership, along with having the preparation that can lead to the state certification in both areas.

Master of Education in Educational Leadership/Master of Education in Special Education

The Master of Education in Educational Leadership/Master of Education in Special Education is a 57-credit hour non-thesis program that prepares teacher candidates to develop strong theoretical and experiential knowledge with leadership qualifications leading to campus and district administrative positions and principal's certification.

The Master of Education in Educational Leadership/Master of Education in Special Education (with Diagnostician Specialization) is a 57-credit hour non-thesis program that prepares teacher candidates to develop strong theoretical and experiential knowledge with leadership qualifications leading to campus and district administrative positions. Upon completion of the program, teacher candidates will receive a Master of Education in Special Education (with Diagnostician Specialization) and a Master of Education in Educational Leadership that can lead to state educational diagnostician and principal's certification.

Master of Education in Higher Education/Master of Education in Kinesiology

This dual degree is a 54-credit hour, non-thesis program consisting of a M.Ed. in Higher Education core curriculum of 21 hours and a M.Ed. in Kinesiology core curriculum of 21 hours with three credit hours of shared core curriculum and nine credit hours of electives.

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 are well served by the M.Ed. in Higher Education degree. Students may choose from two different 36-hour, non-thesis degree tracks: the Administration Track or the Instructional Track.

The purpose of the M.Ed. in Kinesiology is to equip candidates for Christian servant leadership in the multi-faceted areas of Kinesiology, equipping them with intercultural and leadership skills equal to integrating their Christian faith and witness as they make significant contributions to the human endeavor. This degree will prepare students to apply their studies to the design of wellness, fitness, and health promotion programs in various settings of professional interest: education, corporate, and commercial.

Master of Education in Reading and English as a Second Language/Master of Education in Special Education

This dual master's program is a 54-credit hour non-thesis program that prepares teacher candidates who wish to develop strong theoretical and experiential knowledge as well as effective skills and certification in reading, ESL, and special education. Upon program completion, teacher candidates will receive a Master of Education in Special Education and a Master of Education in Reading and English as a Second Language, along with preparation that can lead to certification as a Reading Specialist, Master Reading Teacher, English as a Second Language specialist, and Special Education specialist.

The dual master's program in reading and English as a second language (ESL) and special education with educational diagnostician specialization is a 57-credit hour non-thesis program that prepares teacher candidates who wish to develop strong theoretical and experiential knowledge as well as effective skills and certification in the areas of reading, ESL, special education, and educational diagnostician. Upon program completion, teacher candidates will receive a Master of Education in Special Education with Educational Diagnostician Specialization and a Master of Education in Reading and English as a Second Language, along with preparation that can lead to certification as a Reading Specialist, Master Reading Teacher, English as a Second Language specialist, Special Education specialist, and Educational Diagnostician.

DOCTORAL DEGREE PROGRAMS

Ed.D. in Educational Leadership

The Doctor of Education (Ed.D.) in Educational Leadership emphasizes a practical approach to leadership development, incorporating theory and research, and accentuating the servant leadership model. The accelerated program is offered in an inventive delivery system that allows students to complete the degree while continuing to live in their current location. Individuals who intend to utilize their skills through positions of leadership in higher education institutions, educational ministry organizations or churches, and a host of other endeavors may benefit from a terminal degree in leadership. DBU's purpose is to provide a transforming Christ-centered quality education to produce servant leaders who are trained to develop other leaders through the practical knowledge and skills gained through this doctoral program.

The program offers **three concentration tracks**:

- **Higher Education Leadership** - provides cognate studies in higher education administration and leadership
- **Educational Ministry Leadership** – provides cognate studies specific to leadership in the church or a Christian education organization.
- **General Leadership** – provides cognate studies for professionals in a range of leadership positions.

The Doctor of Education in Educational Leadership is a **60-hour** program with twenty (20) credit hours of core studies in educational leadership, twenty (20) credit hours of studies in a selected cognate area, eight (8) credit hours of research studies, and twelve (12)

credit hours in dissertation research and writing. A primary goal of the Ed.D. in Educational Leadership program is that the integrated curriculum and praxis-based experiences create significant transforming personal growth within each student, who will emerge well-equipped to contribute to his/her field.

The program is academically rigorous and practical in design. Students from other countries, diverse cultures, and different higher education institutions enrich this degree program. In addition to semester courses, the program includes two summer institutes. The first summer institute includes a trip to Washington, D.C. with a special emphasis on servant leadership and political and organizational leadership. The second summer institute includes a trip to Oxford, England with an emphasis on global leadership in the context of higher education, educational ministry, or general leadership.

All students will progress through the hybrid courses and research as a cohort, completing the program in 34 months. Cohort programs begin in August of each year, with classes offered each spring, summer, and fall. Students enroll for two (2) classes of four (4) credit hours each term. The hybrid design provides significant learning experiences through the online component of each class, along with face-to-face interaction as students participate in on-campus seminars for one week, three (3) times each year. The dissertation process is interwoven throughout the class structure, allowing students to complete the entire program in less than three years.

Ed.D. in Educational Leadership (K-12)

The Ed.D. in Educational Leadership (K-12) emphasizes a practical approach to leadership development that accentuates the servant-leadership model. This degree program is for individuals who intend to put their skills into practice through positions of leadership in educational institutions. DBU's purpose is to provide a transforming Christ-centered quality education. Our desire is to produce servant-leaders who are trained to develop other leaders through the knowledge and skills gained in this doctoral program. The Ed.D. in Educational Leadership (K-12) is a sixty (60) credit hour program consisting of the following:

- 24 hours of core studies in educational leadership,
- 6 hours of research studies,
- 21 hours of cognate studies,
- and a minimum of 9 hours treatise research and writing.

The program offers students the following benefits:

- Rigorous yet practical design.
- Classes each fall, spring, and summer term.
- Coursework completion in approximately three years and graduation upon defense of their treatise for students who enroll and successfully complete six hours during each term.
- An opportunity for students to begin writing their treatise proposal in the third year of study.
- The option for students to take additional time to complete their treatise studies.
- Enrichment from a body of students from other countries, diverse cultures, different higher educational institutions, and various school systems
- An exciting and stimulating educational experience for everyone involved.

Cohort Structure

- The cohort is structured in a six hour per semester format. Each fall and spring, the classes meet on campus only three weekends a semester (a weekend is defined as all day Friday and all day Saturday, 8:00 a.m. to 5:00 p.m.). Projects, papers, and readings are assigned between these class meetings.
- During the summer semester, the format converts to a symposium type format. The students will meet on campus for 7 to 9 days, 8:00 a.m. to 5:00 p.m. each day. This summer schedule facilitates travel during the first and second years in the program. During the first year, the students travel to Austin, Texas, and in the second year, the students travel to Washington, D.C. **No additional costs are incurred for this travel.** The student pays the regular tuition for the six hours of instruction, and DBU pays the cost of the student's airfare, hotel, and two meals a day.

Ph.D. in Leadership Studies

The Dallas Baptist University Ph.D. in Leadership Studies is an interdisciplinary degree, requiring a minimum of sixty (60) credit hours of advanced study beyond the master's degree: thirty (30) credit hours of core leadership studies (includes a 120-hour mentored internship); twelve (12) 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 seminars in one of four areas of concentration (business, general leadership, higher education, or ministry); and the writing of a prospectus/proposal and dissertation, for which six (6) credit hours will be awarded upon completion. Organized both systematically and thematically, the study and research of leadership derives from the biblical, classical, philosophical, historical, and global dimensions of effective leadership. It draws from, and integrates with, the fields of business, general leadership, higher education, and ministry. Across the curriculum, the program includes several theoretical and behavioral cognates: applied biblical ethics, motivational communication skills, issues related to conflict and change, and the value of cultural diversity.

The program centers upon a cohort of approximately 20 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 practitioners” – faculty and students – capable of promoting supportive, equitable conditions in which all members may flourish. Dallas Baptist University’s philosophy of personalized approach encourages all candidates to complete the program within four, but not more than seven, 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 and organizational leadership. The third summer institute takes place in Oxford, England, with a concentration on global and cultural leadership issues.

DISTANCE EDUCATION (ONLINE)

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

Online Courses

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

The DBU Online virtual campus provides a rich online environment where students and faculty members can collaborate and interact with one another. Students receive quality services online such as the DBU Library, the DBU bookstore, advising, and course registration. Today, we offer 60 full degree programs online serving students anywhere in the world. With programs available anywhere with Internet access, the DBU Online Education program has been very successful delivering quality online education while maintaining a 92% student course completion rate.

Degrees Offered Online

Please see the degree requirements and course descriptions for more detailed information regarding online courses. Graduate degrees available through DBU Online Education include the following:

Master of Arts in Children’s Ministry

Master of Arts in Christian Education

- Adult Ministry
- Business Ministry
- Collegiate Ministry
- Family Ministry
- General
- Student Ministry
- Worship Ministry

Master of Arts in Christian Ministry

- Counseling Ministry
- Family Ministry
- General Ministry

Master of Arts in Family Ministry

Master of Arts in Management

- General Management
- Health Care Management

Human Resources Management

Master of Arts in Professional Development

Church Leadership
Criminal Justice
Finance
Higher Education
Leadership Studies
Management
Management Information Systems
Marketing

Master of Arts in Student Ministry

Master of Arts in Teaching

Distance Learning Specialization

Master of Arts in Worship Leadership

Worship Ministry

Master of Business Administration

Finance
Health Care Management
International Business
Management
Management Information Systems
Marketing
Project Management

Master of Education in Curriculum and Instruction

Christian School Administration Specialization
Distance Learning Specialization
Supervision Specialization

Master of Education in Educational Leadership

Master of Education in Higher Education

Administration Track
Distance Learning Specialization
Interdisciplinary Studies

Master of Liberal Arts

Interdisciplinary Track
Single-discipline Track
Christian Ministry

Dual Master's Degree Programs:

Master of Arts in Children's Ministry/Master of Business Administration

Master of Arts in Children's Ministry/Master of Liberal Arts

Master of Arts in Christian Education/Master of Business Administration

Master of Arts in Management/Master of Arts in Student Ministry

Master of Arts in Management/Master of Education in Curriculum and Instruction

Master of Arts in Management/Master of Education in Higher Education

Master of Arts in Student Ministry/Master of Business Administration

Master of Business Administration/Master of Education in Educational Leadership

Master of Business Administration/Master of Education in Higher Education

Master of Education in Curriculum and Instruction/Master of Education in Educational Leadership

In addition to these degrees, graduate level **certificate programs** available online include the following:

Advanced Certificates in:

- Children's Ministry Leadership
- Christian School Administration
- Curriculum and Instruction
- Distance Learning
- Health Care Management
- Higher Education Administration
- Human Resource Management
- Information Systems Management
- International Management
- Management
- Marketing
- Ministry Leadership in following concentrations:
 - Business Ministry
 - Collegiate Ministry
 - Family Ministry
 - Student Ministry
 - Worship Ministry
- Project Management
- School Principalship
- Student Ministry
- Theological Studies
- Worship Ministry

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

Hybrid Courses

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

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

Graduate Admission Information

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

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

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

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

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

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

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

Master's Programs Admission Procedures

Procedure and Criteria

Applications for admission to a master's program are processed by the Office of Graduate Programs, located on the Lower Level of the John G. Mahler Student Center. All persons seeking admission must complete the graduate application forms provided by the University. Applicants seeking admission will be required to submit the following:

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

Note: *Church Membership Requirement (for admission into the Ed.D. in Educational Leadership—all concentrations, Ph.D. in Leadership Studies' Ministry Concentration, Master's Ministry Degrees, and Advanced Ministry Certificate Programs): Within the last 12 months, the applicant must have been an active member of a Christian church that holds Jesus Christ as Lord and Savior and who holds solely the Old Testament and the New Testament as sacred Scripture.*

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

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

Re-Admission of Former Students

Students previously enrolled and in good standing in a graduate degree program who wish to re-enter DBU after absence of more than 24 months are required to submit the one-page Application for Re-Admission, and new official transcripts from each college or university attended since the last enrollment at DBU, and a current professional resume. An application fee is not required.

Students who have been absent from DBU for over five calendar years must re-submit the full Application for Graduate Admission, Letter of Intent, new official transcripts from each college or university attended since the last enrollment at DBU, two letters of recommendation, and a current professional resume. The \$25 admission application fee is waived for these students.

Requirements for Full Admission

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

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

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

Provisional Admission

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

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

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

Incomplete Admission

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

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

Deferred Admission

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

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

Concurrent Undergraduate Coursework

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

Transfer of Credit for Master's Programs

Students may transfer master's level courses from another regionally accredited institution provided: (1) a minimum grade of "B" was earned on all courses under consideration, (2) the courses are equivalent to courses in the applicable degree program at Dallas Baptist University, (3) courses were completed within a six-year period prior to enrollment in a Master's degree program at DBU, and (4) none of the transfer work consists of correspondence or workshop courses not transcribed by a regionally accredited university, or credit earned through life and work experience.

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

Number of Hours Eligible for Transfer

Students may transfer to the following DBU Master's programs no more than 12 hours of master's level courses from another regionally accredited institution.

Master of Arts in Communication
Master of Arts in Counseling
Master of Arts in International Studies
Master of Arts in Leadership
Master of Arts in Management
Master of Arts in Professional Development
Master of Arts in Sport Management
Master of Arts in Teaching
Master of Business Administration
Master of Education in Bilingual Education
Master of Education in Curriculum and Instruction
Master of Education in Educational Leadership
Master of Education in Higher Education
Master of Education in Kinesiology
Master of Education in Reading and English as a Second Language
Master of Education in School Counseling
Master of Education in Special Education
Master of Liberal Arts
Master of Science in Kinesiology
Master of Science in Management

Students may transfer to the following DBU Master's programs no more than 50% of the individual degree program. Also, no more than one-half of the credit earned in a completed degree program at another institution can be transferred into a single degree program listed below.

Master of Arts in Children's Ministry
Master of Arts in Christian Education
Master of Arts in Christian Ministry
Master of Arts in Family Ministry
Master of Arts in Global Leadership
Master of Arts in Student Ministry
Master of Arts in Theological Studies
Master of Arts in Worship Leadership

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 Director of Graduate Programs.

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

To Request Information

To request a graduate information packet including the application materials and financial aid information, please 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>.

Doctoral Admissions Procedures

Procedure and Criteria

Prerequisites for Admission

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

Criteria for Consideration

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

The Process of Application

Application for admission to the doctoral programs may be made by e-mailing doctoral@dbu.edu or calling 214.333.5454 for the Ph.D. program or 214.333.6823 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 9 listed below. Both the application packet items and the interview will be taken into consideration to determine if an invitation to study in the program will be extended to the applicant.

Doctoral Admissions Requirements: Admissions Packet Items

1. **Official Transcripts.** Official transcripts of all earned credit leading toward both baccalaureate and master's degrees must be submitted as part of the application.
2. **Application Fee.** A non-refundable application fee of \$50 must be included with the application.
3. **Entrance Examination Score.** The applicant must submit as part of the application, the Miller Analogies Test (MAT), *Graduate Record Examinations® (GRE®)*, or other approved nationally-recognized aptitude test.
4. **Admissions Assessment Instrument.** The applicant must complete, and submit as part of the application, the written Admissions Assessment Instrument, which will evaluate the applicant's long-range professional and scholarly interests and goals, and potential for doctoral-level critical thinking and research.
5. **Professional Experience.** The applicant must submit, if applicable, a résumé that details the applicant's employment history. Completion of one or more years of full-time employment by the applicant is preferred.
6. **Letters of Recommendation.** The applicant must submit as part of the application the designated letter of recommendation from each of the following three sources: (a) character or personal recommendation from the applicant's church minister; (b) an academic recommendation from a professor with whom the applicant studied at the master's level; and (c) a professional reference from a supervisor under whose oversight the applicant worked.
7. **Church Membership Requirement.** Admission to the Ed.D. in Educational Leadership (all concentrations) and Ph.D. in Leadership Studies' Ministry Concentration, requires a recommendation from a staff member or church official of which

the applicant is currently a member or faithfully attends. The church must hold Jesus Christ to be their Lord and Savior and hold solely the Old Testament and the New Testament as sacred scripture.

8. **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.
9. **English Language Requirements.** All non-USA citizens, except those who received an accredited baccalaureate and/or master's degree from the United States, must take the computer form of the Test of English as a Foreign Language (TOEFL), the Test of Written English (TWE), and the Test of Spoken English (TSE). The required scores are as follows: TOEFL –those who score 250 or above may be admitted (84 for the Internet version); TWE – 5; and TSE – 50. These examinations should be taken no later than three months preceding the deadline for admissions. Official Copies from the national testing centers should be sent directly to DBU's Ph.D. program office or Ed.D. program office.

Admissions Application Interview

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

Application Deadlines

The deadline for submission of the complete Ph.D. Admissions Packet is March 20 for the following summer matriculation. The priority deadline to qualify for admission into the next Ed.D. program is July 1 for the following fall matriculation. Acceptance is contingent upon meeting admission requirements and availability of space in the doctoral courses.

Notification Regarding Admission

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

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

Traditional Ed.D. Program Transfer Credit

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

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

Doctoral Cohort Program Transfer Credit

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

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

Students may petition for transfer credits completed prior to initial enrollment or for approval to complete hours up to the twelve transfer credit hour maximum during Doctoral program year three. Transfer hours completed after initial enrollment may only be in

the student's area of concentration and must be successfully completed during the third year of the program. The Doctoral Program Director, the Dean of the Cook School of Leadership, and the Doctoral Committee will consider and make decisions for all transfer credit petitions. These decisions made are considered final.

Transfer of Credit When Changing Doctoral Degree Program at DBU

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

International Student Admission

Procedure and Criteria

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

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

1. Submit the joint certificate of financial responsibility to meet the financial requirements while in attendance at Dallas Baptist University.
2. To fulfill English requirements, select one of the following:
 - A. Official TOEFL (Test of English as a Foreign Language) score results must be submitted for the applicant to be considered for admission: a paper test score of 550, or a computer-based test score of 213 or an internet-based test score of 79 must be attained on the TOEFL,

OR
 - B. Official IELTS (International English Language-Testing System) overall band score of 6 with no individual band lower than 5,

OR
 - C. Provide an official Pearson PTE with a minimum score of 53,

OR
 - D. Provide an official Cambridge CAE with a minimum score of 52,

OR
 - E. Students may complete the Intensive English Program at DBU to satisfy English requirements, thus no TOEFL or IELTS would be required*,
 - F. The TOEFL, IELTS or IEP program may be waived at the discretion of the Director of International Admissions and Immigration if 24 credit hours with a GPA of 3.0 or higher have been completed at other regionally accredited institutions in the United States. International students may be interviewed and tested by DBU staff to determine their ability to communicate effectively in English.
 - G. Note: The following countries are not required to prove English ability: **United Kingdom, Ireland, Canada (except Quebec), South Africa, Australia, New Zealand, Kenya, British Caribbean Islands, Belize, and** English speaking countries in the **West Indies** (Jamaica, etc.), upon the appeal to committee and approval by the direction of international admissions.
*** Intensive English Program**

The IEP is conducted in five 8-week terms during the year.

Hours of instruction per week:

4 Grammar
4 Writing Composition
4 Reading
4 Academic Credit Course (e.g., RELI 1305, COMA 1302, BUAD 5301)
3 Conversation

3-2 Academic Skills (Levels 5-6: 3 hours, Levels 1-4: 2 hours)
22 hours TOTAL INSTRUCTION (Levels 5-6: Levels 1-4: 21 hours)

2-3 LAB hours per week (Levels 5-6: 2 hours, Levels 1-4: 3 hours)

Includes Conversation practice hour, and "lab class"

2 hours Chapel per week

University Chapel in the fall and spring semesters

IEP Christian Perspectives course in summer term

26 TOTAL HOURS / WEEK

3. An international applicant who holds an F-1 student visa is required to carry a full course of study in the fall and spring semesters. According to Immigration and Customs Enforcement regulations, a full-time load for a graduate student is nine hours. By choice, students may elect to take more hours.
4. Official transcripts must be provided. A translation of international transcript(s) to the U.S. system of grading by a recognized credential evaluation service in the U.S. may be necessary.
5. Copy of Passport Page
6. Vaccinations
 - **Proof of tuberculosis testing** within the last two years. This document must be dated within two years of registration at DBU.
 - **Proof of meningitis vaccine** within the last ten years.
7. DBU Housing
 - Residence Hall Application (for DBU housing students only) – The Residence Hall Application needs to be fully completed by students who will reside in DBU Housing. This document should be completed before moving into housing.
 - Report of Medical History (for DBU Housing students only) – it is essential that this form be completed with a medical doctor's signature. All immunizations taken need to list dates of the last immunization. Medical costs in the U.S. are expensive. It saves time and money to fully document this form in your country. This document should be complete before moving into housing.

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

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

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

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

Veteran Student Admission

Procedure and Criteria

For specific admission requirements, see information on Graduate Admission Information.

Veteran's Affairs Program

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

Procedures

Eligibility of new students will be determined after the VA Certifying Official has received the appropriate forms from the veteran (depending on benefit veteran will be using). This can be determined by speaking to the VA Certifying Official. Forms can be completed at the official website of the Department of Veterans Affairs Education Service, www.gibill.va.gov. New students should

contact the VA Certifying Official, in the DBU Veteran Services 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 Department of Veterans Affairs 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 DBU Veteran Services Office as soon as it is completed.

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

Academic Standards

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

A minimum of 30 credit hours is required for a master's degree and a minimum of 60 hours is required for a doctoral degree. 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 two calendar years must file a petition for readmission with the Office of Graduate Programs and must fulfill all degree requirements in effect at the time of readmission. Students in the traditional Ed.D. program must file petitions for readmission with the Ed.D. in Educational Leadership program office. Ph.D. in Leadership Studies and Ed.D. cohort 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 of the degree requirements with a minimum cumulative grade point average of 3.0.

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. Students who have been continually active in their program for longer than six years may seek a waiver of the six-year time allowance from their program director and the Director of Graduate Programs. However, if a student has been inactive in a program for more than 24 months, the student must re-apply (see Master's Programs Admissions Procedures) to the graduate program and be granted readmission. The six-year time allowance then begins again with the date of enrollment at readmission. Previously completed courses older than six years may be used to satisfy current degree requirements with the approval of the program director.

Graduation Requirements for Doctoral Programs

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

- **Procedure for Graduation**

When the degree program has been approved by the Program Director, all admission requirements or other conditions have been met, all doctoral coursework has been completed with a minimum grade point average of 3.25, and the dissertation has been submitted according to procedure and cleared for graduation, the student must obtain from his or her doctoral office, complete, and submit to the appropriate Program Director and doctoral committees, an "Intention to Graduate" form. This submission for formal approval must be received by the appropriate Program Director no later than 90 days prior to the commencement date of the semester he or she intends to graduate.

- **Time Limit for Completion**

All requirements for the Ph.D. degree must be completed within a period of seven years from the date of initial enrollment in the program. All requirements for the Ed.D. degree must be completed within a period of seven years from the date of initial enrollment in the program. Matriculation in the first seminar or courses as a doctoral student establishes the beginning of the respective time period for completion.

Doctoral Residency Requirements

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

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

Heuristic Skills: Research and Statistics

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

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

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

Comprehensive Examinations

- **Doctoral Cohort Program Comprehensive Examinations**

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

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

A student who fails to pass either competency barrier may petition the Academic Director of the 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.

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

Ed.D. students are required to complete and pass written comprehensive examinations in the third year of study.

The comprehensive examinations provide doctoral students with the opportunity to demonstrate learning and understanding of the curriculum content for the Ed.D. program, as well as critically engage the knowledge through a synthesis of the subject matter. The examinations assist faculty in the evaluation of the doctoral student's knowledge and capacity to continue the scholarly exercise of the dissertation.

Two comprehensive, written examinations will be given with a focus on the core curriculum as well as the concentration curriculum. There are no exemptions from taking the Comprehensive Examination. All students are required to take the written Comprehensive Examination prior to becoming candidates for the Ed.D. and moving into the dissertation phase of the program.

Successful Completion of Doctoral Cohort Program Dissertation

- **Evaluation of the Dissertation**

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

receive formal notification of the committees' decisions according to the schedule determined and published each academic year by the Ed.D. or Ph.D. office.

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

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

- **Defense of the Dissertation**

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

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

Successful Completion of Ed.D. Traditional Program Dissertation

- **Evaluation of the Dissertation**

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

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

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

- **Defense of the Dissertation**

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

If, in the opinion of the evaluating team, the candidate does not successfully defend the dissertation, he or she may petition for the opportunity to re-defend the dissertation an additional time. Approval may be granted for the candidate to re-defend the dissertation by the Program Director in consultation with the Ed.D. program faculty and the Ed.D. Committee. However, it is understood that approval is not guaranteed and a time limitation may be assigned in which to re-defend the dissertation. A candidate will not graduate until his or her dissertation is defended satisfactorily and all rewrites, if any, are appropriately completed.

Program Requirements

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

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

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

Cross-Listed Courses

Graduate courses at the 5000-level cross-listed with undergraduate 4000-level courses and doctoral courses at the 7000-level cross-listed with master's courses at the 6000-level will include specific graduate course requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course.

Academic Load for Master's Programs

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

ACADEMIC LOAD

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

Academic Load for Doctoral Programs

DBU doctoral students taking a minimum of 6 hours in a Fall, Spring, or Long Summer term are considered full-time status. Doctoral students taking a minimum of 3 hours in a Summer 1, Summer 2, Long Winter, Short Winter, or Mini-Term are considered full-time status. Doctoral students taking a minimum of 3 hours in a Fall, Spring, or Long Summer term are considered half-time

status. Doctoral students working on the completion of a dissertation are considered full-time for enrollment status. Doctoral students registering for more than 6 credit hours during any semester must have the approval of the program director and dean.

Audit Policy for Master's Programs

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

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

Continuous Progress (CP)

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

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

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

Independent Study/Research Courses

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

1. Only students who have been admitted to the University may register for these courses during the regular registration period as published and must complete the course before the end of that semester.

2. Course work cannot begin until enrollment is completed and the course fee is paid.
3. Authorization to take Independent Study/Research courses will not be given except in extenuating circumstances.
4. The dean of the college involved will approve both the student and the faculty instructor for all Independent Study/Research courses.

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

Adding and Dropping Courses

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

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

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

Doctoral Extended Leave

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

Official Withdrawal

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

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

Grading and Retention for Graduate Programs

Incomplete Grades. Grades of "I" may be awarded only upon the approval of the faculty member involved. The student must remove the "I" no later than thirty calendar days preceding the end of the first long semester following the awarding of the "I" (such date to be published in the Academic Calendar); otherwise the "I" will become an "F." The grade "I" may be assigned only

when the student is currently passing the course and in situations involving extended illness, injury, death in the family, or as a result of employment or government reassignment (documentation required). These events must be the cause of a student's inability to complete course work.

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

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

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

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

*Not Computed

Students pursuing an Accelerated Bachelor's/Master's degree program are considered graduate students upon the completion of 114 credit hours. Graduate students are ineligible for the Honors List, Dean's List, or President's List.

Grade Report

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

Grading for Doctoral Programs

Each professor determines the requirements and method of evaluating students in their courses. Students must earn a "C" or higher in every course or seminar. While a student may earn a "C" or better in all courses or seminars, all work in the doctoral program must meet program standards. All comp remediation and continuous enrollment courses will receive a credit (CR) or no credit (NC) grade. A student will receive a letter grade once successfully defending the proposal/prospectus and the dissertation. Students are required, to maintain a grade point average of 3.25 in order to qualify for comprehensive examination. This provision applies to all courses taken as well as to all repeated courses.

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

Probation and Suspension for Master's Programs

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

Failing Grades

A student who receives a failing grade (F) must retake and pass the failed course within 12 months if the failed course is a requirement for the degree(s) the student is pursuing.

A minimum cumulative graduate GPA of 3.0 is required in order to graduate with a Master's degree.

Admissions Status: Full

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

Admissions Status: Provisional

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

Academic Probation, Pending Academic Suspension and Academic Suspension Defined:

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

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

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

Probation and Suspension for Doctoral Programs

Academic Probation

A student who fails to achieve and/or maintain an overall 3.25 grade point average during any semester of enrollment will be placed on academic probation for one semester. At the end of the probationary semester, the student's academic standing will be evaluated by the Academic Director or Director of the doctoral program in consultation with program faculty and the Ed.D. or Ph.D. Committee. If the student has failed to bring up the grade point average to 3.25, the student may be given one final semester to make sufficient academic progress. If, following that semester, the grade point still falls below the 3.25 required for Comprehensive Examinations, the student will be disallowed further study in the program.

Dismissal from the Ed.D. Program

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

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

Dismissal from the Ph.D. Program

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

1. Academic dishonesty
2. Failure to complete the program in the allotted time. Students are allowed seven years to complete the course of study. The seven (7) years is calculated from the first July semester matriculation and terminates on the last regular business day of June of the seventh year.
3. Failure to maintain continuous enrollment in the summer, fall, and spring semesters each year and pay the required fees will result in prevention from further participation in the program.
4. While it is possible for a student to earn a "C" in the Ph.D. program, he or she must maintain a grade point average of 3.25 in order to sit for both the Research and Statistics (2nd year) and the Seminar Content and Bibliography (3rd year) Comprehensive Examinations. Failure to maintain the required minimal grade point will constitute a basis for dismissal from the program.

Application for Graduation

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

Transcript of Credits

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

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

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

Academic Conduct Policy

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

Honor Code

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

HONOR CODE

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

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

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

THE HONOR PLEDGE

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

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

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

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

Human Subjects Policy

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

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

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

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

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

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

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

Computer misuse shall be defined as unauthorized or illegal use or destruction of computer software or hardware through the DBU Information 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. This includes texting, surfing the web, earbud/Bluetooth use, etc.

Possible Actions for Academic Misconduct

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

A. Action by the Faculty Member

1. Handle as a confidential matter between the student and the faculty member.
2. Notify the dean that an incident has occurred and has been dealt with.
3. Assign a grade of "F" (or a zero) for the examination or assignment.

4. Recommend to the dean that the student be dropped immediately from the course with a grade of "F." This grade cannot be changed by student-initiated withdrawal.
5. If the alleged incident occurs during a final examination, an "I" (incomplete) shall be given to the student until a decision is made.

B. Action by the Dean

1. Place a written incident report in the student's permanent University record.
2. 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.
- Should the faculty member find a student subject to academic misconduct as defined in the University catalog, the process starts with step 1b.
- 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 of receipt of final grade notification. 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 of receipt of notification 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 graduate or undergraduate 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 Provost within seven calendar days after receipt of the decision of the Academic Appeals Committee.

10. If requested, the Provost 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 Provost shall notify all parties in writing of his/her decision within 14 calendar days after the conference.

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

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

Doctoral Academic Appeal Procedure

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

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

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

1. The student should schedule a conference with the faculty member (or other individual directly responsible) within 14 calendar days after the posting of grades. The faculty member (or other individual) may resolve the problem at that point.
2. If the matter is not resolved to the satisfaction of the student, he/she may submit a written appeal to the dean of the Gary Cook School of Leadership within seven calendar days of the conference.
3. The dean shall schedule a conference with the student and/or other involved persons within seven calendar days of receiving the appeal from the student.
4. The dean shall notify all parties in writing of his/her decision within seven calendar days after the conference.
5. If the student believes the decision of the dean is unwarranted, he/she may appeal to the Ed.D. or Ph.D. Committee in writing within seven calendar days after receipt of the decision of the dean.
6. The Committee shall establish a meeting date for the purpose of hearing appeals. All parties involved shall be notified of the meeting date at which the appeal will be heard and given the opportunity to be present.
7. The Committee shall notify all parties in writing of its decision within seven calendar days.
8. If the student believes the decision of the Committee is unwarranted, he/she may appeal to the Ed.D. or Ph.D. Council in writing within seven calendar days after receipt of the decision of the Council.
9. The Council shall establish a meeting date for the purpose of hearing appeals. All parties involved shall be notified of the meeting date at which the appeal will be heard and given the opportunity to be present.
10. The Council shall notify all parties in writing of its decision within seven calendar days.
11. If a student believes the decision of the Council is unwarranted, he/she may appeal to the Vice President for Graduate Affairs in writing within seven calendar days after receipt of the decision of the Council.
12. If requested, the Vice President shall schedule a conference with the student and/or other involved parties to be held within 14 calendar days of the receipt of the student's appeal.
13. The Vice President shall notify all parties in writing of his/her decision within 14 calendar days after the conference.

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

Attendance Policy

According to DBU academic policy, attendance in class is considered a necessary factor in the learning process. Therefore, absences for all reasons must be kept to a minimum and should not exceed 25 percent of the total class time. Students are held responsible for all academic work required or performed during their absence regardless of the reasons for those absences. Students who register late are responsible for work missed. The policy concerning class attendance for individual courses, seminars, or other guided learning experiences will be determined by the faculty members in charge of such course, seminar, or learning experience.

Cell Phone, Electronic Device, and Electronic Communication Policy

Electronic devices shall only be used for course specific work. The professor reserves the right to ban their use at any time. The policy concerning electronic devices for individual courses, seminars, or other guided learning experiences will be determined by the faculty members in charge of such course, seminar, or learning experience.

The DBU campus e-mail system, or any other form of DBU electronic communication (i.e. Blackboard, class discussion, Wimba Virtual Classroom) may not be utilized as an avenue to advertise the selling of goods or soliciting of donations from students, faculty, staff, or members of the university community.

Children in Classes and Unaccompanied Children

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

Network Access Policy and Contract

Computer facilities are provided to students and faculty at Dallas Baptist University to enrich the learning and teaching experience. This service can only operate successfully if users act responsibly when using these facilities. Unreasonable behavior will disrupt the work of other users. To help users understand their responsibilities to each other and to the University, this policy describes students' proper use of computer facilities, including resident access to the DBU network. Use of Dallas Baptist University computer facilities is a privilege granted by the University. All students, staff, and faculty are responsible for seeing that these computer facilities are used in an effective, efficient, ethical, and lawful manner. Any violation of these policies can result in disconnection from the DBU network and disciplinary action. DBU staff may monitor e-mail and internet access on the Dallas Baptist University computer network at any time.

Setup and Authorized Use

Each semester, a student must register with the Information Technology department to have access to the DBU network.

The Information Technology (IT) department can offer assistance in purchasing, installing, or configuring a student's computer with the staff resources available at that time. If assistance is needed in any of these areas, phone support will be available. In addition, help sheets are available in the Academic Computer Lab containing general information. Students assume all responsibility and liability for the use of either the help sheets or any recommendations offered by the IT staff. If a problem with an internet connection is suspected, a member of the Information Technology staff will test the connection in a timely manner to verify a working connection. The DBU user is responsible for his/her actions while using campus computer network services including the internet and e-mail. No other individual is allowed to use a student's registered DBU internet connection. The person to whom an account is assigned will be held responsible for activities that take place with that account.

Students living on campus are not permitted to have 2.4 GHz and 5 GHz cordless phones in their campus residence due to interference with the wireless network frequencies.

Use of the DBU computer network, including access to the Internet, is a privilege, not a right, which may be revoked at any time for misuse. Examples of misuse include, but are not limited to, the following: any attempt to "hack" or otherwise break into or disrupt service; a deliberate act which jeopardizes the integrity of any computer equipment, systems, programs, or any other stored information, including the deliberate propagation of computer viruses; the placing of unlawful information on a system; and the use of fraudulent, harassing, racist, obscene, or pornographic messages. Such materials are not to be sent, received, printed, requested, or stored.

Copyright Information

Dallas Baptist University prohibits all users of DBU network resources from violating applicable copyright laws and encourages the use of freely available resources as an alternative to copyright infringement.

Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act (Title 17 of the United States Code). These rights include the right to reproduce or distribute a copyrighted work. In the file-sharing context, downloading or uploading substantial parts of a copyrighted work without authority constitutes an infringement.

Penalties for copyright infringement include civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or "statutory" damages affixed at not less than \$750 and not more than \$30,000 per work infringed. For "willful" infringement, a court may award up to \$150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys' fees. For details, see Title 17, United States Code, Sections 504, 505.

Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to \$250,000 per offense.

For more information regarding U.S. Copyright Law, please visit [Copyright Clearance Center](#).

Computer Use Responsibility

Your use of Dallas Baptist University computing equipment must comply with the corresponding university policies for its use. In addition, Dallas Baptist University is not legally responsible for the personal on-line activities or publications of students, faculty, and staff, which are solely a result of their individual independent judgment. By registering on the DBU network, you **ACKNOWLEDGE AND AGREE** that if you use the resources and equipment of DBU to personally publish any opinions, material, or other information, you **EXPRESSLY ASSUME ALL RESPONSIBILITY AND LIABILITY** for that publication and waive any right to make claims against the university resulting from your use. This includes claims for libel and copyright infringement. By signing below, you further agree to **HOLD HARMLESS and INDEMNIFY** Dallas Baptist University for any claim that may arise out of your personal on-line activities or publications which are solely a result of your individual independent judgment including, but not limited to, personal opinions, personal emails, or other personal information.

Penalties for Misuse

Students who are suspected of violating policies regarding computing equipment will be confidentially reported to the appropriate faculty, supervisors, Academic Computer Lab staff, Department Chair, and the Dean, and may be referred to the Vice President of Student Affairs. Disciplinary action will be taken in accordance with the provisions of the DBU Student Handbook and this access policy. Any violation of these policies can and may result in disconnection from the DBU network.

Activities Specifically Prohibited Include, but are not Limited to, the Following:

- Viewing Internet material deemed inappropriate by Dallas Baptist University;
- Attempts to find out another user's password or attempts to break into or hack another user's account. A computer, computer account, or electronic mail account assigned to an individual must not be used by others without explicit permission from DBU. You are responsible for proper password protection;
- Attempts to circumvent authentication procedures;
- Use of another user's connection to the DBU network;
- Use of any equipment which interferes with or disrupts the use of the DBU network services of other users;
- Any attempt to hack or otherwise break into or disrupt service;
- Deliberate acts which jeopardize the integrity of any computer equipment, systems, programs, or any other stored information, including the deliberate propagation of computer viruses;
- Attempts to make unauthorized copies of software or otherwise violate applicable copyright laws;
- Disconnection, connections, or switching of any DBU equipment including printers, servers, etc.;
- Failure to follow the university e-mail and Internet policies; conduct which violates the DBU Student Handbook;
- Fraudulent, harassing, or obscene messages and/or materials are not to be sent, viewed, or stored;
- Electronic communications facilities (such as e-mail) are for university related activities only. E-mail and Internet access can be monitored by the university at any time. Chain letters and other forms of mass mailings are not allowed;
- Loading or installing personal software onto the network;
- Use of DBU computers, printers and other equipment or accounts for commercial or non-university related purposes;
- Modifying or tampering with network services, wireless access points, wiring, and ports in your room or elsewhere on campus without explicit written permission. This includes extending the network beyond the single network outlet (using a hub, wireless access point, remote access servers, routers, etc.);
- Establishing a server (for example, game servers) or providing a service that utilizes the shared university bandwidth;
- Registering an outside domain host name that refers to an IP address within the dbu.edu domain;
- Only certain wireless devices are allowed on our network at this time, please check with Information Technology for the currently accepted wireless devices;
- Any wireless device or other network device found in unauthorized usage on the DBU network will be confiscated without notice and held pending disciplinary action;
- No system or network files may be copied from the DBU servers to your DBU personal account or removable media;
- No system or network files may be copied from external sources to your DBU personal account or into the DBU file servers, or run from removable media;
- No broadcast messages may be sent from your DBU e-mail account to anyone through the use of any system message utility;
- No student will be allowed to configure any part of their system for sharing with another student. This includes hard drives, printers and other such resources;

- No global e-mail messages can be sent without approval;
- No sending or downloading large files that could impede or disrupt network speed for other campus users;
- No changing of your IP address to anything other than the one assigned to you by Information Technology;
- No using any file sharing applications. This also includes file and print sharing.
- Due to wireless interference, it is prohibited to have a 2.4 GHz phone in your residence hall or apartment. If you are found with this device it will be confiscated.

Electronic Mail Policy

The DBU e-mail system is limited to staff, administration, faculty, and enrolled students. All students are required to have a DBU e-mail account. Its misuse can result in the loss of access to e-mail and/or other resources. Violations of this policy will be dealt with in the same manner as violations of other university policies and may result in a disciplinary review. In such a review, the full range of disciplinary sanctions is available including the loss of information system usage privileges, dismissal from the University, and legal action. Violation of some of the policies may constitute a criminal offense(s). The purpose of the e-mail policy is to enhance the efficiency and effectiveness of communication, if used appropriately.

The following policies and guidelines are intended to promote responsible use of e-mail:

1. All e-mail should relate to University matters. Limited personal communication is permissible, but items such as chain letters, fund raisers, commercial use, and mass national efforts are not allowed.
2. The DBU campus e-mail system, or any other form of DBU electronic communication (i.e. Blackboard, class discussion, Wimba Virtual Classroom), may not be utilized as an avenue to advertise the selling of goods or soliciting of donations from students, faculty, staff, or members of the University community.
3. Fraudulent, harassing, obscene, or pornographic messages and materials are not to be sent, received, printed, requested, or stored.
4. Any communication that violates DBU policies and/or local, state, or federal laws and regulations is prohibited.
5. The content, confidentiality, and maintenance of an electronic mailbox is the responsibility of the person to whom the e-mail account is assigned.
6. Each person is responsible to eliminate from the file messages no longer needed. Accounts accumulating excess e-mail will be reviewed and addressed by the Vice-President for Technology.
7. Be aware of forged mail. If a person has acquired another individual's password, forged mail could 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 students have individual access passwords to voice-mail, 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 for University business purposes. Backup copies of e-mail and voice-mail may be maintained by the University and may be reviewed for business, legal, and/or other reasons.

Internet Policy

All users of the Internet through the DBU computer system must conform to DBU policy for use of its computer facilities and also to all federal and state laws. Use of the Internet should conform to DBU's emphasis on Christian values and guidelines.

All students are required to have their personal computer equipped with antivirus software. Any violation of this policy will result in loss of access to the DBU computer network. Unauthorized devices such as hubs, switches, servers, and domain controllers discovered on the DBU network can be removed and the owner will face disciplinary sanctions.

Students are prohibited from illegally downloading any materials which are protected by a federal or state copyright or trademark laws, including but not limited to computer software, music, and movies. Such illegal activities can result in personal liability for the student. DBU may be required by law to provide the names of suspected illegal downloaders. The University has the ability to monitor and control internet access. DBU suggests legal alternatives to file-sharing. For information on copyright laws and legal alternatives, please visit www.dbu.edu/computers. Dallas Baptist University is not legally responsible for the personal online activities or publications of students, which are solely a result of their individual independent judgment. Students who use the resources and equipment of DBU to personally 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 and copyright infringement.

Violations of DBU computer, network, and/or e-mail policies by students will result in disciplinary action with sanctions that may include parental notification, suspension or expulsion, criminal charges, and/or monetary fines.

Activities Specifically Prohibited Include, but are not Limited to, the Following:

- Viewing internet material deemed inappropriate by Dallas Baptist University;

- Attempts to find out another user's password or attempts to break into or hack another user's account. A computer, computer account, or electronic mail account assigned to an individual must not be used by others without explicit permission from DBU. You are responsible for proper password protection;
- Attempts to circumvent authentication procedures;
- Use of another user's connection to the DBU network;
- Use of any equipment which interferes with or disrupts the use of the DBU network services of other users;
- Any attempt to hack or otherwise break into or disrupt service;
- Deliberate acts which jeopardize the integrity of any computer equipment, systems, programs, or any other stored information, including the deliberate propagation of computer viruses;
- Attempts to make unauthorized copies of software or otherwise violate applicable copyright laws;
- Disconnection, connections, or switching of any DBU equipment including printers, servers, etc.;
- Failure to follow the university e-mail and Internet policies; conduct which violates the DBU Student Handbook;
- Fraudulent, harassing, or obscene messages and/or materials are not to be sent, viewed, or stored;
- Electronic communications facilities (such as e-mail) are for university related activities only. E-mail and Internet access can be monitored by the university at any time. Chain letters and other forms of mass mailings are not allowed;
- Loading or installing personal software onto the network;
- Use of DBU computers, printers and other equipment or accounts for commercial or non-university related purposes;
- Modifying or tampering with network services, wireless access points, wiring, and ports in your room or elsewhere on campus without explicit written permission. This includes extending the network beyond the single network outlet (using a hub, wireless access point, remote access servers, routers, etc.);
- Establishing a server (for example, game servers) or providing a service that utilizes the shared university bandwidth;
- Registering an outside domain host name that refers to an IP address within the dbu.edu domain;
- Only certain wireless devices are allowed on our network at this time, please check with Information Technology for the currently accepted wireless devices;
- Any wireless device or other network device found in unauthorized usage on the DBU network will be confiscated without notice and held pending disciplinary action;
- No system or network files may be copied from the DBU servers to your DBU personal account or removable media;
- No system or network files may be copied from external sources to your DBU personal account or into the DBU file servers, or run from removable media;
- No broadcast messages may be sent from your DBU e-mail account to anyone through the use of any system message utility;
- No student will be allowed to configure any part of their system for sharing with another student. This includes hard drives, printers and other such resources;
- No global e-mail messages can be sent without approval;
- No sending or downloading large files that could impede or disrupt network speed for other campus users;
- No changing of your IP address to anything other than the one assigned to you by Information Technology;
- No using any file sharing applications. This also includes file and print sharing.
- Due to wireless interference, it is prohibited to have a 2.4 GHz phone in your residence hall or apartment. If you are found with this device it will be confiscated.

Financial Information

Student Charges

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

Cost Changes

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

Online Student Account Center

The Cashier's Office is proud to offer an Online Student Account Center to help both students and parents better manage the financial investment in their education at Dallas Baptist University.

Students and parents can manage their student account online, view their account charges, make online payment to their tuition, receive payment reminders, schedule future payments, enroll into a payment plan, and sign up for electronic refunds through the Online Student Account Center.

Students will have access to the Online Student Account Center by navigating to the "My Student Account Center" link underneath the financial information section in WebAdvisor. Parents can gain access to their student's account by being enabled as an Authorized User by their students in the Student Account Center.

To learn more about the DBU Online Student Account Center, please feel free to contact the Cashier's Office at (214) 333-5336 or via e-mail at cashier@dbu.edu.

We are here to help!

Payment Policies

A Payment Plan Student is a student who has a balance after registration for courses, has all financial aid applied and tuition reimbursement obtained, and is eligible for the Payment Plan option for the remaining balance. This time-payment plan requires 1/6, 1/4 or a 1/3 down payment at the time of registration inclusive of all tuition, fees, room and board, followed by payment of the remaining balance in equal payments as detailed in the student's promissory note. In the event of a prepayment or overpayment of a scheduled installment note, the excess amount will be applied to the next scheduled payment. In addition, a \$100.00 Payment Plan fee will be assessed to the student's account when utilizing the installment note. A fee of \$50.00 will be assessed for each instance a payment is not received at the time of registration, is received late, is insufficient, and/or is not received at all. All balances must be paid as agreed or the actions noted on the following page may result.

NOTE: Mini-terms are not eligible for installment payments unless they are taken with a long semester class.

A Financial Aid Student whose guaranteed financial aid covers 100% of the student's balance is not required to provide payment at the time of registration. A financial aid student whose guaranteed aid covers less than 100% of the student's balance is required to pay in full the student's account balance that is not covered by financial aid at the time of registration or will automatically be placed on an installment note for the balance that is not covered by financial aid. If the student chooses to complete the Payment Plan, the student must pay the down payment at the time of registration. The balance remaining, after the down payment, is to be paid in equal monthly payments as required in the Payment Plan. A "less than 100%" financial aid student may not use confirmed financial aid in lieu of the down payment. All balances must be paid as agreed or the actions noted on the following page may result.

If the student's aid is not guaranteed at the time of registration, the student must pay for the class in full or be placed on a Payment Plan.

A Personal Pay Student is a student who pays his or her balance in full at the time of registration using personal resources. For balances not paid at the time of registration, the actions noted on the following page may result.

A Direct Bill Student is a student whose employer reimburses DBU directly for all or part of a student's charges for the student's education. All direct bill students whose employer pays DBU directly must provide vouchers for the present registration term within one week from the date of registration for that term. Any student whose employer reimburses less than 100% of student's charges must either immediately pay the remaining non-reimbursed portion of the student's charges or complete a Payment Plan for the remaining non-reimbursed portion of the student's charges. A "less than 100%" direct bill student may not use the employer reimbursement in lieu of the down payment. The student must pay the employer's portion of the reimbursed charge if the employer's portion is not received within 45 days from the date of the last class meeting. All balances must be paid as agreed or the actions noted on the following page may result.

Direct Bill/Employer Reimbursed Students must pay all Fall 2015 balances by February 1, 2016, and pay all Spring 2016 balances by July 1, 2016.

An Employer Reimbursed Student is a student whose employer reimburses the student directly or indirectly for all or part of a student's charges for the student's education. 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 a Payment Plan for the remaining non-reimbursed portion of the student's charges. A "less than 100%" employer reimbursed student may not use the employer reimbursement in lieu of the down payment. The student must pay the employer's portion of the reimbursed charge if the employer's portion is not received within 45 days from the date of the last class meeting. This can be paid in full or paid through the Payment Plan. All balances must be paid as agreed or the actions noted on this page may result.

A Veteran Student is a student who receives tuition assistance for all or part of their student charges paid directly from the Department of Veteran Affairs. Any Veteran student who receives less than a 100% benefit from the VA must either immediately pay the remaining portion of the student's charges or complete a Payment Plan for their remaining non-tuition assistance portion of the student's charges. All balances must be paid as agreed or the actions on this page may result.

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

Actions for Unpaid Accounts

The following actions may result for any student who has not paid his or her account balance as due or has not made financial arrangements with the Financial Aid Office and/or the Cashier's Office:

1. Not being allowed to use the Payment Plan in subsequent semesters,
2. Immediate withdrawal from enrolled courses,
3. Removal from current dormitory residence,
4. Denial of dining hall privileges,
5. Denial of access to final exams, resulting in an Incomplete or Failure,
6. Denial of access to final semester grades,
7. Denial of access to transcripts,
8. Denial of ability to be advised for or register for any additional courses,
9. Inability to graduate,
10. Degree will not be conferred/posted on the student's transcript,
11. Denial of participation in commencement exercises,
12. Denial of access to student's diploma upon graduation,
13. Denial of access to student services, and/or
14. Reporting to collection agency and consumer reporting agency.

In the event that an account has not been paid in full by the end of the semester, DBU submits the accounts to a collection agency for collection. DBU will add a collection agency fee, which will be up to one-third or one-half of the remaining balance, which is a reasonable fee for collection agency service regardless of the dollar amount owed. This balance will also be reported to a credit reporting agency and could affect your credit.

If you have any questions regarding your account, please call the Cashier's Office at 214.333.5336.

If you have questions regarding your financial aid, please call the Financial Aid Office at 214.333.5363.

Deferred Payment Plan

There are three types of plans that will be used for Spring Registration.

The first type of plan requires a 1/6 down payment at the time of registration. This note will be used from October 26, 2015 to January 24, 2016, and requires six payment dates: 1/6 at the time of the registration; February 1, 2016; March 1, 2016; April 1, 2016; May 1, 2016, and June 1, 2016.

The second type of plan requires a ¼ down payment at the time of registration. This note will be used from October 26, 2014 to January 24, 2015, and requires four payment dates: ¼ at the time of registration; February 1, 2016; March 1, 2016; and April 1, 2016.

The third type of plan requires a 1/3 down payment at the time of registration. This note will be used from January 25, 2016 to the last day of the add/drop period and requires three payment dates: 1/3 at the time of registration; March 1, 2016; and April 1, 2016.

Students registering after the add/drop dates for the Spring 2016 semester will not be eligible for these plans.

Adding, Dropping, and Withdrawal

A student may change a course section(s), add a course(s), or drop a course(s) with no change in the permanent record if he/she does so within the add/drop deadlines for the terms. (Term dates are listed in the current *Schedule of Classes*.)

A student will receive a grade of "W" if he/she drops a course(s) during the withdrawal period for the term. (Withdrawal dates are listed in the current *Schedule of Classes*.)

The student is responsible in every situation for making sure the form for the add/drop or withdrawal progresses through each step in the process, whether the process is conducted in person or through faxes and telephone conversations.

Residential students (living on campus) are required to have an exit interview prior to full withdrawal from the University. Withdrawal from all courses constitutes full withdrawal. All refunds are either mailed or direct deposited depending on which option the student selects.

Tuition Refund Information

A student may receive full or partial credit for the semester's tuition charge for each class if he/she completes the official add/drop or withdrawal process through the Registrar's Office.

Refunds for courses offered in terms lasting 2–16 weeks (Spring Semester, Spring Intramester, May Mini III, Long Summer, Summer I, Summer II, August Mini III) are based on these percentages:

Before the first class meeting	100%
1% through 5% of class meetings	90%
>5% through 10% of class meetings	80%
>10% through 15% of class meetings	70%
>15% through 25% of class meetings	60%
>25% of class meetings and thereafter	No Refund

Courses offered in terms lasting at least one week, but less than two weeks (Spring Break Mini I and II, May Mini I and II, August Mini I and II) may be dropped before the end of the first class day for a 100% refund.

There is no withdrawal from one-week mini-term courses.

The refund for any course with a TBA timeslot such as Internet, Doctoral, Practicum, or Internship will be calculated as if the course met weekly beginning on the first day of the term. (i.e., If the first day of the semester is on a Tuesday, then the refund will be calculated as if the course met weekly on Tuesday throughout the semester.)

Students are subject to a drop fee each time a course is dropped. Financial aid recipients who withdraw from all classes before 60% of the semester is completed will also be required to return a portion of the federal financial aid received.

A class meeting is defined as any official meeting time as noted on the semester calendar included in this schedule. The date the student enrolls in a class has no bearing on the calculation of class meetings. Additionally, any changes made by a professor to the official meeting dates in this schedule will not alter the calculation of refund amounts.

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 method explained below. **Courses added will be charged at full-tuition rates.** In either case, the student will be subject to a drop/withdrawal fee and any other applicable fees.

In cases of 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. However, no credit balances which are the result of financial aid will be refunded until two weeks after the add/drop period closes. A refund will be issued only if the student's balance is paid in full. All refunds are either mailed or direct deposited, depending on which option the student selects.

Calculating the Tuition Refund

The following process is used to calculate the refund of tuition:

1. The number of classes that have already met in a semester is divided by the total number of classes contained in that semester.

2. This number is the percentage used to calculate the amount of tuition to be refunded. (Drop/Withdrawal dates are listed in the current *Schedule of Classes*.)

FORMULA: # of classes met / # of total classes contained in the semester = % of the course completed.

EXAMPLE: $2/16=12.5\%$. 12.5% according to the refund policy equates to a 70% tuition refund. (Refer to table of percentages above.)

Refund of Credit Balances

Students are eligible to receive their refunds electronically by having them directly deposited into their personal bank account.

Refunds due to overpayment of the student account or the dropping/withdrawal of courses can be requested through the Cashier's Office at 214-333-5336.

Refunds resulting from the posting of financial aid will be automatically requested by the Financial Aid Office and either deposited to the student's bank account listed in the eRefunds section of the Online Student Account Center, or issued by a paper check and forwarded to the student's address in the University system.

To set up your eRefunds account for direct deposit, log in to the Online Student Account Center through WebAdvisor and enter your personal banking information into the eRefunds screen. After you complete the eRefund set-up process, DBU will initiate a \$0.00 test transaction, or pre-note, to your personal bank account to confirm that bank account and routing information is valid before we begin sending you electronic refunds.

Please make sure your bank account information is correct. If your account information is incorrect, or if you have not set up your eRefunds account, your refund will be mailed to you as a paper check.

Using a FAX

Students who are unable to complete the add/drop or withdrawal process in person on the main campus may do so by FAX by following the steps listed below.

1. The student will contact the academic department through which the student's major is administered to request the proper form and obtain the department's FAX number.
2. The department will send the proper form to the student by FAX.
3. The student will fill in the necessary data before faxing the form to the academic department.
4. a. Adding or Dropping a Course
 - The student will telephone the academic department requesting the signature of the student's academic advisor.
 - The advisor's signature and the date must appear on the form.b. Withdrawing from a Course
 - The student will telephone the academic department requesting the signature of the instructor of each course from which the student is withdrawing.
 - Each course listed on the form must show the instructor's signature, the date signed, and the last date of class attendance.
5. The student will monitor this process through each step to completion in the Registrar's Office.
The student should never send the form directly to the Registrar's Office since the form is meaningless and void without the signature of the instructor(s) to withdraw or the advisor to drop.
6. When the form is complete, the academic department will forward a copy to the Registrar's Office.
7. The refund will be calculated according to the date the Request for Withdrawal or Drop form is received in the Registrar's Office.

The student should refer to Tuition Refund Policies or contact the Cashier's Office for tuition refund information before dropping or withdrawing from a class.

Benefits for Veterans

Contact the VA Representative in the Registrar's Office at 214.333.5145 or call the Department of Veteran Affairs at 1.888.442.4551 to see if you, your child, or your spouse is eligible for benefits.

Grants for Ministry Students

If you are preparing for a career in vocational or bi-vocational church-related Christian ministry, you may pick up an application in the Financial Aid Office or the Ministry Student Office, which is located in the Gary Cook Graduate School of Leadership. You may also print an application from the DBU website, www.dbu.edu/ministry_student.

First-Year Baptist Ministerial Grant recipients must take RELI 1310: Introduction to Christian Ministry during the respective school year.

If you plan to apply for the First-Year Baptist Ministerial Grant, you should speak with your advisor and plan to take this course. If you have any questions, contact Jeremy Johnston at 214.333.5574.

Bookstore Vouchers (BookCards)

A bookstore voucher (BookCard) will be available during the Cashier's Office operating hours until February 1, 2016 for the Spring 2016 Semester, for students whose guaranteed financial aid will provide a credit balance. You may contact the Cashier's Office at 214.333.5336 for additional information.

Student Services Fee

The student services fee is used to pay a portion of the total cost of shuttle services, health services, athletic events, parking, and the fitness center.

Residence Hall Charges

Room and board charges are administered by the Residence Life office. If you cancel your housing contract or withdraw from the University after the first day of class of any given semester, you will forfeit the entire amount of your room charges and a pro-rated percentage of your meal plan.

Housing Application Fee

A one-time housing application fee of \$175.00 must be paid by all residence hall residents.

Athletics Disclosure

Equity in Athletics Disclosure: Annual reports of information regarding intercollegiate athletics programs at DBU are available pursuant to the Equity in Athletics Disclosure Act upon request by students, prospective students, and members of the public. Requests should be forwarded in writing to the Director of Athletics.

All qualified students must contact the Cashier's Office following their registration to make payment arrangements. Students who have not paid in full at the time of registration will automatically be placed on the Deferred Payment Plan.

Financial Aid

The Office of Financial Aid at Dallas Baptist University seeks to support the mission of the University through its departmental mission, which is "To provide quality service to students who apply for financial assistance, to counsel and assist students in meeting the financial obligations associated with their attendance at DBU, and to maintain an effective and efficient administration of federal, state, institutional, and private financial resources of the University with ethical integrity and a spirit of servant leadership."

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

Eligibility

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

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

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

Financial Aid Application Process and Deadlines

Application Forms

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

1. The **Free Application for Federal Student Aid (FAFSA)** is the form used by most universities for the awarding of federal and state college aid. The official FAFSA can be completed online at www.FAFSA.gov. First time applicants may apply for a federal PIN number which can be used to electronically sign the FAFSA. The FAFSA is available January 1 for the upcoming academic year. Students should complete the 2015-2016 FAFSA for enrollment in Fall 2015, Winter/Spring 2016, and Summer 2016. DBU school code is 003560.
2. **DBU Supplemental Application for Financial Aid** (fall and spring semesters). The **DBU Summer Supplemental Application for Financial Aid** will be available on or approximately **February 15** for the upcoming summer. Forms may be accessed at www.dbu.edu/financialaid
3. **Additional documents** may be required by the Department of Education or the DBU Office of Financial Aid to complete your file. Such documents may include federal tax transcripts, verification of untaxed income, proof of citizenship or permanent residency, proof of Selective Service Registration, etc. Students will receive notification of needed documents by mail or email.

Application Deadlines:

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

- **March 1** is the priority deadline to complete the financial aid file to receive maximum consideration for federal or state financial aid for the fall/spring semesters.
- Continuing students who wish to apply for **Honor's Day Scholarships** for the upcoming academic year must have a complete financial aid file by **March 1**.
- Students who fail to meet the priority deadline should apply as soon as possible or at least within 30-45 days before they need to register for classes to allow for processing time. If financial aid is not awarded and guaranteed by registration, the student will be expected to make payment arrangements with the Cashier's Office using personal resources at the time of registration. (See the Cashier's section for Payment Policy).

- **Late applications** are accepted on a rolling basis throughout the semester. However, students will be expected to make payment arrangements with the Cashier's Office using personal resources at the time of registration. (See the Cashier's section for payment policy). Retroactive applications are not allowed past the end of the enrollment period.

Awarding Policies and Procedures

Once a student's financial aid file is complete, a financial aid counselor will review the file for awarding. Applicants will be sent an award notification letter advising them of aid eligibility and instructions for finalizing their award(s). Award information will also be displayed in the student WebAdvisor account.

Cost of Attendance (Student Budget)

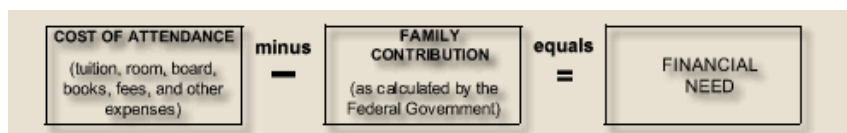
Cost of Attendance is calculated based on allowable educational costs allowed by law. The cost of attendance includes tuition and fees, the cost of room and board, books and supplies, transportation and miscellaneous expenses. Costs unrelated to the completion of a student's course of study are not included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

Effective Family Contribution (EFC)

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

Financial Need

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



DBU Packaging Policy

After institutional and outside scholarships and other resources are considered, and a student continues to have remaining unmet need, additional need-based grants (gift aid) are awarded provided the student meets all eligibility criteria and funds are available.

After gift aid sources have been applied, then additional awards are packaged from self-help types of aid (employment and loans). When eligibility for all other funds has been exhausted, loans are offered to fill the remaining cost of attendance.

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

Award Notification

Once a financial aid award offer has been made, an award notification letter is mailed to the student and posted on WebAdvisor with instructions on accepting the aid. If federal loans have been awarded, the student must secure the loans on an external Web site (www.studentloans.gov). First time DBU borrowers must complete entrance loan counseling and sign a Master Promissory Note (MPN) before funds can be disbursed.

Financial Aid and Academic Load

Cost of Attendance and financial aid awards are based on the student's academic enrollment status for the semester as projected on the DBU Supplemental Application for Financial Aid. For financial aid purposes, graduate students are awarded based on full-time, half-time, or less than half-time enrollment status.

Because different aid programs require different minimum enrollment statuses, the following chart will assist you in knowing what statuses are acceptable for federal and state programs:

Master's Student Enrollment Status

Full time = 9 or more credit hours
 ½ time = 4.5 – 8.99 credit hours
 Less than ½ time = .5 – 4.49 credit hours

Doctoral Student Enrollment Status

Full time = 6 or more credit hours
 ½ time = 3 – 5.99 credit hours
 Less than ½ time = .5 – 2.99 credit hours

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

Financial Aid Eligible Terms and Class Attendance

Students must be enrolled in standard fifteen week long semester terms to be eligible for government financial aid. Students may receive aid for mini-terms provided they are also enrolled in a regular semester term or in another eligible pattern of enrollment. Contact the Financial Aid office for details.

- August mini classes are added to fall term credit hours for financial aid
- December Mini-term, Short Winter Term, Long Winter Term, and January Mini-Term classes are added to spring term credit hours for financial aid.
- May mini classes are added to the Summer term credit hours for financial aid. The standard summer term is the long summer term or a combination of Summer I and Summer II terms.
- If a student is registered for a mini-term **during** a standard long semester (such as a fall break mini, Thanksgiving mini, or Spring break mini) but drops before the class begins or fails to attend the class, financial aid for the class may be removed and the Cost of Attendance (budget) may be adjusted. It is recommended that students discuss changes to their enrollment in mini-term classes with the Financial Aid Office before withdrawing from those courses.

Student Rights and Responsibilities

You have the right to know ...

- What financial aid programs are available at Dallas Baptist University.
- The deadline for submitting application for each of the programs.
- How financial aid will be distributed, how decisions on distributions are made, and the basis for these decisions.
- How your financial aid was determined. (Costs for tuition, fees, room, board, travel, books and supplies, personal and miscellaneous expenses are considered in your budget).
- What resources (your current assets, other financial aid, etc.) were considered in the calculation of your need.
- How much of your financial need 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 academic progress and what happens if you are not.

In Accepting Your Responsibilities You Must ...

- Complete all application forms accurately and submit them on time to the proper place.
- Provide correct information. In most instances, knowingly misreporting information on financial aid application forms is a violation of law and may be considered a criminal offense which could result in indictment under the U.S. Criminal Code.
- Return all additional documentation, verification, corrections, and/or new information requested by the Office of Financial Aid in a timely manner.
- 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.
- 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. If you stop attending your classes, **you may be considered to have fully withdrawn and your aid may be adjusted or removed.**
- Report changes in name, address, and telephone number to the proper office.

Financial Aid Satisfactory Academic Progress Policy (SAP)

(Updated December 2014)

The Higher Education Act of 1965, as amended by Congress, mandates that institutions of higher education monitor the academic progress of students who receive federal financial aid. Dallas Baptist University has established the following minimum standards and practices for federal financial aid **Satisfactory Academic Progress** (SAP) for students to be eligible for and continue to receive federal financial aid. Please note that some state and institutional aid programs may have higher academic requirements, and eligibility for those financial aid programs is subject to the requirements of each program.

DBU updated its SAP policy as of May 1, 2011, in order to comply with new federal regulations regarding SAP that went into effect on July 1, 2011. DBU began using this new SAP policy beginning with the Spring 2011 semester. DBU's SAP policy may be accessed online at www.dbu.edu/financialaid/ or in the university catalog.

Cumulative GPA (CGPA) for undergraduate students enrolled using a catalog for the Fall 2009 semester or later is based ONLY on institutionally earned credit hours as defined by institutional policy. Cumulative GPA for graduate students includes both institutional and hours accepted in transfer. Federal and Institutional SAP will be reviewed at the end of each payment period (fall, spring, and summer semesters) after grades have been posted for that period.

To be in compliance with federal, state, or institutional student aid programs, SAP will be based on the student achieving both a qualitative standard and a quantitative standard, as defined below:

1. **Qualitative Standard – Cumulative Grade Point Average (CGPA)**

Undergraduate students must maintain a minimum Cumulative Grade Point Average (CGPA) of 2.0 for all course work completed.

Graduate students must maintain a 3.0 CGPA for all course work completed.

2. **Quantitative Standard – Pace of Progression**

Pace of progression is determined by dividing the cumulative number of credit hours successfully completed by the cumulative number of credit hours attempted, including hours that have been accepted in transfer. Undergraduate students must maintain a pace of progression of 66.67% for all course work attempted, including transfer credits. Graduate students must maintain a pace of progression so that they graduate within six years of beginning their degree program, as outlined in the academic catalog for the year that the student first enrolled.

3. **Program Completion Time Frame:** Undergraduate students may receive financial aid, if they otherwise qualify, if they have not yet attempted 150% of the hours required for their degree program (usually 189 hours). Graduate students may receive financial aid if they have not yet been enrolled in their current degree program for six or more academic years (see the appropriate academic catalog for the year in which the student enrolled). *Attempted hours include all transferred credits and all DBU courses passed, failed, repeated, or withdrawn.*

If a student meets ALL of the above standards, the student will receive a SAP status of **SATISFACTORY** and will be able to continue receiving federal and institutional aid at DBU.

If a student fails to meet one or more of the above standards, the student will be placed on one of three financial aid SAP statuses, as described below:

- **Warning status:** If the student was previously under a Satisfactory SAP status, the student's status will be moved to a WARNING status for one semester, meaning that the student is being warned that he/she is not meeting SAP eligibility and has one semester to correct his/her eligibility before being placed on financial aid suspension. During this semester, the student will continue to be able to receive financial aid. A Warning status cannot be appealed since students are still eligible to receive financial assistance.
- **Probation status:** If a student is placed on financial aid suspension, he/she has the option of appealing this suspension through the SAP appeal process. If the appeal is granted, the student will be placed on financial aid probation for the next semester, and he/she must bring his/her SAP eligibility to Satisfactory during that semester or be placed on financial aid suspension. While on probation, the student may continue to receive federal, state, and institutional aid if he/she is otherwise eligible.
- **Suspension status:** If the student was previously under a Warning or Probation SAP status and fails to meet SAP eligibility requirements during the next semester, the student's status will be moved to a SUSPENSION status and he/she will NOT be able to receive federal, state, or institutional financial aid during the next semester he/she attends. Students who are placed on financial aid suspension may appeal this decision by completing the Satisfactory Academic Progress Appeal Process (see below).

Please note: Financial aid satisfactory academic progress eligibility is different from academic probation or suspension. Students who are on financial aid suspension may be allowed to register for and attend classes in future semesters if they are not also on academic suspension. See the Registrar for more information.

Regaining Financial Aid Satisfactory Academic Progress Eligibility

- Students who are placed on financial aid suspension for not maintaining the required SAP eligibility standards for cumulative GPA must complete courses at DBU at their own expense to regain their eligibility for financial aid. Students who are placed on financial aid suspension for not maintaining the required SAP eligibility standards for pace of progression must complete, at their own expense, courses at DBU, or courses that transfer in from an accredited institution.
- Students who are placed on financial aid suspension because they have not met the program completion time frame requirements and have reached the maximum number of hours or time frame allowed to complete their degree program may not regain eligibility to receive financial aid. In order to complete a degree program and graduate from DBU, the student will

have to complete those courses without receiving federal financial assistance. If the student feels that these calculations are incorrect, they may contact the Director of Financial Aid and ask for a formal review of eligibility.

- After the student has completed sufficient coursework to remove the suspension status, his/her SAP status will be reevaluated at the end of the following semester, and his/her status will be updated based on current SAP standards. If a student wants an evaluation before that time, he/she must submit the *Suspension Evaluation or Appeal Request* form to the Office of Financial Aid to formally request a review of his/her status. See below for instructions on downloading this form.

Appeal Process

A student who has been placed on financial aid suspension for not meeting the required SAP guidelines may appeal his/her suspension if there were unusual or extenuating circumstances that contributed to the student's failure to meet these guidelines. If the appeal is granted, the student will be placed on a SAP Probation status and will be allowed to receive financial aid for the next semester only (see "Probation status" above).

To make the appeal, the student should follow the steps outlined on and submit the *Financial Aid Satisfactory Academic Progress Suspension Evaluation and Appeal Request* form. All appeal requests will be reviewed by the Office of Financial Aid and, if necessary, reviewed by the Satisfactory Academic Progress Appeals Committee. All individuals granted an appeal are normally placed on a one-semester probation status or placed on a financial aid academic plan (see below). All appeal decisions are final. Students will be notified in writing as to the decision regarding their financial aid appeal.

The appeal request must include a statement from the student regarding what has changed or what they will do differently that will allow them to meet SAP guidelines in the future. If a student makes more than one appeal request, each appeal must be for a different reason. See the *Financial Aid Satisfactory Academic Progress Suspension Evaluation and Appeal Request* form for more information.

Financial Aid Academic Plan

If a student is placed on suspension, and successfully appeals the decision, but the student's academic situation is such that it would be mathematically impossible for him/her to regain SAP eligibility during the next semester as required by federal SAP guidelines, DBU may, at its sole discretion, place the student on a financial aid academic plan. This plan will be designed to outline steps of progress that, if followed by the student each semester, will lead to SAP eligibility being regained at a specific time in the future. If a student does not meet these progressive steps each semester, he/she will immediately be placed on financial aid suspension.

Other Financial Aid Satisfactory Academic Progress (SAP) Guidelines

- **Dual Enrollment:** A student may not receive federal aid from more than one institution at the same time. A student transferring to DBU from another institution must have their aid canceled at the former institution. A "Cancellation of Aid" form may be required.
- **Repeat Courses:** Students may receive federal financial aid for repeat courses in which a previous grade of "F" was received. For courses in which a grade of "D" or higher is received, federal financial aid will pay for only one repeat. Funding for remedial courses (i.e. MATH 1101) can only be repeated once. If a student registers for a course in which he/she has previously received a grade of D or higher, an evaluation of the student's history taking that course will be made and aid will be paid accordingly. Institutional scholarships cannot be applied toward any repeat courses regardless of course grade or status.
- **Incomplete grades:** Courses in which a grade of "I" is received will affect a student's pace of progression and may lead to the student being placed on financial aid warning or suspension. Once the student has completed the course(s), he/she may request an evaluation to re-assess his/her SAP status using the *Suspension Evaluation or Appeal Request* form (see below).
- **Second Bachelor's Degree:** Not all financial aid programs are available to students seeking a second bachelor's degree, including accredited and non-accredited degrees. Students should see their financial aid counselor for more information.
- **Support Services:** Support services are available to help ensure a student's academic success. Counseling services are available free of charge to DBU students by contacting 214-333-5288. The DBU Writing Lab is available to assist students in the writing and construction of papers. Contact them at 214-333-5474. The DBU Library is available to help students with research. Contact them at 214-333-5213. Tutoring services are available by calling 214-333-6843. Students with disabilities can contact the Office of Student Affairs at 214-333-5134 to make accommodations for their disability.
- The *Financial Aid Satisfactory Academic Progress Evaluation and Appeal Request Form* mentioned above is located at: www.dbu.edu/financialaid/

**If you have any questions regarding areas addressed in this policy,
please contact the Office of Financial Aid 214-333-5363 or finaid@dbu.edu**

Financial Aid Refund Policy

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

student.

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

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 in 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.

Federal Financial Aid Return to Title IV Refund Policy February 2013

The Higher Education Act of 1965, as amended by Congress, mandates that institutions of higher education follow federal regulations related to the return of Title IV federal financial aid funds for students who fail to complete the period of enrollment by officially or unofficially withdrawing from the University. The university must determine the earned and unearned portions of Title IV federal financial aid earned as of the date the student ceased attendance based on the amount of time the student spent in attendance. These regulations are primarily outlined in the following documents:

Federal Student Aid Handbook, Volume 5, Chapter 1: Withdrawals and the Return of Title IV Funds
Code of Federal Regulations (CFR) Title 34, Section 668:
34 CFR 668.22
34 CFR 668.164
34 CFR 668.167
Dear Colleague Letter GEN-11-14 July 2011

DBU utilizes the Department of Education website (<https://fafsa.ed.gov/FOTWebApp/FaaAccessServlet>) to determine the pro-rated amount of Title IV funds the student earned through the time of withdrawal. Based on federal regulations, after the 60% point in the period of enrollment, a student has earned 100% of the Title IV funds he or she was scheduled to receive and no return of funds is required.

Policy and Procedural Statement

At Dallas Baptist University (DBU) Title IV federal aid funds are awarded to a student under the assumption that the student will attend school for the entire period for which the assistance is awarded. When a student withdraws, the student may no longer be eligible for the full amount of Title IV funds that the student was originally scheduled to receive.

If a recipient of Title IV grant or loan funds withdraws from school after beginning attendance, the amount of Title IV grant or loan assistance earned by the student must be determined. If the amount disbursed to the student is greater than the amount the student earned, the unearned funds must be returned. If the amount disbursed to the student is less than the amount the student earned, and for which the student is otherwise eligible, he or she is eligible to receive a Post-withdrawal disbursement of the earned aid that was not received.

DBU determines the withdrawal date and date of last academic participation in order to complete the return to Title IV calculation based on federal regulations. A student's withdrawal date and date of last academic participation vary depending on the type of withdrawal: either official or unofficial. When a student provides official notification of his/her intent to withdraw by utilizing DBU's official withdrawal process, the withdrawal is defined and treated as an official withdrawal. When the student does not complete the official withdrawal process, but simply discontinues participation in all classes, and no official notification is provided by the student, it is considered an unofficial withdrawal and will be calculated based on the last known date of attendance or academic activity (see below).

Withdrawal Process

As defined above, a student who desires to discontinue his/her enrollment at the university and follows the formal process for withdrawing is considered an official withdrawal. A student who desires to discontinue his/her enrollment at the university and does not follow the formal process for withdrawing, but simply discontinues his/her participation in all academic courses is considered an unofficial withdrawal. Either type of student is considered to be leaving the University with no intention of returning, as DBU does not have an official leave of absence policy.

A student deciding to withdraw from the university should take the following steps:

- Complete a Withdrawal Form (can be obtained from the Registrar's office);

- The form must include all necessary signatures or the process will not be completed.
- Return the completed form to the University Registrar's Office, 3000 Mountain Creek Parkway, Dallas, TX 75211.

Determination of Withdrawal Date

Official Withdrawals (Official Notification Provided by the Student)

Those withdrawals defined as official are processed in accordance with federal regulations. The Office of the Registrar receives official withdrawal forms and posts information in the university computer system to denote those students' withdrawals from various classes. The Office of Financial Aid runs reports at least weekly to determine which students have withdrawn from ALL their classes for the term. This information includes the date of withdrawal, the date of last academic participation, and the semester of attendance. This information is maintained in the university's student information system. For students who officially withdraw, their withdrawal date is the earliest of the date of the official withdrawal, or the date the student expressed his/her intent to withdraw to an advisor or other university official. Official withdrawals will be processed as prescribed by federal regulations, and students will be notified of any return of funds within 30 days from the date that a student withdraws, and any return of funds will be processed within 45 days.

Unofficial Withdrawal (Official Notification not Provided by the Student)

For a student who withdraws without providing notification to DBU, the institution determines the withdrawal date using defined criteria based on federal regulations. This category of withdrawals includes students that drop out and students that do not earn a passing grade.

To identify the unofficial withdrawals, the Registrar works with faculty of each class to determine the date of the last academic activity for students in each class. When each faculty member assigns grades for the course at the end of each term, he/she also assigns a date of last academic activity or attendance. For students who receive a passing grade, this date is the last day of class. For students who receive a failing grade, they are also assigned a date of last attendance or last academic activity when the faculty member assigns the grade. If that date cannot be determined by the faculty member, the date used is the mid-point of the semester (because DBU is a school that is not required to take attendance). If that date is within the last two weeks of class, the student is considered to have completed the course and "earned" the failing grade. If that date is earlier than two weeks before the end of the term, the faculty member determines when the student last participated in an academic activity for the class and uses that date, or the date of the mid-point of the semester. Once all grades are posted for the semester, the Office of Financial Aid runs a report to determine which students received all failing grades, and from that list, determines which students require the RT4 calculation. Unofficial withdrawals will be processed as prescribed by federal regulations, and students will be notified of any return of funds within 30 days from the date that a student withdraws, and any return of funds will be processed within 45 days.

Calculation of Earned Title IV Assistance

The withdrawal date is used to determine the point in time that the student is considered to have withdrawn so the percentage of the period of enrollment completed by the student can be determined. The percentage of Title IV aid earned is equal to the percentage of the period of enrollment completed. The amount of Title IV federal aid earned by the student is determined by using the Department of Education administered website (<https://fafsa.ed.gov/FOTWWebApp/FaaAccessServlet>). Once a student has completed at least 60% of a term, all awarded aid (100%) is considered to be earned. The percentage of federal aid earned and the order in which the unearned aid is returned are defined by federal regulations.

The calculation of earned Title IV funds includes the following grant and loan funds if they were disbursed or could have been disbursed to the student for the period of enrollment for which the RT4 calculation is being performed.

- Pell Grant
- Iraq and Afghanistan Service Grant
- TEACH Grant
- Federal Supplemental Educational Opportunity Grants (FSEOG)
- Federal Direct Loans

Programs Offered in Modules

DBU is a standard term school that offers its courses within three main standard terms/semesters per year: Fall, Spring, and Summer. DBU also offers various "mini-terms" or modules within and in combination with these three standard terms. Most combinations of these mini-terms or modules with the standard terms make a student eligible for aid because of the dates of attendance and number of hours for which the student is enrolled. However, some combinations of terms/modules are not eligible for federal aid. DBU financial aid staff carefully monitors student enrollments to determine which combinations of terms are eligible for aid based on federal regulations. DBU also follows federal regulations and makes RT4 calculations for programs offered in modules for those students who withdraw from classes that were being taken in modules. If a student withdraws from all current courses, but is enrolled in a future course or courses that is offered in another mini-term or module, and the student provides the Office of Financial Aid with a written notice of intent to remain enrolled in the future module, then that student is not considered to be a withdrawal and a RT4 calculation is not required. (DBU has based its policies regarding RT4 for programs offered in modules in part on seminars held by Mr. Dan Klock of the Department of Education).

Institutional Charges

Institutional charges are used to determine the portion of unearned Title IV aid that the school is responsible for returning. DBU ensures that all charges for tuition, fees, room and board, as well as all other applicable institutional charges are included in the RT4 calculation. Institutional charges do not affect the amount of Title IV aid that a student earns when he or she withdraws. The institutional charges used in the calculation usually are the charges that were initially assessed the student for the period of enrollment. Initial charges are only adjusted by those changes the institution made prior to the student's withdrawal (for example, for a change in enrollment status unrelated to the withdrawal). If, after a student withdraws, the institution changes the amount of institutional charges it is assessing a student, or decides to eliminate all institutional charges, those changes affect neither the charges nor aid earned in the calculation.

Return of Unearned Funds to Title IV

If the total amount of Title IV grant and/or loan assistance that was earned as of the withdrawal date is less than the amount that was disbursed to the student, the difference between the two amounts will be returned to the Title IV program(s) and no further disbursements will be made to the student. If a student has received excess funds, the College must return a portion of the excess equal to the lesser of the student's institutional charges multiplied by the unearned percentage of funds, or the entire amount of the excess funds. The funds will be returned in the order below as prescribed by federal regulations, within 45 days from the date of determination that a student withdrew.

- Unsubsidized Federal Direct Loans
- Subsidized Federal Direct Loans
- Federal PLUS loans
- Federal Pell Grants
- Federal Supplemental Educational Opportunity Grants (FSEOG)
- TEACH Grant

Post-Withdrawal Disbursements

If the total amounts of the Title IV grant and/or loan assistance earned as of the withdrawal date are more than the amount that has been disbursed to the student, the difference between the two amounts will be treated as a post-withdrawal disbursement of aid that is due to the student. In the event that there are outstanding charges on the student's account, DBU will credit the student's account for all or part of the amount of the post-withdrawal disbursement up to the amount of the allowable charges. Any amount of post-withdrawal disbursement loan funds will not be credited to a student's account but will be offered to the student within 30 days of the date that the institution determined that the student withdrew. The student will be notified by mail of any federal loan funds available to be credited to their account. Upon receipt of a timely response from the student, the College will disburse the funds within 180 days of the date of determination of the student's withdrawal date. All Federal Grant funds earned by the student will be credited to the student's account.

Programs of Student Financial Aid

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

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

GIFT AID

Grants

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

Federal Pell Grant

The Federal Pell Grant is not available to Graduate Students.

Tuition Equalization Grant

The Tuition Equalization Grant (TEG) is a state grant program for residents attending a private university in the state of Texas. The TEG is provided to help offset some of the difference in cost between public and private tuition 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 as a full-time student in a first master's-level or first doctoral-level graduate degree program;
- Not be the recipient of an athletic scholarship;
- Be enrolled in an eligible major. No graduate ministerial majors are eligible. Contact the Office of Financial Aid for more information.
- Effective family contribution (EFC) may not exceed limit established annually by ICUT.

Scholarships

Following are scholarships available for graduate students attending DBU.

Baptist Minister's Dependent Scholarship

The spouse of an ordained or licensed minister who is **ACTIVELY SERVING FULL-TIME** in any Baptist church or agency ministry, or a spouse and/or dependent child of a Baptist ministerial student currently enrolled at Dallas Baptist University or any Baptist Seminary may be eligible to receive a \$50 per semester hour tuition scholarship. Student must complete the Free Application for Federal Student Aid (FAFSA), DBU Supplemental Application for Financial Aid, and any other required paperwork, as requested.

Camp Ministry Matching Gift Program

Dallas Baptist University will match designated Christian Camp gifts for DBU students up to, but not exceeding, \$1,000.00 per academic year, per student scholarship, beginning August 1, 2010. Refer to Camp Ministry Matching Gift Program guidelines on the Financial Aid Forms Web site for more information.

Christ for the Nations Institute (CFNI) / Hillsong International Leadership College (HILC) Scholarships

Dallas Baptist University offers a \$100 per hour tuition scholarship to graduates of CFNI or Hillsong International Leadership College who enroll at DBU on a full- or part-time basis. Students are required to submit a copy of their diploma to the CFNI/Hillsong Scholarship Coordinator in the College of Professional Studies. Students must also complete the Free Application for Federal Student Aid (FAFSA), DBU Supplemental Application for Financial Aid, and any other required paperwork, as requested.

Church Matching Gift Program

Dallas Baptist University will match up to \$3000 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 Web site for more information.

Ministry Scholarship

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

Graduate School of Ministry master's ministry grants given by the BGCT are \$100 per semester hour and DBU matches these grants with another \$100 per semester hour. The Ed.D. in Educational Leadership Education Ministry Leadership Track and Ph.D. in Leadership Studies Ministry Concentration grants are \$150 per semester hour. DBU matches these graduate grants given by the BGCT with another \$150 per semester hour.

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.

SELF-HELP AID

Employment

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

DBU participates in the federal and state College Work-Study programs. These programs are designed to provide part-time employment for students with financial need who wish to help pay a part of their educational expenses by working on campus or community service. Work Study positions are very limited for graduate students: Contact Career Services at 214-333-5556 for information.

Other Student Employment

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

Student Loans

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

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

Students who receive federal loans are required to complete online entrance counseling and electronically sign a Master Promissory Note (MPN) to secure their loan(s). Students must also complete exit counseling upon their graduation or withdrawal from the University. This exit counseling session is required by federal regulation and should be completed within 30 days of graduation or upon withdrawal from the University. Students awarded loans must go online at www.studentloans.gov to complete the process.

William D. Ford Federal Direct Loan Program

The Federal Direct Student Loan program for graduate students consists only of the Federal Direct Unsubsidized Loan. This loan is secured from the Department of Education of the federal government, which is the lender.

The government does not pay the interest on an unsubsidized loan. The borrower is responsible for all interest that accrues on the loan even while in school.

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

Federal Direct Graduate PLUS Loan Program

Graduate students who have exhausted the Ford Direct Loan eligibility may apply for a Federal Direct Graduate PLUS Loan. Eligibility is based on cost of attendance minus other aid and the student's credit score. Application is made on the www.studentloans.gov website, which can be accessed through the www.dbu.edu/financialaid page.

College Access Loan (CAL)

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

Alternative Educational Loans

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

Minnie Stevens Piper Foundation Student Loan Program

Educational loans are available to Junior, Senior, or Graduate/Professional students who are residents of Texas and enrolled full time. Loans cannot exceed \$1000 per year for undergraduate students or \$2000 per year for graduate/professional students. This is a private loan with an interest rate of four 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 at <http://www.everychanceeverytexan.org/funding/programs/slapplication.php>.

Veterans Benefits

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

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 Baptist Heritage Collection and the Texana Collection.

Library faculty and staff provide:

- Research and Reference Assistance in person or online (libguides.dbu.edu/frontpage)
- 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)
- Digital Microform Reader (First Floor)
- Computer Research Stations (First and Second Floor)
- Media Area (CD listening and video and DVD viewing) (First Floor)

How To Access Important Resources

Online Databases

The DBU Library provides access to over 150 online databases - www.dbu.edu/library/online_databases.asp. These provide access to thousands of articles from scholarly journals, newspapers, magazines, and other information sources. Many offer the full text of the article to read online or print. Login instructions may be found at the bottom of the online databases home page, www.dbu.edu/library/online_databases.asp. If assistance is needed, contact the Reference Librarians at 214-333-5221.

Online Catalog of Books

Access to the Library's materials is provided through the web accessible catalog: www.dbu.worldcat.org. Locate titles of over 270,000 books plus over 60,000 ebooks. Policies regarding the use of library materials can be found at http://www.dbu.edu/library/circulation_policies.asp.

Interlibrary Loan

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

TexShare

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

Visit Us

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

Library hours are:

Monday through Friday
6:45 a.m. to 11:00 p.m.

Saturday
7:30 a.m. to 5:00 p.m.

Sunday
2:30 p.m. to 11:00 p.m.

Closed Monday and Wednesday 10:00 to 11:00 a.m. for chapel

Summer, winter, and holiday hours may vary. Please check the library Web site or call to confirm. 214-333-5320

Contact Us

General library information

- Telephone: 214-333-5320
- Web: www.dbu.edu/library

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

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

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

Distance Education

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

All members of DBU's distance learning community, off-campus and online, have access to all resources and services of Vance Memorial Library at Dallas Baptist University. Our motto is “Equivalent Access – Superior Service.” For more information about our services, visit libguides.dbu.edu/disted.

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 Director of Distance Learning Library Services by email (lib_disted@dbu.edu) or telephone at 214-333-5225 or 1-800-483-7048.

Come in or contact us.

Let us respond to your information needs.

Book Request for Distance Learning Students

- Request items owned by DBU by completing the Distance Education Book Request form (www.dbu.edu/library/distance_book_request.asp). Be sure to provide complete and accurate information when completing the form. A separate request form is required for each book requested.
- Books and media 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. For more information about check-out by mail, visit libguides.dbu.edu/disted_checkout.
- Our Distance Learning patrons who check out books and media in this manner are subject to the same circulation policies, privileges, and responsibilities as our regular patrons.

Article Request for Distance Learning Students

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

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

Academic Computer Lab

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

Location: Second Floor of the Collins Learning Center

Phone: 214.333.5500

E-mail: support@mail.dbu.edu

The Academic Computer Lab regular semester hours are as follows:

Monday- Friday*	6:45 am - 10:30 pm
Saturday	7:30 am - 5:00 pm
Sunday	2:30 pm – 11:00 pm

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

Who may use the Computer Lab?

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

How do Students Set Up Accounts in the Computer Lab?

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

Services Provided

The Computer Lab offers tutoring through the College of Natural Sciences and Mathematics.

Normal Services:

- * Over 70 PCs running Windows 7
- * Microsoft Office 2013 on all PCs
- * Microsoft Office 365 Services
- * Internet access
- * E-mail (including off-campus access)
- * Laser printers (350 pages per Fall, Spring, and Summer semesters for students, extra are \$0.10 each) **(Unused sheets at the end of a semester are not transferred over to the following semester)**
- * 100 MB of Personal space on server for saving files (P: drive)
- * 2 Color Scanners
- * 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
- * Replacement student ID cards

Special Services:

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

Mac Lab

Location: Horner Hall Room 209

Phone: 214-333-5758

Email: Support@dbu.edu

Who may use the Mac Lab?

The Mac Lab is open only to students who are enrolled to take classes in the lab for the current semester.

Services Provided

The Mac 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:

- 25 Mac Pros running OS X 10.9.4 (Mavericks)

- Internet access
- 1 black and white laser printer and 1 color printer
- Adobe Creative Cloud
- Avid Pro Tools 11
- Final Cut Studio Pro X
- Multimedia capabilities, including sound, are available with headphones.

Student Services

Aptitude Testing

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

Career Services

In Career Services our definition of success is finding your God-given talent and turning it into a career. It is our desire that as you embark on your journey to obtain knowledge in your desired field of study that, through our services, you can also gain valuable work experience.

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

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

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

Our office provides mock interviews for student/alumni preparing to meet with a prospective employer. During a mock interview session, a student is taught that a first impression is everything. Information will include what to wear, how to walk into the room with confidence, the importance of a firm handshake, good eye contact, how to prepare for interview questions, knowing strengths and weaknesses, and how to present yourself professionally.

A "Speak Without Saying A Word Fashion Show" is sponsored in conjunction with the DBU College of Business Etiquette Dinner to aid students who are preparing to interview for a job or to demonstrate to them how to dress once they land the position. It is held twice a year in the fall and spring.

Career Services also partners with the Moon International Center in their Multicultural Career Clinic held twice a year. A Résumé Writing Workshop is presented to aid our International students in building effective résumés and assimilating into the American work culture.

Internships are such an invaluable way of gaining experience, as well as, providing financial support to students. We encourage all students to take advantage of this opportunity. Internships can be found on our CareerBridge online job search engine.

Dining Services

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

On Campus Dining Locations

The Crowley Dining Hall is a multifaceted residential 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 grill 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, debit/credit cards, Flex Dollars, and Patriot Dollars. Hours for the Crowley Dining Hall have been designed to meet students' lifestyles:

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

- Students who have purchased a meal plan must present their University student identification card upon entering the Crowley Dining Hall.
- Students without a Traditional or Colonial meal plan must pay in cash, debit/credit card, or Patriot Dollars.
- A student's identification card cannot be loaned to another student or guest.
- 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 **Hoblitzelle Patriot Café**, located in the John G. Mahler Student Center, offers a full-service Chick-fil-A, Cocina Mercado, and available outdoor seating on the Patriot Plaza. Here you will find a casual atmosphere for faculty, staff, and students to meet and eat. Patriot Dollars, Flex Dollars, credit/debit cards, and cash are accepted. The Patriot Café is open:

Monday through Friday	7:30 a.m. to 7:30 p.m.
Saturday	10:30 a.m. to 1:30 p.m.
Sunday	Closed

The Patriot Café is closed during Chapel on Monday and Wednesday.

The **Daily Bread Bistro**, conveniently located on the third floor of the Collins Learning Center, is a perfect place to grab lunch while joining friends. Patriot Dollars, Flex Dollars, debit/credit cards, and cash are accepted. The Daily Bread Bistro is open:

Monday through Friday	8:00 a.m. to 6:00 p.m.
Saturday	Closed
Sunday	Closed

Study Grounds, conveniently located on the second floor of the Collins Learning Center, is a Starbucks "We Proudly Serve" coffee café. It's a perfect spot to take a study break, grab some coffee, breakfast, or a quick snack with friends. Patriot Dollars, Flex Dollars, debit/credit cards, and cash are accepted. Study Grounds is open:

Monday through Friday	7:30 a.m. to 9:00 p.m.
Saturday	7:30 a.m. to 3:00 p.m.
Sunday	Closed

The **Union**, located on the lower level of the Brownstone Residences – Phase III facility, The Union offers a full service Papa John's and Island Oasis Smoothie Bar. The Union is a great place for students to hang out and catch a game or the latest news. The Union boasts a viewing area with multiple TV's and soft seating. The Union is open:

Monday through Friday	11:00 a.m. to 11:00 p.m.
Saturday	11:00 a.m. to 11:00 p.m.
Sunday	Closed

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

Sunday through Saturday	2:00 p.m. to 11:00 p.m.
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For catering information, please contact Sodexo Catering at (214) 333-5974 or by e-mail at sodexocatering@dbu.edu.

All questions and concerns should be directed to Jonathan Teat, Vice President for Administrative Affairs. You may contact Jonathan Teat via email at jonathan@dbu.edu.

Health Services

The Health Center is located in the Colonial Village Apartment #1108 next to the Burg Center, and is supervised by a Registered Nurse. Students, whether full-time or part-time, faculty, staff, and guests may come to the Center for acute nursing care.

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

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

Health Insurance

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

Orville and Esther Beth Rogers 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. Today the Cynthia Estes Prayer Room is located on the lower level of the Patty and Bo Pilgrim Chapel. Dr. Cook believed that it is only as we commit ourselves completely to the Lord that we can become truly fruitful in our desire to provide an excellent, distinctively Christian education.

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

Cyndi Pettit assumed her responsibilities as Director of the Rogers Intercessory Prayer Ministry in January 2009. Cyndi is a graduate of Baylor University and received her Master of Liberal Arts with a Fine Arts concentration from Dallas Baptist University. She has been employed by DBU for over 15 years. Prior to joining DBU, Cyndi was a legal assistant to a former judge at a major Dallas law firm.

The Patriot Store

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

Students with Disabilities

University programs and activities are conducted in such a manner that no otherwise qualified individual with disabilities 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 Dean of Students and Spiritual Life, at (214) 333-5101. All information provided to the Dean of Students and Spiritual Life is strictly voluntary.

Counseling Records

The confidentiality of counseling records 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 *Student Handbook*.

Counseling Services

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

Counseling is scheduled by appointment only. The Counseling Center is located in the Mary Crowley Room on the first 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.

Notice

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

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

Change of Name or Address

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

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

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

Student Records

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

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

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

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

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

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

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

Access to Student Records.

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

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

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

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

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

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

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

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;

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- (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 e-mail, 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 e-mail 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 e-mail 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.

Advanced 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 Programs

- Completed Certificate Program Application
- Non-refundable \$25 application fee
- A conferred bachelor's or master's 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
- Successful completion of certificate course Prerequisites
- Evidence of sound moral character and compatibility with DBU's mission
- The GRE may be required for some Advanced Certificate programs

Note: *Church Membership Requirement (for Admission into Advanced Certificates in Ministry Programs and Advanced Certificate in Counseling Program): Within the last 12 months the applicant must have been an active member of a Christian church that holds Jesus Christ as Lord and Savior and who holds solely the Old Testament and the New Testament as sacred Scripture.*

All materials submitted will be kept three calendar years from the date of 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.

Requirements for Re-Admission of Former Students

Students previously enrolled and in good standing in the Advanced Certificate program who wish to re-enter DBU after an absence of more than 24 months are required to submit the one-page Application for Re-Admission, new official transcripts from each college or university attended since the last enrollment at DBU, and a current professional resume. An application fee is not required.

Students who have been absent from DBU for over five calendar years must re-submit the full Application for the Advanced Certificate Program, \$25 admission application fee, Letter of Intent, new official transcripts from each college or university attended since the last enrollment at DBU, and a current professional resume.

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 Certificate Programs Department. A minimum 3.0 cumulative GPA is required for certificate courses to earn a certificate of completion. Request forms are available at www.dbu.edu/certificates/cert_application.

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 Southern Association of Colleges and Schools Commission on Colleges to award associate, bachelor's, master's, and doctoral degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Dallas Baptist University.

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

GRADUATE CERTIFICATE PROGRAMS

Advanced Certificate in Charter School Administration (15 hours)

The charter school administration program prepares graduate students to provide leadership in a charter school setting both at the campus and district levels. The preparation program through an advanced certificate in charter school administration is for those who already hold a bachelor's or master's degree and provides a core of knowledge that will enable a candidate to provide quality, Christ-centered leadership in a charter school setting.

Required Courses

EDAD 6316	School Personnel Administration*
EDAD 6312	School Law*
EDAD 6315	School Finance/Business Management*
ACCT 6344	Nonprofit Accounting/Resource Development and Fundraising
EDAD 6317	School Public Relations*

*Courses available online.

Advanced Certificate in Children's Ministry Leadership (15 hours)

Note: Church Membership Requirement (for admission into the Ed.D. in Educational Leadership—all concentrations, Ph.D. in Leadership Studies' Ministry Concentration, Master's Ministry Degrees, and Advanced Ministry Certificate Programs): Within the last 12 months, the applicant must have been an active member of a Christian church that holds Jesus Christ as Lord and Savior and who holds solely the Old Testament and the New Testament as sacred Scripture.

This program is designed to equip children's ministry leaders with an understanding of children, best practices of children's ministry in order to connect children, their families, and their leaders with Christ and the community of faith. The Advanced Certificate in Children's Ministry provides students with foundations in theology, Christian education, and principles for creating solutions to meet the contemporary needs of the churches and children.

Prerequisites

RELI 1301	Old Testament Survey*
RELI 1302	New Testament Survey*

Required Courses

MACE 5302	Biblical Servant Leadership (take first year)*
MACH 6311	Early Childhood Ministry*
MACH 6312	Ministry with Children*
MACH 6352	Advanced Childhood Ministry* (S-L)
MAFM 6353	Ministry to Families*

*Courses available online.

Advanced Certificate in Christian School Administration (18 hours)

Successful completion of this program provides advanced training for the professional serving in a 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 (9 hours)

EDAD 6319	Christian School Education Administration*
EDUC 6310	Foundations of Christian School Education*
EDUC 6311	Christian School Curriculum*

Select 9 hours from the following:

EDUC 6304	Improvement of Instruction*
EDAD 6312	School Law*

EDAD 6315 School Finance/Business Management*
 MRKT 6340 Marketing Strategy for Nonprofit Organizations (S-L)
 *Courses available online.

Advanced Certificate in Communication Skills for Professionals (18 hours)

Effective communication skills for professionals are needed for interpersonal interactions, career success, and task completion. This advanced certificate is designed to enhance communication competencies and provide strategies for creating and evaluating messages in a variety of professional contexts. The courses selected have relevance to the communication competencies needed in a workplace environment. Students who already have completed a master's level program and then complete the required 18 hours of graduate Communication courses in this advanced certificate have fulfilled the requirements to teach Communication at the college level.

COMA 6305 Presentation Communication (S-L)
 COMA 6307 Communication Leadership for Groups
 COMA 6309 Social Media and Communication
 COMA 6311 Relational Communication
 COMA 6313 Advanced Nonverbal Communication
 COMA 6314 Intercultural Communication

Advanced Certificate in Community College Leadership (12 hours)

This program is designed to prepare informed and reflective educational leaders who can create the most conducive environment for successes of their administration teams, faculty members, and students. The program emphasizes the practical application of theory and practice considering governance of community colleges, finance/resource management, community engagement, faculty development, curriculum/instruction design and student services meeting the needs of diverse student population.

HIED 6366 History and Philosophy of Community Colleges
 HIED 6367 Finance and Administration in Community Colleges
 HIED 6368 Contemporary Issues and Challenges in Community Colleges
 HIED 6369 Teaching and Learning in Community Colleges

Advanced Certificate in Conflict Resolution (12 hours)

Individuals trained in mediation develop skills that are used not only in business, but also 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*
 MANA 6342 Employee Negotiations and Collective Bargaining*

Prerequisite:

MANA 51.521*, MRKT 51.521* or undergraduate equivalent

*Courses available online.

Advanced Certificate in Counseling (16 hours)

Note: *Church Membership Requirement (for admission into the Ed.D. in Educational Leadership—all concentrations, Ph.D. in Leadership Studies' Ministry Concentration, Master's Ministry Degrees, and Advanced Ministry Certificate Programs): Within the last 12 months, the applicant must have been an active member of a Christian church that holds Jesus Christ as Lord and Savior and who holds solely the Old Testament and the New Testament as sacred Scripture.*

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

Required Courses (excluding prerequisites)

COUN 5315 Psychological Testing
 COUN 5316 Research Methods*
 COUN 6100 Comprehensive Counseling Review
 COUN 6312 Psychopathology*
 COUN 6314 Marriage and Family Counseling*
 COUN 6316 Advanced Counseling and Crisis Intervention*

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

Required courses (excluding prerequisites)

COUN 6325 Assessment and Intervention in Marriage and Family Counseling
COUN 6326 Practicum in Marriage and Family Therapy (**S-L**)

**Courses available online.*

Prerequisite requirements:

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

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

Successful completion of the Miller Analogies Test (MAT) or *Graduate Record Examinations® (GRE®)* is a requirement for admission to this certificate program.

Advanced Certificate in Curriculum and Instruction (12 hours)

Successful completion of this program provides an endorsement for the professional hoping to serve in a leadership role in a school setting. The program is designed primarily for teachers and administrators who want specialized training in curriculum design and instructional strategies.

Required Courses

EDUC 6306 Curriculum Design and Evaluation*
EDUC 6304 Improvement of Instruction*
READ 6335 Curriculum & Instruction of Reading*

EDUC 5320 Teaching the Underachiever*

OR

EDUC 5310 Introduction to Exceptional Learners*

**Courses available online.*

Advanced Certificate in Distance Learning (15 hours)

Successful completion of this program provides an endorsement for the professional serving in public, private, or Christian P-12 schools as well as institutions of higher learning. The program is designed primarily for teachers and administrators already in service who wish to gain advanced knowledge and skills specific to distance learning. *This program does not lead to Texas Teacher Certification.*

Required Courses

DLED 6301 Foundations of Distance Learning*
DLED 6302 Designing and Developing Distance Learning*
DLED 6303 Teaching and Learning in the Online Classroom*
DLED 6304 Technology Tools for the Online Classroom*
DLED 6305 Distance Learning Design and Administration*

**Courses available online.*

Advanced Certificate in East Asian Studies (15 hours)

This program provides advanced study that emphasizes East Asian civilizations, culture, history, literature, philosophy, religion, and business finance. The program is designed for students who are interested in Chinese, Japanese, or Korean civilizations and who see knowledge of the culture of these East Asian countries as significant components for their effectiveness in an increasingly international community.

Prerequisites

RELI 1301 Old Testament Survey*
RELI 1302 New Testament Survey*

Required Courses (15 hours)

MAGL 5351 History and Culture of East Asia*

Select four of the following:

MAGL 5352 History of East Asian Philosophy & Religion
MAGL 5353 Fine Arts in East Asia*
MAGL 5354 Literature of East Asia*
MAGL 5355 Leadership in East Asia

MAGL 5356 Business and Finance in East Asia*
 MAGL 5357 Understanding East Asian Civilization and Culture
 MAGL 5358 Essentials of East Asian Language
 MAGL 5359 Travel Study in East Asia

*Courses available online.

Advanced Certificate in Educational Diagnostician (15 hours)

This certificate program leads to certification as an Educational Diagnostician in Texas. The program includes criteria established by the State Board for Educator Certification. Students must successfully complete the required five courses of the program, which includes a 160-hour practicum, and pass the departmental practice examination at the prescribed level of proficiency in order to be recommended by the university certification officer as eligible to take the state diagnostician certification examination (TExES). All coursework leading to the certificate must be taken at Dallas Baptist University. In areas where the student demonstrates sufficient proficiency, course substitutions may be approved by the program director of the Master of Education in Special Education, and must be in keeping with the requirements of the State Board for Educational Certification.

To qualify for this certificate, applicants must have or be currently pursuing a master's degree from an accredited institution of higher education, a valid teaching certificate, and provide a service record indicating two years of teaching experience in an accredited and approved school. A highly-qualified diagnostician, Council for Exceptional Children (national standards), must hold a content certification in English language arts, reading, math, history or science. For those who do not have a regular content area certification, the content area certification is required within the first semester of classes before one can register for the second semester. A master's degree is required to qualify for State of Texas Certification.

Required Courses

EDSC 6312 Appraisal in Counseling and Development
 SPED 5310 Introduction to Exceptional Learners*
 SPED 5330 Pedagogy of Special Education*
 SPED 6350 Individual Diagnostic Assessment Practicum (160 hours) **(S-L)**

READ 5332 Reading: Diagnosing and Correcting Reading Difficulties with Clinical Experience **(S-L)**

or

READ 6330 Foundations of Reading*

*Courses available online.

Successful completion of the Miller Analogies Test (MAT) or *Graduate Record Examinations®* (GRE®) is a requirement for admission to this certificate program.

Advanced Certificate in English as a Second Language (ESL) (15 hours)

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

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

Required Courses:

ESLS 5301 Second Language Acquisition†*
 ESLS 5304 Methods in Teaching ESL†*
 ESLS 5306 Content Area Language Proficiency Skills†*
 ESLS 5308 Multicultural and Multilingual Learning Environments†*

Choose one:

ESLS 5312 Practicum for State Certification **(S-L) †**
 ESLS 5314 Practicum in ESL/EFL Settings **(S-L) (Students not seeking Texas ESL Supplemental Certification may take this course instead of ESLS 5312).**

†Courses required for Texas ESL Supplemental Certification.

*Courses available online.

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

ESLS 5310 Administration of ESL Programs

In order to demonstrate minimal proficiency in English language usage required for teaching ESL, international students must provide a TOEFL exam score of 213 (computer based), 550 (paper based), or a 79 (internet based), in order to do the ESL concentration or to receive the Advanced Certificate in ESL.

Advanced Certificate in Entrepreneurship (12 hours)

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 6303 Marketing and New Product Development for Entrepreneurs
ENTR 6304 Strategy and Management of Growing Businesses
ENTR 6306 International Entrepreneurship

Advanced Certificate in Global Studies (21 hours)

Note: *Church Membership Requirement (for admission into the Ed.D. in Educational Leadership—all concentrations, Ph.D. in Leadership Studies' Ministry Concentration, Master's Ministry Degrees, and Advanced Ministry Certificate Programs): Within the last 12 months, the applicant must have been an active member of a Christian church that holds Jesus Christ as Lord and Savior and who holds solely the Old Testament and the New Testament as sacred Scripture.*

Certifies advanced preparation for working creatively in a global and multi-cultural context. DBU offers masters level course work that provides specific preparation in cross-cultural adaptation, learning to function professionally and proficiently in the international environment, management of multi-cultural and multi-ethnic dynamics, developing positive strategies to impact societies in a positive way that still respects and preserves their unique cultural heritage. All studies at DBU seek to integrate Christian faith with all dimensions of learning.

These courses incorporate knowledge into specific cultural practices, comprehension of the dynamics of cross-cultural adaptation and interaction, application of cross-cultural skills to the challenges of entering new social environments, analysis of best practices in achieving cross-cultural interaction, synthesis of different systems and theories of intercultural relationships, and evaluation of the results of intercultural efforts.

The seven courses comprise a 21-credit-hour course of study designed to promote proficiency in specific competencies required to do effective work in the global community. The certificate is recommended for students engaged in research and promotion of increased global awareness, promoting globalization in business, serving humanitarian needs through NGOs, getting involved in private sector relief and development efforts, or working in Christian missions.

Prerequisite requirements:

RELI 1301 Old Testament Survey*
RELI 1302 New Testament Survey*

Required Courses

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

**Courses available online.*

Students with specialized needs may request the following courses as alternatives:

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

**Courses available online.*

Advanced Certificate in Health Care Management (12 hours)

This program will provide advanced studies in the current challenges facing health care professionals as they manage resources in order to ensure 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*

**Courses available online.*

Advanced Certificate in Higher Education Administration (15 hours)

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

Required Courses (excluding prerequisites)

HIED 5300	College and University Administration*
HIED 6310	Legal Aspects and Finance in Higher Education*
HIED 6340	History and Philosophy of Higher Education*
HIED 6361	Teaching, Learning, and Student Development*
HIED 6373	Methods for Higher Education Administration* <i>may be substituted for HIED 5300.</i>
MACE 5302	Biblical Servant Leadership*

**Courses available online.*

Advanced Certificate in Human Resource Management (12 hours)

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	Organizational Change and Development*
MANA 6323	Human Resource Strategy (S-L) *

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

MANA 6301	Employment Law*
MANA 6305	Staffing Organizations*
MANA 6311	Global Initiatives in Management*
MANA 6343	Compensation and Performance*

**Courses available online.*

Advanced Certificate in Information Systems Management (12 hours)

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

Required Courses (excluding prerequisites)

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

**Courses available online.*

Advanced Certificate in International Management (12 hours)

The growing importance of international business strategies in most industries requires an understanding of the global business environment and cultural practices. Through this course of study, students acquire a global perspective of business in order to compete in today's business world. The focus of courses comprising this certificate is to examine the strategic aspects of managing a global or multinational business organization.

Required Courses (excluding prerequisites)

ECON 6303	International Economics and the Legal Environment*
FINA 6321	International Finance*

MANA 6311 Global Initiatives in Management*

MRKT 6321 International Marketing*

**Courses available online.*

Advanced Certificate in Leadership Studies (12 hours)

The Advanced Certificate in Leadership Studies is a 12-hour certificate program designed to enhance students' leadership competencies and understanding of core leadership principles. Students will have the opportunity to learn not only key leadership theories, but also how to practically apply those leadership principles, in practical, real-world settings.

Required Courses

MAL 5308 Great Leaders in History
MAL 6302 Vision-Casting and Leading Change
MAL 6303 Leadership in Conflict and Adversity
MAL 6304 Leadership Communication

Further Studies (if desired)

For students who desire to use this advanced certificate as a spring-board towards further education, the courses listed above can be counted towards twelve (12) credit hours in the Master of Arts in Leadership program. The Master of Arts in Leadership is a 36-hour, non-thesis degree program, and by completing this certificate, students will have satisfied twelve (12) out of the thirty-six (36) credit hours required for the M.A. in Leadership. Thus, for students who wish to extend their education, they can simply add on an additional twenty-four (24) credit hours to receive a full Master of Arts in Leadership.

Advanced Certificate in Leading the Nonprofit Organization (12 hours)

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

Required Courses (excluding prerequisites)

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

Prerequisite requirements:

Course	Prerequisite
ACCT 6344	ACCT 6321 Managerial Accounting*
MANA 6348	MANA 6310 Leadership in Management*
	MANA 6320 Business Ethics*
MANA 6349	MANA 6310 Leadership in Management*
	MANA 6320 Business Ethics*
MRKT 6340	MRKT 6301 Creative Problem Solving for Marketing Decisions (S-L)*

**Courses available online.*

Advanced Certificate in Management (12 hours)

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 Organizational Change and Development*
MANA 6333 Operations and Quality Management*
Choose two of the following courses to complete the 12 credit-hour program (excluding Prerequisites).
CRMN 6310 Conflict Resolution Management*
MANA 6301 Employment Law*
MANA 6310 Leadership in Management*
MANA 6311 Global Initiatives in Management*
MANA 6312 Communication and Business Behavior*
MANA 6320 Business Ethics*
PROJ 6301 Project Overview, Strategic Process, and Project Initiation*

**Courses available online.*

Advanced Certificate in Marketing (12 hours)

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

Required Courses (excluding prerequisites)

MRKT 6301 Creative Problem Solving for Marketing Decisions* (S-L)

MRKT 6331 Marketing Analysis*

MRKT 6341 Advanced Marketing Strategies*

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

MRKT 6302 Business Development Strategies

MRKT 6303 New Product Development

MRKT 6321 International Marketing*

**Courses available online.*

Advanced Certificate in Master Reading Teacher (9 hours)

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

Successful completion of the Miller Analogies Test (MAT) or *Graduate Record Examinations® (GRE®)* is a requirement for admission to this certificate program.

Required Courses (excluding prerequisites)

READ 5010 Master Reading Teacher Seminar

READ 6301 Specialized Reading Assessment and Instruction*

READ 6330 Foundations of Reading*

READ 6335 Curriculum and Instruction in Reading*

**Course available online*

Advanced Certificate in Ministry Leadership (15 hours)

Note: *Church Membership Requirement (for admission into the Ed.D. in Educational Leadership—all concentrations, Ph.D. in Leadership Studies' Ministry Concentration, Master's Ministry Degrees, and Advanced Ministry Certificate Programs): Within the last 12 months, the applicant must have been an active member of a Christian church that holds Jesus Christ as Lord and Savior and who holds solely the Old Testament and the New Testament as sacred Scripture.*

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 5302 Biblical Servant Leadership* (take first year)

MACE 6301 Introduction to Christian Education*

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

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 6314 Organizational Change and Development*

MANA 6321 Organizational Behavior*

Leadership of Collegiate Ministry

MAST 6320 College Campus Minister*

MAST 6354 Collegiate Ministry Strategies*

Choose one of the following:

MACE 6322 Introduction to Christian Counseling*

MAPD 5350 World Views: Human Beliefs/Human Actions (S-L)*

Leadership of Family Ministry

Select three courses:

MACE 6308	Evangelism, Missions, and Growth Through Education Ministry*
MACE 6314	Ministry with Adults*
MACH 6312	Ministry with Children*
MAST 5313	Ministry with Students*

Leadership of Missions Ministry

MAGL 5330	Introduction to Missiology*
MAGL 5331	Cross-Cultural Living and Ministry*

Choose one of the following:

MAGL 5332	Strategies for Missionary Work
MAGL 5333	Local Church on Mission

Leadership of Student Ministry

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

Leadership of Worship Ministry

Select three of the following:

MAWL 5310	Worship Philosophy and Practice*
MAWL 6303	Spiritual Formation and Worship*
MACM 6309	Shepherding in the 21 st Century
MAWL 6311	Global Worship*
MAWL 6313	21 st Century Transformational Worship*
MAWL 6316	Worship Theology for Contemporary Ministry*

**Courses available online.*

Advanced Certificate in Organizational Communication (12 hours)

Organizations are created through communicating with others. The effectiveness of an organization depends not only on how well the members communicate with each other, but also on how well the organization communicates internally and externally to its stakeholders. This program enables students to gain practical knowledge and skills related to communication practices for a variety of private, public, non-profit, and business organizations.

Required Courses (excluding prerequisites)

COMA 6303	Digital Media Communication
COMA 6309	Social Media and Communication*
COMA 6321	Strategic Communication for Organizations*
COMA 6324	Communication for Global Organizations*

**Courses available online.*

Advanced Certificate in Performance Management (12 hours)

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

Required courses (excluding prerequisites):

MANA 6305	Staffing Organizations*
MANA 6330	Leadership Development*
MANA 6331	Leadership Coaching and Counseling*
MANA 6332	Strategies, Models, and Processes

Prerequisite:

MANA 51.521	Management Theory*
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**Courses available online.*

Advanced Certificate in Professional Life Coaching (12 hours)

Coaching is a widespread and rapidly growing human development methodology that supports individuals in achieving personal or organizational goals. This program is designed to prepare students to be coaches and coach trainers who will serve as facilitators of organizational and personal change in a wide variety of business, community, educational, and ministry fields of practice. Students completing this certificate program will be equipped to analyze and evaluate objectives in order to formulate and employ effective coaching strategies which can be used to facilitate personal and organizational success.

Required Courses (9 hours):

MAPD 5310	Coaching Theories and Methods
MAPD 6311	Developing Coaching Skills
MAPD 6312	Professional Life Coaching Practicum

Choose one of the following courses to complete the 12 credit-hour advanced certificate:

EDSC 6380	Career Development and Lifestyle Counseling/School Counseling†*
MACM 6303	Conflict Resolution in Ministry††
MANA 6314	Organizational Change and Development†††*

† Master of Education in Curriculum and Instruction

†† Master of Arts in Christian Ministry

††† Advanced Certificate only and all other programs

Prerequisite:

MANA 51.521 or undergraduate equivalent (for MANA 6314)

**Courses available online.*

Advanced Certificate in Professional Sales and Management Optimization (12 hours)

This certificate program will equip individuals with competencies for professional management and sales careers. Completing the certificate will provide a competitive advantage from others in the sales market environment. Today's individuals are influenced through buying or selling opportunities, whether in a corporate, retail, or personal capacity. Participants in the program will acquire tools and models that drive exceptional business results which will create and implement strategies and scorecards to manage accounts, optimize selling opportunities, forecast and generate revenue, develop customer profiles and buying criteria, create and implement personalized activity plans, influence purchase decisions and identify business conditions that affect sales, create impactful statements that engage decision makers, and eliminate obstacles that negatively impact a sale.

Requirements include:

MANA 6353	Mastering Professional Sales Solutions
MANA 6354	Sales Negotiations
MANA 6355	Sales Management Optimization (S-L)
MANA 6356	Sales Force Management

Prerequisite:

MANA 51.521, MRKT 51.521 or undergraduate equivalent

Advanced Certificate in Project Management (12 hours)

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	Project Overview, Strategic Process and Project Initiation*
PROJ 6302	Project Planning*
PROJ 6303	Project Execution and Closeout*
PROJ 6304	Advanced Project Management Strategy and Simulation*

**Courses available online.*

Advanced Certificate in Reading Specialist (21 hours)

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

To be eligible for admission to this program, applicants must hold a master's degree from an accredited institution of higher education. A master's degree is required to qualify for State of Texas certification. Successful completion of the Successful completion of the Miller Analogies Test (MAT) or *Graduate Record Examinations® (GRE®)* is a requirement for admission to this certificate program.

Required courses (excluding prerequisites):

** READ 5011 Reading Specialist Seminar

READ 5331	Reading in the Content Area
or	
ESLS 5306	Content Area Language Proficiency Skills*
READ 5332	Reading: Diagnosing and Correcting Reading Difficulties with Clinical Experience (S-L)
or	
READ 5334	Studies in the Diagnosis and Clinical Correction of Reading Issues*
READ 5312	Reading Specialist Practicum (S-L)
*** READ 6301	Specialized Reading Assessment and Instruction*
*** READ 6330	Foundations of Reading*
*** READ 6335	Curriculum and Instruction in Reading*
<i>Select one of the following elective courses:</i>	
ECHE 6373	The Beginnings of Reading and Writing
ENGL 5302	Introduction to Linguistics
READ 5337	Pedagogy of Reading III (Literature & Visual Representation)
READ 5338	Pedagogy of Language Arts
*Courses available online	
** Required: Must pass this seminar to complete the program.	
***Required for Master Reading Teacher.	

Advanced Certificate in School Counseling

Successful completion of the Miller Analogies Test (MAT) or *Graduate Record Examinations® (GRE®)* is a requirement for admission to Track I or Track II of this certificate program.

TRACK I (15 hours)

The DBU school counselor certificate program, Track I, is designed for the graduate student who is currently pursuing a Master of Arts in Counseling at Dallas Baptist University or already possesses a master's and/or doctoral degree in a counseling related field and is pursuing the standard school counselor certification only. This all-level certificate allows an individual to be considered for a school counseling position.

Required courses (excluding prerequisites):

EDSC 5310	Introduction to School Counseling*
EDSC 6312	Appraisal in Counseling and Development
EDSC 6313	Curriculum and Administration for School Guidance and Counseling Programs*
EDSC 6316	Practicum I for School Counseling (S-L)
EDUC 5310	Introduction to Exceptional Learners*

TRACK II (27 hours)

The DBU school counselor certificate program, Track II, is designed for the graduate student who possesses a master's and/or doctoral degree in a non-counseling field from an accredited institution of higher education. This certificate program prepares candidates for the all-level school counseling certification and allows an individual to be considered for a school counseling position.

Required courses (excluding prerequisites):

COUN 5312	Counseling Theories and Techniques*
COUN 5313	Group Counseling Methods
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 6313	Curriculum and Administration for School Guidance and Counseling Programs*
EDSC 6316	Practicum I for School Counseling (S-L)
EDUC 5310	Introduction to Exceptional Learners*

*Course available online

These study plans represent the credits necessary to fulfill the candidate's DBU advanced certification requirements. In order for the candidate to work toward full state counselor certification, the candidate must also pass the departmental practice test(s) with an 85% or higher before being allowed to register for the state counselor examination. In addition, the candidate must provide evidence of Texas teacher certification, and provide a teacher service record showing at least two years of successful teaching experience in an accredited public or private school prior to being recommended for the state certificate.

Advanced Certificate in School Principalship (24 hours)

The DBU principal certificate program is designed for the candidate who already possesses a master's degree and is pursuing principal certification only. This certificate program prepares candidates for all-level principal certification and allows an individual to be considered as a candidate for a wide variety of administrative positions in a school district including: assistant principal, principal, subject area coordinator, director, executive director, assistant or associate superintendent, or deputy superintendent. If a student demonstrates sufficient proficiency, course substitutions may be approved by the master of Educational Leadership Program Director. Substitutions must meet State Board for Education Certification (SBEC) requirements.

Required courses (excluding prerequisites):

EDAD 6300	Principal Standards and Competencies
EDAD 6312	School Law*
EDAD 6313	Supervision of Instruction*
EDAD 6314	The Principalship*
EDAD 6315	School Finance/Business Management*
EDAD 6316	School Personnel Administration*
EDAD 6317	School Public Relations*
EDAD 6389	Internship in Educational Administration (S-L)
EDAD 6020	Seminar in Educational Leadership

*Course available online

Successful completion of the Miller Analogies Test (MAT) or *Graduate Record Examinations® (GRE®)* is a requirement for admission to this certificate program.

This study plan represents the credits necessary to fulfill the candidate's DBU advanced certification requirements. In order for the candidate to work toward full state principal certification, the candidate must also pass the departmental practice test(s) with an 85% or higher before being allowed to register for the official state principal examination. In addition, the candidate must provide evidence of Texas teacher certification, and provide a teacher service record showing at least two years of successful teaching experience in an accredited public or private school prior to being recommended for the state certificate.

Advanced Certificate in Special Education (EC-12) (15 hours)

The special education certificate program is designed with three options available to the candidate:

1. Texas certified teachers can fulfill requirements leading to special education certification through the prescribed courses and by taking the state certification exam.
2. Degree-seeking students can apply the courses to the following degree tracks:
 - M.Ed. in Special Education
 - M.Ed. in Special Education with Educational Diagnostician Specialization
3. Texas certified teachers may fulfill the requirements for the specialization of teaching children with learning differences in inclusion settings without seeking special education certification.

The special education courses provide academic and professional training for candidates seeking one of these three options. To be considered a highly-qualified special education teacher according to the national standards from the Council for Exceptional Children, one must possess a content area certification: EC-6, English language arts, reading, math, science, or history, **and** special education certification.

Required courses:

SPED 5310	Introduction to Exceptional Learners
SPED 5320	Teaching the Underachiever
SPED 5330	Pedagogy of Special Education (<i>prerequisite SPED 5310</i>)
SPED 5332	Diagnosing and Correcting Reading Difficulties with Clinical Experience
SPED 5350	Classroom and Behavioral Management Strategies

In addition, it is recommended that students take the DBU computer-based TExES preparation course SPED 6010 to prepare for the state certification exam.

International students must provide a TOEFL exam score of 213 (computer-based), 550 (paper-based), or 79 (Internet based) in order to take the special education concentration. If there is no prior special education teaching experience, international students must take SPED 6360 Supervision of Special Education to gain classroom experience to qualify for the Advanced Certificate in Special Education (EC-6) from DBU.

Advanced Certificate in Special Needs Children's Ministry (15 hours)

Note: *Church Membership Requirement (for admission into the Ed.D. in Educational Leadership—all concentrations, Ph.D. in Leadership Studies' Ministry Concentration, Master's Ministry Degrees, and Advanced Ministry Certificate Programs): Within the last 12 months, the applicant must have been an active member of a Christian church that holds Jesus Christ as Lord and Savior and who holds solely the Old Testament and the New Testament as sacred Scripture.*

This 15-credit hour program is designed to provide ministry leaders a framework for understanding areas of special needs that may be encountered when working with children in the local church. In addition, this certificate will guide students to provide leadership that raises the awareness of the need to progress toward greater inclusion of children and their families into the life of the community of faith and provide accommodations that make that participation possible.

Prerequisites:

RELI 1301 Old Testament Survey*
RELI 1302 New Testament Survey*

Requirements include:

MACH 6311 Early Childhood Ministry*
MACH 6312 Ministry With Children*
MACH 6315 Ministry to Children with Special Needs*
SPED 5310 Introduction to Exceptional Learners*
Select one of the following:
EDUC 6304 Improvement of Instruction*
EDUC 6308 The School and Multicultural Society*
GSOM 5393 Disability and Suffering
MAFM 6353 Ministry to Families*
SPED 5350 Classroom and Behavioral Management Strategies

**Courses available online.*

Advanced Certificate in Student Affairs Leadership (12 hours)

The Advanced Certificate in Student Affairs Leadership program is an advanced study that emphasizes the field of higher education student affairs consisting of residential life, new student programs, student advising, Greek life, recreation, co-curricular learning, leadership development, and other student development services. Various models and concepts of human environments, focusing on their manifestations in the college and university setting and their implications for the design of student affairs leadership practices/programs on a national and international scope are reviewed and explored. This program is designed to prepare students for positions of supervisors, directors, or managers in the student affairs administration of higher education institutions.

Required courses:

HIED 6364 Campus Community Design and Development
HIED 6370 The College Student
HIED 6371 Introduction to Student Affairs Work
HIED 6372 Principles of Co-curricular Learning

Advanced Certificate in Student Ministry (15 hours)

Note: *Church Membership Requirement (for admission into the Ed.D. in Educational Leadership—all concentrations, Ph.D. in Leadership Studies' Ministry Concentration, Master's Ministry Degrees, and Advanced Ministry Certificate Programs): Within the last 12 months, the applicant must have been an active member of a Christian church that holds Jesus Christ as Lord and Savior and who holds solely the Old Testament and the New Testament as sacred Scripture.*

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

Prerequisites:

RELI 1301 Old Testament Survey*
RELI 1302 New Testament Survey*

Required courses:

MAST 5313 Ministry with Students*
MAST 6350 Family-Based Student Ministry*
MAST 6351 Student Cultural Issues*
MAST 6353 Adolescent Development* **or** MAFM 6316 Faith Formation in the Life Stages*
MAST 6356 Developing Student Ministry Lay Leaders* **(S-L)**

Select one of the following:

MAFM 6316 Faith Formation in Life Stages
MAST 6353 Adolescent Development*

**Courses available online.*

Advanced Certificate in Theological Studies (15 hours)

Note: Church Membership Requirement (for admission into the Ed.D. in Educational Leadership—all concentrations, Ph.D. in Leadership Studies' Ministry Concentration, Master's Ministry Degrees, and Advanced Ministry Certificate Programs): Within the last 12 months, the applicant must have been an active member of a Christian church that holds Jesus Christ as Lord and Savior and who holds solely the Old Testament and the New Testament as sacred Scripture.

The Advanced Certificate in Theological Studies is designed to offer students an introductory exposure to in-depth biblical and theological study in order to enhance their teaching competencies in a ministry-related context or simply enrich their own personal appreciation, understanding, defense, and communication of key dimensions of the Christian faith.

Prerequisite requirements:

RELI 1301 Old Testament Survey*
RELI 1302 New Testament Survey*
3000/4000 Level Religion or 5000/6000 Level Theology Course

Required Courses (excluding prerequisites)

THEO 5313 Applied Hermeneutics*
THEO 6306 Systematic Theology*
Plus any three additional M.A. in Theological Studies courses selected in consultation with the program advisor.

*Course available online

Advanced Certificate in Worship Ministry (12 hours)

Note: Church Membership Requirement (for admission into the Ed.D. in Educational Leadership—all concentrations, Ph.D. in Leadership Studies' Ministry Concentration, Master's Ministry Degrees, and Advanced Ministry Certificate Programs): Within the last 12 months, the applicant must have been an active member of a Christian church that holds Jesus Christ as Lord and Savior and who holds solely the Old Testament and the New Testament as sacred Scripture.

Courses comprising this certificate engage worship leaders in a study of Christian worship from theological and practical dimensions. The certificate equips worship leaders with tools for effective worship ministry in personal and corporate worship experiences.

Prerequisites:

RELI 1301 Old Testament Survey*
RELI 1302 New Testament Survey*

Required Courses

Select four of the following:

MAWL 5304 Leadership in Worship*
MAWL 5307 History of Worship Song*
MAWL 6303 Spiritual Formation and Worship*
MAWL 6308 Worship Through the Ages*
MAWL 6314 Worship Technology
MAWL 6316 Worship Theology for Contemporary Ministry*

*Course available online

POST MASTER'S CERTIFICATE PROGRAM

Advanced Certificate in School Superintendency (15 hours)

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

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

Required courses (excluding prerequisites):

EDDS 7315 Budget and Finance in Education
EDDS 7320 Internship in K-12 Leadership (S-L)
EDDS 7362 Human Resource Management and Development

EDDS 7364 The Superintendency
EDDS 7355 Advanced School Law

Prerequisite requirements

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

Master's Degree Programs

Master of Arts in Communication

Joanne Morgan, Ed.D., Program Director

The Master of Arts degree in Communication is a 36-credit hour program designed to equip graduates with academic and professional skills related to the field of communication, providing the skills and knowledge needed for servant leadership in educational, ministry, community, or professional organizations. The core courses are designed to expose graduate students to the theories, research methods, and contemporary trends in communication studies while improving their skills in public speaking, designing effective visual support for messages, using technology related to communication, and leading communication activities for groups.

Five concentrations are available in this program: **Communication Leadership**, **Communication for Ministry**, **Communication Studies**, **Organizational Communication Management**, and **Worship Leadership**.

- The **Communication Leadership** concentration enables students to develop communication skills, competencies, and strategies needed by servant leaders to provide direction and influence in interpersonal, group, and organizational contexts.
- The **Communication Studies** concentration provides students with in-depth knowledge of traditional and contemporary communication theories, research, analysis, and practices related to communication as a field of study.
- The **Organizational Communication Management** concentration enables students to apply knowledge of communication theories and research to communication practices related to organizations, equipping students to contribute their knowledge and skills as specialists in the ethical management of communication for organizations.
- The **Communication for Ministry** concentration provides students with in-depth knowledge of traditional and contemporary theories and practices related to the field of communication and applied to a ministry context. Students are prepared through their studies to enhance their skills as servant leaders for churches and ministries.
- The **Worship Leadership** concentration provides students with in-depth knowledge of traditional and contemporary theories and practices related to the field of communication, media, and worship. Students are prepared through their studies to enhance their skills as servant leaders for churches and ministries.

PREREQUISITES

No prerequisite course work is required for this program.

ADMISSION

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

Curriculum Overview

The M.A. in Communication degree has a required core curriculum (18 hours) and a choice of four concentrations: Communication for Ministry (18 hours), Communication Studies (18 hours), Organizational Communication Management (18 hours), and Worship Leadership (18 hours).

Required Core Curriculum (18 hours)

COMA 6300	Introduction to Graduate Communication Studies
COMA 6301	Advanced Communication Theory (<i>prerequisite: COMA 6300 or permission of the Program Director</i>)
COMA 6303	Digital Media Communication
COMA 6305	Presentation Communication (S-L)
COMA 6307	Communication Leadership for Groups
COMA 6309	Social Media and Communication

Communication Leadership (18 hours)

MAL 6301	Christian Worldview of Leadership
MAL 6303	Leadership in Conflict and Adversity
MAL 6304	Leadership Communication
MANA 6312	Communication and Business Behavior

Elective: Any additional graduate level COMA course selected in consultation with advisor.

Elective: Any additional graduate level program course selected in consultation with advisor.

Communication for Ministry (18 hours)

MACE 5302 Biblical Servant Leadership

MAGL 5321 Sharing Gospel Faith

MACM 5301 Foundations of Christian Ministry

MACM 6309 Shepherding in the 21st Century

Elective: Any additional graduate level COMA course selected in consultation with advisor.

Elective: Any additional graduate level program course selected in consultation with advisor.

Communication Studies Concentration (18 hours)

COMA 6310 Rhetoric, Argumentation, and Advocacy

COMA 6311 Relational Communication

COMA 6312 Advanced Persuasive Communication

COMA 6313 Advanced Nonverbal Communication

COMA 6314 Intercultural Communication

COMA 6315 Communication Studies Graduate Internship

or

COMA 6316 Communication Studies Graduate Research Project

Organizational Communication Management Concentration (18 hours)

COMA 6320 Organizational Communication

COMA 6321 Strategic Communication for Organizations

COMA 6322 Communication Campaigns

COMA 6323 Communication Consulting

COMA 6324 Communication for Global Organizations

COMA 6325 Organizational Communication Management Graduate Internship

or

COMA 6326 Organizational Communication Management Graduate Research Project

Worship Leadership Concentration (18 hours)

MAWL 5304 Leadership in Worship

MAWL 5310 Worship Philosophy and Practice

MAWL 6313 21st Century Transformational Worship

MAWL 6314 Worship Technology

Electives: *Any graduate COMA course selected in consultation with advisor*

Any additional graduate-level program course selected in consultation with advisor

Total Credit Hours Required : Minimum 36 hours

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

Master of Arts in Counseling

Mary L. Becerril, Ph.D., Program Director, Main Campus
Joe Cook, Ph.D., Program Director, DBU North

The Master of Arts degree in Counseling 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, domestic violence 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 M.A. in Counseling degree are taught in the evening and on the weekend.

ADMISSION

NOTE: Church Membership Requirement for Admission to the M.A. in Counseling Program:

Admission to this degree program requires a recommendation from a staff member or official in the church of which the applicant is currently a member or faithfully attends that holds Jesus Christ to be their Lord and Savior, and who hold solely the Old Testament and the New Testament as sacred scripture.

TRANSFER STUDENTS

Applicants desiring to transfer from a master's counseling program at another university to the M.A. in Counseling Program at DBU are required to submit an official letter which states that the applicant is a student in good standing and is eligible to complete that program as well as enroll in practicum classes. This letter should be from the Dean or the Program Director on school letterhead and is to be submitted with the application to the DBU program.

Master of Arts in Counseling Agreement Contract:

Newly admitted students will meet with the Program Director, at which time the Master of Arts in Counseling Agreement Contract will be explained and discussed. By signing this agreement contract, new students are stating their willingness to be evaluated on nine characteristics deemed necessary for the development of an ethical and competent counselor. These characteristics are implied from the expectations of professional and personal competence and responsibility **and are as follows:** openness, flexibility, positiveness, cooperativeness, willingness to use and accept feedback, awareness of impact on others, ability to deal with conflict, ability to accept personal responsibility, and ability to express feelings effectively and appropriately. In addition, the student's signature on the contract expresses agreement to attend eight counseling sessions during the first two semesters in the M.A.C. Program. No student will be allowed to register for practicum until all sessions are complete.

PROGRAM CONTINUANCE

Continuance in the program past the first twelve (12) hours is pending submission of a satisfactory score on the Miller Analogies Test (MAT) or *Graduate Record Examinations® (GRE®)*.

PREREQUISITES

There are four undergraduate-level psychology prerequisites: Introduction to Psychology or general psychology, statistics, and 6 hours of upper-level psychology. **Continuance in the program past the first 18 hours** is pending successful completion of these prerequisites.

Master of Arts in Counseling Practicum

The practicum experience consists of two courses, COUN 6317 (**S-L**) and COUN 6318 (**S-L**), completed sequentially following the pre-practicum course, COUN 5318. 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 videotaped counseling sessions and seminar discussions of counseling theories, methods, and techniques. (**S-L**) = *Course(s) with field-based service-learning component.*

Students should attempt to enroll in the three practicum courses (which includes the pre-practicum) sequentially. In order to progress through the three courses, a grade of "B-" or above must be earned. In the event of a "C" or below, the course will have to be repeated until at least a "B-" is earned. The student is responsible for any remedial work that may be suggested by the faculty in order to successfully complete the practicum course.

Program Requirements

The program of study provides students the necessary course work to meet academic requirements to become a Licensed Professional Counselor. Course requirements include forty-nine credit hours consisting of:

COUN 5310	Introduction to Professional Counseling
COUN 5312	Counseling Theories and Techniques
COUN 5313	Group Counseling Methods
COUN 5314	Lifespan Human Development
COUN 5315	Psychological Testing
COUN 5316	Research Methods
COUN 5317	Multicultural Perspectives
COUN 5318	Pre-Practicum in Counseling
COUN 6100	Comprehensive Counseling Review
COUN 6310	Career Counseling and Lifestyle Development
COUN 6311	Addictive and Compulsive Disorders
COUN 6312	Psychopathology
COUN 6314	Marriage and Family Counseling
COUN 6315	Theological Perspectives in Christian Counseling
COUN 6316	Advanced Counseling Methods and Crisis Intervention
COUN 6317	Counseling Practicum I (S-L)
COUN 6318	Counseling Practicum II (S-L)

After completion of the 49-hour graduate counseling program, the graduate is eligible to apply for state LPC licensure. In order to become licensed in Texas, the program graduate must pass the National Certification Examination and complete a 3000-hour supervised counseling internship.

Total Credit Hours Required: Minimum 49 hours

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

Master of Arts in International Studies

Brent Thomason, Ph.D., Acting Program Director

The Master of Arts in International Studies is a 36-hour, non-thesis program designed to equip leaders for service in a broad array of multicultural contexts, including for-profit business, non-profit/non-governmental organizations, diplomacy, and government. The degree provides a broad-based view of how the interplay between diverse cultures affects commerce, diplomatic relations, society, government, religion, foreign affairs, the arts, and other facets of society in today's global environment. Graduates of the program will be equipped to lead with distinction and diplomacy in an ever-globalizing world, as well as serve their communities in culturally-sensitive ways.

ACADEMIC REQUIREMENTS:

Admission Requirements Specific to This Program:

Master of Arts in International Studies applicants must: 1) have earned a bachelor's degree from an accredited institution recognized by DBU, 2) show strong moral character commensurate with the University's mission of producing servant leaders, and 3) demonstrate through their academic record a likelihood of success in the Master of Arts in International Studies program. In addition to these requirements, the applicant's record of service in the community and in positions of leadership will be considered.

OTHER REQUIREMENTS:

MAIS 5001 International Shadowing Experience is a required course unless the student chooses MAIS 5310 Short-Term International Immersion Experience or the International Immersion concentration. In MAIS 5001, the student shadows an international leader in a foreign country for one business week.

REQUIRED CORE CURRICULUM (24 hours)

COMA 6314	Intercultural Communication
MACE 5302	Biblical Servant Leadership
MAIS 5301	Contemporary Issues in a Globalizing World [Travel-Study course]
MAIS 5302	World Regional Geography
MAIS 5303	Christian Perspectives on Global Religions and Worldviews (S-L)
MALA 5317	Comparative Government
MANA 6311	Global Initiatives in Management

Select one of the following courses:

ENGL 5340	Studies in Global Literature
ESLS 5301	Second Language Acquisition
MAGL 5331	Cross-Cultural Living and Ministry
MAIS 5304	Politics of Peace and Conflict
MAIS 5305	Cultural Intelligence

CONCENTRATIONS (12 hours) *Choose one:*

East Asian Studies

Select any four of the following courses:

MAGL 5351	History and Culture of East Asia
MAGL 5352	History of East Asian Philosophy and Religion
MAGL 5353	Fine Arts in East Asia
MAGL 5354	Literature of East Asia
MAGL 5355	Leadership in East Asia
MAGL 5356	Business and Finance in East Asia
MAGL 5357	Understanding East Asian Civilization and Culture
MAGL 5358	Essentials of East Asian Language
MAIS 5310	Short-Term International Immersion Experience

European Studies

Select any four of the following courses:

ENGL 5340	Studies in Global Literature: Eastern European Literature
MAIS 5306	Leadership in Europe
MAIS 5307	Business and Finance in Europe
MAIS 5310	Short-Term International Immersion Experience
MALA 5300	Western Heritage and Christianity
MALA 5301	Western Church History

Global Business

Select any four of the following courses:

COMA 6324	Communication for Global Organizations
ECON 6303	International Economics and Legal Environment
ENTR 6306	International Entrepreneurship
FINA 6321	International Finance
MAGL 6345	Business as Mission (S-L)
MAIS 5310	Short-Term International Immersion Experience
MRKT 6321	International Marketing

International Immersion

Students will work with a lead professor to design a two-semester immersion experience in a foreign country.

MAIS 5308	Understanding Civilization and Culture
MAIS 5309	Essentials of Foreign Language
MAIS 5311	International Internship I
MAIS 5312	International Internship II

International Ministry

Select any four of the following courses:

MAGL 5330	Introduction to Missiology
MAGL 5331	Cross-Cultural Living and Ministry
MAGL 5332	Strategies for Missionary Work
MAGL 5336	Current Trends in Missions
MAGL 5340	Integrating Faith and Cultures
MAGL 5341	Perspectives on the World Christian Movement
MAGL 5342	Ethnography, Cultures, and Worldviews
MAGL 5343	Understanding Islam
MAGL 5344	Strategies for Urban Ministries
MAGL 6345	Business as Mission (S-L)
MAIS 5310	Short-Term International Immersion Experience
MAWL 6311	Global Worship

International Relations

Select any four of the following courses:

ECON 6303	International Economics and Legal Environment
MAIS 5304	Politics of Peace and Conflict
MAIS 5310	Short-Term International Immersion Experience
MAIS 5313	Urbanization And Development
MAIS 5314	International Human Rights
MAIS 5315	Ethics in International Relations
MAIS 5316	Global Health Issues
MALA 5314	International Relations

General International Studies

Select any four courses from the following concentrations:

East Asian Studies
European Studies
Global Business
International Ministry

Total Credit Hours: Minimum 36 hours

Master of Arts in Leadership

David Cook, J.D., Program Director

The Master of Arts in Leadership is a 36-hour, non-thesis program designed to equip leaders with the core leadership skills and knowledge necessary to become effective practitioner-leaders in for-profit, non-profit, and governmental organizations. Courses are designed to provide students with a foundational knowledge of key leadership theories and are heavily weighted towards learning how to apply leadership skills in real world contexts. Students will hear from panels of leaders in the field, perform individual and group learning projects, visit the headquarters of exemplary organizations, and engage in a capstone trip experience to Washington, D.C. designed to allow students to learn about key historical leaders as well as interview current national leaders. The goal of the program is to provide a practical, yet thought-provoking master's-level degree in leadership that will allow practitioners to become Christian scholars, servant leaders, and global thinkers.

ACADEMIC REQUIREMENTS:

Considerations for Admission Specific to This Program:

Applicants must have: 1) earned a bachelor's degree from an accredited institution recognized by DBU, 2) show strong moral character commensurate with the University's mission of producing servant leaders, and 3) demonstrate through their academic record a likelihood of success in the Master of Arts in Leadership program. In addition to these requirements, another factor that will be considered is the applicant's record of service in the community and in positions of leadership.

REQUIRED CORE CURRICULUM:

MACE 5302	Biblical Servant Leadership
MAL 5308	Great Leaders in History
MAL 5309	Revolutionary Power: Leadership in the Lives of the Founding Fathers
MAL 6301	Christian Worldview of Leadership
MAL 6302	Vision-Casting and Leading Change
MAL 6303	Leadership in Conflict and Adversity
MAL 6304	Leadership Communication
MAL 6305	Relational Leadership and Emotional Intelligence
MAL 6306	Cross-Cultural and Global Leadership
MAL 6307	Mentored Leadership Internship (S-L)
MANA 6310	Leadership in Management
MANA 6320	Business Ethics

Total Credit Hours: Minimum 36 hours

Master of Arts in Management

Richard Nassar, Program Director

The purpose of the Master of Arts in Management is to prepare current and future general managers for successful and rewarding careers in diverse, global operational environments. Graduates with a M.A. in Management credential will be strong decision makers who have deep understanding and practical skills in related functional areas such as talent management, production quality, project and financial management, annual planning and operational process compliance. Students will leave with essential practical strengths in: recruiting and retaining top talent, employee development, performance management, sales management, and policy development; direct and oversee production activities, production and quality control, and overseeing safety standards; effective operational processes; ability to provide recommendations regarding investments and cash strategies, preparation of annual budgets, and variance analyses; expertise in annual planning processes and evaluation of results; and ethical decision-making. Students will engage in service-learning projects and services to enhance servant leadership competencies.

M.A. in Management Admissions

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

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

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

- A likelihood for academic success as demonstrated by a GPA of 3.0 or higher. (The Master's Degrees Admission Committee may take into consideration the student's performance in the last 60 hours of undergraduate course work as it reviews undergraduate performance.)
- Submission of a satisfactory score on the Miller Analogies Test (MAT) or *Graduate Record Examinations® (GRE®)*
- Five or more years of significant, substantive managerial/leadership experience that may be evidenced through résumé review, applicant interview, or employer recommendations.
- 12 hours of graduate work from an accredited institution with a grade point average of 3.0 or higher.

Full Admission

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

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

Provisional Admission

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

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

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

Deferred Admission

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

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

M.A. in Management Foundational Requirements

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

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

- Foundational courses will not be accepted if completed through correspondence, life and work experience, CLEP, or other standardized testing.

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

BUAD 5301	Orientation to American Business Techniques and Culture (International Students Only)
MANA 51.521	Management Theory (or undergraduate equivalent)
MANA 51.522	Business Legal Environment (or undergraduate equivalent)
MRKT 51.521	Marketing Concepts (or undergraduate equivalent)

M.A. in Management Concentrations:

- **Conflict Resolution Management**
- **General Management**
- **Health Care Management**
- **Human Resource Management**
- **Organizational Communication**
- **Performance Management**
- **Professional Sales and Management Optimization**

CURRICULUM OVERVIEW

M.A. in Management Required Core Curriculum (24 hours)

(Core of 24 credit hours and 12 credit hours within a concentration)

MANA 6310	Leadership in Management (<i>Prerequisite: MANA 51.521</i>)
MANA 6312	Communication and Business Behavior (<i>Prerequisite: MANA 51.521</i>)
MANA 6314	Organizational Change and Development (<i>Prerequisite: MANA 51.521</i>)
MANA 6319	Operational Finance
MANA 6320	Business Ethics (<i>Prerequisite: MANA 51.521</i>)
MANA 6323	Human Resource Strategy (S-L) (<i>Prerequisite: MANA 51.521</i>)
MANA 6360	Managerial Strategy and Implementation (S-L) (<i>Last course in program</i>)
MRKT 6341	Advanced Marketing Strategies (<i>Prerequisite: MRKT 51.521</i>)

Total Credit Hours Required: Minimum 36 hours

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

Conflict Resolution Management Concentration

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

CURRICULUM OVERVIEW

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

CRMN 6310	Conflict Resolution Management
MANA 6342	Employee Negotiations and Collective Bargaining (<i>Prerequisite: MANA 51.521</i>)
CRMN 6320	Advanced Family Mediation (<i>Prerequisite: CRMN 6310</i>)
CRMN 6321	Advanced Business Mediation (<i>Prerequisite: CRMN 6310</i>)

General Management Concentration

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

CURRICULUM OVERVIEW

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

CRMN 6310	Conflict Resolution Management
MANA 6311	Global Initiatives in Management (<i>Prerequisite: MANA 51.521</i>)
MANA 6333	Operations and Quality Management (<i>Prerequisite: MANA 51.521</i>)
PROJ 6301	Project Overview, Strategic Process, and Project Initiation

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. This concentration is also available online.

CURRICULUM OVERVIEW

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

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

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. This concentration is also available online.

CURRICULUM OVERVIEW

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

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

Organizational Communication Concentration

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

CURRICULUM OVERVIEW

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

COMA 6303	Digital Media Communication
COMA 6309	Social Media and Communication
COMA 6321	Strategic Communication for Organizations
COMA 6324	Communication for Global Organizations

Performance Management Concentration

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

CURRICULUM OVERVIEW

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

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

Professional Sales and Management Optimization Concentration

The Professional Sales and Management Optimization concentration will equip students with competencies for professional management and sales careers. Participants in the program will acquire tools and models that drive exceptional business results which will create and implement strategies and scorecards to manage accounts, optimize selling opportunities, forecast and generate revenue, develop customer profiles and buying criteria, create and implement personalized activity plans, influence purchase decisions, and identify business conditions that affect sales, create impactful statements that engage decision-makers, and eliminate obstacles that negatively impact a sale.

CURRICULUM OVERVIEW

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

MANA 6353	Mastering Professional Sales Solutions (<i>Prerequisite: MANA 51.521, MRKT 51.521 or undergraduate equivalent</i>)
MANA 6354	Sales Negotiations (<i>Prerequisite: MANA 51.521, MRKT 51.521 or undergraduate equivalent</i>)
MANA 6355	Sales Management Optimization (S-L) (<i>Prerequisite: MANA 51.521, MRKT 51.521 or undergraduate equivalent</i>)
MANA 6356	Sales Force Management (<i>Prerequisite: MANA 51.521, MRKT 51.521 or undergraduate equivalent</i>)

Master of Arts in Professional Development

Sena Baker, Program Director

The Master of Arts in Professional Development 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. in Professional Development enhances a broad and diverse educational experience, and students may select the single-discipline track from business, criminal justice, higher education, counseling, leadership, English as a Second Language, missions, professional life coaching, training and development, or an interdisciplinary track.

ADMISSION

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

Admission and Retention Requirements for Accounting Concentration:

- Graduate and Undergraduate students seeking admission to this degree with an accounting concentration must have an overall GPA of 3.0.
- Students must maintain an overall GPA of 3.0 and a GPA of 3.0 in all accounting coursework in order to remain in the program and to graduate with this degree in accounting.
- Students must sign a Statement of Understanding about the accounting concentration before beginning graduate accounting coursework. The statement will be provided by the student's advisor.

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):

MAPD 5305 Introduction to Leadership Studies (S-L)
MAPD 5350 World Views: Human Beliefs/Human Actions (S-L)
MAPD 6347 Career Development and Life Transitions

Single Discipline Track

Concentration (18 hours)

Electives (9 hours)

(The Training and Development concentration is a 27-hour interdisciplinary concentration with no electives)

Interdisciplinary Track

Primary Discipline (15 hours)

Secondary Discipline (12 hours)

Concentrations available to the M.A. in Professional Development student are:

Accounting

Choose the appropriate number of classes from the following:

ACCT 5311 Survey of Accounting
ACCT 6321 Managerial Accounting
ACCT 6330 Tax Planning and Research
ACCT 6335 Financial Statement Analysis
ACCT 6343 Accounting for Governmental and Nonprofit Entities
ACCT 6344 Nonprofit Accounting, Resource Development and Fundraising
ACCT 6345 Fraud and Forensic Accounting
ACCT 6346 Advanced Auditing

Note: Prerequisites must be met before a student is allowed to register for a specific course.

Church Leadership

Choose 3 classes from the following Church Leadership courses:

MALA 5301 Western Church History
MALA 5302 History of Religion in America
MALA 5303 Baptist History
MALA 5357 History of the Reformation
MALA 5358 Teaching Ministry of the Church
MALA 5362 Youth Ministry in the Church
MALA 5365 Christianity in a Pluralistic World

Choose 3 classes from the following Leadership Studies courses:

COUN 5314 Lifespan Human Development
COUN 5316 Research Methods
HIED 6345 Ethics and Leadership Theory: Servant Leadership

MALA 5312	The Twentieth Century
MANA 51.521	Management Theory
MANA 51.522	Business Legal Environment
MANA 6301	Employment Law
MANA 6312	Communication and Business Behavior
MANA 6314	Organizational Change and Development
MANA 6320	Business Ethics
MANA 6321	Organizational Behavior
MANA 6323	Human Resource Strategy (S-L)
MANA 6342	Employee Negotiations and Collective Bargaining
MANA 6343	Compensation and Performance
MRKT 51.521	Marketing Concepts
MRKT 6301	Creative Problem Solving for Marketing Decisions (S-L)

Note: *Prerequisites must be met before a student is allowed to register for a specific course.*

Communication

Choose the appropriate number of classes from the following:

COMA 6300	Introduction to Graduate Communication Studies
COMA 6301	Advanced Communication Theory (<i>Prerequisite: COMA 6300</i>)
COMA 6303	Digital Media Communication
COMA 6305	Presentation Communication (S-L)
COMA 6307	Communication Leadership for Groups
COMA 6309	Social Media and Communication
COMA 6310	Rhetoric, Argumentation, and Advocacy (<i>Prerequisite: COMA 6301</i>)
COMA 6311	Relational Communication (<i>Prerequisite: COMA 6301</i>)
COMA 6312	Advanced Persuasive Communication
COMA 6313	Advanced Nonverbal Communication (<i>Prerequisite: COMA 6301</i>)
COMA 6314	Intercultural Communication
COMA 6320	Organizational Communication
COMA 6321	Strategic Communication for Organizations
COMA 6322	Communication Campaigns
COMA 6323	Communication Consulting (<i>Prerequisites: COMA 6320 and COMA 6321</i>)
COMA 6324	Communication for Global Organizations
COMA 6326	Organizational Communication Management Graduate Research Project (<i>Prerequisite: Director Approval</i>)

The following Communication classes are reserved for M.A. in Communication students only:

COMA 6315	Communication Studies Graduate Internship
COMA 6316	Communication Studies Graduate Research Project
COMA 6325	Organizational Communication Management Graduate Internship

Counseling*

Required Concentration Courses:

COUN 5310	Introduction to Professional Counseling
COUN 5312	Counseling Theories and Techniques
<i>Choose the appropriate number of classes from the following:</i>	
COUN 5314	Lifespan Human Development
COUN 5317	Multicultural Perspectives
COUN 6310	Career Counseling and Lifestyle Development
COUN 6311	Addictive and Compulsive Disorders
COUN 6312	Psychopathology
COUN 6314	Marriage and Family Counseling
COUN 6315	Theological Perspectives in Christian Counseling
COUN 6316	Advanced Counseling Methods and Crisis Intervention
COUN 6320	Counseling Victims of Trauma
COUN 6321	Advanced Trauma Counseling
COUN 6322	Play Therapy
COUN 6323	Advanced Techniques of Play Therapy
COUN 6324	A Christian Approach to Human Sexuality
COUN 6325	Assessment and Intervention in Marriage and Family Therapy

**This program of study does not provide students the necessary course work to meet academic requirements to become a Licensed Professional Counselor.*

Note: Prerequisites must be met before a student is allowed to register for a specific course.

Criminal Justice*

Choose the appropriate number of classes from the following:

CRJS 5320	Ethical Issues in Law Enforcement
CRJS 5321	Principles of Organizations and Administration for Justice Professionals
CRJS 5322	Crime and Drug Problems and Control
CRJS 5323	Crime and Community
CRJS 5324	Correctional Theory and Application
CRJS 5325	White Collar Crime in America
CRJS 5326	Research Methods in Criminal Justice
CRJS 5327	Selected Topics in Criminal Justice
CRJS 5330	Victim/Victimization
CRJS 5332	Crisis Intervention

** Prerequisites for the Criminal Justice Concentration are CRJS 1302, or Undergraduate Major/Minor in Criminal Justice or Past/Present Services as a Law Enforcement Officer*

English as a Second Language (ESL)

Choose the appropriate number of classes from the following:

ESLS 5301	Second Language Acquisition
ESLS 5304	Methods in Teaching ESL
ESLS 5306	Content Area Language Proficiency Skills
ESLS 5308	Multicultural and Multilingual Learning Environments
ESLS 5310	Administration of ESL Programs
ESLS 5314	Practicum in ESL/EFL Settings (S-L)

Finance

Choose the appropriate number of classes from the following:

ACCT 5311	Survey of Accounting
FINA 51.521	Foundations of Finance
FINA 6301	Corporate Finance
FINA 6302	Capital Markets and Institutions
FINA 6321	International Finance
FINA 6331	Investments
FINA 6332	Futures and Options
FINA 6351	Advanced Management Finance

Note: Prerequisites must be met before a student is allowed to register for a specific course.

Higher Education

Choose the appropriate number of classes from the following:

HIED 5300	College and University Administration
HIED 5320	Methods for the Higher Education Administrator
HIED 5380	Readings in Higher Education
HIED 5381	Readings in Higher Education
HIED 5390	Special Topics in Higher Education
HIED 6310	Legal Aspects and Finance in Higher Education
HIED 6320	Practicum in Higher Education (S-L)
HIED 6321	Practicum in Higher Education (S-L)
HIED 6330	Research Methods in Higher Education
HIED 6340	History and Philosophy of Higher Education
HIED 6345	Ethics and Leadership Theory: Servant Leadership
HIED 6360	Adult Higher Education
HIED 6361	Teaching, Learning, and Student Development
HIED 6362	Curriculum/Program Planning
HIED 6366	History and Philosophy of Community Colleges
HIED 6367	Finance and Administration in Community Colleges
HIED 6368	Contemporary Issues and Challenges in Community Colleges
HIED 6369	Teaching and Learning in Community Colleges
HIED 6370	The College Student
HIED 6371	Introduction to Student Affairs Work
HIED 6373	Methods for the Higher Education Administrator
HIED 6374	Academic Affairs in Higher Education
HIED 6375	Issues and Problems in Higher Education Administration

Leadership Studies

Choose the appropriate number of classes from the following:

COUN 5314	Lifespan Human Development
COUN 5316	Research Methods
HIED 6345	Ethics and Leadership Theory: Servant Leadership

MALA 5312	The Twentieth Century
MANA 51.521	Management Theory
MANA 51.522	Business Legal Environment
MANA 6301	Employment Law
MANA 6305	Staffing Organizations
MANA 6310	Leadership in Management
MANA 6311	Global Initiatives in Management*
MANA 6312	Communication and Business Behavior
MANA 6314	Organizational Change and Development
MANA 6320	Business Ethics
MANA 6321	Organizational Behavior
MANA 6323	Human Resource Strategy (S-L)
MANA 6342	Employee Negotiations and Collective Bargaining
MANA 6343	Compensation and Performance
MRKT 51.521	Marketing Concepts
MRKT 6301	Creative Problem Solving for Marketing Decisions (S-L)

Note: Prerequisites must be met before a student is allowed to register for a specific course.

Management

Choose the appropriate number of classes from the following:

MANA 51.521	Management Theory
MANA 51.522	Business Legal Environment
MANA 5313	Quantitative Methods in Management
MANA 6301	Employment Law
MANA 6302	Quantitative Analysis for Managers
MANA 6305	Staffing Organizations
MANA 6310	Leadership in Management
MANA 6311	Global Initiatives in Management
MANA 6312	Communication and Business Behavior
MANA 6314	Organizational Change and Development
MANA 6319	Operational Finance
MANA 6320	Business Ethics
MANA 6321	Organizational Behavior
MANA 6323	Human Resource Strategy (S-L)
MANA 6327	Future Trends in Technology
MANA 6329	Knowledge Management and Intellectual Capital
MANA 6330	Leadership Development
MANA 6331	Leadership Coaching and Counseling
MANA 6332	Strategies, Models, and Processes
MANA 6333	Operations and Quality Management
MANA 6342	Employee Negotiations and Collective Bargaining
MANA 6343	Compensation and Performance
MANA 6348	Legal Issues for Nonprofit Organizations
MANA 6349	Creative Leadership for Nonprofit Organizations

Note: Prerequisites must be met before a student is allowed to register for a specific course.

Management Information Systems

MISM 6314	Management Information Systems
MISM 6320	Systems Analysis and Design
MISM 6330	Database Management Systems (S-L)
MISM 6335	Networks and Telecommunication
MISM 6353	IT Security

Note: Prerequisites must be met before a student is allowed to register for a specific course.

Marketing

Choose the appropriate number of classes from the following:

MRKT 51.521	Marketing Concepts
MRKT 6301	Creative Problem Solving for Marketing Decisions (S-L)
MRKT 6302	Business Development Strategies
MRKT 6303	New Product Development
MRKT 6312	Consumer and Buyer Behavior
MRKT 6321	International Marketing
MRKT 6331	Marketing Analysis
MRKT 6340	Marketing Strategy for Nonprofit Organizations (S-L)
MRKT 6341	Advanced Marketing Strategies
MRKT 6397	Marketing for Nonprofit
MRKT 6398	Special Topics in Marketing

Note: Prerequisites must be met before a student is allowed to register for a specific course.

Missions

Choose the appropriate number of classes from the following:

MAGL 5330	Introduction to Missiology
MAGL 5331	Cross-Cultural Living and Ministry
MAGL 5332	Strategies for Missionary Work
MAGL 5333	Local Church on Mission
MAGL 5334	Chronological Bible Storying
MAGL 5335	Biographies of Outstanding Missionaries
MAGL 5340	Integrating Faith and Cultures
MAGL 5341	Perspectives on the World Christian Movement
MAGL 5342	Ethnography, Cultures, and Worldviews
MAGL 5343	Understanding Islam
MAGL 5344	Strategies for Urban Ministries

Professional Life Coaching

Required Concentration Courses:

MAPD 5310	Coaching Theories and Methods
MAPD 6311	Developing Coaching Skills
MAPD 6312	Professional Life Coaching Practicum

Choose the appropriate number of classes from the following:

COUN 6310	Career Counseling and Lifestyle Dev.
EDAD 6301	Instructional Leadership Development*
EDSC 6380	Career Development and Lifestyle Counseling for School Counselors
ENTR 6301	New Business Creation**
MACE 6307	Church and Business Administration
MACE 6309	Developing Lay Leaders in the Church
MACE 6322	Introduction to Christian Counseling
MACM 5301	Foundations of Christian Ministry
MACM 6303	Conflict Resolution in Ministry
MACM 6309	Shepherding in the 21 st Century
MANA 6312	Communication/Business Behavior
MANA 6314	Organizational Change/Development
MANA 6330	Leadership Development**
MANA 6331	Leadership Coaching and Counseling**

Note: Prerequisites must be met before a student is allowed to register for a specific course.

*A student enrolling in this class must be a certified teacher.

**Recommended for professional coaches.

Training and Development

Required Concentration Courses:

COMA 6305	Presentation Communication (S-L)
EDUC 6302	Research in Education (S-L)
EDUC 6304	Improvement of Instruction
MANA 6305	Staffing Organizations
MANA 6314	Organization Change and Development
MANA 6330	Leadership Development
MANA 6332	Strategies, Models, and Processes
MAPD 5310	Coaching Theories and Methods
MISM 6314	Management Information Systems

Total Credit Hours Required : Minimum 36 hours

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

Master of Arts in Sport Management

Jim Tennison, Ph.D., Program Director

The Master of Arts in Sport Management program is designed to develop graduates who can pursue careers in sport-related professions or businesses. Graduates can seek positions in professional, collegiate, interscholastic (K-12), civic, or ministry areas of sport. It is a 36-hour program containing a 24-hour core of courses and a 12-hour emphasis in Leadership.

ADMISSION

The student must be accepted by the Master's Degrees Admission Committee.

PREREQUISITE

No prerequisite course work is required for this program.

STUDY PLAN

Required Core Curriculum (27 hours)

KNES 5332	Sport Facility and Event Management
KNES 6331	Business of Sport
KNES 6326	Psychology of Sport and Performance
KNES 6330	Legal and Ethical Issues in Sport (S-L)
MRKT 6331	Marketing Analysis
MANA 6314	Organizational Change and Development
MANA 6319	Operational Finance
MANA 6303	Research and Statistics
MANA 6353	Mastering Professional Sales Solutions

Leadership Courses (6 hours)

CRMN 6310	Conflict Resolution Management
MANA 6310	Leadership in Management

Internship (3 hours)

KNES 5321	Internship
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TOTAL HOURS: 36

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

Master of Arts in Teaching

Carolyn Spain, Ed.D., Program Director

The Master of Arts in Teaching program has been established to enhance the professional development of teachers who are committed to excellence in the classroom. The M.A. in Teaching program is designed for individuals who are interested in pursuing either a master's degree or a master's degree and teacher certification. **(For those seeking teacher certification, see *Pathways to Teaching program information at the end of the M.A. in Teaching specializations*).** 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. in Teaching 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. in Teaching is a non-thesis professional degree varying from 30-36 hours, which may be combined with other requirements to allow an individual to earn a master's degree and certification. Specializations in the M.A. in Teaching degree include:

- Early Childhood through Grade 6 Certification (36 hours)
- Elementary (36 hours)
- Secondary (36 hours)
- EC-12 (36 hours)
- English as a Second Language (36 hours)
- Montessori:
 - Childhood (30 hours)
 - Elementary I (33 hours)
- Multisensory (30 hours)*
- Distance Learning (36 hours)

*The M.A. in Teaching Multisensory specialization is accredited by the International Dyslexia Association (IDA), for having met the standards outlined in the IDA's *Knowledge and Practice Standards for Teachers of Reading*.

ADMISSION

There are no additional requirements other than those required for admission to the graduate program at DBU. However, students desiring to earn teacher certification through a graduate program must meet specific requirements. Please contact the College of Education Office for additional information.

PROGRAM CONTINUANCE

Continuance in the program past the first 12 hours is pending submission of a satisfactory score on the Miller Analogies Test (MAT) or *Graduate Record Examinations® (GRE®)*.

A waiver of the GRE or MAT requirement may be considered if the student meets one of the following conditions:

- earns an "A-" or higher in each of the first four courses (12 hours) of graduate coursework in the DBU College of Education, or
- holds a Bachelor's degree from the DBU College of Education earned within the past five years with a cumulative GPA of 3.25 or higher, or
- holds a Master's degree from DBU.

College of Education Graduate Defense of Degree

Because of Dallas Baptist University's quest for meaningful assessment of graduate candidates, a defense of degree is required in all College of Education Graduate Programs. The defense of degree is a capstone collection of signature assessments and artifacts with reflections that demonstrate a candidate's personal growth, development, and acquisition of knowledge, skills and dispositions.

A digital format will be utilized by the candidate to enhance the presentation and to justify why the degree should be awarded to the candidate. The candidate's formal defense will be presented to members of the Educator Preparation Board and will take place on the main campus each semester.

It is recommended that candidates attend a Defense of Degree workshop held each semester. It is also the candidate's responsibility to schedule a meeting with their designated program director who will provide additional information regarding objectives, service-learning, artifacts, reflections, presentation format, and evaluative criteria and scoring.

Candidates must register for the Defense of Degree course as prescribed in their degree plan during the semester in which they will present their defense of degree to the Educator Preparation Board. The EPB is a group of experienced and widely successful educators from Dallas Baptist University and the Metroplex. Practicing teachers, administrators, consultants, superintendents, guidance directors, personnel directors, and Educational Region Service Center personnel as well as DBU professors and administrators volunteer their time for this highly selective process. The Educator Preparation Board serves as the College of Education Graduate Programs' advisory board and meets three times a year to assess graduate candidates' defense of degrees.

College of Education Graduate Electronic Defense of Degree

Dallas Baptist University's educator preparation programs strive to provide a quality learning experience that enables all candidates to impact P-12 learning. The Defense of Degree is designed to be an individualized collection of documents to prepare the candidate for future positions; demonstrate the candidate's ongoing knowledge, skills, experiences, and dispositions; and provide the candidate with the opportunity for self-reflection. All graduate candidates are required to compile and maintain an electronic, developmental Defense of Degree. There are three types of documents that must be included in the Defense of Degree: required documents, foundational elements, and competency artifacts. Throughout the program, the candidate will collect these documents and upload them to their designed TaskStream account.

The organization of Defense of Degree is governed by the State Board of Educator Certification standards and competencies, DBU/InTASC competencies, and DBU's Educator Preparation Provider competencies in addition to specific field of study competencies.

The Defense of Degree will be used to assess your development as you proceed through your designated program. Candidates who do not have all required documents and "signature assessments" uploaded into TaskStream will not be allowed to proceed to the next level as designed by these Transition Points:

Transition Point One: Requirements for Program Admission
Transition Point Two: Requirements for Program Entrance
Transition Point Three: Requirements for Program Continuance
Transition Point Four: Requirements for Program Completion
Transition Point Five: Requirements for Program Evaluation

It is the candidates' responsibility to meet with their designed program director and/or advisor to discuss the Defense of Degree required documents, checkpoint scoring, foundational elements rubric, and the competency artifacts rubric.

Specializations

Early Childhood through Grade 6 Certification

The Master of Arts in Teaching with EC-6 Certification degree is designed for individuals who are pursuing certification in Early Childhood through Sixth Grade concurrently with a master's degree. This degree is a thirty-six hour, non-thesis plan that includes the criteria established by the State Board for Educator Certification for EC-6 Texas Teacher Certification. This degree includes a clinical-teaching or an internship component, which will count as six graduate hours.

Academic Specialization (18 credit hours required)

GSCI 5320	Pedagogy of Science
MATH 5304	Content Math 1
READ 5334	Studies in the Diagnosis and Clinical Correction of Reading Issue
READ 6331	Studies in Reading and Literature
READ 6332	Pedagogy of Reading and Language Arts
SOST 5340	Pedagogy of Social Studies

Professional Development (12 credit hours required)

EDUC 6302	Research in Education (S-L)
EDUC 6304	Improvement of Instruction

EDUC 5321	Internship in Teaching I
and	
EDUC 5322	Internship in Teaching II
or	
EDUC 5608	Clinical Teaching

Resource Area (6 credit hours required)

EDUC 5303	Developmental Stages of Early Childhood Through Adolescence
EDUC 5316	Studies in Classroom Management, Instruction and Assessment

Required

EDUC 6010	Defense of Degree
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Total Credit Hours Required: Minimum 36 hours

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

The Master of Arts in Teaching with an elementary, secondary, EC-12, or English as a Second Language specialization may be pursued concurrently by individuals who are working on teacher certification or by individuals who are only pursuing a master's degree in the field. This Master of Arts in Teaching Degree is a thirty-six hour, non-thesis plan that includes some of the criteria established by the State Board for Educator Certification for Texas teacher certification.

Elementary Specialization

Academic Specialization (15 credit hours required)

GSCI 5320	Pedagogy of Science
MATH 5304	Content Math I
READ 6331	Studies in Reading and Literature
READ 6332	Pedagogy of Reading and Language Arts
SOST 5340	Pedagogy of Social Studies

Technology Area (3 credit hours required)

TECH 5320	Technology for Today's Learner
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Professional Development (9 credit hours required)

EDUC 6302	Research in Education (S-L)
EDUC 6304	Improvement of Instruction
EDUC 6308	The School and Multicultural 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 and Evaluation

Required

EDUC 6010	Defense of Degree
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Total Credit Hours Required: Minimum 36 hours

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

Secondary Specialization

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 Multicultural Society
READ 6332	Pedagogy of Reading and Language Arts

Technology Area (3 credit hours required)

TECH 5320	Technology for Today's Learner
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Professional Development (12 credit hours required)

EDUC 5303	Developmental Stages of Early Childhood Through Adolescence
EDUC 6302	Research in Education (S-L)
EDUC 6304	Improvement of Instruction
EDUC 6306	Curriculum Design & Evaluation

Resource Area (9 credit hours required)

EDUC 5310	Intro to Exceptional Learners and Mainstreaming
EDUC 5320	Teaching the Underachiever
<i>Candidate will register for corresponding teacher certification area below:</i>	
EDUC 5335	Secondary Pedagogy for Math
EDUC 5336	Secondary Pedagogy for English Language Arts Reading
EDUC 5337	Secondary Pedagogy for Science
EDUC 5338	Secondary Pedagogy for History

Required

EDUC 6010	Defense of Degree
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Total Credit Hours Required: Minimum 36 hours

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

EC-12 Specialization

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 Multicultural Society
READ 6332	Pedagogy of Reading and Language Arts

Technology Area (3 credit hours required)

TECH 5320	Technology for Today's Learner
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Professional Development (12 credit hours required)

EDUC 5303	Developmental Stages of Early Childhood Through Adolescence
EDUC 6302	Research in Education (S-L)
EDUC 6304	Improvement of Instruction
EDUC 6306	Curriculum Design & Evaluation

Resource Area (9 credit hours required)

EDUC 5310	Intro to Exceptional Learners and Mainstreaming
EDUC 5320	Teaching the Underachiever
EDAD 6313	Supervision of Instruction

Required

EDUC 6010	Defense of Degree
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Total Credit Hours Required: Minimum 36 hours

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

English as a Second Language Specialization

Academic Specialization (15 credit hours required)

ESLS 5301	Second Language Acquisition*
ESLS 5304	Methods in Teaching ESL*
ESLS 5306	Content Area Language Proficiency Skills*
ESLS 5308	Multicultural and Multilingual Learning Environments*
ESLS 5310	Administration of the ESL Program
ESLS 5312	Practicum for State Certification (S-L)*
ESLS 5314	Practicum in ESL/EFL Settings (S-L)**

*Courses required for the Texas ESL Certificate

**Course required for DBU Advanced Certificate

Technology Area (3 credit hours required)

TECH 5320	Technology for Today's Learner
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Professional Development (9 credit hours required)

EDUC 6302	Research in Education (S-L)
EDUC 6304	Improvement of Instruction
EDUC 6308	The School and the Multicultural American Society

Resource Area (9 credit hours required)

EDAD 6313	Supervision of Instruction
EDUC 6010	Defense of Degree
EDUC 6306	Curriculum Design/Evaluation
READ 6331	Studies in Reading and Literature

Total Credit Hours Required: Minimum 36 hours

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

Montessori Specialization

Early Childhood

Academic Specialization

EDUC 5360	Introduction to Montessori Philosophy and Observation
EDUC 5361	Montessori Practical Life and Philosophy
EDUC 5362	Montessori Sensorial and Philosophy
EDUC 5363	Montessori Early Childhood Mathematics and Philosophy
EDUC 5364	Montessori Early Childhood Language Arts and Philosophy
EDUC 5365	Montessori Cultural and Philosophy
EDUC 5366	Montessori Early Childhood Content Areas and Philosophy

Professional Development

EDUC 6302	Research in Education (S-L)
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Resource Area

EDUC 5368	Montessori Child Development
EDUC 5369	Montessori Early Childhood Classroom Leadership
EDUC 6010	Defense of Degree (Required)

Total Credit Hours Required: Minimum 30 hours

Elementary I

Academic Specialization

EDUC 5360	Introduction to Montessori Philosophy and Observation
EDUC 5370	Montessori Elementary Mathematics I and Philosophy
EDUC 5371	Montessori Elementary Mathematics II and Philosophy
EDUC 5372	Montessori Elementary Language Arts I and Philosophy
EDUC 5373	Montessori Elementary Language Arts II and Philosophy
EDUC 5374	Montessori Biological Sciences and Philosophy
EDUC 5375	Montessori Geometry, Fractions, and Philosophy
EDUC 5376	Montessori History, Geography, and Philosophy
EDUC 5377	Montessori Functional Geography and Philosophy
EDUC 5378	Montessori Elementary Content Areas and Philosophy

Resource Area

EDUC 5379	Montessori Elementary Classroom Management, Research, & Curriculum Design
EDUC 6010	Defense of Degree (Required)

Total Credit Hours Required: Minimum 33 hours

Multisensory Specialization

Note: These courses are taught through the Shelton School. Students must apply and be admitted to the Master of Arts in Teaching at DBU in order to receive transcript credit from DBU. Class registration is completed through both DBU and the Shelton School with tuition and fees being paid to both DBU and the Shelton School. Contact the MAT program director for more information about this specialization.

Academic Specialization (18 credit hours required)

Chosen with advisor approval

EDUC 5340	Teaching Written Language Skills in a Multisensory Structured Language
EDUC 5341	Therapeutic Analysis of Written Language Disorders
EDUC 5342	Classroom Management of the Learning Different Student
EDUC 5343	Classroom Instruction of the Learning Different Student
EDUC 5344	Diagnosing Learning Different Children
EDUC 5345	Teaching Written Language Skills with an Alphabetic Phonetics Approach
EDUC 5348	Teaching Written Language Skills in a Multisensory Structured Language Therapy for Adolescents
EDUC 5349	Therapeutic Analysis of Written Language Disorders for Adolescents
EDUC 5350	Written Language Skills Intervention for Students with Dyslexia
EDUC 5351	Therapeutic Implementation of Written Language Skills Intervention for Students with Dyslexia
EDUC 5352	Theory to Practice

Professional Development

EDUC 6302	Research in Education (S-L)
EDUC 6308	The School and Multicultural Society
EDUC 6340	Practicum I
EDUC 6341	Practicum II

Resource Area

EDUC 6010	Defense of Degree (Required)
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Total Credit Hours Required: Minimum 30 hours

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

Distance Learning Specialization

The Master of Arts in Teaching Distance Learning Specialization is a master's-level education program with 15 hours of distance learning coursework. The 36-hour degree is designed for professionals seeking a master's degree in education with knowledge and skills specific to Distance Learning. ***This program does not lead to Texas Teacher Certification.***

Academic Specialization (15 credit hours required)

DLED 6301	Foundations of Distance Learning
DLED 6302	Designing and Developing Distance Learning
DLED 6303	Teaching and Learning at a Distance
DLED 6304	Technology Tools for the Online Classroom
DLED 6305	Distance Learning Design and Administration

Professional Development (12 credit hours required)

EDUC 6302	Research in Education (S-L)
EDUC 6304	Improvement of Instruction
EDUC 6306	Curriculum Design and Evaluation
EDAD 6313	Supervision of Instruction

Resource Area (9 credit hours required)

EDUC 5310	Introduction to Exceptional Learners and Mainstreaming
ESLS 5304	Methods in Teaching ESL
EDUC 6308	The School and Multicultural Society

Required

EDUC 6010	Defense of Degree
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Total Credit Hours Required: Minimum 36 hours

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

Pathways to Teaching Program

(Teacher Certification as a Post-Baccalaureate student and not seeking a master's degree)

The Pathways to Teaching Program is a specifically designed program which allows an individual who has already obtained at least a bachelor's degree from a regionally accredited university to earn Texas teacher certification. Once certification is complete, the individual may add an ESL Supplemental or Special Education Supplemental teacher certification. An individual may choose to pursue only teacher certification or certification and a master's degree.

ADMISSION REQUIREMENTS :

- Complete Undergraduate Application as a Post-Baccalaureate Applicant
- Non-refundable \$25 application fee
- A conferred bachelor's or master's degree
- Official transcripts from all institutions attended
- Letter of intent (typewritten) stating:
 - Which certificate you would like to earn and why you selected that program
 - What you personally hope to accomplish during this program
 - Why you have chosen to attend Dallas Baptist University
- Minimum 3.0 GPA in previous coursework. In some instances it is possible for an individual to take prerequisite courses to raise a low GPA.
- Current professional resume
- Evidence of sound moral character and compatibility with DBU's mission
- THEA requirements: 260 on Reading, 240 on Math, 240 on Writing

CERTIFICATIONS AVAILABLE

EC-6 (Early childhood through sixth grade)

Grades 4-8

English Language Arts and Reading
Mathematics
Science

Grades 7-12

Communication
English Language Arts and Reading
History
Life Sciences
Mathematics
Science
Speech

Grades 8-12

Computer Science

EC-12

Music
Physical Education

An ESL or Special Education Supplement may be added to any of these certifications.

Pre-Admission Content Test (PACT) Information

Post-baccalaureate individuals seeking Texas teaching certification who have not yet enrolled in DBU's Pathways to Teaching Certification Program have the opportunity to take the state Pre-Admission Content Test (PACT) to demonstrate subject area content proficiency. Successful test results on the PACT may be substituted for the required 18-24 hours of subject related content courses in the Pathways to Teaching Certification plan.

Please contact Dr. Carolyn Spain at 214-333-5217 for additional information regarding the PACT procedure, acceptance into the Pathways to Teaching Certification program, and specific course requirements.

Master of Business Administration

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

The purpose of the Master of Business Administration is to prepare students for successful and rewarding careers in a diverse, global business environment in which “intrapreneurial” cultures must be the norm and organizational complexity is a way of life. Business faculty and staff members work closely with students to equip them with the business knowledge, highest level of critical thinking/decision making skills, and social connectedness aptitude that are essential strengths for future employment and leadership opportunities. Students will practice learning through real world projects that will hone individual, specific skill development in areas such as: leading creatively; building strong customer relationships; marketing, messaging and sales; innovating cultures; and servant leadership through values.

M.B.A. Admissions

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

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

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

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

Full Admission

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

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

Provisional Admission

Applicants admitted under Provisional Admission must fulfill the conditions of this status as identified by the Master's Degrees Admission Committee in order to continue in the program past 12 hours. Students under Provisional Admission must maintain a 3.0 GPA and receive no grades below “B.” Students admitted under Provisional Admission will be granted Full Admission upon successful completion of 12 credit hours and fulfillment of the conditions of their admission as determined by the Master's Degrees Admission Committee.

Deferred Admission

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

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

M.B.A. Foundational Requirements

All graduate business students are required to complete the foundational courses for the appropriate program through undergraduate or graduate course work. Students who have not completed appropriate undergraduate business courses will be required to take equivalent courses (may be 5000 or 6000 level depending on deficiency) upon acceptance to the program. Students who have completed equivalent business courses may have any (or all) of the prerequisite courses waived, if courses meet the waiver criteria:

- The completed undergraduate course is equivalent to the 5000/6000 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.

- Foundational courses will not be accepted if completed through correspondence, life and work experience, CLEP, or other standardized testing.

M.B.A. Foundational Courses (The courses listed below are prerequisites and may be satisfied through undergraduate credit)
[Courses listed in brackets are the undergraduate equivalent classes]

These courses do not satisfy the 36-credit-hour requirement of the M.B.A. program.

ACCT 5311	Survey of Accounting [Financial Accounting and Managerial Accounting]
BUAD 5301	Orientation to American Business Techniques and Culture (International Students Only)
ECON 5311	Managerial Economics [Macroeconomics and Microeconomics]
FINA 51.521	Foundations of Finance (Prerequisite: ACCT 5311) [Corporate Financial Management]
MANA 51.521	Management Theory [Principles of Management]
MANA 51.522	Business Legal Environment [Business and Public Law]
MANA 6303	Research and Statistics
MRKT 51.521	Marketing Concepts [Principles of Marketing]

M.B.A. Concentrations

Accounting

Business Communication

Conflict Resolution Mgmt.

Entrepreneurship

Finance

Health Care Management

International Business

Leading the Nonprofit Organization

Management

Management Information Systems

Marketing

Project Management

Technology and Engineering

CURRICULUM OVERVIEW - M.B.A. students must complete a minimum of 36-credit-hours (core of 24 credit hours and 12 hours within chosen concentration). Accelerated Bachelor's and Master's Degree Programs: B.B.A./M.B.A. and B.B.S./M.B.A. students must complete a minimum of 150-156 credit hours.

To satisfy minimum degree requirements, all single concentrations require a minimum of 36 credit hours, and dual concentrations require a minimum of 48 credit hours. Students are responsible for not repeating courses waived, transferred, or previously taken.

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

ACCT 6321*	Managerial Accounting (Prerequisite: ACCT 5311 or undergraduate equivalent); MIS 6314 strongly recommended. *Not required of students completing the Accelerated B.B.A./M.B.A. in Accounting.
FINA 6301	Corporate Finance (Prerequisite: FINA 51.521 or undergraduate equivalent)
MANA 6302	Quantitative Analysis for Managers (Prerequisite: MANA 6303 or undergraduate equivalent)
MANA 6310	Leadership in Management (Prerequisite: MANA 51.521 or undergraduate equivalent)
MANA 6320	Business Ethics (Prerequisite: MANA 51.521 or undergraduate equivalent)
MISM 6314	Management Information Systems
MRKT 6301	Creative Problem Solving for Marketing Decisions (S-L) (Prerequisite: MRKT 51.521 or undergraduate equivalent)
MANA 6341	Strategic Management Decisions (last course in program) (S-L)

Total Credit Hours Required : Minimum 36 hours

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

Accounting Concentration

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

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

Accounting Concentration Courses (12 hrs):

ACCT 6330	Tax Planning and Research (Prerequisite: ACCT 3323 completed within the last 3 years.)
ACCT 6335	Financial Statement Analysis* (Prerequisites: ACCT 3301, ACCT 3302)
ACCT 6355	Case Studies in Advanced Accounting Topics (Prerequisites: ACCT 6330, ACCT 6335; must be taken as last accounting course.)
AND choose one of the following:	
ACCT 6343	Accounting for Governmental and Nonprofit Entities (Prerequisite: ACCT 6321)
ACCT 6345	Fraud and Forensic Accounting (Prerequisite: ACCT 5311)
ACCT 6346	Advanced Auditing (Prerequisite: ACCT 4304 (S-L))

* courses offered online.

DBU also offers an **Accelerated Bachelor's and Master's Degree Program: B.B.A./M.B.A. in Accounting for qualifying undergraduate students.** Graduates of this program will demonstrate competence in the foundational areas of business, possess the technical skills and knowledge in accounting, and meet the education requirements of the Texas State Board of Accountancy necessary to register for the CPA examination.

Students completing the Accelerated B.B.A./M.B.A. program must take each of these courses: ACCT 6330, 6335, and 6355, and six additional hours from 6343, 6345, or 6346, for a total of 15 graduate-level hours in the accounting concentration.

Retention in and Graduation From Accounting Programs:

Students must fulfill the following conditions to continue enrollment in the **M.B.A. in Accounting** and **Accelerated B.B.A./M.B.A. Accounting** major and to graduate from the program:

- Students must maintain an overall GPA of 3.0 and a GPA of 3.0 in all accounting coursework.
- Undergraduate B.B.A. Accounting students must be advised by a full-time accounting professor before enrollment each semester.
- Graduate and Undergraduate accounting students must sign a Statement of Understanding about the accounting degree before beginning upper-level or graduate accounting coursework. The statement will be provided by the student's advisor.

Business Communication Concentration

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

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

Business Communication Concentration Courses (12 hrs):

COMA 6305	Presentation Communication (S-L)
COMA 6307	Communication Leadership for Groups
COMA 6309	Social Media and Communication*
COMA 6321	Strategic Communication for Organizations*

* courses offered online.

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. **This concentration is also offered online.**

CURRICULUM OVERVIEW

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

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

Conflict Resolution Concentration Courses (12 hours):

CRMN 6310	Conflict Resolution Management*
MANA 6342	Employee Negotiations and Collective Bargaining* (Prerequisite: MANA 51.521)
CRMN 6320	Advanced Family Mediation* (Prerequisite: CRMN 6310)
CRMN 6321	Advanced Business Mediation* (Prerequisite: CRMN 6310)

* courses offered online.

Entrepreneurship Concentration

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

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

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

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

CURRICULUM OVERVIEW

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

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

Entrepreneurship Concentration Courses (12 hours):

ENTR 6301	New Business Creation
ENTR 6303	Marketing and New Product Development for Entrepreneurs
ENTR 6304	Strategy and Management of Growing Businesses (Prerequisites: ENTR 6301, ENTR 6303)
ENTR 6306	International Entrepreneurship

Finance Concentration

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

CURRICULUM OVERVIEW

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

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

Finance Concentration Courses (12 hours):

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

* courses offered online.

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. **This concentration is also offered online.**

CURRICULUM OVERVIEW

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

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

Health Care Management Concentration Courses (12 hours):

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

International Business Concentration

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

CURRICULUM OVERVIEW

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

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

International Business Concentration Courses (12 hours):

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

* courses offered online.

Leading the Nonprofit Organization Concentration

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

CURRICULUM OVERVIEW

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

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

Leading the Nonprofit Organization Concentration (12 hours):

ACCT 6344	Nonprofit Accounting, Resource Development and Fundraising (Prerequisite: ACCT 6321)
MANA 6348	Legal Issues for Nonprofit Organizations (Prerequisites: MANA 6310 and 6320)
MANA 6349	Creative Leadership for Nonprofit Organizations (Prerequisites: MANA 6310 and 6320)
MRKT 6340	Marketing Strategy for Nonprofit Organizations (S-L) (Prerequisite: MRKT 6301 (S-L))

Management Concentration

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

CURRICULUM OVERVIEW

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

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

Management Concentration Courses (12 hours):

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

Management Information Systems Concentration

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

CURRICULUM OVERVIEW

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

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

Management Information Systems Concentration Courses (12 hours):

MISM 6320	Systems Analysis and Design (Prerequisite: MISM 6314)
MISM 6330	Database Management Systems (S-L) (Prerequisite: MISM 6314)
MISM 6335	Networks and Telecommunication (Prerequisite: MISM 6314)
MISM 6353	IT Security

Marketing Concentration

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

CURRICULUM OVERVIEW

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

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

Marketing Concentration Courses (12 hours):

MRKT 6321	International Marketing (Prerequisite: MRKT 6301 (S-L))
MRKT 6331	Marketing Analysis (Prerequisites: MANA 6303, MRKT 6301 (S-L))
MRKT 6341	Advanced Marketing Strategies (Prerequisites: MRKT 6301 (S-L) , MRKT 6331)

And choose one of the following:

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

Project Management Concentration

The Project Management Concentration is designed to provide students with both the theoretical knowledge and practical skills to succeed in project management, whether as project team members or project managers. The Project Management Concentration includes advanced study and applications in the techniques and tools used to define, plan, organize, and manage projects. Content includes practical project execution and control, risk management, earned value, configuration management, budgeting, and project termination and close-out. This course of study will align content/curriculum with project manager certification requirements and with the practical needs in the workplace. It is assumed the student may want to pursue project management certification through the Project Management Institute. **This concentration is also offered online.**

CURRICULUM OVERVIEW

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

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

Project Management Concentration Courses (12 hours):

PROJ 6301	Project Overview, Strategic Process and Project Initiation
PROJ 6302	Project Planning (Prerequisite: PROJ 6301)
PROJ 6303	Project Execution and Closeout (Prerequisite: PROJ 6301)
PROJ 6304	Advanced Project Management Strategy and Simulation (Prerequisite: PROJ 6301)

Technology & Engineering Management Concentration

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

CURRICULUM OVERVIEW

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

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

Technology & Engineering Concentration Courses (12 hours):

MANA 6327	Future Trends in Technology (Prerequisite: MISM 6314)
MANA 6329	Knowledge Management and Intellectual Capital (Prerequisite: MISM 6314)
MANA 6333	Operations and Quality Management * (Prerequisite: MANA 51.521)
PROJ 6301	Project Overview, Strategic Process and Project Initiation*

** courses offered online.*

Master of Education in Bilingual Education

Adelita Baker, Ed.D., Program Administrator

Carolyn Spain, Ed.D., Program Director

The Master of Education in Bilingual Education program is a 36-hour, non-thesis program designed for practicing teachers and administrators who desire continued growth and expertise as professionals, specializing in the area of bilingual and multilingual education. Learning experiences and assignments in this program are designed in order to provide the learner with sufficient theoretical and experiential knowledge to serve successfully as a bilingual education specialist in the role of classroom teacher or program administrator, including coursework to prepare certified teachers for supplemental bilingual education certification through the Texas Education Agency.

ADMISSION

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

PROGRAM CONTINUANCE

Continuance in the program past the first 12 hours is pending submission of a satisfactory score on the Miller Analogies Test (MAT) or *Graduate Record Examinations® (GRE®)*.

A waiver of the GRE or MAT requirement may be considered if the student meets one of the following conditions:

- earns an "A-" or higher in each of the first four courses (12 hours) of graduate coursework in the DBU College of Education, or
- holds a Bachelor's degree from the DBU College of Education earned within the past five years with a cumulative GPA of 3.25 or higher, or
- holds a Master's degree from DBU.

† *These courses are required preparation for Bilingual Certification through DBU. EDBE 5010 required only if seeking state ESL/Bilingual certification.*

Core Curriculum Requirements (27 hours)

EDBE 5304	Principles of Curriculum Development in Dual Language and ESL Classrooms
EDBE/ESLS 5320	Assessing English Language Learners
EDBE/ESLS/READ 5321	Linguistics for Reading and ESL
ESLS 5301 †	Second Language Acquisition
ESLS 5304	Methods in Teaching ESL
ESLS 5306 †	Content Area Language Proficiency Skills
ESLS 5308	Multicultural and Multilingual Learning Environments
ESLS 5312	Practicum for State Certification (S-L)
or	
ESLS 5314	Practicum in ESL/EFL Settings (S-L)
EDUC 6302	Research in Education (S-L)
EDBE 5010 †	Bilingual Education Certification Seminar

SPECIALIZATIONS (9 hours)

Dual Language Specialization

EDBE 5301 † *	Principles of Biliteracy Development in Spanish and English
EDBE 5302 † *	Academic Spanish Across the Content Area
EDBE 5303*	Literatura Infantil
EDBE 5011 † *	Bilingual Target Language Proficiency Test (BTLPT) Seminar

* *These courses are taught in Spanish and require a satisfactory Spanish language proficiency assessment score as a prerequisite.*

English as a Second Language/Multilingual Specialization

Select nine credit hours from the following courses:

EDUC 6304	Improvement of Instruction
ESLS 5310	Administration of ESL Programs
READ 5337	Pedagogy of Reading III
READ 5338	Pedagogy of Language Arts
READ 6330	Foundations of Reading
READ 6331	Studies in Reading and Literature

READ 5332 Reading: Diagnosing and Correcting Reading Difficulties with Clinical Experience **(S-L)**
or
READ 5334 Studies in the Diagnosis and Clinical Correction of Reading Issues **(S-L)**

REQUIRED

EDUC 6013 Defense of Degree

Total Credit Hours Required : Minimum 36 hours

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

STATE CERTIFICATION

Bilingual Education Certification Requirements†

EDBE 5301 Principles of Biliteracy Development in Spanish and English
EDBE 5302 Academic Spanish Across the Content Areas
EDBE 5010 Bilingual Certification Seminar
EDBE 5011 BTLPT Seminar
ESLS 5301 Principles of Biliteracy Developing in Spanish and English
ESLS 5306 Content Area Language Proficiency Skills

College of Education Graduate Defense of Degree

Because of Dallas Baptist University's quest for meaningful assessment of graduate candidates, a defense of degree is required in all College of Education Graduate Programs. The defense of degree is a capstone collection of signature assessments and artifacts with reflections that demonstrate a candidate's personal growth, development, and acquisition of knowledge, skills and dispositions.

A digital format will be utilized by the candidate to enhance the presentation and to justify why the degree should be awarded to the candidate. The candidate's formal defense will be presented to members of the Educator Preparation Board and will take place on the main campus each semester.

It is recommended that candidates attend a Defense of Degree workshop held each semester. It is also the candidate's responsibility to schedule a meeting with their designated program director who will provide additional information regarding objectives, service-learning, artifacts, reflections, presentation format, and evaluative criteria and scoring.

Candidates must register for the Defense of Degree course as prescribed in their degree plan during the semester in which they will present their defense of degree to the Educator Preparation Board. The EPB is a group of experienced and widely successful educators from Dallas Baptist University and the Metroplex. Practicing teachers, administrators, consultants, superintendents, guidance directors, personnel directors, and Educational Region Service Center personnel as well as DBU professors and administrators volunteer their time for this highly selective process. The Educator Preparation Board serves as the College of Education Graduate Programs' advisory board and meets three times a year to assess graduate candidates' defense of degrees.

College of Education Graduate Electronic Defense of Degree

Dallas Baptist University's educator preparation programs strive to provide a quality learning experience that enables all candidates to impact P-12 learning. The Defense of Degree is designed to be an individualized collection of documents to prepare the candidate for future positions; demonstrate the candidate's ongoing knowledge, skills, experiences, and dispositions; and provide the candidate with the opportunity for self-reflection. All graduate candidates are required to compile and maintain an electronic, developmental portfolio. There are three types of documents that must be included in the Defense of Degree: required documents, foundational elements, and competency artifacts. Throughout the program, the candidate will collect these documents and upload them to their designed TaskStream account.

The organization of Defense of Degree is governed by the State Board of Educator Certification standards and competencies, DBU/InTASC competencies, and DBU's Educator Preparation Provider competencies in addition to specific field of study competencies.

The Defense of Degree will be used to assess your development as you proceed through your designated program. Candidates who do not have all required documents and "signature assessments" uploaded into TaskStream will not be allowed to proceed to the next level as designed by these Transition Points:

Transition Point One: Requirements for Program Admission
Transition Point Two: Requirements for Program Entrance
Transition Point Three: Requirements for Program Continuance
Transition Point Four: Requirements for Program Completion
Transition Point Five: Requirements for Program Evaluation

It is the candidates' responsibility to meet with their designed program director and/or advisor to discuss the Defense of Degree required documents, checkpoint scoring, foundational elements rubric, and the competency artifacts rubric.

Master of Education in Curriculum and Instruction

Deborah H. Tribble, Ed.D., Program Director

The Master of Education in Curriculum and Instruction degree is a 36-hour, non-thesis degree. The program consists of 21 credit hours of Core Curriculum Requirements and 15 hours of a Specialized Concentration. The student must take 18 semester hours of graduate-level only (6000) level courses. In areas where the student demonstrates sufficient proficiency, course substitutions may be approved by the Master of Education in Curriculum and Instruction Program Director.

The degree is designed for those educators who desire to stay connected to teaching while working with other teachers. Career options for those holding this degree are: teacher leader, grade level and/or department chair, content specialist, curriculum specialist, and/or instructional leader. Flexibility is built into the program to allow for specialized degree options including: Christian School Administration, Distance Learning Education, English as a Second Language, Instructional Technology, Professional Life Coaching, Special Education, and Supervision.

ADMISSION

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

PROGRAM CONTINUANCE

Continuance in the program past the first 12 hours is pending submission of a satisfactory score on the Miller Analogies Test (MAT) or *Graduate Record Examinations® (GRE®)*.

A waiver of the GRE or MAT requirement may be considered if the student meets one of the following conditions:

- earns an "A-" or higher in each of the first four courses (12 hours) of graduate coursework in the DBU College of Education, or
- holds a Bachelor's degree from the DBU College of Education earned within the past five years with a cumulative GPA of 3.25 or higher, or
- holds a Master's degree from DBU.

Core Curriculum Requirements (21 hours)

EDUC 6302	Research in Education (S-L)
EDUC 6304	Improvement of Instruction
EDUC 6306	Curriculum Design and Evaluation
EDAD 6313	Supervision of Instruction
EDUC 6313	Assessment to Improve Learning: Formative Assessments and Continuous Improvement
EDUC 6315	Internship in Curriculum and Instruction (S-L)

READ 6335 Curriculum and Instruction in Reading

or

EDUC 5310 Introduction to Exceptional Learners

EDUC 6011 Defense of Degree

SPECIALIZATIONS (15 hours)

Christian School Administration Specialization

EDUC 6310	Foundations of Christian School Education
EDUC 6311	Christian School Curriculum
EDAD 6319	Christian School Education Administration

Meets requirements for DBU Advanced Certificate in Christian School Administration (plus EDUC 6304).

Choose **two** of the following courses:

EDAD 6312	School Law
EDAD 6315	School Finance/Business Management
MRKT 6340	Marketing Strategy for Nonprofit Organizations (S-L)

Distance Learning Specialization

DLED 6301	Foundations of Distance Learning
DLED 6302	Designing and Developing Distance Learning
DLED 6303	Teaching and Learning in the Online Classroom
DLED 6304	Technology Tools for the Online Classroom
DLED 6305	Distance Learning Design and Administration

Meets requirements for DBU Advanced Certificate in Distance Learning.

English as a Second Language Specialization

ESLS 5301	Second Language Acquisition
ESLS 5304	Methods in Teaching ESL
ESLS 5306	Content Area Language Proficiency Skills

Meets requirements for DBU Advanced Certificate in ESL.

ESLS 5308 Multicultural/Multilingual Learning Environments

ESLS 5312 Practicum for State Certification **(S-L)**

or

ESLS 5314 Practicum in ESL/EFL Settings **(S-L)**

Instructional Technology Specialization

Choose 15 hours from the following:

EDUC 6303 Emerging Technologies
EDUC 6305 Program Development and Sustainability
EDUC 6312 Technology Integration in Curriculum
DLED 6301 Foundations of Distance Learning
DLED 6302 Designing and Developing Distance Learning
DLED 6303 Teaching and Learning in the Online Classroom
DLED 6304 Technology Tools for the Online Classroom
DLED 6305 Distance Learning Design and Administration

Professional Life Coaching Specialization

MAPD 5310 Coaching Theories and Methods
MAPD 6311 Developing Coaching Skills
MAPD 6312 Professional Life Coaching Practicum
EDAD 6301 Instructional Leadership Development
EDSC 6380 Career Development and Lifestyle Counseling for School Counselors

Meets requirements for DBU Advanced Certificate in Professional Life Coaching.

Special Education Specialization

SPED 5310 Introduction to Exceptional Learners
SPED 5320 Teaching the Underachiever
SPED 5330 Pedagogy of Special Education
SPED 5332 Diagnosing and Correcting Reading Difficulties with Clinical Experience
SPED 5350 Classroom and Behavioral Management Strategies

Meets requirements for State Certification for Special Education.

Supervision Specialization

EDAD 6301 Instructional Leadership Development
EDAD 6312 School Law
EDUC 6318 Professional Learning: Theory and Practice
READ 6301 Specialized Reading Assessment and Instruction
EDSC 6312 Appraisal in Counseling and Development

Total Credit Hours Required : Minimum 36 hours

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

College of Education Graduate Defense of Degree

Because of Dallas Baptist University's quest for meaningful assessment of graduate candidates, a defense of degree is required in all College of Education Graduate Programs. The defense of degree is a capstone collection of signature assessments and artifacts with reflections that demonstrate a candidate's personal growth, development, and acquisition of knowledge, skills and dispositions.

A digital format will be utilized by the candidate to enhance the presentation and to justify why the degree should be awarded to the candidate. The candidate's formal defense will be presented to members of the Educator Preparation Board and will take place on the main campus each semester.

It is recommended that candidates attend a Defense of Degree workshop held each semester. It is also the candidate's responsibility to schedule a meeting with their designated program director who will provide additional information regarding objectives, service-learning, artifacts, reflections, presentation format, and evaluative criteria and scoring.

Candidates must register for the Defense of Degree course as prescribed in their degree plan during the semester in which they will present their defense of degree to the Educator Preparation Board. The EPB is a group of experienced and widely successful educators from Dallas Baptist University and the Metroplex. Practicing teachers, administrators, consultants, superintendents, guidance directors, personnel directors, and Educational Region Service Center personnel as well as DBU professors and administrators volunteer their time for this highly selective process. The Educator Preparation Board serves as the College of Education Graduate Programs' advisory board and meets three times a year to assess graduate candidates' defense of degrees.

College of Education Graduate Electronic Defense of Degree

Dallas Baptist University's educator preparation programs strive to provide a quality learning experience that enables all candidates to impact P-12 learning. The Defense of Degree is designed to be an individualized collection of documents to prepare the candidate for future positions; demonstrate the candidate's ongoing knowledge, skills, experiences, and dispositions; and provide

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the candidate with the opportunity for self-reflection. All graduate candidates are required to compile and maintain an electronic, developmental Defense of Degree. There are three types of documents that must be included in the Defense of Degree: required documents, foundational elements, and competency artifacts. Throughout the program, the candidate will collect these documents and upload them to their designed TaskStream account.

The organization of Defense of Degree is governed by the State Board of Educator Certification standards and competencies, DBU/InTASC competencies, and DBU's Educator Preparation Provider competencies in addition to specific field of study competencies.

The Defense of Degree will be used to assess your development as you proceed through your designated program. Candidates who do not have all required documents and "signature assessments" uploaded into TaskStream will not be allowed to proceed to the next level as designed by these Transition Points:

Transition Point One: Requirements for Program Admission
Transition Point Two: Requirements for Program Entrance
Transition Point Three: Requirements for Program Continuance
Transition Point Four: Requirements for Program Completion
Transition Point Five: Requirements for Program Evaluation

It is the candidates' responsibility to meet with their designed program director and/or advisor to discuss the Defense of Degree required documents, checkpoint scoring, foundational elements rubric, and the competency artifacts rubric.

Master of Education in Educational Leadership

Tam Jones, Ph.D., Program Administrator
Deborah H. Tribble, Ed.D., Program Director

The Master of Education in Educational Leadership is a 30-hour non-thesis program. The program is composed of 6 core hours and 24 specialized preparation hours referred to as certification courses. Students who meet additional state criteria will be qualified to sit for the state Principal TExES exam. Upon completion of the program, passage of the Principal TExES exam, and specific state regulations, the student will be qualified to apply for state Principal's Certificate.

The charter school administrator concentration prepares graduate students to provide leadership in a charter school setting both at the campus and district levels. The preparation can be taken through an advanced certificate in charter school administration for those who already hold a bachelor's or master's degree, or can be taken as a concentration in a master's program in educational leadership that leads to state principal certification.

ADMISSION

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

PROGRAM CONTINUANCE

Continuance in the program past the first 12 hours is pending submission of a satisfactory score on the Miller Analogies Test (MAT) or *Graduate Record Examinations® (GRE®)*.

A waiver of the GRE or MAT requirement may be considered if the student meets one of the following conditions:

- earns an "A-" or higher in each of the first four courses (12 hours) of graduate coursework in the DBU College of Education, or
- holds a Bachelor's degree from the DBU College of Education earned within the past five years with a cumulative GPA of 3.25 or higher, or
- holds a Master's degree from DBU.

PREREQUISITES

Entrance requirements for graduate programs in the College of Education must be met, including having at least two years of credible teaching experience in a K-12 public or private school by the time the candidate has completed the necessary coursework and is ready to take the appropriate certification examinations. A copy of the teacher candidate's service record will be required to substantiate the teaching experience requirement prior to recommending the teacher candidate to register for the state certification examinations.

CORE COURSES (6 hours)

EDUC 6302 Research in Education (S-L)
EDUC 6306 Curriculum Design and Evaluation

CERTIFICATION COURSES - Specialized Preparation (24 hours)

EDAD 6300 Principal Standards and Competencies
EDAD 6312 School Law
EDAD 6313 Supervision of Instruction
EDAD 6314 The Principalship
EDAD 6315 School Finance/Business Management
EDAD 6316 School Personnel Administration
EDAD 6317 School Public Relations
EDAD 6389 Internship in Educational Administration (S-L)
EDAD 6010 Defense of Degree
EDAD 6020 Seminar in Educational Leadership

Total Credit Hours Required: Minimum 30 hours

Charter School Administrator Concentration

CORE COURSES (6 hours)

EDUC 6306 Curriculum Design and Evaluation
ACCT 6344 Nonprofit Accounting/Resource Development and Fundraising

CERTIFICATION COURSES - Specialized Preparation (24 hours)

EDAD 6300 Principal Standards and Competencies
EDAD 6312 School Law
EDAD 6313 Supervision of Instruction
EDAD 6314 The Principalship
EDAD 6315 School Finance/Business Management
EDAD 6316 School Personnel Administration

EDAD 6317	School Public Relations
EDAD 6389	Internship in Educational Administration (S-L)
EDAD 6010	Defense of Degree
EDAD 6020	Seminar in Educational Leadership

Total Credit Hours Required: Minimum 30 hours

Note: The State Principal Certificate qualifies an individual for the Principalship in grades Pre-Kindergarten through Twelve and for almost all positions in the central administration office except the Superintendency. The certificate requires the completion of a master's program, two years of successful teaching experience in an accredited public or private school, and the passing of the Principal TExES exam.

College of Education Graduate Defense of Degree

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A digital format will be utilized by the candidate to enhance the presentation and to justify why the degree should be awarded to the candidate. The candidate's formal defense will be presented to members of the Educator Preparation Board and will take place on the main campus each semester.

It is recommended that candidates attend a Defense of Degree workshop held each semester. It is also the candidate's responsibility to schedule a meeting with their designated program director who will provide additional information regarding objectives, service-learning, artifacts, reflections, presentation format, and evaluative criteria and scoring.

Candidates must register for the Defense of Degree course as prescribed in their degree plan during the semester in which they will present their defense of degree to the Educator Preparation Board. The EPB is a group of experienced and widely successful educators from Dallas Baptist University and the Metroplex. Practicing teachers, administrators, consultants, superintendents, guidance directors, personnel directors, and Educational Region Service Center personnel as well as DBU professors and administrators volunteer their time for this highly selective process. The Educator Preparation Board serves as the College of Education Graduate Programs' advisory board and meets three times a year to assess graduate candidates' defense of degrees.

College of Education Graduate Electronic Defense of Degree

Dallas Baptist University's educator preparation programs strive to provide a quality learning experience that enables all candidates to impact P-12 learning. The Defense of Degree is designed to be an individualized collection of documents to prepare the candidate for future positions; demonstrate the candidate's ongoing knowledge, skills, experiences, and dispositions; and provide the candidate with the opportunity for self-reflection. All graduate candidates are required to compile and maintain an electronic, developmental Defense of Degree. There are three types of documents that must be included in the e-portfolio: required documents, foundational elements, and competency artifacts. Throughout the program, the candidate will collect these documents and upload them to their designed TaskStream account.

The organization of Defense of Degree is governed by the State Board of Educator Certification standards and competencies, DBU/InTASC competencies, and DBU's Educator Preparation Provider competencies in addition to specific field of study competencies.

The Defense of Degree will be used to assess your development as you proceed through your designated program. Candidates who do not have all required documents and "signature assessments" uploaded into TaskStream will not be allowed to proceed to the next level as designed by these Transition Points:

- Transition Point One: Requirements for Program Admission
- Transition Point Two: Requirements for Program Entrance
- Transition Point Three: Requirements for Program Continuance
- Transition Point Four: Requirements for Program Completion
- Transition Point Five: Requirements for Program Evaluation

It is the candidates' responsibility to meet with their designed program director and/or advisor to discuss the Defense of Degree required documents, checkpoint scoring, foundational elements rubric, and the competency artifacts rubric.

Non-Certification Degree Track in Educational Leadership

The Master of Education in Educational Leadership Non-Certification degree is a 36-hour non-thesis program. The program is composed of 9 core hours and 21 hours of specialized preparation. This degree is available only to students who are not seeking Texas State School Principal Certification. A completed non-certification agreement form is required for participating students.

The following are the courses in the non-certification track:

EDAD 6010 Defense of Degree
EDAD 6301 Instructional Leadership Development (*or an elective approved by program advisor prior to course selection*)
EDAD 6311 Educational Organization and Administration
EDAD 6312 School Law
EDAD 6313 Supervision of Instruction
EDAD 6314 The Principalship
EDAD 6315 School Finance/Business Management
EDAD 6316 School Personnel Administration
EDAD 6317 School Public Relations
EDUC 6302 Research in Education **(S-L)**
EDUC 6304 Improvement of Instruction
EDUC 6306 Curriculum Design and Evaluation
EDUC 6308 The School and Multicultural Society

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

Master of Education in Higher Education

Mamo Ishida, 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 the various facets of post-secondary institutions. This exploration is conducted from a uniquely Christian perspective.

Individuals who are interested in higher education administration, student personnel work, university development/advancement, or teaching on the college level will be well served by the M.Ed. in Higher Education degree. Students can choose from two different 36-hour, non-thesis degree tracks: the Administration Track, or the Instructional Track. The program is available online.

ADMISSION REQUIREMENTS

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

PROGRAM CONTINUANCE

Continuance in the program past the first six (6) hours is pending submission of a satisfactory score on the Miller Analogies Test (MAT) or *Graduate Record Examinations®* (GRE®).

Administration Track (Minimum 36 credit hours)

Required Core Curriculum (24 credit hours)

HIED 5300	College and University Administration
HIED 6310	Legal Aspects and Finance in Higher Education
HIED 6320	Practicum in Higher Education (S-L)
HIED 6330	Research Methods in Higher Education
HIED 6340	History and Philosophy of Higher Education
HIED 6361	Teaching, Learning, and Student Development
HIED 6373	Methods for the Higher Education Administrator
MACE 5302	Biblical Servant Leadership

Concentrations (12 credit hours)

Concentrations available to the M.Ed. in Higher Education students are:

Community College Leadership (12 credit hours)

HIED 6366	History and Philosophy of Community Colleges
HIED 6367	Finance and Administration in Community Colleges
HIED 6368	Contemporary Issues and Challenges in Community Colleges
HIED 6369	Teaching and Learning in Community Colleges

Distance Learning Specialization (12 credit hours)

DLED 6302	Designing and Developing Distance Learning
Choose THREE courses from the following:	
DLED 6301	Foundations of Distance Learning
DLED 6303	Teaching and Learning in the Online Classroom
DLED 6304	Technology Tools for the Online Classroom
DLED 6305	Distance Learning Design and Administration

Interdisciplinary Studies (12 credit hours)

Choose 12 credit hours of approved graduate-level coursework

Leadership Studies (12 credit hours)

MAL 5308	Great Leaders in History
MAL 6302	Vision-Casting and Leading Change
MAL 6303	Leadership in Conflict and Adversity
MAL 6304	Leadership Communication

Student Affairs Leadership (12 credit hours)

HIED 6364	Campus Community Design and Development
HIED 6370	The College Student
HIED 6371	Introduction to Student Affairs Work
HIED 6372	Principles of Co-Curricular Learning

Total Credit Hours Required: Minimum 36 credit hours

Instructional Track (Minimum 36 credit hours)

Required Core Curriculum (18 credit hours)

HIED 5300 College and University Administration

or

HIED 6373 Methods for the Higher Education Administrator

HIED 6310 Legal Aspects and Finance in Higher Education

HIED 6330 Research Methods in Higher Education

HIED 6340 History and Philosophy of Higher Education

HIED 6361 Teaching, Learning, and Student Development

MACE 5302 Biblical Servant Leadership

Plus

Instructional Field (18 credit hours)

Choose 18 credit hours of an approved graduate-level core concentration.

Total Credit Hours Required: Minimum 36 credit hours

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

Master of Education in Kinesiology

Ray Galloway, Ed.D., Program Director

The Master of Education in Kinesiology program equips candidates for Christian servant leadership in the multi-faceted areas of Kinesiology, equipping them with intercultural and leadership skills equal to integrating their Christian faith and witness as they make significant contributions to the human endeavor. This degree will prepare students to apply their studies to the design of wellness, fitness, and health promotion programs in various settings of professional interest: education, corporate, and commercial. The program also includes scientific study in anatomy, physiology, biochemistry, and the biophysics of human movement.

Program Degree Requirements

The Master of Education in Kinesiology is a 36-hour program. The program is composed of 18 kinesiology core hours, 6 hours of professional preparation, a 3-hour internship, and 9 hours of electives.

Kinesiology Core Courses (18 hours)

KNES 5301	Exercise Physiology
KNES 5302	Organization and Administration of Kinesiology and Sport
KNES 5303	Mechanical Analysis of Motor Skills
KNES 5304	Sport Nutrition
KNES 6310	Current Trends and Issues in Kinesiology and Sport (S-L)
KNES 6326	Psychology of Sport and Performance

Professional Preparation Area (6 hours)

KNES 6305	Measurement, Evaluation, and Research in Kinesiology
KNES 6308	Sociology of Sport
KNES 6020	Culminating Experience

Internship (3 hours)

KNES 5321	Internship
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Electives (9 hours)

Choose 6 hours of kinesiology electives and any three-hour graduate elective (approved by program director).

Total Credit Hours Required: 36

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

Master of Education in Kinesiology with EC-12 Physical Education Teacher Certification

The Master of Education in Kinesiology with EC-12 Physical Education Teacher Certification program is a non-thesis program designed to equip candidates for servant leadership in the multi-faceted field of Kinesiology. Students will learn how to integrate their faith and witness while making significant contributions to the human endeavor in today's cross-cultural and multi-generational society. This degree will provide the knowledge and skills needed to design wellness, fitness, coaching, and health promotion programs in various settings of professional interest: educational, corporate, and commercial, while at the same time allowing students to seek teacher certification in the State of Texas.

Program Continuance

Continuance in the program with teacher certification past the first 12 hours is pending submission of a satisfactory score on the Miller Analogies Test (MAT) or *Graduate Record Examinations® (GRE®)*.

A waiver of the GRE or MAT requirement may be considered if the student meets one of the following conditions:

- earns an "A-" or higher in each of the first four courses (12 hours) of graduate coursework in the DBU College of Education, or
- holds a Bachelor's degree from the DBU College of Education earned within the past five years with a cumulative GPA of 3.25 or higher, or
- holds a Master's degree from DBU.

Program Degree Requirements

The Master of Education in Kinesiology with EC-12 Physical Education Teacher Certification is a 36-hour non-thesis program. The program is composed of 18 kinesiology core hours, 12 hours of specialized professional preparation, and six hours of field experience. If a student demonstrates sufficient proficiency, course substitutions may be approved by the Master of Education Program Director. Substitutions must meet State Board for Education Certification (SBEC) requirements.

Prerequisites: Adapted Kinesiology (3 hours) and Care & Prevention of Athletic Injuries (3 hours).

Kinesiology Core Courses (18 hours)

KNES 5301	Exercise Physiology
KNES 5302	Organization and Administration of Kinesiology and Sport
KNES 5303	Mechanical Analysis of Motor Skills
KNES 6305	Measurement, Evaluation, and Research in Kinesiology
KNES 6326	Psychology of Sport and Performance
KNES 6345	Applied Pedagogy in Kinesiology

Specialized Professional Preparation Area (12 hours)

EDUC 5303	Development Stages of Early Childhood Through Adolescence
EDUC 5316	Studies in Classroom Management, Instruction, and Assessment
EDUC 6302	Research in Education (S-L)
KNES 6010	Defense of Degree
READ 5331	Reading in the Content Area
EDUC 5021	EC-12 Pedagogy and Professional Responsibilities Seminar
KNES 5010	EC-12 Physical Education Seminar

Field Experience (6 hours)

EDUC 5321	Internship in Teaching I
EDUC 5322	Internship in Teaching II
or	
EDUC 5608	Clinical Teaching

Total Credit Hours Required 36

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

College of Education Graduate Defense of Degree

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A digital format will be utilized by the candidate to enhance the presentation and to justify why the degree should be awarded to the candidate. The candidate's formal defense will be presented to members of the Educator Preparation Board and will take place on the main campus each semester.

It is recommended that candidates attend a Defense of Degree workshop held each semester. It is also the candidate's responsibility to schedule a meeting with their designated program director who will provide additional information regarding objectives, service-learning, artifacts, reflections, presentation format, and evaluative criteria and scoring.

Candidates must register for the Defense of Degree course as prescribed in their degree plan during the semester in which they will present their defense of degree to the Educator Preparation Board. The EPB is a group of experienced and widely successful educators from Dallas Baptist University and the Metroplex. Practicing teachers, administrators, consultants, superintendents, guidance directors, personnel directors, and Educational Region Service Center personnel as well as DBU professors and administrators volunteer their time for this highly selective process. The Educator Preparation Board serves as the College of Education Graduate Programs' advisory board and meets three times a year to assess graduate candidates' defense of degrees.

College of Education Graduate Electronic Defense of Degree

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The organization of Defense of Degree is governed by the State Board of Educator Certification standards and competencies, DBU/InTASC competencies, and DBU's Educator Preparation Provider competencies in addition to specific field of study competencies.

The Defense of Degree will be used to assess your development as you proceed through your designated program. Candidates who do not have all required documents and "signature assessments" uploaded into TaskStream will not be allowed to proceed to the next level as designed by these Transition Points:

Transition Point One: Requirements for Program Admission
Transition Point Two: Requirements for Program Entrance
Transition Point Three: Requirements for Program Continuance
Transition Point Four: Requirements for Program Completion
Transition Point Five: Requirements for Program Evaluation

It is the candidates' responsibility to meet with their designed program director and/or advisor to discuss the Defense of Degree required documents, checkpoint scoring, foundational elements rubric, and the competency artifacts rubric.

Master of Education in Reading and English as a Second Language

Adelita Baker, Ed.D., Program Administrator

Carolyn Spain, Ed.D., Program Director

The Master of Education in Reading and English as a Second Language Program is a thirty-six hour non-thesis program designed for practicing teachers and administrators who desire continued growth as professionals. Once teachers with their initial teaching certification have successfully completed all coursework in the program, and if they have passed the appropriate state certification (TExES) tests, they will also earn the Reading Specialist Certification, the Master Reading Teacher Certification, and the English as a Second Language Certification/Endorsement.

ADMISSION

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

PREREQUISITES

Entrance requirements for graduate programs in the College of Education must be met, including having at least two years of credible teaching experience in a K-12 public or private school by the time the candidate has completed the necessary coursework and is ready to take the appropriate certification examinations. A copy of the teacher candidate's service record will be required to substantiate the teaching experience requirement prior to recommending the teacher candidate to register for the state certification examinations.

PROGRAM CONTINUANCE

Continuance in the program past the first 12 hours is pending submission of a satisfactory score on the Miller Analogies Test (MAT) or *Graduate Record Examinations® (GRE®)*.

A waiver of the GRE or MAT requirement may be considered if the student meets one of the following conditions:

- earns an "A-" or higher in each of the first four courses (12 hours) of graduate coursework in the DBU College of Education, or
- holds a Bachelor's degree from the DBU College of Education earned within the past five years with a cumulative GPA of 3.25 or higher, or
- holds a Master's degree from DBU.

Reading and English as a Second Language Track

Reading Concentration (12 credit hours)

READ 6301 Specialized Reading Assessment and Instruction***

READ 6330 Foundations of Reading***

READ 6335 Curriculum and Instruction in Reading***

READ 5332 Reading: Diagnosing and Correcting Reading Difficulties with Clinical Experience (S-L)

or

READ 5334 Studies in the Diagnosis and Clinical Correction of Reading Issues

READ 5011 Reading Specialist Seminar**

English as a Second Language Specialization (15 credit hours)

ESLS 5301 Second Language Acquisition*

ESLS 5304 Methods in Teaching ESL*

ESLS 5306 Content Area Language Proficiency Skills*

ESLS 5308 Multicultural and Multilingual Learning Environments*

ESLS 5312 Practicum for State Certification (S-L)****

or

READ 5312 Reading Specialist Practicum (S-L)

or

ESLS 5314 Practicum in ESL/EFL Settings (S-L)

Resource Area (Select 9 or more credit hours)

EDUC 6302 Research in Education (S-L)*

EDUC 6304 Improvement of Instruction

READ 5337 Pedagogy of Reading III (Literature & Visual Representation)

READ 5338 Pedagogy of Language Arts

ECHE 6373 The Beginnings of Reading and Writing

ENGL 5302 Introduction to Linguistics

ESLS 5310 Administration of ESL Programs

Required:
EDUC 6012 Defense of Degree

Total Credit Hours Required : Minimum 36 hours

Reading, English as a Second Language, and Bilingual Education Track

Bilingual Education Specialization

The Master of Education in Reading and English as a Second Language with Bilingual Education Specialization degree is a thirty-nine hour, non-thesis program that includes a non-credit reading certification seminar at the conclusion of any certification program. The program consists of a core curriculum of at least 12 hours of academic concentration in reading, 15 credit hours of academic concentration in ESL, and 9 credit hours of bilingual education specialization. In areas where the student demonstrates sufficient proficiency, course substitution may be approved by the Master of Education Program Advisor and must be in keeping with the requirements of the State Board for Educator Certification (SBEC).

Reading Requirements (12 credit hours)

READ 6301 Specialized Reading Assessment and Instruction***
READ 6330 Foundations of Reading***
READ 6335 Curriculum and Instruction in Reading***

READ 5332 Reading: Diagnosing and Correcting Reading Difficulties with Clinical Experience **(S-L)**
or

READ 5334 Studies in the Diagnosis and Clinical Correction of Reading Issues

READ 5011 Reading Specialist Seminar**

English as a Second Language Required Curriculum (15 credit hours)

ESLS 5301 Second Language Acquisition*
ESLS 5304 Methods in Teaching ESL*
ESLS 5306 Content Area Language Proficiency Skills*
ESLS 5308 Multicultural and Multilingual Learning Environments*

ESLS 5312 Practicum for State Certification **(S-L)******

or

ESLS 5314 Practicum in ESL/EFL Settings **(S-L)**

Bilingual Education Specialization (9 credit hours, courses taught in Spanish)

EDBE 5301 Principles and Practices of Biliteracy Development in Spanish and English
EDBE 5302 Academic Spanish Across the Content Areas
EDBE 5303 Literatura Infantil

Required (3 credit hours)

EDUC 6302 Research in Education **(S-L)**
EDUC 6012 Defense of Degree

Total Credit Hours Required: Minimum 39 hours

- * Required Courses for this degree.
- ** Required: Must pass this seminar to complete the program
- *** Required for Master Reading Teacher
- **** Required for students seeking State Certification in ESL

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

College of Education Graduate Defense of Degree

Because of Dallas Baptist University's quest for meaningful assessment of graduate candidates, a defense of degree is required in all College of Education Graduate Programs. The defense of degree is a capstone collection of signature assessments and artifacts with reflections that demonstrate a candidate's personal growth, development, and acquisition of knowledge, skills and dispositions.

A digital format will be utilized by the candidate to enhance the presentation and to justify why the degree should be awarded to the candidate. The candidate's formal defense will be presented to members of the Educator Preparation Board and will take place on the main campus each semester.

It is recommended that candidates attend a Defense of Degree workshop held each semester. It is also the candidate's responsibility to schedule a meeting with their designated program director who will provide additional information regarding objectives, service-learning, artifacts, reflections, presentation format, and evaluative criteria and scoring.

Candidates must register for the Defense of Degree course as prescribed in their degree plan during the semester in which they will present their defense of degree to the Educator Preparation Board. The EPB is a group of experienced and widely successful educators from Dallas Baptist University and the Metroplex. Practicing teachers, administrators, consultants, superintendents, guidance directors, personnel directors, and Educational Region Service Center personnel as well as DBU professors and administrators volunteer their time for this highly selective process. The Educator Preparation Board serves as the College of Education Graduate Programs' advisory board and meets three times a year to assess graduate candidates' defense of degrees.

College of Education Graduate Electronic Defense of Degree

Dallas Baptist University's educator preparation programs strive to provide a quality learning experience that enables all candidates to impact P-12 learning. The Defense of Degree is designed to be an individualized collection of documents to prepare the candidate for future positions; demonstrate the candidate's ongoing knowledge, skills, experiences, and dispositions; and provide the candidate with the opportunity for self-reflection. All graduate candidates are required to compile and maintain an electronic, developmental Defense of Degree. There are three types of documents that must be included in the Defense of Degree: required documents, foundational elements, and competency artifacts. Throughout the program, the candidate will collect these documents and upload them to their designed TaskStream account.

The organization of Defense of Degree is governed by the State Board of Educator Certification standards and competencies, DBU/InTASC competencies, and DBU's Educator Preparation Provider competencies in addition to specific field of study competencies.

The Defense of Degree will be used to assess your development as you proceed through your designated program. Candidates who do not have all required documents and "signature assessments" uploaded into TaskStream will not be allowed to proceed to the next level as designed by these Transition Points:

Transition Point One: Requirements for Program Admission
Transition Point Two: Requirements for Program Entrance
Transition Point Three: Requirements for Program Continuance
Transition Point Four: Requirements for Program Completion
Transition Point Five: Requirements for Program Evaluation

It is the candidates' responsibility to meet with their designed program director and/or advisor to discuss the Defense of Degree required documents, checkpoint scoring, foundational elements rubric, and the competency artifacts rubric.

DBU also offers two Accelerated Bachelor's and Master's Degree Programs that include the M.Ed. in Reading and ESL programs for qualifying undergraduate students:

- B.A. Core Subjects Early Childhood-6 /M.Ed. in Reading and ESL
- B.A. 4-8 English Language Arts and Reading/M.Ed. in Reading and ESL

Students in these programs will complete state requirements for initial teacher certification in the areas of Core Subjects EC-6 or 4-8 English Language Arts. Students completing these programs will learn and demonstrate how to serve as an effective literacy teacher and leader through synthesis and application of knowledge regarding the interrelated components of reading, writing, speaking, and listening across developmental stages of oral and written language. Degree candidates will also learn and demonstrate sufficient theoretical and experiential knowledge for serving as an ethical and effective teacher, advocate, and leader for culturally and linguistically diverse students.

Students completing either of the Accelerated Degree Programs will take the following courses at the graduate level as substitutes for their undergraduate cross-listed course requirements, thereby requiring 30 instead of the regular 36 graduate hours for the program beyond the regular undergraduate degree requirements.

READ 5332 - Reading: Diagnosing and Correcting Reading Difficulties with Clinical Experience **(S-L)**
READ 5337- Pedagogy of Reading III (Literature & Visual Representation)

Retention in and Graduation From the Program:

Students must fulfill the following conditions to enroll and continue enrollment in either of the Accelerated Bachelor's and Master's Degree Programs:

- Students must maintain an overall GPA of 3.0.
- Students must meet the admission requirements for the undergraduate educator preparation program and the graduate admission requirements for the M.Ed. in Reading and ESL program.
- Students must apply and be accepted for graduate admission before taking READ 5332 **(S-L)** or READ 5333 **(S-L)**, but after completing a minimum of 90 undergraduate credit hours, or within the semester that 90 credit hours will have been completed.

Further details regarding Accelerated Bachelor's and Master's Degree Program requirements are included in the Undergraduate Catalog.

Master of Education in School Counseling

Bonnie B. Bond, 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 36-hour, non-thesis professional development program leading to the Standard School Counselor Certificate. The program is designed to meet or exceed the certification requirements for School Counselors as established by the State Board for Educator Certification. The program is interdisciplinary and builds on the candidate'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 Examinations of Educator Standards (TEXES), and submitting your teacher service record ("teacher of record") indicating two years of credible teaching experience in K-12 public or private schools, the candidate will be recommended for the Standard Counselor Certificate.

ADMISSION

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

PREREQUISITES

Entrance requirements for graduate programs in the College of Education must be met, including having at least two years of credible teaching experience in a K-12 public or private school by the time the candidate has completed the necessary coursework and is ready to take the appropriate certification examinations. Candidates must hold a valid classroom teaching certificate. A copy of the teacher candidate's service record will be required to substantiate the teaching experience requirement prior to recommending the teacher candidate to register for the state certification examinations.

PROGRAM CONTINUANCE

Continuance in the program past the first 12 hours is pending submission of a satisfactory score on the Miller Analogies Test (MAT) or *Graduate Record Examinations® (GRE®)*.

A waiver of the GRE or MAT requirement may be considered if the student meets one of the following conditions:

- earns an "A-" or higher in each of the first four courses (12 hours) of graduate coursework in the DBU College of Education, or
- holds a Bachelor's degree from the DBU College of Education earned within the past five years with a cumulative GPA of 3.25 or higher, or
- holds a Master's degree from DBU.

Master of Arts in Counseling or Master of Education in School Counseling Agreement Contract:

Newly admitted students will meet with the Program Director, at which time the Master of Arts in Counseling or Master of Education in School Counseling Agreement Contract will be explained and discussed. By signing this agreement contract, new students are stating their willingness to be evaluated on nine characteristics deemed necessary for the development of an ethical and competent counselor. These characteristics are implied from the expectations of professional and personal competence and responsibility and are as follows: openness, flexibility, positiveness, cooperativeness, willingness to use and accept feedback, awareness of impact on others, ability to deal with conflict, ability to accept personal responsibility, and ability to express feelings effectively and appropriately. In addition, the student's signature on the contract expresses agreement to attend eight counseling sessions during the first two semesters in the M.A. in Counseling or M.Ed. in School Counseling programs. No student will be allowed to register for practicum until all sessions are complete.

Core Courses (36 credit hours)

COUN 5312	Counseling Theories and Techniques
COUN 5313	Group Counseling Methods
EDSC 5310	Introduction to School Counseling
EDSC 5311	Developmental Psychology
EDSC 6010	Defense of Degree
EDSC 6308	The School and Multicultural Society
EDSC 6310	Pre-Practicum for School Counseling
EDSC 6312	Appraisal in Counseling and Development
EDSC 6313	Curriculum and Administration for School Guidance and Counseling Programs
EDSC 6316	Practicum I for School Counseling (S-L)
EDSC 6318	Practicum II for School Counseling (S-L)
EDSC 6380	Career Development and Lifestyle Counseling for School Counselor
EDUC 5310	Introduction to Exceptional Learners

Total Credit Hours Required: Minimum 36 hours

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

CERTIFICATION SEEKING ONLY

Candidates who already hold a master's degree and are seeking school counseling certification are eligible to pursue the Advanced Certificate in School Counseling. These candidates must meet specific TExES preparation guidelines, pass the TExES, submit Defense of Degree as requested, and provide a service record documenting two years of credible teaching experience as a classroom teacher in an accredited and approved school. Candidates must hold a valid classroom teaching certificate. These students will be recommended for the Standard School Counselor Certificate upon fulfilling all university and state requirements.

The following track in School Counseling is available only to International Students who will not be pursuing Texas State School Counseling Certification.

COUN 5312	Counseling Theories and Techniques
COUN 5313	Group Counseling Methods
EDSC 5310	Introduction to School Counseling
EDSC 5311	Developmental Psychology
EDSC 6010	Defense of Degree
EDSC 6310	Pre-Practicum for School Counseling
EDSC 6312	Appraisal in Counseling and Development
EDSC 6313	Curriculum and Administration for School Guidance and Counseling Programs
EDSC 6316	Practicum I for School Counseling (S-L)
EDSC 6318	Practicum II for School Counseling (S-L)
EDSC 6380	Career Development and Lifestyle Counseling for School Counselor
EDUC 5310	Introduction to Exceptional Learners
EDSC 6308	The School and Multicultural Society

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

College of Education Graduate Defense of Degree

Because of Dallas Baptist University's quest for meaningful assessment of graduate candidates, a defense of degree is required in all College of Education Graduate Programs. The defense of degree is a capstone collection of signature assessments and artifacts with reflections that demonstrate a candidate's personal growth, development, and acquisition of knowledge, skills and dispositions.

A digital format will be utilized by the candidate to enhance the presentation and to justify why the degree should be awarded to the candidate. The candidate's formal defense will be presented to members of the Educator Preparation Board and will take place on the main campus each semester.

It is recommended that candidates attend a Defense of Degree workshop held each semester. It is also the candidate's responsibility to schedule a meeting with their designated program director who will provide additional information regarding objectives, service-learning, artifacts, reflections, presentation format, and evaluative criteria and scoring.

Candidates must register for the Defense of Degree course as prescribed in their degree plan during the semester in which they will present their defense of degree to the Educator Preparation Board. The EPB is a group of experienced and widely successful educators from Dallas Baptist University and the Metroplex. Practicing teachers, administrators, consultants, superintendents, guidance directors, personnel directors, and Educational Region Service Center personnel as well as DBU professors and administrators volunteer their time for this highly selective process. The Educator Preparation Board serves as the College of Education Graduate Programs' advisory board and meets three times a year to assess graduate candidates' defense of degrees.

College of Education Graduate Electronic Defense of Degree

Dallas Baptist University's educator preparation programs strive to provide a quality learning experience that enables all candidates to impact P-12 learning. The Defense of Degree is designed to be an individualized collection of documents to prepare the candidate for future positions; demonstrate the candidate's ongoing knowledge, skills, experiences, and dispositions; and provide the candidate with the opportunity for self-reflection. All graduate candidates are required to compile and maintain an electronic, developmental Defense of Degree. There are three types of documents that must be included in the Defense of Degree: required documents, foundational elements, and competency artifacts. Throughout the program, the candidate will collect these documents and upload them to their designated TaskStream account.

The organization of Defense of Degree is governed by the State Board of Educator Certification standards and competencies, DBU/InTASC competencies, and DBU's Educator Preparation Provider competencies in addition to specific field of study competencies.

The Defense of Degree will be used to assess your development as you proceed through your designated program. Candidates who do not have all required documents and "signature assessments" uploaded into TaskStream will not be allowed to proceed to the next level as designed by these Transition Points:

Transition Point One: Requirements for Program Admission

Transition Point Two: Requirements for Program Entrance

Transition Point Three: Requirements for Program Continuance

Transition Point Four: Requirements for Program Completion
Transition Point Five: Requirements for Program Evaluation

It is the candidates' responsibility to meet with their designed program director and/or advisor to discuss the e-portfolio required documents, checkpoint scoring, foundational elements rubric, and the competency artifacts rubric.

Master of Education in Special Education

Mary Beth Sanders, Ed.D., Program Director

The Master of Education in Special Education degree prepares the master's level student with knowledge, understanding, and abilities in the field of special education, K-12. The M.Ed. in Special Education program provides the framework for effective communication and partnership, personnel management, assessment, instruction, and compliance with federal and state regulations. The 36-hour, non-thesis general Special Education program consists of 18 hours of special education academic specialization, 9 hours in the professional area, and 9 hours in the resource area. Pathways to Teaching students can obtain teacher certification in special education while pursuing the M.Ed. in Special Education.

In accordance with the national governing agency, Council for Exceptional Children, all candidates must have certification in EC-6, English language arts, math, science or history to be considered a "highly qualified special education teacher."

ADMISSION

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

PREREQUISITES

Entrance requirements for graduate programs in the College of Education must be met, including having at least two years of credible teaching experience in a K-12 public or private school by the time the candidate has completed the necessary coursework and is ready to take the appropriate certification examinations. A copy of the teacher candidate's service record will be required to substantiate the teaching experience requirement prior to recommending the teacher candidate to register for the state certification examinations.

PROGRAM CONTINUANCE

Continuance in the program past the first 12 hours is pending submission of a satisfactory score on the Miller Analogies Test (MAT) or *Graduate Record Examinations® (GRE®)*.

A waiver of the GRE or MAT requirement may be considered if the student meets one of the following conditions:

- earns an "A-" or higher in each of the first four courses (12 hours) of graduate coursework in the DBU College of Education, or
- holds a Bachelor's degree from the DBU College of Education earned within the past five years with a cumulative GPA of 3.25 or higher, or
- holds a Master's degree from DBU.

ACADEMIC SPECIALIZATION (18 credit hours)

SPED 5310	Introduction to the Exceptional Learner
SPED 5320	Teaching the Underachiever
SPED 5330	Pedagogy of Special Education
SPED 5332	Diagnosing and Correcting Reading Difficulties with Clinical Experience
SPED 5350	Classroom and Behavioral Management Strategies
SPED 6360	Supervision of Special Education Instruction

PROFESSIONAL AREA (9 credit hours)

EDUC 5344	Diagnosing Learning Different Children
EDUC 6302	Research in Education (S-L)
EDUC 6306	Curriculum Design and Evaluation

RESOURCE AREA (9 credit hours)

EDAD 6312	School Law
READ 5338	Pedagogy of Language Arts
or	
EDUC 6304	Improvement of Instruction
EDUC 6308	The School and the Multicultural American Society (may substitute ESLS 5308 Multicultural and Multilingual Learning Environments)

REQUIRED:

SPED 6010	Defense of Degree
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TOTAL COURSE REQUIREMENTS - 36 hours

- *Students seeking teacher certification will be required to complete two (2) seminars in preparation for the TExES exams.*
- *Students seeking teacher certification will complete Student Teaching or Internship in Teaching I and Internship in Teaching II (6 hours credit).*

Diagnostician Specialization

The Master of Education in Special Education with Diagnostician's Specialization degree prepares the master's level student with knowledge, understanding, and abilities in the field of special education with emphasis placed on diagnostician knowledge and skills. The program provides the framework for effective communication and partnership, assessment, instruction, and compliance with federal and state regulations. The 36-hour, non-thesis program consists of 15 hours of special education academic specialization, 15 hours in the professional area, and 6 hours in the resource area. The M.Ed. in Special Education with Diagnostician's Specialization leads to Texas diagnostician's certification.

In accordance with the national governing agency, Council for Exceptional Children, all candidates must have certification in EC-6, English language arts, math, science or history to be considered a "highly qualified special education teacher." Diagnostician candidates must hold one of these content area certifications and professional roles/responsibilities certification before being accepted to this master's program.

ACADEMIC SPECIALIZATION (18 credit hours)

- SPED 5310 Introduction to the Exceptional Learner
- SPED 5320 Teaching the Underachiever
- SPED 5330 Pedagogy of Special Education
- SPED 5332 Diagnosing and Correcting Reading Difficulties with Clinical Experience
- SPED 5350 Classroom and Behavioral Management Strategies
- SPED 6350 Individual Diagnostic Assessment Practicum (S-L)* (160 hrs.)

PROFESSIONAL AREA (12 credit hours)

- EDUC 5344 Diagnosing Learning Different Children
- EDUC 6302 Research in Education (S-L)
- EDUC 6306 Curriculum Design and Evaluation
- EDSC 6312 Appraisal in Counseling and Development

RESOURCE AREA (6 credit hours)

- EDAD 6312 School Law
- EDUC 6308 The School and the Multicultural American Society
(may substitute ESL 5308 Multicultural and Multilingual Learning Environments)

REQUIRED

- SPED 6010 Defense of Degree

TOTAL COURSE REQUIREMENTS - 36 hours

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

College of Education Graduate Defense of Degree

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A digital format will be utilized by the candidate to enhance the presentation and to justify why the degree should be awarded to the candidate. The candidate's formal defense will be presented to members of the Educator Preparation Board and will take place on the main campus each semester.

It is recommended that candidates attend a Defense of Degree workshop held each semester. It is also the candidate's responsibility to schedule a meeting with their designated program director who will provide additional information regarding objectives, service-learning, artifacts, reflections, presentation format, and evaluative criteria and scoring.

Candidates must register for the Defense of Degree course as prescribed in their degree plan during the semester in which they will present their defense of degree to the Educator Preparation Board. The EPB is a group of experienced and widely successful educators from Dallas Baptist University and the Metroplex. Practicing teachers, administrators, consultants, superintendents, guidance directors, personnel directors, and Educational Region Service Center personnel as well as DBU professors and administrators volunteer their time for this highly selective process. The Educator Preparation Board serves as the College of Education Graduate Programs' advisory board and meets three times a year to assess graduate candidates' defense of degrees.

College of Education Graduate Electronic Defense of Degree

Dallas Baptist University's educator preparation programs strive to provide a quality learning experience that enables all candidates to impact P-12 learning. The Defense of Degree portfolio is designed to be an individualized collection of documents to prepare the candidate for future positions; demonstrate the candidate's ongoing knowledge, skills, experiences, and dispositions; and provide the candidate with the opportunity for self-reflection. All graduate candidates are required to compile and maintain an electronic, developmental Defense of Degree. There are three types of documents that must be included in the Defense of Degree: required documents, foundational elements, and competency artifacts. Throughout the program, the candidate will collect these documents and upload them to their designated TaskStream account.

The organization of Defense of Degree is governed by the State Board of Educator Certification standards and competencies, DBU/InTASC competencies, and DBU's Educator Preparation Provider competencies in addition to specific field of study competencies.

The Defense of Degree will be used to assess your development as you proceed through your designated program. Candidates who do not have all required documents and "signature assessments" uploaded into TaskStream will not be allowed to proceed to the next level as designed by these Transition Points:

Transition Point One: Requirements for Program Admission
Transition Point Two: Requirements for Program Entrance
Transition Point Three: Requirements for Program Continuance
Transition Point Four: Requirements for Program Completion
Transition Point Five: Requirements for Program Evaluation

It is the candidates' responsibility to meet with their designed program director and/or advisor to discuss the Defense of Degree required documents, checkpoint scoring, foundational elements rubric, and the competency artifacts rubric.

Non-Certification Seeking Students

The following track in Special Education is available only to International Students or others not pursuing Texas State Certification. International students and other students who have no teaching experience are expected to complete a minimum of 23 hours observing and assisting in school classrooms each semester. These hours may be served concurrently with courses that include school experiences or will be planned with the program director if no concurrent placement is available. (Courses that include school placements are SPED 5332 and SPED 6360. Additional courses include some hours in the classroom, but are less than the required 32 hours.)

ACADEMIC SPECIALIZATION (18 credit hours)

SPED 5310	Introduction to Exceptional Learners
SPED 5320	Teaching the Underachiever
SPED 5330	Pedagogy of Special Education
SPED 5332	Diagnosing and Correcting Reading Difficulties with Clinical Experiences
SPED 5350	Classroom and Behavioral Management Strategies
SPED 6360	Supervision of Special Education Instruction

PROFESSIONAL AREA (9 credit hours)

EDUC 5344	Diagnosing Learning Different Children
EDUC 6302	Research in Education (S-L)
EDUC 6306	Curriculum Design and Evaluation

RESOURCE AREA (9 credit hours)

EDAD 6312	School Law
or	
EDUC 6304	Improvement of Instruction
EDUC 6308	The School and the Multicultural American Society
READ 6330	Foundations in Reading

REQUIRED

SPED 6010	Defense of Degree
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TOTAL COURSE REQUIREMENTS - 36 hours

Master of Liberal Arts

Sena Baker, Program Director

The Master of Liberal Arts degree is designed to meet the needs of the student who wants an interdisciplinary, broad-based graduate education. This flexibility is appealing to a wide range of people who want an expanded liberal arts education and a better understanding of their heritage. Students may take a combination of courses in the Arts, Humanities, Christian Studies, English as a Second Language, and Missions.

The Master of Liberal Arts 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

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

Curriculum Overview

The 36-credit-hour curriculum is comprised of a nine-credit-hour interdisciplinary core with two options available for the completion of the remaining twenty-seven hours.

Core Courses (9 hours)

MALA 5300 Western Heritage and Christianity
MALA 5350 World Views: Human Beliefs/Human Actions **(S-L)**
MALA 5370 Western Culture through the Arts

Interdisciplinary Track

Complete any combination of DBU graduate courses (27 hours)

Single Discipline Track

Concentration (18 hours)
Electives (9 hours)

Concentrations available to the M.L.A. student in the Single Discipline track are:

Art

Choose 6 classes from the following:

MALA 5333 Fine Arts in East Asia
MALA 5363 Advertising Design **(S-L)**
MALA 5369 History of Modern Art
MALA 5372 The Arts and the Creative Process
MALA 5376 Drawing and the Liberal Arts I
MALA 5377 Painting and the Liberal Arts
MALA 5381 Sculpture and the Liberal Arts
MALA 5384 Visual Faith: The Arts in Worship
MALA 5385 Special Topics in Art
MALA 5386 Crafts and the Liberal Arts
MALA 6382 Travel Study in Fine Arts
MALA 6392 Directed Study in Fine Arts
Other classes may be approved by the Program Director.

Christian Studies

Choose 6 classes from the following:

MALA 5301 Western Church History
MALA 5302 History of Religion in America
MALA 5303 Baptist History
MALA 5324 The Gospels
MALA 5351 The Early Life and Letters of Paul
MALA 5352 The Later Life and Letters of Paul
MALA 5355 Systematic Theology
MALA 5357 History of the Reformation
MALA 5358 Teaching Ministry of the Church
MALA 5361 Children's Ministry in the Church
MALA 5362 Youth Ministry in the Church
MALA 5365 Christianity in a Pluralistic World
MALA 5366 The General Epistles
MALA 5373 Hymnology
MALA 5375 Church Music Administration
MALA 5380 Ethnomusicology in Christian Missions

MALA 5394 John
 MALA 5396 Mark
 MALA 5397 Hebrews
 MALA 6384 Travel Study in Religion
Other classes may be approved by the Program Director.

Commercial Art *(Required concentration courses - 27 hours)*

MALA 5336 Illustration I
 MALA 5337 Illustration II
 MALA 5363 Advertising Design **(S-L)**

 MALA 5359 History of Graphic Design I
 or
 MALA 5360 History of Graphic Design II

 MALA 5376 Drawing and the Liberal Arts I
 MALA 6376 Drawing and the Liberal Arts II
 MALA 5377 Painting and the Liberal Arts
 MALA 6378 Graduate Internship in Publishing
 MALA 6379 Graduate Show

NOTE: *Prerequisites must be met before a student can register for a specific course. Portfolio evaluation by the Program Director for students who have earned a bachelor's degree from another institution.*

East Asian Studies

Choose 6 classes from the following:

MALA 5331 History and Culture of East Asia
 MALA 5332 History of East Asian Philosophy & Religion
 MALA 5333 Fine Arts in East Asia
 MALA 5334 Literature of East Asia
 MALA 5309 Essentials of East Asian Language
 MAGL 5355 Leadership in East Asia
 MAGL 5356 Business and Finance in East Asia
 MAGL 5357 Understanding East Asian Civilization and Culture
 MAGL 5359 Travel Study in East Asia

English

Choose 6 classes from the following:

ENGL 5340 Studies in Global Literature
 ENGL 5341 C.S. Lewis
 ENGL 5344 Studies in Fiction
 ENGL 5346 Special Topics in English
 ENGL 5347 Studies in Drama
 ENGL 5348 Studies in Poetry
 ENGL 5349 Shakespeare
 MALA 5342 Select Topics in Linguistics
 MALA 5345 Studies in Non-Fiction
Other classes may be approved by the Program Director.

English as a Second Language

ESLS 5301 Second Language Acquisition
 ESLS 5304 Methods in Teaching ESL
 ESLS 5306 Content Area Language Proficiency Skills
 ESLS 5308 Multicultural and Multilingual Learning Environments
 ESLS 5310 Administration of ESL Programs
 ESLS 5314 Practicum in ESL/EFL Settings **(S-L)**

Fine Arts

Choose 6 classes from the following:

ENGL 5347 Studies in Drama
 MALA 5320 Technology in Communication
 MALA 5321 Readers Theater **(S-L)**
 MALA 5322 Communication Styles: A Key to Business Success
 MALA 5372 The Arts and the Creative Process
 MALA 5373 Hymnology
 MALA 5375 Church Music Administration
 MALA 5376 Drawing and the Liberal Arts

MALA 5377	Painting and the Liberal Arts
MALA 5380	Ethnomusicology in Christian Missions
MALA 5381	Sculpture and the Liberal Arts
MALA 5384	Visual Faith: The Arts in Worship
MALA 5385	Sculpture and the Liberal Arts
MALA 5386	Crafts and the Liberal Arts
MALA 5399	Opera Workshop
MALA 6382	Travel Study in Fine Arts
MALA 6392	Directed Study in Fine Arts

Other classes may be approved by the Program Director.

History

Choose 6 classes from the following:

MALA 5301	Western Church History
MALA 5302	History of Religion in America
MALA 5303	Baptist History
MALA 5304	American Diplomatic History
MALA 5305	History of Texas
MALA 5308	Medieval History
MALA 5312	The Twentieth Century
MALA 5328	Topics in Latin American History
MALA 5335	American Republic: 1800-1850's
MALA 5354	Ancient Civilizations
MALA 5357	History of the Reformation
MALA 5371	U.S. Intellectual and Social History
MALA 5388	Foundations of the American Republic
MALA 5389	Civil War and Reconstruction

Other classes may be approved by the Program Director.

Missions

Choose 6 classes from the following:

MAGL 5330	Introduction to Missiology
MAGL 5331	Cross-Cultural Living and Ministry
MAGL 5332	Strategies for Missionary Work
MAGL 5333	Local Church on Mission
MAGL 5334	Chronological Bible Storying
MAGL 5335	Biographies of Outstanding Missionaries
MAGL 5340	Integrating Faith and Cultures
MAGL 5341	Perspectives on the World Christian Movement
MAGL 5342	Ethnography, Cultures, and Worldviews
MAGL 5343	Understanding Islam
MAGL 5344	Strategies for Urban Ministries

Other classes may be approved by the Program Director.

Political Science

Choose 6 Classes from the following:

MALA 5304	American Diplomatic History
MALA 5311	Political Communication
MALA 5314	International Relations
MALA 5315	Municipal Government and Urban Development
MALA 5316	Study of Public Administration
MALA 5317	Comparative Government
MALA 5318	American Political Tradition
MALA 5395	Directed Study in Social Sciences

Other classes may be approved by the Program Director.

Total Credit Hours Required: Minimum 36 hours

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

Master of Science in Kinesiology

Ray Galloway, Ed.D., Program Director

The Master of Science in Kinesiology program equips candidates for Christian servant leadership in the multi-faceted areas of Kinesiology, equipping them with intercultural and leadership skills equal to integrating their Christian faith and witness as they make significant contributions to the human endeavor. This degree will prepare students to apply their studies to the design of wellness, fitness, and health promotion programs in various settings of professional interest: education, corporate, and commercial. The program also includes scientific study in anatomy, physiology, biochemistry, and the biophysics of human movement.

Program Degree Requirements

The Master of Science in Kinesiology is a 36-hour program. The program is composed of 18 kinesiology core hours, 6 hours of professional preparation, a 3-hour internship, and 9 hours of electives.

Kinesiology Core Courses (18 hours)

KNES 5301	Exercise Physiology
KNES 5302	Organization and Administration of Kinesiology and Sport
KNES 5303	Mechanical Analysis of Motor Skills
KNES 5304	Sport Nutrition
KNES 6310	Current Trends and Issues in Kinesiology and Sport (S-L)
KNES 6326	Psychology of Sport and Performance

Professional Preparation Area (6 hours)

KNES 6305	Measurement, Evaluation, and Research in Kinesiology
KNES 6308	Sociology of Sport
KNES 6020	Culminating Experience

Internship (3 hours)

KNES 5321	Internship
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Electives (9 hours)

Choose 6 hours of kinesiology electives and any three-hour graduate elective (approved by program director).

Total Credit Hours Required: 36

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

Master of Science in Management

Richard Nassar, Program Director

The Master of Science in Management is a specialized degree program designed to maximize one's potential in leading people and managing organizations. The curriculum and teaching methodologies will challenge leaders to develop forward-thinking solutions and enhance influential leadership styles. Graduates will have the tools to be strategic leaders, to possess big-picture perspectives, and to be skilled decision-makers.

Required M.S. in Management Core Curriculum (13 hours)

FINA 6301	Corporate Finance (<i>Prerequisite needed: FINA 51.521</i>)
MANA 6410	Decision Making
MANA 6370	Innovative Leadership
MISM 6315	Technology Fundamentals

CONCENTRATION OPTION:

General Management Concentration (23 hours)

MANA 6210	Business Negotiation and Conflict Resolution
MANA 6311	Global Initiatives in Management
MANA 6323	Human Resource Strategy (S-L)
MANA 6333	Operations and Quality Management
MANA 6371	Motivating and Vision Casting
MANA 6372	Managing Organizations and Teams (S-L)
MANA 6373	Business Strategy and Planning
PROJ 6301	Project Overview, Strategic Process, and Process Initiative

Total Credit Hours Required: 36

Master's Ministry Degree Programs

Master of Arts in Children's Ministry

Shelly Melia, Ph.D., Program Director

The Master of Arts Children's Ministry is designed to equip children's ministers to understand the needs of children, explore the principles of best strategies in teaching and reaching children, and implement ministry that impacts not only the child, but the family. The program provides foundations in theological, educational, and practical programming for effective children's ministry. It combines academic training and practical ministry application that focus intentionally on the world children live in and the faith they need to follow Christ for the rest of their lives. The program consists of 18 hours of required core curriculum and 18 hours of children's ministry curriculum, for a total of 36 hours.

In addition to previously stated admission requirements, the following program-specific requirements must be met:

- 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.
- *Church Membership Requirement (for admission into the Ed.D. in Educational Leadership—all concentrations, Ph.D. in Leadership Studies' Ministry Concentration, Master's Ministry Degrees, and Advanced Ministry Certificate Programs): Within the last 12 months, the applicant must have been an active member of a Christian church that holds Jesus Christ as Lord and Savior and who holds solely the Old Testament and the New Testament as sacred Scripture.*

PREREQUISITES¹

- Old Testament Survey or THEO 5307 Old Testament Literature and Interpretation
- New Testament Survey or THEO 5308 New Testament Literature and Interpretation
- 3000/4000 Level Religion Course or 5000/6000 Level Theology Course

¹Prerequisites may be met with equivalent courses from another institution and do not count toward degree completion.

CURRICULUM OVERVIEW

18 hours	Core Courses
9 hours	Program Specific Courses
9 hours	Concentration
36 hours	Total

Core Courses (18 hours)

MACE 5302	Biblical Servant Leadership
MAWL 6303	Spiritual Formation and Worship
THEO 5313	Applied Hermeneutics
THEO 6305	Christian History and Heritage
THEO 6306	Systematic Theology
GSOM 6310	Ministry Mentorship (S-L) ²

Program Specific Courses (9 hours)

MACH 6311	Early Childhood Ministry
MACH 6312	Ministry With Children
MACH 6351	Children and the Christian Faith*

Concentration Options (9 hours):

General Concentration

MACH 6352	Advanced Childhood Ministry* (S-L) ²
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And select two of the following:

MACH 6315	Ministry to Children with Special Needs
MACH 6350	Ministry in Church Weekday Education Ministries
MACH 6354	Research: Faith Formation in Childhood** (S-L) ²
MAFM 6353	Ministry to Families

Special Needs Children's Ministry Concentration

MACH 6315	Ministry to Children with Special Needs
SPED 5310	Introduction to Exceptional Learners
<i>Select one of the following:</i>	
EDUC 6304	Improvement of Instruction
EDUC 6308	The School and Multicultural Society
GSOM 5393	Disability and Suffering

MAFM 6353 Ministry to Families
SPED 5350 Classroom and Behavioral Management Strategies

*Prerequisites MACH 6311 and MACH 6312

**Prerequisites MACH 6311, MACH 6312, MACH 6351, MAFM 6353

²(S-L)=Course(s) with field-based service-learning component.

Master of Arts in Christian Education

Shelly Melia, Ph.D., Program Director

The Master of Arts in Christian Education is a 36-hour graduate program designed to prepare leaders for church-related ministries. Graduates from DBU's Master of Arts in Christian Education program will be equipped to:

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

In addition to previously stated admission requirements, the following program-specific requirements must be met:

- 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.
- *Church Membership Requirement (for admission into the Ed.D. in Educational Leadership—all concentrations, Ph.D. in Leadership Studies' Ministry Concentration, Master's Ministry Degrees, and Advanced Ministry Certificate Programs): Within the last 12 months, the applicant must have been an active member of a Christian church that holds Jesus Christ as Lord and Savior and who holds solely the Old Testament and the New Testament as sacred Scripture.*

PREREQUISITES¹

- Old Testament Survey or THEO 5307 Old Testament Literature and Interpretation
- New Testament Survey or THEO 5308 New Testament Literature and Interpretation
- 3000/4000 Level Religion Course or 5000/6000 Level Theology Course

¹Prerequisites may be met with equivalent courses from another institution and do not count toward degree completion.

CURRICULUM OVERVIEW

18 hours	Core Courses
9 hours	Program Specific Courses
9 hours	Concentration
36 hours	Total

Core Courses (18 hours)

MACE 5302	Biblical Servant Leadership (take first year)
MAWL 6303	Spiritual Formation and Worship (first year)
THEO 5313	Applied Hermeneutics
THEO 6305	Christian History and Heritage
THEO 6306	Systematic Theology
GSOM 6310	Ministry Mentorship (S-L) ²

Program Specific Courses (9 hours)

MACE 6301	Introduction to Christian Education
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And select two of the following:

MACE 6304	Philosophy and Principles of Christian Education
MACE 6307	Church and Business Administration
MACE 6308	Evangelism, Missions, and Growth Through Education Ministry

Concentration Options (9 hours)

Adult Ministry

MACE 6314	Ministry with Adults
MACE 6315	Ministry with Senior Adults

Select one of the following:

MACE 6309	Developing Lay Leaders in the Church
MACE 6322	Introduction to Christian Counseling

Business Ministry

MANA 51.521	Management Theory (1.5 hours)
MANA 51.522	Business Legal Environment (1.5 hours)
MANA 6314	Organizational Change and Development
MANA 6323	Human Resource Strategy (S-L) ²

Collegiate Ministry

MAST 6320	The Collegiate Campus Minister
MAST 6354	Collegiate Ministry Strategies

Select one of the following:

MACE 6322	Introduction to Christian Counseling
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MAGL 5331 Cross-Cultural Living and Ministry
THEO 6360 Proclamation

Communication Ministry

MACE 6361 Writing and Editing for Christian Publishing

Select two of the following:

COMA 6303 Digital Media Communication
COMA 6307 Communication Leadership for Groups
COMA 6309 Social Media and Communication
COMA 6321 Strategic Communication for Organizations
COMA 6322 Communication Campaigns

Counseling Ministry

COUN 5312 Counseling Theories and Techniques

MACE 6322 Introduction to Christian Counseling

MAFM 6316 Faith Formation in Life Stages

Family Ministry

MAFM 6353 Ministry to Families

Select two of the following:

MACE 6314 Ministry with Adults
MACH 6312 Ministry with Children
MAST 5313 Ministry with Students

Leading the Nonprofit Organization

MANA 6348 Legal Issues for Nonprofit Organizations*

MANA 6349 Creative Leadership for Nonprofit Organizations*

MRKT 6340 Marketing Strategy for Nonprofit Organizations **(S-L)**³

**Prerequisite required.*

Missions Ministry

MAGL 5330 Introduction to Missiology

MAGL 5331 Cross-Cultural Living and Ministry

MAGL 5332 Strategies for Missionary Work

Small Group Ministry

MACE 6309 Developing Lay Leaders in the Church

MACE 6317 Biblical Foundations and Models for Small Group Ministry

MACE 6318 Equipping and Nurturing Small Group Leaders

Student Ministry

MAST 5313 Ministry with Students

MAST 6353 Adolescent Development

Select one of the following:

MAST 6350 Family-Based Student Ministry
MAST 6351 Student Cultural Issues

Worship Ministry

Select three of the following:

MAWL 5310 Worship Philosophy and Practice
MAWL 6308 Worship Through the Ages
MAWL 6313 21st Century Transformational Worship
MAWL 6316 Worship Theology for Contemporary Ministry

General

Select three courses from the Graduate School of Ministry with approval of the Academic Advisor.

² **(S-L)** = Course(s) with field-based service-learning component.

Master of Arts in Christian Ministry

David Smith, Ed.D., Program Director

The Master of Arts in Christian Ministry program is designed to help prepare students for a wide variety of ministries in churches or church-related fields. The degree plan permits students to focus on practical, biblical, historical, theological, and general ministry-related course options offered throughout the various ministry programs in the Graduate School of Ministry. In doing so, the program will offer students a broad, multifaceted exposure to Christian Ministry in the 21st century. In addition, the Master of Arts in Christian Ministry program will assist students in discerning and defining the particular direction of their call to ministry. It will also assist students in gaining additional practical and theological training while they are currently serving in churches and church-related vocations locally, nationally, and globally.

In addition to previously stated admission requirements, the following program-specific requirements must be met:

- 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.
- *Church Membership Requirement (for admission into the Ed.D. in Educational Leadership—all concentrations, Ph.D. in Leadership Studies' Ministry Concentration, Master's Ministry Degrees, and Advanced Ministry Certificate Programs): Within the last 12 months, the applicant must have been an active member of a Christian church that holds Jesus Christ as Lord and Savior and who holds solely the Old Testament and the New Testament as sacred Scripture.*

PREREQUISITES¹

Old Testament Survey or THEO 5307 Old Testament Literature and Interpretation
New Testament Survey or THEO 5308 New Testament Literature and Interpretation
3000/4000 Level Religion Course or 5000/6000 Level Theology Course

¹Prerequisites may be met with equivalent courses from another institution and do not count toward degree completion.

CURRICULUM OVERVIEW

24 hours	Core Courses
12 hours	Concentration
36 hours	Total

Core Courses (24 hours)

MACE	5302	Biblical Servant Leadership
MACM	5301	Foundations of Christian Ministry
MACM	6309	Shepherding in the 21 st Century
MAWL	6303	Spiritual Formation and Worship
THEO	5313	Applied Hermeneutics
THEO	6305	Christian History and Heritage
THEO	6306	Systematic Theology
GSOM	6310	Ministry Mentorship (S-L) ²

²**(S-L)**=Course(s) with field-based service-learning component.

CONCENTRATION OPTIONS (12 hours)

General Ministry Concentration

Christian Scriptures

Select one Old Testament **and** one New Testament course:

THEO	6322	Old Testament Readings: Pentateuch
THEO	6323	Old Testament Readings: Prophets
THEO	6324	Old Testament Readings: Psalms & Wisdom Literature
THEO	6333	New Testament Readings: Synoptic Gospels
THEO	6334	New Testament Readings: Johannine Literature
THEO	6335	New Testament Readings: Pauline Epistles
THEO	6336	New Testament Readings: General Epistles

And select any two courses from the Worship Ministry, Heritage and Missions, Christian Ministry and Education, or Age-Level Ministry courses.

Worship Ministry

MAWL	6308	Worship Through the Ages
MAWL	6311	Global Worship
MAWL	6313	21st Century Transformational Worship
MAWL	6316	Worship Theology for Contemporary Ministry

Heritage and Missions

MAGL	5330	Introduction to Missiology (Recommended)
MAGL	5331	Cross-Cultural Living and Ministry
MAGL	5332	Strategies for Missionary Work
MAGL	5333	Local Church on Mission
MAGL	5335	Biographies of Outstanding Missionaries
MAGL	5343	Understanding Islam
THEO	5317	Baptist Heritage and Polity
THEO	6350	Christian Ethics

Christian Ministry and Education

MACE	6301	Introduction to Christian Education
MACE	6304	Philosophy and Principles of Christian Education
MACE	6307	Church and Business Administration
MACE	6308	Evangelism, Missions and Growth Through Education Ministry
MACE	6309	Developing Lay Leaders in the Church
MACE	6322	Introduction to Christian Counseling
THEO	6360	Proclamation

Age-Level Ministry

MACE	6314	Ministry with Adults
MACE	6315	Ministry with Senior Adults
MACH	6311	Early Childhood Ministry
MACH	6312	Ministry with Children
MAST	5313	Ministry with Students (Recommended)
or		
MAST	6320	The Collegiate Campus Minister
MAST	6350	Family-Based Student Ministry
MAST	6351	Student Cultural Issues

Counseling Ministry

24 hours	Core Courses
<u>12 hours</u>	Counseling Ministry
36 hours	Total

Students selecting this concentration will take the eight required courses and four concentration courses listed below.

COUN	5312	Counseling Theories and Techniques
MACE	6322	Introduction to Christian Counseling
MAFM	6316	Faith Formation in Life Stages

*And select **one** of the following:*

COUN	6310	Career Counseling and Lifestyle Development
COUN	6311	Addictive and Compulsive Disorders
COUN	6314	Marriage and Family Counseling
COUN	6315	Contemporary Approaches to Christian Counseling

Family Ministry

24 hours	Core Courses
<u>12 hours</u>	Family Ministry
36 hours	Total

Students selecting this concentration will take the eight required courses and four concentration courses listed below.

MACE	6314	Ministry with Adults
MACH	6312	Ministry with Children
MAST	5313	Ministry with Students

And select one of the following:

MACE	6315	Ministry with Senior Adults
MACE	6322	Introduction to Christian Counseling
MACE	6309	Developing Lay Leaders in the Church
MACH	6311	Early Childhood Ministry
MAFM	6353	Ministry to Families
MAST	6350	Family-Based Student Ministry

Leading the Nonprofit Organization

24 hours	Core Courses
<u>12 hours</u>	Leading the Nonprofit Organization
36 hours	Total

Students selecting this concentration will take the eight required courses and four concentration courses listed below.

ACCT	6344	Nonprofit Accounting, Resource Development, and Fundraising (Prerequisite: ACCT 5311 or equivalent)
MANA	6348	Legal Issues for Nonprofit Organizations
MANA	6349	Creative Leadership for Nonprofit Organizations
MRKT	6340	Marketing Strategy for Nonprofit Organizations (S-L) ²

(M.A. in Christian Ministry required course prerequisites for MANA 6348 and 6349: MAWL 6303 and MACE 5302)

Ministry Leadership*

24 hours	Core Courses
<u>12 hours</u>	Ministry Leadership
36 hours	Total

Students selecting this concentration will take the eight required courses and four concentration courses listed below.

MACE	6318	Equipping and Nurturing Small Group Leaders
MACE	6362	Christian Public Relations and Marketing for Ministry
MACM	6310	Leadership in the Hispanic Christian Community
MAGL	5331	Cross-Cultural Living and Ministry

***Offered in San Antonio**

Professional Life Coaching

24 hours	Core Courses
<u>12 hours</u>	Professional Life Coaching
36 hours	Total

Students selecting this concentration will take the eight required courses and four concentration courses listed below.

MACM	6303	Conflict Resolution in Ministry
MAPD	5310	Coaching Theories and Methods
MAPD	6311	Developing Coaching Skills
MAPD	6312	Professional Life Coaching Practicum

ADDITIONAL PROGRAM:

Chaplaincy Program

Tom Vann, Ph.D., Program Director

PREREQUISITES

Old Testament Survey
New Testament Survey

Prerequisites may be met with equivalent courses from another institution and do not count toward degree completion.

CURRICULUM OVERVIEW

24 hours	Core Courses
36 hours	Chaplaincy General Ministry
<u>12 hours</u>	Chaplaincy Ministry
72 hours	Total

Students selecting this concentration will take the eight Core Curriculum Courses, twelve designated General Ministry Courses as outlined below, and the four chaplaincy courses listed below.

Core Courses (24 hours):

MACE	5302	Biblical Servant Leadership
MACM	6309	Shepherding in the 21 st Century
MACM	5301	Foundations of Christian Ministry

MAWL	6303	Spiritual Formation and Worship
THEO	5313	Applied Hermeneutics
THEO	6305	Christian History and Heritage
THEO	6306	Systematic Theology
GSOM	6310	Ministry Mentorship (S-L)

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

Chaplaincy General Ministry (36 hours):

Christian Scriptures (9 hours)

Select one Old Testament and one New Testament course:

THEO	6322	Old Testament Readings: Pentateuch
THEO	6323	Old Testament Readings: Prophets
THEO	6324	Old Testament Readings: Psalms & Wisdom Literature
THEO	6333	New Testament Readings: Prophets
THEO	6334	New Testament Readings: Psalms and Wisdom Literature
THEO	6335	New Testament Readings: Pauline Epistles
THEO	6336	New Testament Readings: General Epistles

Select one of the following:

THEO	5307	Old Testament Literature and Interpretation
THEO	5308	New Testament Literature and Interpretation

Heritage and Missions (9 hours)

Select one of the following:

MAGL	5330	Introduction to Missiology (Recommended)
MAGL	5331	Cross-Cultural Living and Ministry
MAGL	5332	Strategies for Missionary Work
MAGL	5333	Local Church on Mission
MAGL	5335	Biographies of Outstanding Missionaries
THEO	6350	Christian Ethics

Plus both of the following courses:

MAGL	5343	Understanding Islam
THEO	5317	Baptist Heritage and Polity

Christian Ministry and Education (15 hours)

COUN	6387	Counseling Victims of Trauma
MACE	6301	Introduction to Christian Education
MACE	6322	Introduction to Christian Counseling
MALA	5365	Christianity in a Pluralistic World
THEO	6360	Proclamation

Age-Level Ministry (3 hours)

Select one of the following:

MACE	6314	Ministry with Adults*
MACE	6315	Ministry with Senior Adults*
MACH	6311	Early Childhood Ministry
MACH	6312	Ministry with Children
MAST	5313	Ministry with Students*
MAST	6320	The Collegiate Campus Minister
MAST	6350	Family-Based Student Ministry
MAST	6351	Student Cultural Issues

*Recommended for Chaplaincy Ministry Students

Chaplaincy Ministry: (12 hours)

MACM	6301	Introduction to Chaplaincy Ministry
MACM	6302	Introduction to Ecumenical Liturgy
MACM	6303	Conflict Resolution in Ministry
MACM	6304	Victim Assistance Ministry Training

Master of Arts in Family Ministry

Shelly Melia, Ph.D., Acting Program Director

The Master of Arts in Family Ministry is a 36-hour degree program designed to equip ministers to be servant leaders in order to understand the needs of families, explore the principles of best strategies in biblical family formation, and implement ministries that impact families in different phases of life. While the focus of this degree is to design ways to impact families proactively in the formation process, there will also be components that attempt to address the therapeutic issues of life as they arise developmentally and from crisis. The program will provide foundations in theological, educational, and practical programming for effective family ministry. It will combine academic training and practical ministry application that will focus intentionally on the world families live in and the faith they need to follow Christ.

ACADEMIC REQUIREMENTS

For academic and admission requirements, see the Master of Arts in Family Ministry Admission Requirements Sheet.

In addition to admission requirements, the following program-specific requirements must be met:

- 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.
- *Church Membership Requirement (for admission into the Ed.D. in Educational Leadership—all concentrations, Ph.D. in Leadership Studies' Ministry Concentration, Master's Ministry Degrees, and Advanced Ministry Certificate Programs): Within the last 12 months, the applicant must have been an active member of a Christian church that holds Jesus Christ as Lord and Savior and who holds solely the Old Testament and the New Testament as sacred Scripture.*

PREREQUISITES¹

Old Testament Survey or THEO 5307 Old Testament Literature and Interpretation
New Testament Survey or THEO 5308 New Testament Literature and Interpretation
3000/4000 Level Religion Course or 5000/6000 Level Theology Course

¹Prerequisites may be met with equivalent courses from another institution and do not count toward degree completion.

CURRICULUM OVERVIEW

18 hours	Core-Courses
15 hours	Program Specific Courses
<u>3 hours</u>	Elective
36 hours	Total

Core Courses (18 hours)

MACE 5302	Biblical Servant Leadership
MAWL 6303	Spiritual Formation and Worship
THEO 5313	Applied Hermeneutics
THEO 6305	Christian History and Heritage
THEO 6306	Systematic Theology
GSOM 6310	Ministry Mentorship (S-L) ²

Program Specific Courses (15 Hours)

MACH 6311	Early Childhood Ministry
MACH 6312	Ministry With Children
MAFM 6316	Faith Formation in the Life Stages
MAFM 6353	Ministry to Families
MAST 6350	Family-Based Student Ministry

Elective (3 hours)

Select one of the following:

COUN 6314	Marriage and Family Counseling
MACE 6322	Introduction to Christian Counseling
MAFM 6312	Research: Faith Formation in the Family (S-L) ²

²(S-L) = Course(s) with field-based service-learning component.

Master of Arts in Global Leadership

Bob Garrett, Ph.D., Program Director

Designed for global-thinking leaders who aspire to forge new paradigms for working in international or multicultural environments, the Master of Arts in Global Leadership explores ways to lead in today's rapidly changing world of globalization, resurgent cultural values, religions, clashing worldviews, professional domains, and business ventures. Students must be highly motivated self-starters with innovative ideas who are eager to make a difference in the world. Global Leadership consists of connecting with people in other cultures and societies around the globe, and finding ways to exert a positive influence in their lives. Learning the intercultural skills and understanding multiethnic dynamics are crucial skills for leadership in today's increasingly multicultural and multiethnic environments.

Graduates have strong intercultural skills with a calling to Christian ministry, and often serve as 21st century missionaries, as missions mobilizers, as church planters, as kingdom professionals doing business as missions, as Ministers of Missions on a church staff, as cell group leaders or house church workers, as denominational and parachurch organization leaders, or doing nontraditional ministry in urban and intercultural settings.

In addition to previously stated admission requirements, the following program-specific requirements must be met:

- 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 church involvement.
- *Church Membership Requirement (for admission into the Ed.D. in Educational Leadership—all concentrations, Ph.D. in Leadership Studies' Ministry Concentration, Master's Ministry Degrees, and Advanced Ministry Certificate Programs): Within the last 12 months, the applicant must have been an active member of a Christian church that holds Jesus Christ as Lord and Savior and who holds solely the Old Testament and the New Testament as sacred Scripture.*

PREREQUISITES¹

Old Testament Survey or THEO 5307 Old Testament Literature and Interpretation
New Testament Survey or THEO 5308 New Testament Literature and Interpretation
3000/4000 Level Religion Course or 5000/6000 Level Theology Course

¹Prerequisites may be met with equivalent courses from another institution and do not count toward degree completion.

CURRICULUM OVERVIEW

21 hours	Core Courses
3 hours	Elective
12 hours	Concentration
36 hours	Total

Core Courses (21 hours)

GSOM 6310	Ministry Mentorship (S-L) ²
MACE 5302	Biblical Servant Leadership
MAGL 5330	Introduction to Missiology
MAWL 6303	Spiritual Formation and Worship
THEO 5313	Applied Hermeneutics
THEO 6305	Christian History and Heritage
THEO 6306	Systematic Theology

²(S-L) = Course(s) with field-based service-learning component.

Elective (3 hours)

Select one M.A. in Global Leadership course with approval of Academic Advisor.

Concentration Options (12 hours)

Select one of the following concentrations and select four courses. Courses taken for the concentration may not also count as electives.

Missions

Select four of the following:

MAGL 5316	Global Leadership Practicum (S-L) ²
MAGL 5331	Cross-Cultural Living and Ministry
MAGL 5332	Strategies for Missionary Work
MAGL 5333	Local Church on Mission
MAGL 5334	Chronological Bible Storying
MAGL 5335	Biographies of Outstanding Missionaries
MAGL 5336	Current Trends in Missions

Church Planting

Select four of the following:

MAGL 5321	Sharing Gospel Faith
MAGL 6322	Transformational Church Life
MAGL 6323	Small Group Disciple-Making
MAGL 6324	Church Multiplication Methods
MAGL 6325	Starting New Churches

English as a Second/Foreign Language (ESL)³

ESLS 5301	Second Language Acquisition
ESLS 5304	Methods in Teaching ESL
ESLS 5306	Content Area Language Proficiency Skills
ESLS 5308	Multicultural and Multilingual Learning Environments

³Students with a concentration in ESL may substitute ESLS 5314 Practicum in ESL/EFL Settings (**S-L**) for GSOM 6310 Ministry Mentorship. Choosing ESL Practicum to receive the Advanced Certificate in ESL will require taking a total of 39 credit hours. In order to demonstrate minimal proficiency in English language usage required for teaching ESL, international students must provide a TOEFL exam score of 213 (computer based), 550 (paper based), or 79 (internet based).

Global Communication

Select four of the following:

COMA 6307	Communication Leadership for Groups
COMA 6309	Social Media in Communication
COMA 6314	Intercultural Communication
COMA 6321	Strategic Communication for Organizations
COMA 6322	Communication Campaigns
COMA 6324	Communication for Global Organizations

Global Studies

Select four of the following:

MAGL 5340	Integrating Faith and Cultures
MAGL 5341	Perspectives on the World Christian Movement
MAGL 5342	Ethnography, Cultures and Worldviews
MAGL 5343	Understanding Islam
MAGL 5344	Strategies for Urban Ministries
MAGL 6345	Business as Mission (S-L)
ENGL 5340	Studies in Global Literature
MALA 5380	Ethnomusicology in Christian Missions

Small Group Ministry

MACE 6317	Biblical Foundations and Models for Small Group Ministry
MACE 6318	Equipping and Nurturing Small Group Leaders

Select any two of the following:

MAGL 5332	Strategies for Missionary Work
MAGL 5333	Local Church on Mission
MAGL 5344	Strategies for Urban Ministries
MAWL 5310	Worship Philosophy and Practice

International Business

ECON 6303	International Economics and the Legal Environment
FINA 6321	International Finance
MANA 6311	Global Initiatives in Management
MRKT 6321	International Marketing

East Asian Studies

Select four of the following:

MAGL 5351	History and Culture of East Asia
MAGL 5352	History of East Asian Philosophy and Religion
MAGL 5353	Fine Arts in East Asia
MAGL 5354	Literature of East Asia
MAGL 5355	Leadership in East Asia
MAGL 5356	Business and Finance in East Asia
MAGL 5357	Understanding East Asian Civilization and Culture
MAGL 5358	Essentials of East Asian Language
MAGL 5359	Travel Study in East Asia

Leading the Nonprofit Organization

ACCT 6344	Accounting, Resource Development and Fundraising (prerequisite: ACCT 6321)
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MANA 6348 Legal Issues for Nonprofit Organizations
MANA 6349 Creative Leadership for Nonprofit Organizations
MRKT 6340 Marketing Strategy for Nonprofit Organizations **(S-L)**²

General Studies

Select four courses from Global Leadership with approval of Academic Advisor.

²**(S-L)** = Course(s) with field-based service-learning component.

Master of Arts in Student Ministry

Jan Daehnert, D.Min., Acting Program Director

The Master of Arts in Student Ministry is designed to equip student ministers with the foundation and skills that enable them to minister effectively to students and their families in contemporary cultural settings. The degree program engages student ministers in a contemporary study of student ministry in order to provide a practical educational base as well as a theological foundation and biblical leadership skills for effective transformational student ministry in the local church. This program consists of 18 hours of core courses and 18 hours of program specific courses, for a total of 36 hours.

In addition to previously stated admission requirements, the following program-specific requirements must be met:

- 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.
- *Church Membership Requirement (for admission into the Ed.D. in Educational Leadership—all concentrations, Ph.D. in Leadership Studies' Ministry Concentration, Master's Ministry Degrees, and Advanced Ministry Certificate Programs): Within the last 12 months, the applicant must have been an active member of a Christian church that holds Jesus Christ as Lord and Savior and who holds solely the Old Testament and the New Testament as sacred Scripture.*

PREREQUISITES¹

Old Testament Survey or THEO 5307 Old Testament Literature and Interpretation
New Testament Survey or THEO 5308 New Testament Literature and Interpretation
3000/4000 Level Religion Course or 5000/6000 Level Theology Course

¹Prerequisites may be met with equivalent courses from another institution and do not count toward degree completion.

CURRICULUM OVERVIEW:

18 hours	Core Courses
18 hours	Program Specific Courses
36 hours	Total

Core Courses (18 hours):

MACE 5302	Biblical Servant Leadership
MAWL 6303	Spiritual Formation and Worship
THEO 5313	Applied Hermeneutics
THEO 6305	Christian History and Heritage
THEO 6306	Systematic Theology

GSOM 6310	Ministry Mentorship (S-L) ²
or	
MAST 6356	Developing Student Ministry Lay Leaders (S-L) ²

²(S-L) = Course(s) with field-based service-learning component.

Program Specific Courses (18 hours):

MAST 6350	Family-Based Student Ministry
MAST 6351	Student Cultural Issues
MAST 6352	Student Ministry in a Global Context
MAST 6353	Adolescent Development
MAST 6354	Collegiate Ministry Strategies

Select one of the following:

MAST 5313	Ministry with Students
MAST 6320	The Collegiate Campus Minister

Master of Arts in Theological Studies

Jim Lemons, Ph.D., Acting Program Director

The Master of Arts in Theological Studies is a 36-hour degree program that prepares servant leaders for Christian ministry by providing a broad foundation in biblical, historical, theological, and practical ministry studies. The Master of Arts in Theological Studies provides students who are preparing for careers in ministry and those seeking advanced understandings of the foundations of Christian faith the opportunity to combine classical graduate theological education with practical ministry training. Concentrations in Christian Scriptures, Christian Heritage, and Christian Ministry allow students the opportunity to adjust academic experiences to meet differing personal ministry needs.

In addition to previously stated admission requirements, the following program-specific requirements must be met:

- 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.
- *Church Membership Requirement (for admission into the Ed.D. in Educational Leadership—all concentrations, Ph.D. in Leadership Studies' Ministry Concentration, Master's Ministry Degrees, and Advanced Ministry Certificate Programs): Within the last 12 months, the applicant must have been an active member of a Christian church that holds Jesus Christ as Lord and Savior and who holds solely the Old Testament and the New Testament as sacred Scripture.*

PREREQUISITES¹

Old Testament Survey

New Testament Survey

3000/4000 Level Religion Course or 5000/6000 Level Theology Course

¹Prerequisites may be met with equivalent courses from another institution and do not count toward degree completion.

CURRICULUM OVERVIEW:

24 hours Core Courses

12 hours Concentration

36 hours Total

Core Courses (24 hours)

GSOM 6310	Ministry Mentorship (S-L) ²
MACE 5302	Biblical Servant Leadership
MAWL 6303	Spiritual Formation and Worship
THEO 5307	Old Testament Literature and Interpretation
THEO 5308	New Testament Literature and Interpretation
THEO 5313	Applied Hermeneutics
THEO 6305	Christian History & Heritage
THEO 6306	Systematic Theology

² (S-L) = Course(s) with field-based service-learning component.

Concentration Options (12 hours)

Christian Scriptures:

Select four of the following:

THEO 6321	Biblical Backgrounds
THEO 6322	Old Testament Readings: Pentateuch
THEO 6323	Old Testament Readings: Prophets
THEO 6324	Old Testament Readings: Psalms & Wisdom Literature
THEO 6332	First Century Christianity
THEO 6333	New Testament Readings: Synoptic Gospels
THEO 6334	New Testament Readings: Johannine Literature
THEO 6335	New Testament Readings: Pauline Epistles
THEO 6336	New Testament Readings: General Epistles
THEO 6392	Advanced Research in Theological Studies

Christian Heritage:

Select four of the following:

THEO 5317	Baptist Heritage and Polity
THEO 6311	Issues in Early Christianity
THEO 6312	Issues in Medieval Christianity
THEO 6313	Issues in Reformation Study
THEO 6314	Issues in American Christianity
THEO 6315	Issues in Contemporary Christianity
THEO 6318	Issues in Baptist Studies

THEO 6332 First Century Christianity

Christian Ministry

MACM 5301 Foundations in Christian Ministry

MACM 6309 Shepherding in the 21st Century

THEO 6360 Proclamation

and

Select one course from the Graduate School of Ministry with the approval of Academic Advisor.

Master of Arts in Worship Leadership

Bob Brooks, D.M.A., Program Director

The Master of Arts in Worship Leadership program provides theological training for worship leaders, equipping them with biblical, theological, historical, and practical foundations for worship leadership and worship education in order to lead congregations in experiencing transformational worship on a personal and corporate level. The degree program is designed to engage worship leaders in a holistic study of Christian worship in order to educate the people of God in the theological and practical dimensions of worship.

In addition to previously stated admission requirements, the following program-specific requirements must be met:

- 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.
- *Church Membership Requirement (for admission into the Ed.D. in Educational Leadership—all concentrations, Ph.D. in Leadership Studies' Ministry Concentration, Master's Ministry Degrees, and Advanced Ministry Certificate Programs): Within the last 12 months, the applicant must have been an active member of a Christian church that holds Jesus Christ as Lord and Savior and who holds solely the Old Testament and the New Testament as sacred Scripture.*

PREREQUISITES¹

Old Testament Survey or THEO 5307 Old Testament Literature and Interpretation
New Testament Survey or THEO 5308 New Testament Literature and Interpretation
3000/4000 Level Religion Course or 5000/6000 Level Theology course

¹ Prerequisites may be met with equivalent courses from another institution and do not count toward degree completion.

CURRICULUM OVERVIEW

18 hours	Core Courses
9 hours	Program Specific Courses
<u>9 hours</u>	Concentration
36 Hours	Total

Core Courses (18 hours)

GSOM 6310	Ministry Mentorship (S-L) ²
MACE 5302	Biblical Servant Leadership
MAWL 6303	Spiritual Formation and Worship
THEO 5313	Applied Hermeneutics
THEO 6305	Christian History and Heritage
THEO 6306	Systematic Theology

Program Specific Courses (9 hours)

MAWL 5304	Leadership in Worship
MAWL 5307	History of Worship Song
MAWL 6308	Worship Through the Ages

²(S-L) = Course(s) with field-based service-learning component.

Concentration Options (9 hours)

Communication Ministry Concentration

MAWL 6314	Worship Technology
<i>Select two of the following:</i>	
COMA 6303	Digital Media Communication
COMA 6307	Communication Leadership for Groups
COMA 6309	Social Media and Communication
COMA 6321	Strategic Communication for Organizations
COMA 6322	Communication Campaigns
MACE 6361	Writing and Editing for Christian Publishing

Worship Ministry Concentration

MAWL 6316 Worship Theology for Contemporary Ministry
and select two courses from the Graduate School of Ministry with approval of Academic Advisor.

Worship Music Concentration³

MAWL 5312	Worship Songwriting and Arranging
MAWL 6314	Worship Technology
MAWL 6319	Rehearsal Techniques for Worship Ensembles

³To pursue the Worship Music Concentration, the student must hold an undergraduate degree in music.

Dual Master's Degree Programs

Master of Arts in Children's Ministry/Master of Arts in Christian Ministry

Dual Degree

Shelly Melia, Ph.D., M.A. in Children's Ministry Program Director

David Smith, Ed.D., M.A. in Christian Ministry Program Director

The dual degree program, Master of Arts in Children's Ministry and Master of Arts in Christian Ministry, provides Christ-centered graduate level education in order to prepare servant leaders for specific age-related as well as general ministry-related service in the 21st century. The M.A. in Children's Ministry degree offers students excellence in preparation for children's ministry, while the M.A. in Christian Ministry degree focuses on the broad, interdisciplinary and practical nature of ministry preparation.

PREREQUISITES¹

Old Testament Survey or THEO 5307 Old Testament Literature and Interpretation

New Testament Survey or THEO 5308 New Testament Literature and Interpretation

3000/4000 Level Religion Course or 5000/6000 Level Theology Course

¹Prerequisites may be met with equivalent courses from another institution and do not count toward degree completion.

Note: Church Membership Requirement (for admission into the Ed.D. in Educational Leadership—all concentrations, Ph.D. in Leadership Studies' Ministry Concentration, Master's Ministry Degrees, and Advanced Ministry Certificate Programs): Within the last 12 months, the applicant must have been an active member of a Christian church that holds Jesus Christ as Lord and Savior and who holds solely the Old Testament and the New Testament as sacred Scripture.

CURRICULUM OVERVIEW

18 hours	Core Courses
21 hours	M.A. in Children's Ministry/M.A. in Christian Ministry Required Courses
6 hours	Electives
3 hours	M.A. in Children's Ministry Controlled Elective
12 hours	M.A. in Christian Ministry Concentration
60 hours	Total

Core Courses (18 Hours)

GSOM 6310	Ministry Mentorship (S-L) ²
MACE 5302	Biblical Servant Leadership
MAWL 6303	Spiritual Formation and Worship
THEO 5313	Applied Hermeneutics
THEO 6305	Christian History and Heritage
THEO 6306	Systematic Theology

M.A. in Children's Ministry/M.A. in Christian Ministry Required Courses (21 hours)

MACH 6311	Early Childhood Ministry
MACH 6312	Ministry with Children
MACH 6351	Children and the Christian Faith
MACH 6352	Advanced Childhood Ministry (S-L) ²
MACM 6309	Shepherding in the 21 st Century
MACM 5301	Foundations of Christian Ministry
MAFM 6353	Ministry to Families

ELECTIVES (6 Hours)

Select two courses from the Graduate School of Ministry with approval of Academic Advisor.

M.A. in Children's Ministry Controlled Elective (3 hours)

Select one of the following:

MACH 6315	Ministry to Children With Special Needs
MACH 6350	Ministry in Church Weekday Ministries
MACH 6354	Research: Faith Formation in Childhood (S-L) ²

M.A. in Christian Ministry Concentration (12 hours)

Select one of the concentrations for the M.A. in Christian Ministry degree and complete the required courses. (See M.A. in Christian Ministry Degree Requirements.)

²(S-L) = Course(s) with field-based service-learning component.

Master of Arts in Children's Ministry/Master of Arts in Counseling Dual Degree

Shelly Melia, Ph.D., M.A. in Children's Ministry Program Director
Mary L. Becerril, Ph.D., M.A. in Counseling Program Director
Joe Cook, Ph.D., M.A. in Counseling Program Director, DBU North

The purpose of the dual Master of Arts in Children's Ministry and Master of Arts in Counseling degree program is to provide Christ-centered graduate level education to prepare servant leaders for children's ministry leadership by integrating a strong foundation in Christian Education and to provide counseling services in a variety of settings such as community counseling centers, drug and alcohol treatment facilities, college and university counseling centers, Christian counseling centers, private psychiatric hospitals, abuse shelters, churches, rehabilitation centers, and private practice.

PREREQUISITES¹

M.A. in Children's Ministry: (9 hours)

- Old Testament Survey or THEO 5307 Old Testament Literature and Interpretation
- New Testament Survey or THEO 5308 New Testament Literature and Interpretation
- 3000/4000 Level Religion Course or 5000/6000 Level Theology Course

¹Prerequisites may be met with equivalent courses from another institution and do not count toward degree completion.

Note: Church Membership Requirement (for admission into the Ed.D. in Educational Leadership—all concentrations, Ph.D. in Leadership Studies' Ministry Concentration, Master's Ministry Degrees, and Advanced Ministry Certificate Programs): Within the last 12 months, the applicant must have been an active member of a Christian church that holds Jesus Christ as Lord and Savior and who holds solely the Old Testament and the New Testament as sacred Scripture.

M.A. in Counseling: (12 hours)

- General Psychology (or Introduction to Psychology)
- Statistics
- Two upper-level psychology courses
- Grades of "C" or better are accepted for prerequisites

Note: Continuance in the program past the first twelve (12) hours is pending submission of a satisfactory score on the Miller Analogies Test (MAT) or Graduate Record Examination® (GRE®).

ADMISSION

In order to pursue a Dual Master's Degree program, the applicant must apply to, meet the existing admission requirements for, and be accepted into each of the master's degrees which comprise the dual degree program.

TRANSFER STUDENTS

Applicants desiring to transfer from a master's counseling program at another university to the M.A. in Counseling Program at DBU are required to submit an official letter which states that the applicant is a student in good standing and is eligible to complete that program as well as enroll in practicum classes. This letter should be from the Dean or the Program Director and is to be submitted with the application to the DBU program.

Master of Arts in Counseling or Master of Education in School Counseling Agreement Contract:

Newly admitted students will meet with the Program Director, at which time the Master of Arts in Counseling or Master of Education in School Counseling Agreement Contract will be explained and discussed. By signing this agreement contract, new students are stating their willingness to be evaluated on nine characteristics deemed necessary for the development of an ethical and competent counselor. These characteristics are implied from the expectations of professional and personal competence and responsibility and are as follows: openness, flexibility, positiveness, cooperativeness, willingness to use and accept feedback, awareness of impact on others, ability to deal with conflict, ability to accept personal responsibility, and ability to express feelings effectively and appropriately. In addition, the student's signature on the contract expresses agreement to attend eight counseling sessions during the first two semesters in the M.A. in Counseling or M.Ed. in School Counseling programs. No student will be allowed to register for practicum until all sessions are complete.

CURRICULUM OVERVIEW

3 hours	Shared Practicum Requirement
27 hours	Specialized Preparation for M.A. in Children's Ministry
49 hours	Specialized Preparation for M.A. in Counseling
79 hours	TOTAL Dual Degree

SHARED PRACTICUM REQUIREMENT (6 HOURS)

COUN 6317 Counseling Practicum I (S-L)^{2*}

*COUN 6317 satisfies the M.A. in Children's Ministry requirement of GSOM 6310 Ministry Mentorship.

SPECIALIZED PREPARATION FOR M.A. IN CHILDREN'S MINISTRY (27 HOURS)

MACE 5302	Biblical Servant Leadership	MAWL 6303	Spiritual Formation and Worship
MACH 6311	Early Childhood Ministry	THEO 5313	Applied Hermeneutics
MACH 6312	Ministry With Children	THEO 6305	Christian History and Heritage
MACH 6351	Children and the Christian Faith**	THEO 6306	Systematic Theology
MAFM 6353	Ministry to Families	**Prerequisites MACH 6311 and MACH 6312	

SPECIALIZED PREPARATION FOR M.A. IN COUNSELING (46 HOURS)

COUN 5310	Introduction to Professional Counseling	COUN 6310	Career Counseling and Lifestyle Development
COUN 5312	Counseling Theories and Techniques	COUN 6311	Addictive and Compulsive Disorders
COUN 5313	Group Counseling Methods	COUN 6312	Psychopathology
COUN 5314	Lifespan Human Development	COUN 6314	Marriage and Family Counseling
COUN 5315	Psychological Testing	COUN 6315	Theological Perspectives in Christian Counseling
COUN 5316	Research Methods	COUN 6316	Advanced Counseling Methods and Crisis Intervention
COUN 5317	Multicultural Perspectives	COUN 6318	Counseling Practicum II (S-L) ²
COUN 5318	Pre-Practicum in Counseling	COUN 6322	Play Therapy
COUN 6100	Comprehensive Counseling Review		

²(S-L)=Course(s) with field-based service-learning component.

Master of Arts in Children's Ministry/Master of Arts in Global Leadership Dual Degree

Shelly Melia, Ph.D., M.A. in Children's Ministry Program Director
Bob Garrett, Ph.D., M.A. in Global Leadership Program Director

The Master of Arts in Children's Ministry and Master of Arts in Global Leadership dual degree program equips students to become global servant leaders who help children and their parents in international, cross-cultural, and multiethnic settings. Christian educators who work with children must understand the needs of children, explore the principles of the best strategies in teaching children, and implement methods that impact not only the child but the family. Global Leadership consists of connecting with people in other cultures and societies around the globe, and finding ways to exert a positive influence in their lives. Learning the intercultural skills and understanding multiethnic dynamics are crucial skills for leadership in today's increasingly multicultural and multiethnic environments.

PREREQUISITES¹

Old Testament Survey or THEO 5307 Old Testament Literature and Interpretation
New Testament Survey or THEO 5308 New Testament Literature and Interpretation
3000/4000 Level Religion Course or 5000/6000 Level Theology Course

¹Prerequisites may be met with equivalent courses from another institution and do not count toward degree completion.

Note: Church Membership Requirement (for admission into the Ed.D. in Educational Leadership—all concentrations, Ph.D. in Leadership Studies' Ministry Concentration, Master's Ministry Degrees, and Advanced Ministry Certificate Programs): Within the last 12 months, the applicant must have been an active member of a Christian church that holds Jesus Christ as Lord and Savior and who holds solely the Old Testament and the New Testament as sacred Scripture.

CURRICULUM OVERVIEW

18 hours	Core Courses
6 hours	M.A. in Children's Ministry Controlled Electives
6 hours	M.A. in Global Leadership Required Courses
6 hours	Electives
12 hours	M.A. in Children's Ministry Required Courses
<u>12 hours</u>	M.A. in Global Leadership Concentration
60 hours	Total

Core Courses (18 Hours)

GSOM 6310	Ministry Mentorship (S-L) ²
MACE 5302	Biblical Servant Leadership
MAWL 6303	Spiritual Formation and Worship
THEO 5313	Applied Hermeneutics
THEO 6305	Christian History and Heritage
THEO 6306	Systematic Theology

M.A. in Children's Ministry Required Courses (12 hours)

MACH 6311	Early Childhood Ministry
MACH 6312	Ministry with Children
MACH 6351	Children and the Christian Faith*
MACH 6352	Advanced Childhood Ministry* (S-L) ²

M.A. in Children's Ministry Controlled Electives (6 hours)

Select two of the following:

MACH 6315	Ministry to Children with Special Needs
MACH 6350	Ministry in Church Weekday Education Ministries
MACH 6354	Research: Faith Formation in Childhood** (S-L) ²
MAFM 6353	Ministry to Families

M.A. in Global Leadership Concentration (12 hours)

Select one of the concentrations for the M.A. in Global Leadership degree and complete the required courses.
(See M.A. in Global Leadership Degree Requirements).

M.A. in Global Leadership Required Courses (6 hours)

MAGL 5330	Introduction to Missiology
MAGL 5333	Local Church on Mission

Electives (6 hours)

Select two courses from the Graduate School of Ministry with approval of Academic Advisor.

*Prerequisites MACH 6311 and MACH 6312

**Prerequisites MACH 6311, MACH 6312, MACH 6351, MAFM 6353

²(S-L) = Course(s) with field-based service-learning component.

Master of Arts in Children's Ministry/Master of Arts in Management Dual Degree

Shelly Melia, Ph.D., M.A. in Children's Ministry Program Director
Richard Nassar, M.A. in Management Program Director

The purpose of the dual Master of Arts in Children's Ministry and Master of Arts in Management degree program is to provide Christ-centered graduate level education to prepare servant leaders for children's ministry leadership in a variety of settings including the church, non-profit organizations, and advocacy programs for children.

PREREQUISITES¹

Old Testament Survey or THEO 5307 Old Testament Literature and Interpretation
New Testament Survey or THEO 5308 New Testament Literature and Interpretation
3000/4000 Level Religion Course or 5000/6000 Level Theology Course

M.A. in Management prerequisites are 4.5 hours at the 5000-level or 9 hours at the undergraduate level.

¹Prerequisites may be met with equivalent courses from another institution and do not count toward degree completion.

Note: Church Membership Requirement (for admission into the Ed.D. in Educational Leadership—all concentrations, Ph.D. in Leadership Studies' Ministry Concentration, Master's Ministry Degrees, and Advanced Ministry Certificate Programs): Within the last 12 months, the applicant must have been an active member of a Christian church that holds Jesus Christ as Lord and Savior and who holds solely the Old Testament and the New Testament as sacred Scripture.

CURRICULUM OVERVIEW

30 hours	Specialized Preparation for M.A. in Children's Ministry
30 hours	Specialized Preparation for M.A. in Management
60 hours	Total

SPECIALIZED PREPARATION FOR M.A. IN CHILDREN'S MINISTRY (30 hours)

GSOM 6310	Ministry Mentorship (S-L) ²
MACE 5302	Biblical Servant Leadership
MACH 6311	Early Childhood Ministry
MACH 6312	Ministry with Children
MAFM 6353	Ministry to Families
MAWL 6303	Spiritual Formation and Worship
THEO 5313	Applied Hermeneutics
THEO 6305	Christian History and Heritage
THEO 6306	Systematic Theology

Select one of the following:

MACH 6350	Ministry in Church Weekday Education Ministries
MACH 6352	Advanced Childhood Ministry* (S-L) ²

*Prerequisites MACH 6311 and MACH 6312

SPECIALIZED PREPARATION FOR M.A. IN MANAGEMENT (30 hours)

MANA 6310	Leadership in Management
MANA 6312	Communications and Business Behavior
MANA 6314	Organizational Change and Development
MANA 6319	Operational Finance
MANA 6320	Business Ethics
MANA 6323	Human Resource Strategy (S-L) ²
MANA 6360	Managerial Strategy and Implementation (S-L) ²
MRKT 6341	Advanced Marketing Strategies

And select two courses from M.A. in Management concentrations with approval of M.A. in Management Academic Advisor.

²**(S-L)** = course(s) with field-based service-learning component.

Master of Arts in Children's Ministry/Master of Arts in Theological Studies Dual Degree

Shelly Melia, Ph.D., M.A. in Children's Ministry Program Director
Jim Lemons, Ph.D., M.A. in Theological Studies Acting Program Director

The dual degree program, Master of Arts in Children's Ministry and Master of Arts in Theological Studies provides Christ-centered graduate level education in order to prepare servant leaders for Christian ministry with a focus toward children's ministry leadership and theological studies. This program provides students broad foundational knowledge in biblical, historical, theological, and practical ministry studies. Students have opportunity to gain advanced understanding of the foundations of Christian faith as well as strong theological knowledge that leads to educating their minds and kindling their hearts in a manner that promotes a life of service for Christ's kingdom.

PREREQUISITES¹

Old Testament Survey
New Testament Survey
3000/4000 Level Religion Course or 5000/6000 Level Theology Course

¹Prerequisites may be met with equivalent courses from another institution and do not count toward degree completion.

Note: Church Membership Requirement (for admission into the Ed.D. in Educational Leadership—all concentrations, Ph.D. in Leadership Studies' Ministry Concentration, Master's Ministry Degrees, and Advanced Ministry Certificate Programs): Within the last 12 months, the applicant must have been an active member of a Christian church that holds Jesus Christ as Lord and Savior and who holds solely the Old Testament and the New Testament as sacred Scripture.

CURRICULUM OVERVIEW

18 hours	Core Courses
21 hours	M.A. in Children's Ministry/ M.A. in Theological Studies Required Courses
6 hours	Electives
3 hours	M.A. in Children's Ministry Controlled Elective
<u>12 hours</u>	M.A. in Theological Studies Concentration
60 hours	Total

CORE COURSES (18 hours)

GSOM 6310	Ministry Mentorship (S-L) ²
MACE 5302	Biblical Servant Leadership
MAWL 6303	Spiritual Formation and Worship
THEO 5313	Applied Hermeneutics
THEO 6305	Christian History and Heritage
THEO 6306	Systematic Theology

M.A. IN CHILDREN'S MINISTRY/M.A. IN THEOLOGICAL STUDIES

REQUIRED COURSES (21 hours)

MACH 6311	Early Childhood Ministry
MACH 6312	Ministry with Children
MACH 6351	Children and the Christian Faith
MACH 6352	Advanced Childhood Ministry (S-L) ²
MAFM 6353	Ministry to Families
THEO 5307	Old Testament Literature and Interpretation
THEO 5308	New Testament Literature and Interpretation

ELECTIVES (6 hours)

Select two courses from the Graduate School of Ministry with approval of Academic Advisor.

M.A. IN CHILDREN'S MINISTRY CONTROLLED ELECTIVE (3 hours)

Select one of the following:

MACH 6315	Ministry to Children with Special Needs
MACH 6350	Ministry in Church Weekday Ministries
MACH 6354	Research: Faith Formation in Childhood (S-L) ²

M.A. IN THEOLOGICAL STUDIES CONCENTRATION (12 hours)

Select one of the concentrations for the M.A. in Theological Studies degree and complete the required courses. (See M.A. in Theological Studies Degree Requirements.)

²(S-L) = Course(s) with field-based service-learning component.

Master of Arts in Children's Ministry/Master of Business Administration Dual Degree

Shelly Melia, Ph.D., M.A. in Children's Ministry Program Director
Sandra Reid, Ph.D., M.B.A. Program Director

The Master of Arts in Children's Ministry and Master of Business Administration degree program provides Christ-centered graduate level education to prepare servant leaders for children's ministry leadership by integrating a strong foundation in Children's Ministry and Business Administration.

This dual degree program is an attractive option for those students who have a strong desire to serve in children's ministry, but will also serve in the administration of weekday ministries, nonprofit organizations, or advocacy programs for children. The M.B.A. provides the strong business foundation needed for strategic administration of all types of ministry programs, while the M.A. in Children's Ministry prepares the student for ministry specific to children and their families.

PREREQUISITES¹

Old Testament Survey or THEO 5307 Old Testament Literature and Interpretation
New Testament Survey or THEO 5308 New Testament Literature and Interpretation
3000/4000 Level Religion Course or 5000/6000 Level Theology Course

Master of Business Administration prerequisites are 15 hours at the 5000-level or 27 hours at the undergraduate level.

¹Prerequisites may be met with equivalent courses from another institution and do not count toward degree completion.

Note: Church Membership Requirement (for admission into the Ed.D. in Educational Leadership—all concentrations, Ph.D. in Leadership Studies' Ministry Concentration, Master's Ministry Degrees, and Advanced Ministry Certificate Programs): Within the last 12 months, the applicant must have been an active member of a Christian church that holds Jesus Christ as Lord and Savior and who holds solely the Old Testament and the New Testament as sacred Scripture.

ADMISSION

In order to pursue a Dual Master's Degree program, the applicant must apply to, meet the existing admission requirements for, and be accepted into each of the master's degrees which comprise the dual degree program.

CURRICULUM OVERVIEW

30 hours	Specialized Preparation for M.A. in Children's Ministry
30 hours	Specialized Preparation for Master of Business Administration
60 hours	Total

SPECIALIZED PREPARATION FOR M.A. IN CHILDREN'S MINISTRY (30 hours)

GSOM 6310	Ministry Mentorship (S-L) ²
MACE 5302	Biblical Servant Leadership
MACH 6311	Early Childhood Ministry
MACH 6312	Ministry with Children
MAFM 6353	Ministry to Families
MAWL 6303	Spiritual Formation and Worship
THEO 5313	Applied Hermeneutics
THEO 6305	Christian History and Heritage
THEO 6306	Systematic Theology

Select one of the following:

MACH 6350	Ministry in Church Weekday Education Ministries
MACH 6352	Advanced Childhood Ministry* (S-L) ²

*Prerequisites MACH 6311 and MACH 6312

SPECIALIZED PREPARATION FOR MASTER OF BUSINESS ADMINISTRATION (30 hours)

ACCT 6321	Managerial Accounting
FINA 6301	Corporate Finance
MANA 6302	Quantitative Analysis for Managers
MANA 6310	Leadership in Management
MANA 6320	Business Ethics
MANA 6341	Strategic Management Decisions (S-L) ²
MISM 6314	Management Information Systems
MRKT 6301	Creative Problem Solving Marketing Decisions (S-L) ²

And select two courses with approval of M.B.A. Academic Advisor.

²(S-L) = Course(s) with field-based service-learning component.

Master of Arts in Children's Ministry/Master of Liberal Arts Dual Degree

Shelly Melia, Ph.D., M.A. in Children's Ministry Program Director
Sena Baker, Master of Liberal Arts Program Director

The Master of Arts in Children's Ministry and Master of Liberal Arts degree program provides Christ-centered graduate level education to prepare servant leaders for children's ministry leadership by integrating a strong foundation in Children's Ministry in addition to a broad liberal arts degree.

PREREQUISITES¹

- Old Testament Survey or THEO 5307 Old Testament Literature and Interpretation
- New Testament Survey or THEO 5308 New Testament Literature and Interpretation
- 3000/4000 Level Religion Course or 5000/6000 Level Theology Course

¹Prerequisites may be met with equivalent courses from another institution and do not count toward degree completion.

Note: Church Membership Requirement (for admission into the Ed.D. in Educational Leadership—all concentrations, Ph.D. in Leadership Studies' Ministry Concentration, Master's Ministry Degrees, and Advanced Ministry Certificate Programs): Within the last 12 months, the applicant must have been an active member of a Christian church that holds Jesus Christ as Lord and Savior and who holds solely the Old Testament and the New Testament as sacred Scripture.

ADMISSION

In order to pursue a Dual Master's Degree program, the applicant must apply to, meet the existing admission requirements for, and be accepted into each of the master's degrees which comprise the dual degree program.

CURRICULUM OVERVIEW

30 hours	Specialized Preparation for M.A. in Children's Ministry
<u>30 hours</u>	Specialized Preparation for Master of Liberal Arts
60 hours	Total

SPECIALIZED PREPARATION FOR M.A. IN CHILDREN'S MINISTRY (30 hours)

MACE 5302	Biblical Servant Leadership
MACE 6301	Introduction to Christian Education
MAWL 6303	Spiritual Formation and Worship
THEO 5313	Applied Hermeneutics
THEO 6305	Christian History and Heritage
THEO 6306	Systematic Theology

Select **three** of the following:

MACH 6311	Early Childhood Ministry
MACH 6312	Ministry with Children
MACH 6350	Ministry in Church Weekday Education Ministries
MACH 6351	Children and the Christian Faith*
MACH 6352	Advanced Childhood Ministries* (S-L) ²
MACH 6353	Ministry to Families

Select **one** of the following:

GSOM 6310	Ministry Mentorship (S-L) ²
MACH 6354	Research: Faith Formation in Childhood* (S-L) ²

*Prerequisites: MACH 6311 and MACH 6312

**Prerequisites: MACH 6311, MACH 6312, MACH 6351, MACH 6353

SPECIALIZED PREPARATION FOR MASTER OF ARTS IN LIBERAL ARTS (30 hours)

MALA 5300	Western Heritage and Christianity
MALA 5350	Worldviews: Human Beliefs/Human Actions (S-L) ²
MALA 5370	Western Culture Through the Arts

And select seven courses with approval of Academic Advisor.

²**(S-L)** = Course(s) with field-based service-learning component.

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

Shelly Melia, Ph.D., M.A. in Christian Education Program Director
David Smith, Ed.D., M.A. in Christian Ministry Program Director

Through the Master of Arts in Christian Education/Master of Arts in Christian Ministry dual degree program students will demonstrate general biblical and theological knowledge as they develop, organize, conduct, and evaluate Christian education ministry in various vocational assignments which prepare them to lead effectively in a wide variety of ministries in churches or church-related fields. Additionally, students will broaden their general Christian ministry preparation horizons by taking practical, biblical, historical, theological, and general ministry-related course options offered throughout the various ministry programs in the Graduate School of Ministry.

PREREQUISITES¹

Old Testament Survey or THEO 5307 Old Testament Literature and Interpretation
New Testament Survey or THEO 5308 New Testament Literature and Interpretation
3000/4000 Level Religion Course or 5000/6000 Theology Course

¹*Prerequisites may be met with equivalent courses from another institution and do not count toward degree completion.*

Note: *Church Membership Requirement (for admission into the Ed.D. in Educational Leadership—all concentrations, Ph.D. in Leadership Studies' Ministry Concentration, Master's Ministry Degrees, and Advanced Ministry Certificate Programs): Within the last 12 months, the applicant must have been an active member of a Christian church that holds Jesus Christ as Lord and Savior and who holds solely the Old Testament and the New Testament as sacred Scripture.*

CURRICULUM OVERVIEW

18 hours	Core Courses
18 hours	M.A. in Christian Education/M.A. in Christian Ministry Required Courses
3 hours	Elective
9 hours	M.A. in Christian Education Concentration
12 hours	M.A. in Christian Ministry Concentration
60 hours	Total

CORE COURSES (18 hours)

GSOM 6310	Ministry Mentorship (S-L) ²
MACE 5302	Biblical Servant Leadership
MAWL 6303	Spiritual Formation and Worship
THEO 5313	Applied Hermeneutics
THEO 6305	Christian History and Heritage
THEO 6306	Systematic Theology

M.A. IN CHRISTIAN EDUCATION/M.A. IN CHRISTIAN MINISTRY

REQUIRED COURSES (18 hours)

MACE 6301	Introduction to Christian Education
MACE 6304	Philosophy and Principles of Christian Education
MACE 6307	Church and Business Administration
MACE 6308	Evangelism, Missions, and Growth Through Education Ministry
MACM 5301	Foundations of Christian Ministry
MACM 6309	Shepherding in the 21 st Century

ELECTIVE (3 hours)

Select one course from the Graduate School of Ministry with approval of Academic Advisor.

M.A. IN CHRISTIAN EDUCATION CONCENTRATION (9 hours)

Select one of the concentrations for the M.A. in Christian Education degree and complete the required courses.³ (See M.A. in Christian Education Degree Requirements.)

M.A. IN CHRISTIAN MINISTRY CONCENTRATION (12 hours)

Select one of the concentrations for the M.A. in Christian Ministry degree and complete the required courses.³ (See M.A. in Christian Ministry Degree Requirements.)

²(S-L) = Course(s) with field-based service-learning component.

³Students must select different concentrations for each degree.

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

Shelly Melia, Ph.D., M.A. in Christian Education Program Director
Mary L. Becerril, Ph.D., M.A. in Counseling Program Director, Main Campus
Joe Cook, Ph.D., M.A. in Counseling Program Director, DBU North

The M.A. in Christian Education is a program to prepare leaders for local church ministries and vocational work.

The M.A. in Counseling prepares graduates to provide counseling services in a variety of settings such as community counseling centers, drug and alcohol treatment facilities, college and university counseling centers, Christian counseling centers, private psychiatric hospitals, abuse shelters, churches, rehabilitation centers, and private practice.

ADMISSION

In order to pursue a Dual Master's Degree program, the applicant must apply to, meet the existing admission requirements for, and be accepted into each of the master's degrees which comprise the dual degree program.

Note: *Church Membership Requirement (for admission into the Ed.D. in Educational Leadership—all concentrations, Ph.D. in Leadership Studies' Ministry Concentration, Master's Ministry Degrees, and Advanced Ministry Certificate Programs): Within the last 12 months, the applicant must have been an active member of a Christian church that holds Jesus Christ as Lord and Savior and who holds solely the Old Testament and the New Testament as sacred Scripture.*

TRANSFER STUDENTS

Applicants desiring to transfer from a master's counseling program at another university to the M.A. in Counseling Program at DBU are required to submit an official letter which states that the applicant is a student in good standing and is eligible to complete that program as well as enroll in practicum classes. This letter should be from the Dean or the Program Director and is to be submitted with the application to the DBU program.

Master of Arts in Counseling or Master of Education in School Counseling Agreement Contract:

Newly admitted students will meet with the Program Director, at which time the Master of Arts in Counseling or Master of Education in School Counseling Agreement Contract will be explained and discussed. By signing this agreement contract, new students are stating their willingness to be evaluated on nine characteristics deemed necessary for the development of an ethical and competent counselor. These characteristics are implied from the expectations of professional and personal competence and responsibility and are as follows: openness, flexibility, positiveness, cooperativeness, willingness to use and accept feedback, awareness of impact on others, ability to deal with conflict, ability to accept personal responsibility, and ability to express feelings effectively and appropriately. In addition, the student's signature on the contract expresses agreement to attend eight counseling sessions during the first two semesters in the M.A. in Counseling or M.Ed. in School Counseling programs. No student will be allowed to register for practicum until all sessions are complete.

PROGRAM CONTINUANCE

Continuance in the M.A. Counseling program past 12 hours is pending submission of a satisfactory score on the Miller Analogies Test (MAT) or *Graduate Record Examinations® (GRE®)*.

PREREQUISITES

Prerequisite course work must be satisfied for both degree programs.

- **M.A. in Christian Education prerequisites:**
 - Old Testament Survey or THEO 5307 Old Testament Literature and Interpretation
 - New Testament Survey or THEO 5308 New Testament Literature and Interpretation
 - 3000/4000 Level Religion Course or 5000/6000 Theology Course

Prerequisites may be met with equivalent courses from another institution and do not count toward degree completion.

- **M.A. in Counseling prerequisites:**
 - General Psychology (or Introduction to Psychology)
 - Statistics (any kind)
 - Two upper-level Psychology courses (Suggestions: Psychology of Personality, Psychology of Learning, Abnormal Psychology, Human Growth and Development, Counseling Theories, or Group Counseling). Grades of "C" or better are accepted.
 - Continuance in the M.A. in Counseling program past the first 18 hours is pending successful completion of these prerequisites.

CURRICULUM OVERVIEW

3 hours	Shared Practicum Requirement
27 hours	Specialized Preparation for M.A. in Christian Education
<u>49 hours</u>	Specialized Preparation for M.A. in Counseling
76 hours	TOTAL Dual Degree

SHARED PRACTICUM REQUIREMENT (6 hours)

COUN 6317 Counseling Practicum I **(S-L)**^{2*}

*COUN 6317 satisfies the M.A. in Christian Education requirement of GSOM 6310 Ministry Mentorship.

SPECIALIZED PREPARATION FOR M.A. IN CHRISTIAN EDUCATION

MACE 5302	Biblical Servant Leadership
MACE 6301	Introduction to Christian Education
MACE 6304	Philosophy and Principles of Christian Education
MACE 6307	Church and Business Administration
MACE 6308	Evangelism, Missions, Growth - Education Ministry
MAWL 6303	Spiritual Formation and Worship
THEO 5313	Applied Hermeneutics
THEO 6305	Christian History and Heritage
THEO 6306	Systematic Theology

SPECIALIZED PREPARATION FOR M.A. IN COUNSELING

COUN 5310	Introduction to Professional Counseling
COUN 5312	Counseling Theories and Techniques
COUN 5313	Group Counseling Methods
COUN 5314	Lifespan Human Development
COUN 5315	Psychological Testing
COUN 5316	Research Methods
COUN 5317	Multicultural Perspectives
COUN 5318	Pre-Practicum in Counseling
COUN 6100	Comprehensive Counseling Review
COUN 6310	Career Counseling and Lifestyle Development
COUN 6311	Addictive and Compulsive Disorders
COUN 6312	Psychopathology
COUN 6314	Marriage and Family Counseling
COUN 6315	Theological Perspectives in Christian Counseling
COUN 6316	Advanced Counseling Methods and Crisis Intervention
COUN 6318	Counseling Practicum II (S-L) ²
COUN 6322	Play Therapy

²**(S-L)** = Course(s) with field-based service-learning component.

Master of Arts in Christian Education/Master of Arts in Global Leadership Dual Degree

Shelly Melia, Ph.D., M.A. in Christian Education Program Director
Bob Garrett, Ph.D., M.A. in Global Leadership Program Director

The purpose of the Master of Arts in Christian Education and Master of Arts in Global Leadership dual degree is to provide Christ-centered graduate level education that will prepare servant leaders with theological, global, and practical aspects of missions and education ministry for the 21st century.

PREREQUISITES¹

Old Testament Survey or THEO 5307 Old Testament Literature and Interpretation
New Testament Survey or THEO 5308 New Testament Literature and Interpretation
3000/4000 Level Religion Course or 5000/6000 Level Theology Course

¹Prerequisites may be met with equivalent courses from another institution and do not count toward degree completion.

ADMISSION

In order to pursue a Dual Master's Degree program, the applicant must apply to, meet the existing admission requirements for, and be accepted into each of the master's degrees which comprise the dual degree program.

Note: Church Membership Requirement (for admission into the Ed.D. in Educational Leadership—all concentrations, Ph.D. in Leadership Studies' Ministry Concentration, Master's Ministry Degrees, and Advanced Ministry Certificate Programs): Within the last 12 months, the applicant must have been an active member of a Christian church that holds Jesus Christ as Lord and Savior and who holds solely the Old Testament and the New Testament as sacred Scripture.

CURRICULUM OVERVIEW

18 hours	Core Courses
18 hours	M.A. in Christian Education/M.A. in Global Leadership Required Courses
3 hours	Elective
9 hours	M.A. in Christian Education Concentration
12 hours	M.A. in Global Leadership Concentration
60 hours	Total

CORE COURSES (18 hours)

GSOM 6310	Ministry Mentorship (S-L) ²
MACE 5302	Biblical Servant Leadership
MAWL 6303	Spiritual Formation and Worship
THEO 5313	Applied Hermeneutics
THEO 6305	Christian History and Heritage
THEO 6306	Systematic Theology

M.A. IN CHRISTIAN EDUCATION/M.A. IN GLOBAL LEADERSHIP

REQUIRED COURSES (18 hours)

MACE 6301	Introduction to Christian Education (First Semester)
MACE 6304	Philosophy and Principles of Christian Education
MACE 6307	Church and Business Administration
MACE 6308	Evangelism, Missions, and Growth Through Education Ministry
MAGL 5330	Introduction to Missiology
MAGL 5333	Local Church on Mission

ELECTIVE (3 hours)

Select one course from the Graduate School of Ministry with approval of Academic Advisor.

M.A. IN CHRISTIAN EDUCATION CONCENTRATION (9 hours)

Select one of the concentrations for the M.A. in Christian Education degree and complete the required courses.³
(See M.A. in Christian Education Degree Requirements.)

M.A. IN GLOBAL LEADERSHIP CONCENTRATION (12 hours)

Select one of the concentrations for the M.A. in Global Leadership degree and complete the required courses.³
(See M.A. in Global Leadership Degree Requirements.)

²(S-L) = Course(s) with field-based service-learning component.

³Students must select different concentrations for each degree.

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

Shelly Melia, Ph.D., M.A. in Christian Education Program Director
David Cook, J.D., M.A. in Leadership Program Director

The dual Master of Arts in Christian Education and Master of Arts in Leadership is a 60-hour, non-thesis dual degree program that will allow students to learn not only about ministry, but also how to lead effectively in their respective callings. The program is designed to equip students with the theological background, ministry training, and leadership skills they will need to serve in a variety of leadership positions in the world of ministry.

PREREQUISITES¹

Old Testament Survey or THEO 5307 Old Testament Literature and Interpretation
New Testament Survey or THEO 5308 New Testament Literature and Interpretation
3000/4000 Level Religion Course or 5000/6000 Level Theology Course

¹Prerequisites may be met with equivalent courses from another institution and do not count toward degree completion.

Note: Church Membership Requirement (for admission into the Ed.D. in Educational Leadership—all concentrations, Ph.D. in Leadership Studies' Ministry Concentration, Master's Ministry Degrees, and Advanced Ministry Certificate Programs): Within the last 12 months, the applicant must have been an active member of a Christian church that holds Jesus Christ as Lord and Savior and who holds solely the Old Testament and the New Testament as sacred Scripture.

CURRICULUM OVERVIEW:

3 hours	Shared Required Course
27 hours	Specialized Preparation for M.A. in Christian Education
30 hours	Specialized Preparation for M.A. in Leadership
60 hours	Total

SHARED REQUIRED COURSE (3 hours)

MACE 5302 Biblical Servant Leadership

SPECIALIZED PREPARATION FOR M.A. IN CHRISTIAN EDUCATION (27 hours)

GSOM 6310	Ministry Mentorship (S-L) ²
MACE 6301	Introduction to Christian Education
MACE 6304	Philosophy and Principles of Christian Education
MACE 6307	Church and Business Administration
MACE 6308	Evangelism, Missions, and Growth Through Education Ministry
MAWL 6303	Spiritual Formation and Worship
THEO 5313	Applied Hermeneutics
THEO 6305	Christian History and Heritage
THEO 6306	Systematic Theology

SPECIALIZED PREPARATION FOR M.A. IN LEADERSHIP (30 hours)

MAL 5308	Great Leaders in History
MAL 5309	Revolutionary Power: Leadership in the Lives of the Founding Fathers
MAL 6301	Christian Worldview of Leadership
MAL 6302	Vision-Casting and Leading Change
MAL 6303	Leadership in Conflict and Adversity
MAL 6304	Leadership Communication
MAL 6305	Relational Leadership and Emotional Intelligence
MAL 6306	Cross-Cultural and Global Leadership
MANA 6310	Leadership in Management
MANA 6320	Business Ethics

²(S-L) = Course(s) with field-based service-learning component.

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

Shelly Melia, Ph.D., M.A. in Christian Education Program Director
Carolyn Spain, Ed.D., M.A. in Teaching Program Director

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

Teacher certified M.A. in Christian Education/M.A. in Teaching students have the program options of earning:

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

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

ADMISSION

In order to pursue a Dual Master's Degree program, the applicant must apply to, meet the existing admission requirements for, and be accepted into each of the master's degrees which comprise the dual degree program.

Note: *Church Membership Requirement (for admission into the Ed.D. in Educational Leadership—all concentrations, Ph.D. in Leadership Studies' Ministry Concentration, Master's Ministry Degrees, and Advanced Ministry Certificate Programs): Within the last 12 months, the applicant must have been an active member of a Christian church that holds Jesus Christ as Lord and Savior and who holds solely the Old Testament and the New Testament as sacred Scripture.*

PROGRAM CONTINUANCE

Continuance in the M.A. in Teaching program past the first 12 hours is pending submission of a satisfactory score on the Miller Analogies Test (MAT) or *Graduate Record Examinations®* (GRE®).

A waiver of the GRE or MAT requirement may be considered if the student meets one of the following conditions:

- earns an "A-" or higher in each of the first four courses (12 hours) of graduate coursework in the DBU College of Education, or
- holds a Bachelor's degree from the DBU College of Education earned within the past five years with a cumulative GPA of 3.25 or higher, or
- holds a Master's degree from DBU.

PREREQUISITES

Prerequisite course work must be satisfied for both degree programs.

M.A. in Christian Education prerequisites (9 hours):

- Old Testament Survey or THEO 5307 Old Testament Literature and Interpretation
- New Testament Survey or THEO 5308 New Testament Literature and Interpretation
- 3000/4000 Level Religion Course or 5000/6000 Level Theology Course

Prerequisites may be met with equivalent courses from another institution and do not count toward degree completion.

M.A. in Teaching Program Continuance:

- Continuance in the M.A. in Teaching program past the first six (6) hours is pending submission of a satisfactory score on the Miller Analogies Test (MAT) or *Graduate Record Examinations®* (GRE®).

SPECIALIZED PREPARATION FOR MASTER OF ARTS IN CHRISTIAN EDUCATION (30 hours)

GSOM 6310	Ministry Mentorship (S-L) ²
MACE 5302	Biblical Servant Leadership (take first year)
MACE 6301	Introduction to Christian Education
MACE 6304	Philosophy and Principles of Christian Education
MACE 6307	Church and Business Administration
MACE 6308	Evangelism, Missions, Growth through Education Ministry
MAWL 6303	Spiritual Formation and Worship
THEO 5313	Applied Hermeneutics
THEO 6305	Christian History and Heritage
THEO 6306	Systematic Theology

Concentration (12 hours)

12 hours (4 courses) M.A. in Teaching Required Curriculum used as M.A. in Christian Education Concentration

CURRICULUM OVERVIEW

30 hours M.A. in Christian Education Required Curriculum

12 hours M.A. in Teaching Required Curriculum used as M.A. in Christian Education Concentration

18 hours M.A. in Teaching Required Curriculum

60 hours TOTAL Dual Degree

²(S-L) = Course(s) with field-based service-learning component.

ELEMENTARY STUDY PLAN REQUIRED CURRICULUM

Master of Arts in Teaching (Elementary) Non-Certified

Academic Specialization (15 hours required)

GSCI 5320 Pedagogy of Science
 MATH 5304 Content Math I
 READ 6331 Studies in Reading & Literature
 READ 6332 Pedagogy of Reading & Language Arts
 SOST 5340 Pedagogy of Social Studies

Professional Area (9 hours required)

EDUC 6302 Research in Education (S-L)
 EDUC 6304 Improvement of Instruction
 EDUC 6308 The School and Multicultural Society

Resource Area (6 hours required) (one course is non-credit)

EDUC 5303 Developmental Stages Early Childhood Through Adolescent
 EDUC 5316 Studies in Classroom Management
 EDUC 6010 Defense of Degree

CURRICULUM OVERVIEW

30 hours M.A. in Teaching Required Curriculum (Elementary)

6 hours M.A. in Christian Education Required Curriculum used as M.A. in Teaching Electives

24 hours M.A. in Christian Education Required Curriculum

60 hours TOTAL Dual Degree

Master of Arts in Teaching (Elementary) ESL Certificate

Academic Specialization (15 hours required)

ESLS 5301 Second Language Acquisition
 ESLS 5304 Methods in Teaching ESL
 ESLS 5306 Content Area Language Proficiency Skills
 ESLS 5308 Multicultural and Multilingual Learning Environments

Select one of the following:

ESLS 5312 Practicum for State Certification (S-L)
 ESLS 5314 Practicum for ESL/EFL Settings (S-L)

Professional Area (9 hours required)

EDUC 6302 Research in Education (S-L)
 EDUC 6304 Improvement of Instruction
 EDUC 6308 The School and Multicultural Society

Resource Area (6 hours required) (one course is non-credit)

EDUC 5303 Developmental Stages Early Childhood Through Adolescent
 EDUC 6010 Defense of Degree
 EDUC 6306 Curriculum Design and Evaluation

CURRICULUM OVERVIEW

30 hours M.A. in Teaching Required Curriculum (Elementary)

6 hours M.A. in Christian Education Required Curriculum used as M.A. in Teaching Electives

24 hours M.A. in Christian Education Required Curriculum

60 hours TOTAL Dual Degree

Master of Arts in Teaching (Elementary) Reading Certificate

Academic Specialization (15 hours required)

READ 5010 Master Reading Teacher Seminar
READ 5332 Diagnosing and Correcting Reading Difficulties **(S-L)**
READ 6301 Specialized Reading Assessment and Instruction
READ 6330 Foundations of Reading
READ 6331 Studies in Reading and Literature
READ 6335 Curriculum and Instruction in Reading

Professional Area (9 hours required)

EDUC 6302 Research in Education **(S-L)**
EDUC 6304 Improvement of Instruction
EDUC 6308 The School and Multicultural Society

Resource Area (9 hours required) (one course is non-credit)

EDUC 5303 Developmental Stages Early Childhood Through Adolescent
EDUC 5320 Teaching the Underachiever
EDUC 6010 Defense of Degree
EDUC 6306 Curriculum Design and Evaluation

CURRICULUM OVERVIEW

30 hours M.A. in Teaching Required Curriculum (Elementary)

6 hours M.A. in Christian Education Required Curriculum used as MAT Electives

24 hours M.A. in Christian Education Required Curriculum

60 hours TOTAL Dual Degree

Master of Arts in Teaching (Elementary) Special Education Certificate

Academic Specialization (15 hours required)

SPED 5310 Introduction to Exceptional Learners
SPED 5320 Teaching the Underachiever
SPED 5330 Pedagogy of Special Education
SPED 5332 Diagnosing and Correcting Reading Difficulties with Clinical Experience
SPED 5333 Clinical Experience Correcting Reading Difficulties **(S-L)**
SPED 4010 Special Education Seminar

Professional Area (9 hours required)

EDUC 6302 Research in Education **(S-L)**
EDUC 6304 Improvement of Instruction
EDUC 6308 The School and Multicultural Society

Resource Area (6 hours required) (one course is non-credit)

EDUC 5303 Developmental Stages Early Childhood Through Adolescent
EDUC 6010 Defense of Degree
EDUC 6306 Curriculum Design and Evaluation

CURRICULUM OVERVIEW

30 hours M.A. in Teaching Required Curriculum (Elementary)

6 hours M.A. in Christian Education Required Curriculum used as M.A. in Teaching Electives

24 hours M.A. in Christian Education Required Curriculum

60 hours TOTAL Dual Degree

SECONDARY STUDY PLANS REQUIRED CURRICULUM

Master of Arts in Teaching (Secondary) Non-Certified

Academic Specialization (15 hours required)

- EDUC 5316 Studies in Classroom Management, Instruction, and Assessment
EDUC 6308 The School and Multicultural Society
READ 5331 Reading in the Content Area
READ 6332 Pedagogy of Reading and Language Arts

Professional Area (12 hours required)

- EDUC 5303 Developmental Stages of Early Childhood-Adolescence
EDUC 6302 Research in Education **(S-L)**
EDUC 6304 Improvement of Instruction
EDUC 6306 Curriculum Design and Evaluation

Resource Area (6 hours required) *(one course is non-credit)*

- EDUC 5310 Introduction to Exceptional Learners & Mainstream
EDUC 5320 Teaching the Underachiever
EDUC 6010 Defense of Degree

CURRICULUM OVERVIEW

30 hours M.A. in Teaching Required Curriculum (Secondary)
6 hours M.A. in Christian Education Required Curriculum used as M.A. in Teaching Electives
24 hours M.A. in Christian Education Required Curriculum
60 hours TOTAL Dual Degree

Master of Arts in Teaching (Secondary) ESL Certificate

Academic Specialization (15 hours required)

- ESLS 5301 Second Language Acquisition
ESLS 5304 Methods in Teaching ESL
ESLS 5306 Content Area Language Proficiency Skills
ESLS 5308 Multicultural and Multilingual Learning Environments

ESLS 5312 Practicum for State Certification **(S-L)**

or

ESLS 5314 Practicum for ESL/EFL Settings **(S-L)**

Professional Area (12 hours required)

- EDUC 5303 Developmental Stages of Early Childhood Through Adolescence
EDUC 6302 Research in Education **(S-L)**
EDUC 6304 Improvement of Instruction
EDUC 6308 The School and Multicultural Society

Resource Area (6 hours required) *(one course is non-credit)*

- EDUC 5310 Introduction to Exceptional Learners & Mainstream
EDUC 5320 Teaching the Underachiever
EDUC 6010 Defense of Degree

CURRICULUM OVERVIEW

30 hours M.A. in Teaching Required Curriculum (Secondary)
6 hours M.A. in Christian Education Required Curriculum used as M.A. in Teaching Electives
24 hours M.A. in Christian Education Required Curriculum
60 hours TOTAL Dual Degree

Master of Arts in Teaching (Secondary) Reading Certificate

Academic Specialization (15 hours required)

Students may choose from the following courses:

- READ 5332 Reading: Diagnosing and Correcting Reading Difficulties with Clinical Experience **(S-L)**
READ 6301 Specialized Reading Assessment and Instruction
READ 6330 Foundations of Reading

READ 6331 Studies in Reading and Literature
READ 6335 Curriculum and Instruction in Reading

Professional Area (12 hours required)

EDUC 5303 Developmental Stages of Early Childhood-Adolescence
EDUC 6302 Research in Education **(S-L)**
EDUC 6304 Improvement of Instruction
EDUC 6308 The School and Multicultural Society

Resource Area (6 hours required) (one course is non-credit)

SPED 5310 Introduction to Exceptional Learners and Mainstream
SPED 5320 Teaching the Underachiever
EDUC 6010 Defense of Degree

CURRICULUM OVERVIEW

30 hours M.A. in Teaching Required Curriculum (Secondary)
6 hours M.A. in Christian Education Required Curriculum used as M.A. in Teaching Electives
24 hours M.A. in Christian Education Required Curriculum
60 hours TOTAL Dual Degree

Master of Arts in Teaching (Secondary) Special Education Certificate

Academic Specialization (12 hours required)

SPED 5310 Introduction to Exceptional Learners
SPED 5330 Pedagogy of Special Education
SPED 5332 Diagnosing and Correcting Reading Difficulties
SPED 5333 Clinical Experience Correcting Reading Difficulties **(S-L)**
SPED 4010 Special Education Seminar

Professional Area (9 hours required)

EDUC 5303 Developmental Stages of Early Childhood-Adolescence
EDUC 6302 Research in Education **(S-L)**
EDUC 6304 Improvement of Instruction

Resource Area (9 hours required) (one course is non-credit)

EDUC 5320 Teaching the Underachiever
EDUC 6010 Defense of Degree
EDUC 6306 Curriculum Design and Evaluation
EDUC 6308 The School and Multicultural Society

CURRICULUM OVERVIEW

30 hours M.A. in Teaching Required Curriculum (Secondary)
6 hours M.A. in Christian Education Required Curriculum used as M.A. in Teaching Electives
24 hours M.A. in Christian Education Required Curriculum
60 hours TOTAL Dual Degree

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

College of Education Graduate Defense of Degree

Because of Dallas Baptist University's quest for meaningful assessment of graduate candidates, a defense of degree is required in all College of Education Graduate Programs. The defense of degree is a capstone collection of signature assessments and artifacts with reflections that demonstrate a candidate's personal growth, development, and acquisition of knowledge, skills and dispositions.

A digital format will be utilized by the candidate to enhance the presentation and to justify why the degree should be awarded to the candidate. The candidate's formal defense will be presented to members of the Educator Preparation Board and will take place on the main campus each semester.

It is recommended that candidates attend a Defense of Degree workshop held each semester. It is also the candidate's responsibility to schedule a meeting with their designated program director who will provide additional information regarding objectives, service-learning, artifacts, reflections, presentation format, and evaluative criteria and scoring.

Candidates must register for the Defense of Degree course as prescribed in their degree plan during the semester in which they will present their defense of degree to the Educator Preparation Board. The EPB is a group of experienced and widely successful educators from Dallas Baptist University and the Metroplex. Practicing teachers, administrators, consultants, superintendents, guidance directors, personnel directors, and Educational Region Service Center personnel as well as DBU professors and

administrators volunteer their time for this highly selective process. The Educator Preparation Board serves as the College of Education Graduate Programs' advisory board and meets three times a year to assess graduate candidates' defense of degrees.

College of Education Graduate Electronic Defense of Degree

Dallas Baptist University's educator preparation programs strive to provide a quality learning experience that enables all candidates to impact P-12 learning. The Defense of Degree is designed to be an individualized collection of documents to prepare the candidate for future positions; demonstrate the candidate's ongoing knowledge, skills, experiences, and dispositions; and provide the candidate with the opportunity for self-reflection. All graduate candidates are required to compile and maintain an electronic, developmental Defense of Degree. There are three types of documents that must be included in the Defense of Degree: required documents, foundational elements, and competency artifacts. Throughout the program, the candidate will collect these documents and upload them to their designed TaskStream account.

The organization of Defense of Degree is governed by the State Board of Educator Certification standards and competencies, DBU/InTASC competencies, and DBU's Educator Preparation Provider competencies in addition to specific field of study competencies.

The Defense of Degree will be used to assess your development as you proceed through your designated program. Candidates who do not have all required documents and "signature assessments" uploaded into TaskStream will not be allowed to proceed to the next level as designed by these Transition Points:

Transition Point One: Requirements for Program Admission
Transition Point Two: Requirements for Program Entrance
Transition Point Three: Requirements for Program Continuance
Transition Point Four: Requirements for Program Completion
Transition Point Five: Requirements for Program Evaluation

It is the candidates' responsibility to meet with their designed program director and/or advisor to discuss the e-portfolio required documents, checkpoint scoring, foundational elements rubric, and the competency artifacts rubric.

Master of Arts in Christian Education/Master of Arts in Theological Studies Dual Degree

Shelly Melia, Ph.D., M.A. in Christian Education Program Director
Jim Lemons, Ph.D., M.A. in Theological Studies Acting Program Director

The dual degree program, Master of Arts in Christian Education and Master of Arts in Theological Studies provides Christ-centered graduate level education in order to prepare servant leaders for Christian ministry. Students will have opportunity to gain the knowledge and skills for church-related ministries; and broad foundations in biblical, historical, theological, and practical ministry. This dual degree program will provide students advanced understandings of the foundations of Christian faith. By educating their minds and kindling their hearts in a manner that promotes a life of service for Christ's kingdom, students will have the opportunity to combine classical graduate theological education with practical ministry training.

PREREQUISITES¹

Old Testament Survey
New Testament Survey
3000/4000 Level Religion Course or 5000/6000 Level Theology Course

¹Prerequisites may be met with equivalent courses from another institution and do not count toward degree completion.

ADMISSION

In order to pursue a Dual Master's Degree program, the applicant must apply to, meet the existing admission requirements for, and be accepted into each of the master's degrees which comprise the dual degree program.

Note: Church Membership Requirement (for admission into the Ed.D. in Educational Leadership—all concentrations, Ph.D. in Leadership Studies' Ministry Concentration, Master's Ministry Degrees, and Advanced Ministry Certificate Programs): Within the last 12 months, the applicant must have been an active member of a Christian church that holds Jesus Christ as Lord and Savior and who holds solely the Old Testament and the New Testament as sacred Scripture.

CURRICULUM OVERVIEW

18 hours	Core Courses
18 hours	M.A. in Christian Education/M.A. in Theological Studies Required Courses
3 hours	Elective
9 hours	M.A. in Christian Education Concentration
12 hours	M.A. in Theological Studies Concentration
60 hours	Total

CORE COURSES (18 hours)

GSOM 6310	Ministry Mentorship (S-L) ²
MACE 5302	Biblical Servant Leadership
MAWL 6303	Spiritual Formation and Worship
THEO 5313	Applied Hermeneutics
THEO 6305	Christian History and Heritage
THEO 6306	Systematic Theology

M.A. IN CHRISTIAN EDUCATION/M.A. IN THEOLOGICAL STUDIES

REQUIRED COURSES (18 hours)

MACE 6301	Introduction to Christian Education
MACE 6304	Philosophy and Principles of Christian Education
MACE 6307	Church and Business Administration
MACE 6308	Evangelism, Missions, and Growth Through Education Ministry
THEO 5307	Old Testament Literature and Interpretation
THEO 5308	New Testament Literature and Interpretation

ELECTIVE (3 hours)

Select one course from the Graduate School of Ministry with approval of Academic Advisor.

M.A. IN CHRISTIAN EDUCATION CONCENTRATION (9 hours)

Select one of the concentrations for the M.A. in Christian Education degree and complete the required courses. (See M.A. in Christian Education Degree Requirements.)

M.A. IN THEOLOGICAL STUDIES CONCENTRATION (12 hours)

Select one of the concentrations for the M.A. in Theological Studies degree and complete the required courses. (See M.A. in Theological Studies Degree Requirements.)

²(S-L) = Course(s) with field-based service-learning component.

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

Shelly Melia, Ph.D., M.A. in Christian Education Program Director
Sandra Reid, Ph.D., M.B.A. Program Director

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

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

ADMISSION

In order to pursue a Dual Master's Degree program, the applicant must apply to, meet the existing admission requirements for, and be accepted into each of the master's degrees which comprise the dual degree program.

Note: *Church Membership Requirement (for admission into the Ed.D. in Educational Leadership—all concentrations, Ph.D. in Leadership Studies' Ministry Concentration, Master's Ministry Degrees, and Advanced Ministry Certificate Programs): Within the last 12 months, the applicant must have been an active member of a Christian church that holds Jesus Christ as Lord and Savior and who holds solely the Old Testament and the New Testament as sacred Scripture.*

PREREQUISITES¹

Old Testament Survey or THEO 5307 Old Testament Literature and Interpretation
New Testament Survey or THEO 5308 New Testament Literature and Interpretation
3000/4000 Level Religion Course or 5000/6000 Level Theology Course

Master of Business Administration prerequisites are 15 hours at the 5000-level or 27 hours at the undergraduate level.

M.B.A. foundational courses will not be accepted if completed through correspondence, life and work experience, CLEP or other standardized testing.

¹Prerequisites may be met with equivalent courses from another institution and do not count toward degree completion.

CURRICULUM OVERVIEW

30 hours	Specialized Preparation for M.A. in Christian Education
<u>30 hours</u>	Specialized Preparation for Master of Business Administration
60 hours	Total

SPECIALIZED PREPARATION FOR M.A. IN CHRISTIAN EDUCATION (30 hours)

GSOM 6310	Ministry Mentorship (S-L) ²
MACE 5302	Biblical Servant Leadership
MACE 6301	Introduction to Christian Education
MACE 6304	Philosophy and Principles of Christian Education
MACE 6307	Church and Business Administration
MACE 6308	Evangelism, Missions, Growth – Education Ministry
MAWL 6303	Spiritual Formation and Worship
THEO 5313	Applied Hermeneutics
THEO 6305	Christian History and Heritage
THEO 6306	Systematic Theology

SPECIALIZED PREPARATION FOR MASTER OF BUSINESS ADMINISTRATION (30 hours)

ACCT 6321	Managerial Accounting
FINA 6301	Corporate Finance
MANA 6302	Quantitative Analysis for Managers
MANA 6310	Leadership in Management
MANA 6320	Business Ethics
MANA 6341	Strategic Management Decisions (S-L) ²
MISM 6314	Management Information Systems
MRKT 6301	Creative Problem Solving Marketing Decisions (S-L) ²

And select two courses with approval of M.B.A. Academic Advisor.

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

Master of Arts in Christian Ministry/Master of Arts in Communication Dual Degree

David Smith, Ed.D., M.A. in Christian Ministry Program Director
Joanne Morgan, Ed.D., M.A. in Communication Program Director

The Master of Arts in Christian Ministry/Master of Arts in Communication dual degree affords a pragmatic option to students who sense a direction in ministry that may include communication functions within a church or church-related organization. Additionally, this dual degree program serves as a viable option for any type of congregational or para-church position in which written, oral, or mass communication are routinely utilized.

PREREQUISITES¹

Old Testament Survey or THEO 5307 Old Testament Literature and Interpretation
New Testament Survey or THEO 5308 New Testament Literature and Interpretation
3000/4000 Level Religion Course or 5000/6000 Level Theology Course

¹ Prerequisites may be met with equivalent courses from another institution and do not count toward degree completion.

Note: Church Membership Requirement (for admission into the Ed.D. in Educational Leadership—all concentrations, Ph.D. in Leadership Studies' Ministry Concentration, Master's Ministry Degrees, and Advanced Ministry Certificate Programs): Within the last 12 months, the applicant must have been an active member of a Christian church that holds Jesus Christ as Lord and Savior and who holds solely the Old Testament and the New Testament as sacred Scripture.

ADMISSION

In order to pursue a Dual Master's Degree program, the applicant must apply to, meet the existing admission requirements for, and be accepted into each of the master's degrees which comprise the dual degree program.

CURRICULUM OVERVIEW

30 hours	Specialized Preparation for M.A. in Christian Ministry
30 hours	Specialized Preparation for M.A. in Communication
60 hours	Total

SPECIALIZED PREPARATION FOR M.A. IN CHRISTIAN MINISTRY (30 hours)

GSOM 6310 Ministry Mentorship (S-L)²
MACE 5302 Biblical Servant Leadership
MACE 6360 Communication Strategies for Ministry
MACM 5301 Foundations of Christian Ministry
MACM 6309 Shepherding in the 21st Century
MAWL 6303 Spiritual Formation and Worship
THEO 5313 Applied Hermeneutics
THEO 6305 Christian History and Heritage
THEO 6306 Systematic Theology
And select one course with approval of M.A. in Christian Ministry Academic Advisor.

SPECIALIZED PREPARATION FOR M.A. IN COMMUNICATION (30 hours)

COMA 6300 Introduction to Graduate Communication Studies
COMA 6301 Advanced Communication Theory*
COMA 6303 Digital Media Communication
COMA 6305 Presentation Communication (S-L)²
COMA 6307 Communication Leadership for Groups
COMA 6309 Social Media and Communication
COMA 6314 Intercultural Communication
COMA 6321 Strategic Communication for Organizations
COMA 6322 Communication Campaigns
And select one course with approval of M.A. in Communication Academic Advisor.

*Prerequisite: COMA 6300 or permission of the Program Director.

²(S-L) = course(s) with field-based service-learning component.

Master of Arts in Christian Ministry/Master of Arts in Global Leadership Dual Degree

David Smith, Ed.D., M.A. in Christian Ministry Program Director
Bob Garrett, Ph.D., M.A. in Global Leadership Program Director

The purpose of the Master of Arts in Christian Ministry and Master of Arts in Global Leadership dual degree program is to provide Christ-centered graduate level education that will prepare servant leaders for the theological, global, and practical aspects of mission and ministry service for the 21st century.

PREREQUISITES¹

Old Testament Survey or THEO 5307 Old Testament Literature and Interpretation
New Testament Survey or THEO 5308 New Testament Literature and Interpretation
3000/4000 Religion course or 5000/6000 Theology course

¹Prerequisites may be met with equivalent courses from another institution and do not count toward degree completion.

ADMISSION

In order to pursue a Dual Master's Degree program, the applicant must apply to, meet the existing admission requirements for, and be accepted into each of the master's degrees which comprise the dual degree program.

Note: Church Membership Requirement (for admission into the Ed.D. in Educational Leadership—all concentrations, Ph.D. in Leadership Studies' Ministry Concentration, Master's Ministry Degrees, and Advanced Ministry Certificate Programs): Within the last 12 months, the applicant must have been an active member of a Christian church that holds Jesus Christ as Lord and Savior and who holds solely the Old Testament and the New Testament as sacred Scripture.

CURRICULUM OVERVIEW

18 hours	Core Courses
12 hours	M.A. in Christian Ministry/M.A. in Global Leadership Required Courses
6 hours	Electives
12 hours	M.A. in Christian Ministry Concentration
12 hours	M.A. in Global Leadership Concentration
60 hours	Total

CORE COURSES (18 hours)

GSOM 6310	Ministry Mentorship (S-L) ²
MACE 5302	Biblical Servant Leadership
MAWL 6303	Spiritual Formation and Worship
THEO 5313	Applied Hermeneutics
THEO 6305	Christian History and Heritage
THEO 6306	Systematic Theology

M.A. IN CHRISTIAN MINISTRY/M.A. IN GLOBAL LEADERSHIP

REQUIRED COURSES (12 hours)

MACM 5301	Foundations of Christian Ministry
MACM 6309	Shepherding in the 21 st Century
MAGL 5330	Introduction to Missiology
MAGL 5333	Local Church on Mission

ELECTIVES (6 hours)

Select two courses from the Graduate School of Ministry with approval of Academic Advisor.

M.A. IN CHRISTIAN MINISTRY CONCENTRATION (12 hours)

Select one of the concentrations for the M.A. in Christian Ministry degree and complete the required courses.
(See M.A. in Christian Ministry Degree Requirements.)

M.A. IN GLOBAL LEADERSHIP CONCENTRATION (12 hours)

Select one of the concentrations for the M.A. in Global Leadership degree and complete the required courses.
(See M.A. in Global Leadership Degree Requirements.)

²(S-L) = Course(s) with field-based service-learning component.

Master of Arts in Christian Ministry/Master of Arts Leadership Dual Degree

David Smith, Ed.D., M.A. in Christian Ministry Program Director
David Cook, J.D., M.A. in Leadership Program Director

PREREQUISITES¹

Old Testament Survey or THEO 5307 Old Testament Literature and Interpretation
New Testament Survey or THEO 5308 New Testament Literature and Interpretation
3000/4000 Religion course or 5000/6000 Theology course

¹Prerequisites may be met with equivalent courses from another institution and do not count toward degree completion.

ADMISSION

In order to pursue a Dual Master's Degree program, the applicant must apply to, meet the existing admission requirements for, and be accepted into each of the master's degrees which comprise the dual degree program.

Note: Church Membership Requirement (for admission into the Ed.D. in Educational Leadership—all concentrations, Ph.D. in Leadership Studies' Ministry Concentration, Master's Ministry Degrees, and Advanced Ministry Certificate Programs): Within the last 12 months, the applicant must have been an active member of a Christian church that holds Jesus Christ as Lord and Savior and who holds solely the Old Testament and the New Testament as sacred Scripture.

CURRICULUM OVERVIEW

3 hours	Shared Required Courses
27 hours	Specialized Preparation for M.A. in Christian Ministry
<u>30 hours</u>	Specialized Preparation for M.A. in Leadership
60 hours	Total

SHARED REQUIRED COURSE (3 hours)

MACE 5302 Biblical Servant Leadership

SPECIALIZED PREPARATION FOR M.A. IN CHRISTIAN MINISTRY (27 hours)

GSOM 6310	Ministry Mentorship (S-L) ²
MACM 5301	Foundations of Christian Ministry
MACM 6309	Shepherding in the 21 st Century
MAWL 6303	Spiritual Formation and Worship
THEO 5313	Applied Hermeneutics
THEO 6305	Christian History and Heritage
THEO 6306	Systematic Theology

and

Select two courses from the Graduate School of Ministry curriculum with approval of M.A. in Christian Ministry Academic Advisor.

SPECIALIZED PREPARATION FOR M.A. IN LEADERSHIP (30 hours)

MAL 5308	Great Leaders in History
MAL 5309	Revolutionary Power: Leadership in the Lives of the Founding Fathers
MAL 6301	Christian Worldview of Leadership
MAL 6302	Vision-Casting and Leading Change
MAL 6303	Leadership in Conflict and Adversity
MAL 6304	Leadership Communication
MAL 6305	Relational Leadership and Emotional Intelligence
MAL 6306	Cross-Cultural and Global Leadership (S-L) ²
MANA 6310	Leadership in Management
MANA 6320	Business Ethics

²**(S-L)**=Course(s) with field-based service-learning component.

Master of Arts in Christian Ministry/Master of Arts in Student Ministry Dual Degree

David Smith, Ed.D., M.A. in Christian Ministry Program Director
Jan Daehnert, D.Min., M.A. in Student Ministry Acting Program Director

The purpose of the Master of Arts in Christian Ministry and Master of Arts in Student Ministry dual degree program is to provide Christ-centered graduate level education that will prepare servant leaders for excellence in a student ministry specialization combined with a broad, interdisciplinary understanding of Christian ministry in general.

PREREQUISITES¹

Old Testament Survey or THEO 5307 Old Testament Literature and Interpretation
New Testament Survey or THEO 5308 New Testament Literature and Interpretation
3000/4000 Level Religion Course or 5000/6000 Level Theology Course

¹Prerequisites may be met with equivalent courses from another institution and do not count toward degree completion.

ADMISSION REQUIREMENTS

In order to pursue a Dual Master's Degree program, the applicant must apply to, meet the existing admission requirements for, and be accepted into each of the master's degrees which comprise the dual degree program.

Note: Church Membership Requirement (for admission into the Ed.D. in Educational Leadership—all concentrations, Ph.D. in Leadership Studies' Ministry Concentration, Master's Ministry Degrees, and Advanced Ministry Certificate Programs): Within the last 12 months, the applicant must have been an active member of a Christian church that holds Jesus Christ as Lord and Savior and who holds solely the Old Testament and the New Testament as sacred Scripture.

CURRICULUM OVERVIEW

18 hours	Core Courses
12 hours	M.A. in Christian Ministry/M.A. in Student Ministry Required Courses
6 hours	Electives
12 hours	M.A. in Christian Ministry Concentration
12 hours	M.A. in Student Ministry Concentration
60 hours	Total

CORE COURSES (18 hours)

GSOM 6310	Ministry Mentorship (S-L) ²
MACE 5302	Biblical Servant Leadership
MAWL 6303	Spiritual Formation and Worship
THEO 5313	Applied Hermeneutics
THEO 6305	Christian History and Heritage
THEO 6306	Systematic Theology

M.A. IN CHRISTIAN MINISTRY/M.A. IN STUDENT MINISTRY

REQUIRED COURSES (12 hours)

MACM 5301	Foundations of Christian Ministry
MACM 6309	Shepherding in the 21 st Century
MAST 6353	Adolescent Development
MAST 6356	Developing Student Ministry Lay Leaders (S-L) ²

ELECTIVES (6 hours)

Select two courses from the Graduate School of Ministry with approval of Academic Advisor.

M.A. IN CHRISTIAN MINISTRY CONCENTRATION (12 hours)

Select one of the concentrations from the M.A. in Christian Ministry degree and complete the required courses.
(See M.A. in Christian Ministry Degree Requirements.)

M.A. IN STUDENT MINISTRY CONCENTRATION OPTIONS:

Collegiate Ministry Concentration (12 hours)

MAST 6320	The Collegiate Campus Minister
MAST 6351	Student Culture Issues
MAST 6352	Student Ministry in a Global Context
MAST 6354	Collegiate Ministry Strategies

Youth Ministry Concentration (12 hours)

MAST 5313	Ministry with Students
MAST 6350	Family Based Student Ministry
MAST 6351	Student Culture Issues
MAST 6352	Student Ministry in a Global Context

²**(S-L)** = *Course(s) with field-based service-learning component.*

Master of Arts in Christian Ministry/Master of Arts in Theological Studies Dual Degree

David Smith, Ed.D., M.A. in Christian Ministry Program Director

Jim Lemons, Ph.D., M.A. in Theological Studies Acting Program Director

The purpose of the Master of Arts in Christian Ministry and Master of Arts in Theological Studies dual degree program is to provide Christ-centered graduate level education that will prepare servant leaders for the practical and theological aspects of ministry in the 21st century. The M.A. in Christian Ministry will focus on the broad, interdisciplinary, and practical nature of ministry preparation, while the M.A. in Theological Studies will focus on the more biblical, theological, and historical aspects of ministry preparation.

PREREQUISITES¹

Old Testament Survey

New Testament Survey

3000/4000 Level Religion Course or 5000/6000 Level Theology Course

¹Prerequisites may be met with equivalent courses from another institution and do not count toward degree completion.

ADMISSION

In order to pursue a Dual Master's Degree program, the applicant must apply to, meet the existing admission requirements for, and be accepted into each of the master's degrees which comprise the dual degree program.

Note: Church Membership Requirement (for admission into the Ed.D. in Educational Leadership—all concentrations, Ph.D. in Leadership Studies' Ministry Concentration, Master's Ministry Degrees, and Advanced Ministry Certificate Programs): Within the last 12 months, the applicant must have been an active member of a Christian church that holds Jesus Christ as Lord and Savior and who holds solely the Old Testament and the New Testament as sacred Scripture.

CURRICULUM OVERVIEW

18 hours	Core Courses
12 hours	M.A. in Christian Ministry/M.A. in Theological Studies Required Courses
6 hours	Electives
12 hours	M.A. in Christian Ministry Concentration
12 hours	M.A. in Theological Studies Concentration
60 hours	Total

CORE COURSES (18 hours)

GSOM 6310	Ministry Mentorship (S-L) ²
MACE 5302	Biblical Servant Leadership
MAWL 6303	Spiritual Formation and Worship
THEO 5313	Applied Hermeneutics
THEO 6305	Christian History and Heritage
THEO 6306	Systematic Theology

M.A. IN CHRISTIAN MINISTRY/M.A. IN THEOLOGICAL STUDIES

REQUIRED COURSES (12 hours)

MACM 5301	Foundations of Christian Ministry
MACM 6309	Shepherding in the 21 st Century
THEO 5307	Old Testament Literature and Interpretation
THEO 5308	New Testament Literature and Interpretation

ELECTIVES (6 hours)

Select two courses from the Graduate School of Ministry with approval of Academic Advisor.

M.A. IN CHRISTIAN MINISTRY CONCENTRATION (12 hours)

Select one of the concentrations from the M.A. in Christian Ministry degree and complete the required courses. (See M.A. in Christian Ministry Degree Requirements.)

M.A. IN THEOLOGICAL STUDIES CONCENTRATION (12 hours)

Select one of the concentrations from the M.A. in Theological Studies degree and complete the required courses. (See M.A. in Theological Studies Degree Requirements.)

²(S-L) = Course(s) with field-based service-learning component.

Master of Arts in Christian Ministry/Master of Arts in Worship Leadership Dual Degree

David Smith, Ed.D., M.A. in Christian Ministry Program Director
Bob Brooks, D.M.A., M.A. in Worship Leadership Program Director

The purpose of the Master of Arts in Christian Ministry and Master of Arts in Worship Leadership dual degree program is to provide Christ-centered graduate level education that will equip servant leaders for excellence in service in the fields of Christian Ministry and Worship Leadership. The M.A. in Christian Ministry will focus on the interdisciplinary, theological, and practical nature of ministry preparation, while the M.A. in Worship Leadership will focus on the essentials of worship leadership theory and practice for the 21st century.

PREREQUISITES¹

Old Testament Survey or THEO 5307 Old Testament Literature and Interpretation
New Testament Survey or THEO 5308 New Testament Literature and Interpretation
3000/4000 Level Religion Course or 5000/6000 Level Theology Course

¹Prerequisites may be met with equivalent course from another institution and do not count toward degree completion.

ADMISSION

In order to pursue a Dual Master's Degree program, the applicant must apply to, meet the existing admission requirements for, and be accepted into each of the master's degrees which comprise the dual degree program.

Note: Church Membership Requirement (for admission into the Ed.D. in Educational Leadership—all concentrations, Ph.D. in Leadership Studies' Ministry Concentration, Master's Ministry Degrees, and Advanced Ministry Certificate Programs): Within the last 12 months, the applicant must have been an active member of a Christian church that holds Jesus Christ as Lord and Savior and who holds solely the Old Testament and the New Testament as sacred Scripture.

CURRICULUM OVERVIEW

18 hours	Core Courses
18 hours	M.A. in Christian Ministry/M.A. in Worship Leadership Required Courses
3 hours	Elective
12 hours	M.A. in Christian Ministry Concentration
9 hours	M.A. in Worship Leadership Concentration
60 hours	Total

CORE COURSES (18 hours)

GSOM 6310	Ministry Mentorship (S-L) ²
MACE 5302	Biblical Servant Leadership
MAWL 6303	Spiritual Formation and Worship
THEO 5313	Applied Hermeneutics
THEO 6305	Christian History and Heritage
THEO 6306	Systematic Theology

M.A. IN CHRISTIAN MINISTRY/M.A. IN WORSHIP LEADERSHIP

REQUIRED COURSES (18 hours)

MACM 5301	Foundations of Christian Ministry
MACM 6309	Shepherding in the 21 st Century
MAWL 5304	Leadership in Worship
MAWL 5307	History of Worship Song
MAWL 6308	Worship Through the Ages
MAWL 6316	Worship Theology/Ministry

ELECTIVE (3 hours)

Select one course from the Graduate School of Ministry with approval of Academic Advisor.

M.A. IN CHRISTIAN MINISTRY CONCENTRATION (12 hours)

Select one of the concentrations for the M.A. in Christian Ministry degree and complete the required courses.
(See M.A. in Christian Ministry Degree Requirements.)

M.A. IN WORSHIP LEADERSHIP CONCENTRATION (9 hours)

Select one of the concentrations for the M.A. in Worship Leadership degree and complete the required courses.
(See M.A. in Worship Leadership Degree Requirements.)

²(S-L) = Course(s) with field-based service-learning component.

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

David Smith, Ed.D., M.A. in Christian Ministry Program Director
Sandra Reid, Ph.D., M.B.A. Program Director

Ministry in the 21st Century affords exciting opportunities for servant leadership in a variety of business and/or ministry contexts. This dual degree program is designed for students discerning a call to serve in one of these unique vocational contexts, including business or administrative church staff positions, the nonprofit sector, or entrepreneurial business or ministry endeavors on a local, national, or global scale. By offering core course competencies from both the Master of Arts in Christian Ministry and Master of Business Administration programs, students will be equipped to serve with excellence in their chosen field of business or ministry vocation.

PREREQUISITES

M.A. in Christian Ministry: Basic Old Testament and Basic New Testament (6 hours)

Master of Business Administration: 15 hours at the 5000-level or 27 hours at the undergraduate level

- M.B.A. foundational courses will not be accepted if completed through correspondence, life and work experience, CLEP or other standardized testing.

***Note:** Church Membership Requirement (for admission into the Ed.D. in Educational Leadership—all concentrations, Ph.D. in Leadership Studies' Ministry Concentration, Master's Ministry Degrees, and Advanced Ministry Certificate Programs): Within the last 12 months, the applicant must have been an active member of a Christian church that holds Jesus Christ as Lord and Savior and who holds solely the Old Testament and the New Testament as sacred Scripture.*

ADMISSION

In order to pursue a Dual Master's Degree program, the applicant must apply to, meet the existing admission requirements for, and be accepted into each of the master's degrees which comprise the dual degree program.

CURRICULUM OVERVIEW

30 hours	Specialized Preparation for M.A. in Christian Ministry
30 hours	Specialized Preparation for Master of Business Administration
60 hours	Total

SPECIALIZED PREPARATION FOR M.A. IN CHRISTIAN MINISTRY (30 hours)

GSOM 6310	Ministry Mentorship (S-L) ²
MACE 5302	Biblical Servant Leadership
MACM 5301	Foundations of Christian Ministry
MACM 6309	Shepherding in the 21 st Century
MAWL 6303	Spiritual Formation and Worship
THEO 5313	Applied Hermeneutics
THEO 6305	Christian History and Heritage
THEO 6306	Systematic Theology

And select two courses with approval of M.A. in Christian Ministry Academic Advisor.

SPECIALIZED PREPARATION FOR MASTER OF BUSINESS ADMINISTRATION (30 hours)

ACCT 6321	Managerial Accounting
FINA 6301	Corporate Finance
MANA 6302	Quantitative Analysis for Managers
MANA 6310	Leadership in Management
MANA 6320	Business Ethics
MANA 6341	Strategic Management Decisions (S-L) ²
MISM 6314	Management Information Systems
MRKT 6301	Creative Problem Solving Marketing Decisions (S-L) ²

And select two courses with approval of M.B.A. Academic Advisor.

²(S-L) = Course(s) with field-based service-learning component.

Master of Arts in Communication/Master of Arts in Management Dual Degree

Joanne Morgan, Ed.D., M.A. in Communication Program Director
Richard Nassar, M.A. in Management Program Director

The dual degree program of the Master of Arts in Communication (M.A. in Communication) and the Master of Arts in Management (M.A. in Management) is designed to provide the communication, leadership, and management skills needed in today's business organizations. The dual degree plan is a 54-hour program, with students completing 30 hours of courses in the M.A. in Communication and 24 hours of courses in the M.A. in Management. Because the business environment is dynamic, special attention is given to organizational communication, adapting to organizational change, performance management, strategic communication management, and communication for global organizations.

ADMISSION

In order to pursue a Dual Master's Degree program, the applicant must apply to, meet the existing admission requirements for, and be accepted into each of the master's degrees which comprise the dual degree program.

PREREQUISITES

Prerequisite course work must be satisfied for both degree programs.

- There are no prerequisites for the M.A. in Communication program
- M.A. in Management prerequisites are 4.5 hours at the 5000-level or 9 hours at the undergraduate level

PROGRAM CONTINUANCE

Continuance in the M.A. in Management program past the first twelve (12) hours is pending submission of a satisfactory score on the Miller Analogies Test (MAT) or *Graduate Record Examinations® (GRE®)*.

CURRICULUM OVERVIEW

M.A. in COMMUNICATION

30 hours	M.A. in Communication required curriculum
6 hours	M.A. in Management required curriculum used as M.A. in Communication electives
18 hours	M.A. in Management required curriculum
54 hours	TOTAL Dual Degree

M.A. in MANAGEMENT

24 hours	M.A. in Management required curriculum
12 hours	M.A. in Communication required curriculum used as concentration in M.A. in Management
18 hours	M.A. in Communication required curriculum
54 hours	TOTAL Dual Degree

STUDY PLAN

MASTER OF ARTS IN COMMUNICATION Required Curriculum (30 hrs)

COMA	6303	Digital Media Communication
COMA	6305	Presentation Communication (S-L)
COMA	6309	Social Media and Communication
COMA	6312	Advanced Persuasive Communication
COMA	6314	Intercultural Communication
COMA	6320	Organizational Communication
COMA	6321	Strategic Communication for Organizations
COMA	6322	Communication Campaigns
COMA	6324	Communication for Global Organizations
COMA	6326	Organizational Communication Management Graduate Research Project

MASTER OF ARTS IN MANAGEMENT Required Curriculum (24 hrs)

MANA	6310	Leadership in Management
MANA	6312	Communication and Business Behavior
MANA	6314	Organizational Change and Development
MANA	6319	Operational Finance
MANA	6320	Business Ethics
MANA	6323	Human Resource Strategy (S-L)
MANA	6360	Managerial Strategy and Implementation (S-L)
MRKT	6341	Advanced Marketing Strategies

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

Master of Arts in Communication/Master of Arts in Theological Studies Dual Degree

Joanne Morgan, Ed.D., M.A. in Communication Program Director
Jim Lemons, Ph.D., M.A. in Theological Studies Acting Program Director

The Master of Arts in Communication/Master of Arts in Theological Studies dual degree provides an ideal graduate program of study for students who sense a direction in pastoral ministry and preaching that may also include various communication-related functions within a church and/or church-related organizations.

PREREQUISITES¹

Old Testament Survey
New Testament Survey
3000/4000 Level Religion Course or 5000/6000 Level Theology Course

¹Prerequisites may be met with equivalent courses from another institution and do not count toward degree completion.

Note: Church Membership Requirement (for admission into the Ed.D. in Educational Leadership—all concentrations, Ph.D. in Leadership Studies' Ministry Concentration, Master's Ministry Degrees, and Advanced Ministry Certificate Programs): Within the last 12 months, the applicant must have been an active member of a Christian church that holds Jesus Christ as Lord and Savior and who holds solely the Old Testament and the New Testament as sacred Scripture.

CURRICULUM OVERVIEW

30 hours	Specialized Preparation for M.A. in Theological Studies
30 hours	Specialized Preparation for M.A. in Communication
60 hours	Total

SPECIALIZED PREPARATION FOR M.A. IN COMMUNICATION (30 hours)

COMA 6300 Introduction to Graduate Communication Studies
COMA 6301 Advanced Communication Theory*
COMA 6303 Digital Media Communication
COMA 6305 Presentation Communication **(S-L)**²
COMA 6307 Communication Leadership for Groups
COMA 6309 Social Media and Communication
COMA 6314 Intercultural Communication
COMA 6321 Strategic Communication for Organizations
COMA 6322 Communication Campaigns
And select one course with approval of M.A. in Communication Academic Advisor.

*Prerequisite: COMA 6300 or permission of the Program Director.

SPECIALIZED PREPARATION FOR M.A. IN THEOLOGICAL STUDIES (30 hours)

GSOM 6310 Ministry Mentorship **(S-L)**²
MACE 5302 Biblical Servant Leadership
MACM 5301 Foundations of Christian Ministry
MAWL 6303 Spiritual Formation and Worship
THEO 5313 Applied Hermeneutics
THEO 6305 Christian History and Heritage
THEO 6306 Systematic Theology
THEO 63** One Old Testament Reading Course
THEO 63** One New Testament Reading Course
And select one course with approval of M.A. in Theological Studies Academic Advisor.

²**(S-L)** = Course(s) with field-based service-learning component.

Master of Arts in Communication/Master of Arts in Worship Leadership Dual Degree

Joanne Morgan, Ed.D., M.A. in Communication Program Director
Bob Brooks, D.M.A., M.A. in Worship Leadership Program Director

The Master of Arts in Communication/Master of Arts in Worship Leadership dual degree program is designed to equip graduates with academic knowledge and professional skills related to the field of communication, which will enable them to provide effective servant leadership in educational, ministry, community, or professional organizations. In addition, graduates will gain a holistic study of Christian worship which will enable them to educate and lead today's church in the theological and practical dimensions of worship.

ADMISSION

In order to pursue a Dual Master's Degree program, the applicant must apply to, meet the existing admission requirements for, and be accepted into each of the master's degrees which comprise the dual degree program.

Note: *Church Membership Requirement (for admission into the Ed.D. in Educational Leadership—all concentrations, Ph.D. in Leadership Studies' Ministry Concentration, Master's Ministry Degrees, and Advanced Ministry Certificate Programs): Within the last 12 months, the applicant must have been an active member of a Christian church that holds Jesus Christ as Lord and Savior and who holds solely the Old Testament and the New Testament as sacred Scripture.*

PREREQUISITES¹

Old Testament Survey or THEO 5307 Old Testament Literature and Interpretation
New Testament Survey or THEO 5308 New Testament Literature and Interpretation
3000/4000 Level Religion Course or 5000/6000 Level Theology Course

¹Prerequisites may be met with equivalent course from another institution and do not count toward degree completion.

CURRICULUM OVERVIEW

30 hours	Specialized Preparation for M.A. in Communication
30 hours	Specialized Preparation for M.A. in Worship Leadership
60 hours	Total

SPECIALIZED PREPARATION FOR M.A. IN COMMUNICATION (30 hours)

COMA 6300 Introduction to Graduate Communication Studies
COMA 6301 Advanced Communication Theory*
COMA 6303 Digital Media Communication
COMA 6305 Presentation Communication **(S-L)**²
COMA 6307 Communication Leadership for Groups
COMA 6309 Social Media and Communication
COMA 6314 Intercultural Communication
COMA 6321 Strategic Communication for Organizations
COMA 6322 Communication Campaigns
And select one course with approval of M.A. in Communication Academic Advisor

*Prerequisite: COMA 6300 or permission of the Program Director

SPECIALIZED PREPARATION FOR M.A. IN WORSHIP LEADERSHIP (30 hours)

GSOM 6310 Ministry Mentorship **(S-L)**²
MACE 5302 Introduction to Biblical Servant Leadership
MAWL 5304 Leadership in Worship
MAWL 5307 History of Worship Song
MAWL 6303 Spiritual Formation and Worship
MAWL 6308 Worship Through the Ages
THEO 5313 Applied Hermeneutics
THEO 6305 Christian History and Heritage
THEO 6306 Systematic Theology
Select one of the following:
MAWL 6314 Worship Technology
MAWL 6316 Worship Theology for Contemporary Music

²**(S-L)** = Course(s) with field-based service-learning component.

Master of Arts in Communication/Master of Business Administration Dual Degree

Joanne Morgan, Ed.D., Master of Arts in Communication Program Director
Sandra Reid, Ph.D., M.B.A. Program Director

The M.A. in Communication equips students with the academic knowledge and professional skills related to the field of communication, by providing a focus on communication studies as well as organizational communication management. Students are exposed to theory, research methods, and contemporary trends in communication along with improving their skills in public speaking, designing effective visual support for messages, using technology related to communication, and leading communication activities for groups in order to support effective messaging throughout (and outside of) an organization.

The M.B.A. provides the knowledge and competency skills needed for strategic and visionary leadership which are needed in today's successful organizations operating in the global community. The M.B.A. curriculum gives special attention to critical/analytical thinking skill development necessary for effective decision making and leading others in the execution of strategic plans.

ADMISSION

In order to pursue a Dual Master's Degree program, the applicant must apply to, meet the existing admission requirements for, and be accepted into each of the master's degrees which comprise the dual degree program.

PREREQUISITES

Prerequisite course work must be satisfied for both degree programs.

M.B.A. foundational courses will not be accepted if completed through correspondence, life and work experience, CLEP or other standardized testing.

CURRICULUM OVERVIEW

M.A. IN COMMUNICATION		MASTER OF BUSINESS ADMINISTRATION	
12 hours	Required Common Curriculum	12 hours	Required Common Curriculum
18 hours	Required M.A. in Communication Curriculum	24 hours	M.B.A. Required Curriculum
6 hours	M.B.A. Required Curriculum used as M.A. in Communication Electives	18 hours	M.A. in Communication Required Core Curriculum
		54 hours	TOTAL Dual Degree
18 hours	M.B.A. Required Curriculum		
54 hours	TOTAL Dual Degree		

STUDY PLAN

Required Common Curriculum (12 hours)

COMA 6305	Presentation Communication (S-L)
COMA 6307	Communication Leadership for Groups
COMA 6309	Social Media Communication
COMA 6321	Strategic Communication for Organizations

M.A. in Communication Required Curriculum (18 hours)

COMA	6301	Advanced Communication Theory
COMA	6303	Digital Media Communication
COMA	6312	Advanced Persuasive Communication
COMA	6314	Intercultural Communication
COMA	6324	Communication for Global Organizations
COMA	6326	Organizational Communication Management Research Project

Master of Business Administration Required Curriculum (24 hours)

ACCT	6321	Managerial Accounting
FINA	6301	Corporate Finance
MANA	6302	Quantitative Analysis for Managers
MANA	6310	Leadership in Management
MANA	6320	Business Ethics
MANA	6341	Strategic Management Decisions (S-L)
MISM	6314	Management Information Systems
MRKT	6301	Creative Problem Solving for Marketing Decisions (S-L)

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

Master of Arts in Communication/Master of Education in Curriculum and Instruction Dual Degree

Joanne Morgan, Ed.D., M.A. in Communication Program Director
Deborah H. Tribble, Ed.D., M.Ed. in Curriculum and Instruction Program Director

Effective communication and efficient organizational structure are essential in any educational setting. The M.A. in Communication and M.Ed. in Curriculum and Instruction dual degree provides a platform on which students will gain an advanced understanding of the skills necessary to lead groups in an educational setting, whether in school or business. The skills and knowledge acquired through this degree plan will provide individuals with a deep understanding of the inner workings of curriculum planning and how to coordinate and lead work teams in the support and implementation of the institution's mission and vision.

ADMISSION

In order to pursue a Dual Master's Degree program, the applicant must apply to, meet the existing admission requirements for, and be accepted into each of the master's degrees which comprise the dual degree program.

PROGRAM CONTINUANCE

Continuance in the M.Ed. in Curriculum and Instruction program past the first 12 hours is pending submission of a satisfactory score on the Miller Analogies Test (MAT) or *Graduate Record Examinations® (GRE®)*.

A waiver of the GRE or MAT requirement may be considered if the student meets one of the following conditions:

- earns an "A-" or higher in each of the first four courses (12 hours) of graduate coursework in the DBU College of Education, or
- holds a Bachelor's degree from the DBU College of Education earned within the past five years with a cumulative GPA of 3.25 or higher, or
- holds a Master's degree from DBU.

STUDY PLAN

Required Common Curriculum (18 hours)

COMA	6300	Introduction to Graduate Communication Studies
COMA	6303	Digital Media Communication
COMA	6309	Social Media and Communication
EDAD	6313	Supervision of Instruction
EDUC	6304	Improvement of Instruction
EDUC	6306	Curriculum Design and Evaluation

M.A. in Communication Required Curriculum (18 hours)

Organizational Communication Management

COMA	6305	Presentation Communication (S-L)
COMA	6307	Communication Leadership for Groups
COMA	6320	Organizational Communication
COMA	6321	Strategic Communication for Organizations
COMA	6322	Communication Campaigns
COMA	6314	Intercultural Communication
or		
COMA	6324	Communication for Global Organizations

M.Ed. in Curriculum and Instruction Required Curriculum (18 hours)

Distance Learning Education Specialization

DLED	6301	Foundations of Distance Learning
DLED	6302	Designing and Developing Distance Learning
DLED	6303	Teaching and Learning in the Online Classroom
DLED	6304	Technology Tools for the Online Classroom
DLED	6305	Distance Education Design and Administration
EDUC	6315	Internship in Curriculum and Instruction (S-L)
EDUC	6011	Defense of Degree

Total Hours of Dual Degree

18 hours from Required Common Curriculum
18 hours from M.A. in Communication Organizational Communication Management Required Curriculum
18 hours from M.Ed. in Curriculum and Instruction Distance Learning Education Required Curriculum
54 hours TOTAL Dual Degree

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

College of Education Graduate Defense of Degree

Because of Dallas Baptist University's quest for meaningful assessment of graduate candidates, a defense of degree is required in all College of Education Graduate Programs. The defense of degree is a capstone collection of signature assessments and artifacts with reflections that demonstrate a candidate's personal growth, development, and acquisition of knowledge, skills and dispositions.

A digital format will be utilized by the candidate to enhance the presentation and to justify why the degree should be awarded to the candidate. The candidate's formal defense will be presented to members of the Educator Preparation Board and will take place on the main campus each semester.

It is recommended that candidates attend a Defense of Degree workshop held each semester. It is also the candidate's responsibility to schedule a meeting with their designated program director who will provide additional information regarding objectives, service-learning, artifacts, reflections, presentation format, and evaluative criteria and scoring.

Candidates must register for the Defense of Degree course as prescribed in their degree plan during the semester in which they will present their defense of degree to the Educator Preparation Board. The EPB is a group of experienced and widely successful educators from Dallas Baptist University and the Metroplex. Practicing teachers, administrators, consultants, superintendents, guidance directors, personnel directors, and Educational Region Service Center personnel as well as DBU professors and administrators volunteer their time for this highly selective process. The Educator Preparation Board serves as the College of Education Graduate Programs' advisory board and meets three times a year to assess graduate candidates' defense of degrees.

College of Education Graduate Electronic Defense of Degree

Dallas Baptist University's educator preparation programs strive to provide a quality learning experience that enables all candidates to impact P-12 learning. The Defense of Degree is designed to be an individualized collection of documents to prepare the candidate for future positions; demonstrate the candidate's ongoing knowledge, skills, experiences, and dispositions; and provide the candidate with the opportunity for self-reflection. All graduate candidates are required to compile and maintain an electronic, developmental Defense of Degree. There are three types of documents that must be included in the Defense of Degree: required documents, foundational elements, and competency artifacts. Throughout the program, the candidate will collect these documents and upload them to their designed TaskStream account.

The organization of Defense of Degree is governed by the State Board of Educator Certification standards and competencies, DBU/InTASC competencies, and DBU's Educator Preparation Provider competencies in addition to specific field of study competencies.

The Defense of Degree will be used to assess your development as you proceed through your designated program. Candidates who do not have all required documents and "signature assessments" uploaded into TaskStream will not be allowed to proceed to the next level as designed by these Transition Points:

Transition Point One: Requirements for Program Admission
Transition Point Two: Requirements for Program Entrance
Transition Point Three: Requirements for Program Continuance
Transition Point Four: Requirements for Program Completion
Transition Point Five: Requirements for Program Evaluation

It is the candidates' responsibility to meet with their designed program director and/or advisor to discuss the Defense of Degree required documents, checkpoint scoring, foundational elements rubric, and the competency artifacts rubric.

Master of Arts in Communication/Master of Education in Higher Education Dual Degree

Joanne Morgan, Ed.D., M.A. in Communication Program Director
Mamo Ishida, M.Ed. in Higher Education Program Director

Effective communication and efficient organizational structure are essential in any successful college and/or university setting. The M.A. in Communication and M.Ed. in Higher Education dual degree provides a platform on which students will gain an advanced understanding of the skills necessary to lead groups on a college or university campus. The skills and knowledge acquired through this degree will provide individuals with a deep understanding of the inner workings of a college campus and how to coordinate and lead work teams in the support and implementation of the institution's mission and vision.

ADMISSION

In order to pursue a Dual Master's Degree program, the applicant must apply to, meet the existing admission requirements for, and be accepted into each of the master's degrees which comprise the dual degree program.

PROGRAM CONTINUANCE

Continuance in the M.Ed. in Higher Education program past six (6) hours is pending submission of a satisfactory score on the Miller Analogies Test (MAT) or *Graduate Record Examinations®* (GRE®).

STUDY PLAN

Required Common Curriculum (18 hours)

COMA 6307	Communication Leadership for Groups
COMA 6309	Social Media and Communication
COMA 6314	Intercultural Communication
COMA 6320	Organizational Communication
HIED 6320	Practicum in Higher Education (S-L)
HIED 6330	Research Methods in Higher Education

Required Curriculum for M.A. in Communication (18 hours)

COMA	6303	Digital Media Communication
COMA	6305	Presentation Communication (S-L)
COMA	6312	Advanced Persuasive Communication
COMA	6321	Strategic Communication for Organizations
COMA	6322	Communication Campaigns
COMA	6324	Communication for Global Organizations

Required Curriculum for M.Ed. in Higher Education (18 hrs)

HIED	5300	College and University Administration
HIED	6310	Legal Aspects and Finance in Higher Education
HIED	6340	History and Philosophy of Higher Education
HIED	6361	Teaching, Learning, and Student Development
HIED	6373	Methods for Higher Education Administration
MACE	5302	Biblical Servant Leadership

Total Hours of Dual Degree

18 hours Required Common Curriculum
18 hours M.A. in Communication Required Curriculum
18 hours M.Ed. in Higher Education Required Curriculum
54 hours TOTAL Dual Degree

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

Master of Arts in Family Ministry/Master of Arts in Global Leadership Dual Degree

Shelly Melia, Ph.D., M.A. in Family Ministry Acting Program Director
Bob Garrett, Ph.D., M.A. in Global Leadership Program Director

The Master of Arts in Family Ministry and the Master of Arts in Global Leadership dual degree program equips students to become global servant leaders who help families in international, cross-cultural, and “multi-ethnic” settings. Family Ministry seeks to understand the needs of families, explore biblical principles for best strategies in family formation, and implement ministries that impact families positively in every phase of life, by promoting healthy growth and transitions and with therapeutic intervention to restore family members. Global Leadership consists of connecting with people in other cultures and societies around the globe, and finding ways to exert a positive influence in their lives. Learning the intercultural skills and understanding “multi-ethnic” dynamics are crucial skills for leadership in today’s increasingly multicultural and “multi-ethnic” environments. This study combines academic training and practical application that will focus intentionally on the world that families live in and how families can live healthy lives of faith as Christians.

PREREQUISITES¹

Old Testament Survey or THEO 5307 Old Testament Literature and Interpretation
New Testament Survey or THEO 5308 New Testament Literature and Interpretation
3000/4000 Level Religion Course or 5000/6000 Level Theology Course

¹Prerequisites may be met with equivalent courses from another institution and do not count toward degree completion.

Note: Church Membership Requirement (for admission into the Ed.D. in Educational Leadership—all concentrations, Ph.D. in Leadership Studies’ Ministry Concentration, Master’s Ministry Degrees, and Advanced Ministry Certificate Programs): Within the last 12 months, the applicant must have been an active member of a Christian church that holds Jesus Christ as Lord and Savior and who holds solely the Old Testament and the New Testament as sacred Scripture.

CURRICULUM OVERVIEW

18 hours	Core Courses
15 hours	M.A. in Family Ministry Required Courses
6 hours	M.A. in Global Leadership Required Courses
6 hours	Electives
3 hours	M.A. in Family Ministry Controlled Elective
<u>12 hours</u>	M.A. in Global Leadership Concentration
60 hours	Total

Core Courses (18 Hours)

GSOM 6310	Ministry Mentorship (S-L) ²
MACE 5302	Biblical Servant Leadership
MAWL 6303	Spiritual Formation and Worship
THEO 5313	Applied Hermeneutics
THEO 6305	Christian History and Heritage
THEO 6306	Systematic Theology

M.A. in Family Ministry Controlled Elective (3 hours)

Select one of the following:

COUN 6314	Marriage and Family Counseling
MACE 6322	Introduction to Christian Counseling
MAFM 6312	Research: Faith Formation in the Family (S-L) ²

M.A. in Family Ministry Required Courses (15 hours)

MACH 6311	Early Childhood Ministry
MACH 6312	Ministry with Children
MAFM 6316	Faith Formation in the Life Stages
MAFM 6353	Ministry to Families
MAST 6350	Family-Based Student Ministry

M.A. in Global Leadership Concentration (12 hours)

Select one of the concentrations for the M.A. in Global Leadership degree and complete the required courses.
(See M.A. in Global Leadership Degree Requirements.)

M.A. in Global Leadership Required Courses (6 hours)

MAGL 5330	Introduction to Missiology
MAGL 5333	Local Church on Mission

Electives (6 hours)

Select two courses from the Graduate School of Ministry with approval of Academic Advisor.

²(S-L) = Course(s) with field-based service-learning component.

Master of Arts in Global Leadership/Master of Arts in Management Dual Degree

Bob Garrett, Ph.D., M.A. in Global Leadership Program Director
Richard Nassar, M.A. in Management Program Director

The Master of Arts in Global Leadership and Master of Arts in Management dual degree program provides students with an integrated approach to the study of international business, cross-cultural communication dynamics, and Christian witness in a multi-national and multi-cultural environment. The dual degree will be most relevant to students who plan to manage businesses in a global setting and who are committed to integrating faith and business in diverse cultural settings. Because the business environment is dynamic, special attention is given to adapting to organizational change, performance management, and becoming a change agent.

ADMISSION

In order to pursue a Dual Master's Degree program, the applicant must apply to, meet the existing admission requirements for, and be accepted into each of the master's degrees which comprise the dual degree program.

Note: *Church Membership Requirement (for admission into the Ed.D. in Educational Leadership—all concentrations, Ph.D. in Leadership Studies' Ministry Concentration, Master's Ministry Degrees, and Advanced Ministry Certificate Programs): Within the last 12 months, the applicant must have been an active member of a Christian church that holds Jesus Christ as Lord and Savior and who holds solely the Old Testament and the New Testament as sacred Scripture.*

PREREQUISITES¹

Old Testament Survey or THEO 5307 Old Testament Literature and Interpretation
New Testament Survey or THEO 5308 New Testament Literature and Interpretation
3000/4000 Level Religion Course or 5000/6000 Level Theology Course

M.A. in Management prerequisites are 4.5 hours at the 5000-level or 9 hours at the undergraduate level.

¹Prerequisites may be met with equivalent courses from another institution and do not count toward degree completion.

PROGRAM CONTINUANCE

Continuance in the M.A. in Management program past the first twelve (12) hours is pending submission of a satisfactory score on the Miller Analogies Test (MAT) or *Graduate Record Examinations® (GRE®)*.

CURRICULUM OVERVIEW

30 hours	Specialized Preparation for M.A. in Global Leadership
<u>30 hours</u>	Specialized Preparation for M.A. in Management
60 hours	Total

SPECIALIZED PREPARATION FOR M.A. IN GLOBAL LEADERSHIP (30 hours)

GSOM 6310	Ministry Mentorship (S-L) ²
MACE 5302	Biblical Servant Leadership
MAGL 5330	Introduction to Missiology
MAGL 6345	Business as Mission (S-L) ²
MAWL 6303	Spiritual Formation and Worship
THEO 5313	Applied Hermeneutics
THEO 6305	Christian History and Heritage
THEO 6306	Systematic Theology

And select two courses with approval of M.A. in Global Leadership Academic Advisor.

SPECIALIZED PREPARATION FOR M.A. IN MANAGEMENT (30 hours)

MANA 6310	Leadership in Management
MANA 6312	Communication and Business Behavior
MANA 6314	Organizational Change and Development
MANA 6319	Operational Finance
MANA 6320	Business Ethics
MANA 6323	Human Resource Strategy (S-L) ²
MANA 6360	Managerial Strategy and Implementation (S-L) ²
MRKT 6341	Advanced Marketing Strategies

And select two courses from M.A. in Management concentrations with approval of M.A. in Management Academic Advisor.

²**(S-L)** = Course(s) with field-based service-learning component.

Master of Arts in Global Leadership/Master of Arts in Student Ministry Dual Degree

Bob Garrett, Ph.D., M.A. in Global Leadership Program Director
Jan Daehnert, D.Min., M.A. in Student Ministry Acting Program Director

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

PREREQUISITES¹

Old Testament Survey or THEO 5307 Old Testament Literature and Interpretation
New Testament Survey or THEO 5308 New Testament Literature and Interpretation
3000/4000 Level Religion Course or 5000/6000 Level Theology Course

¹Prerequisites may be met with equivalent courses from another institution and do not count toward degree completion.

ADMISSION

In order to pursue a Dual Master's Degree program, the applicant must apply to, meet the existing admission requirements for, and be accepted into each of the master's degrees which comprise the dual degree program.

Note: Church Membership Requirement (for admission into the Ed.D. in Educational Leadership—all concentrations, Ph.D. in Leadership Studies' Ministry Concentration, Master's Ministry Degrees, and Advanced Ministry Certificate Programs): Within the last 12 months, the applicant must have been an active member of a Christian church that holds Jesus Christ as Lord and Savior and who holds solely the Old Testament and the New Testament as sacred Scripture.

CURRICULUM OVERVIEW

18 hours	Core Courses
6 hours	M.A. in Global Leadership Required Courses
6 hours	M.A. in Student Ministry Electives
6 hours	M.A. in Global Leadership Electives
12 hours	M.A. in Global Leadership Concentration
12 hours	M.A. in Student Ministry Concentration
60 hours	Total

CORE COURSES (18 hours)

GSOM 6310	Ministry Mentorship (S-L) ²
MACE 5302	Biblical Servant Leadership
MAWL 6303	Spiritual Formation and Worship
THEO 5313	Applied Hermeneutics
THEO 6305	Christian History and Heritage
THEO 6306	Systematic Theology

M.A. IN GLOBAL LEADERSHIP REQUIRED COURSES (6 hours)

MAGL 5330	Introduction to Missiology
MAGL 5333	Local Church on Mission

M.A. IN STUDENT MINISTRY ELECTIVES (6 hours)

Select two M.A. in Student Ministry courses with approval of Academic Advisor.

M.A. IN GLOBAL LEADERSHIP ELECTIVES (6 hours)

Select two M.A. in Global Leadership courses with approval of Academic Advisor.

M.A. IN GLOBAL LEADERSHIP CONCENTRATION (12 hours)

Select one of the concentrations for the M.A. in Global Leadership degree and complete the required courses.
(See M.A. in Global Leadership Degree Requirements.)

M.A. IN STUDENT MINISTRY CONCENTRATION OPTIONS:

Collegiate Ministry Concentration (12 hours)

MAST 6320	The Collegiate Campus Minister
MAST 6351	Student Culture Issues
MAST 6352	Student Ministry in a Global Context
MAST 6354	Collegiate Ministry Strategies

Youth Ministry Concentration (12 hours)

MAST 5313	Ministry with Students
MAST 6350	Family Based Student Ministry
MAST 6351	Student Culture Issues
MAST 6352	Student Ministry in a Global Context

²(S-L) = Course(s) with field-based service-learning component.

Master of Arts in Global Leadership/Master of Arts in Teaching Dual Degree

Bob Garrett, Ph.D., M.A. in Global Leadership Program Director
Carolyn Spain, Ed.D., M.A. in Teaching Program Director

The 21st century affords exciting opportunities for global servant leadership in a variety of educational institutions around the world. This dual degree program is designed for students who want to develop academic expertise in a given discipline with which they can teach in overseas universities or other international academic programs, institutions, and settings. At the same time students can develop skills sets to help them with the complex dynamics needed to serve others by adding value to their lives, sharing the gospel witness in diverse cultural contexts – by learning to adjust to cross-cultural environments, and making and sustaining intercultural relationships.

ADMISSIONS:

In order to pursue a Dual Master's Degree program, the applicant must apply to, meet the existing admission requirements for, and be accepted into each of the master's degrees which comprise the dual degree program.

Note: *Church Membership Requirement (for admission into the Ed.D. in Educational Leadership—all concentrations, Ph.D. in Leadership Studies' Ministry Concentration, Master's Ministry Degrees, and Advanced Ministry Certificate Programs): Within the last 12 months, the applicant must have been an active member of a Christian church that holds Jesus Christ as Lord and Savior and who holds solely the Old Testament and the New Testament as sacred Scripture.*

PREREQUISITES:

Prerequisite course work must be satisfied for both degree programs.

M.A. in Global Leadership Prerequisites (9 hours):

- Old Testament Survey or THEO 5307 Old Testament Literature and Interpretation
- New Testament Survey or THEO 5308 New Testament Literature and Interpretation
- 3000/4000 Level Religion Course or 5000/6000 Level Theology Course

PROGRAM CONTINUANCE:

Continuance in the M.A. in Teaching program past the first 12 hours is pending submission of a satisfactory score on the Miller Analogies Test (MAT) or *Graduate Record Examinations®* (GRE®).

A waiver of the GRE or MAT requirement may be considered if the student meets one of the following conditions:

- earns an "A-" or higher in each of the first four courses (12 hours) of graduate coursework in the DBU College of Education, or
- holds a Bachelor's degree from the DBU College of Education earned within the past five years with a cumulative GPA of 3.25 or higher, or
- holds a Master's degree from DBU.

CURRICULUM OVERVIEW

Master of Arts in Global Leadership

30 hours M.A. in Global Leadership Required Curriculum
12 hours M.A. in Teaching Required Curriculum used as
M.A. in Global Leadership Concentration
18 hours M.A. in Teaching Required Curriculum
60 hours TOTAL Dual Degree

Master of Arts in Teaching

30 hours M.A. in Teaching Required Curriculum
6 hours M.A. in Global Leadership Required Curriculum
used as M.A. in Teaching Concentration
24 hours M.A. in Global Leadership Required Curriculum
60 hours TOTAL Dual Degree

STUDY PLAN:

Master of Arts in Global Leadership

Required Curriculum (30 hours)

MACE 5302 Biblical Servant Leadership (take first year)
MAGL 5315 Leadership Practicum (**S-L**)
MAGL 5316 Global Leadership Practicum (**S-L**)
MAGL 5330 Introduction to Missiology
MAWL 6303 Spiritual Formation and Worship
THEO 5313 Applied Hermeneutics
THEO 6305 Christian History and Heritage
THEO 6306 Systematic Theology

Controlled Electives (6 hours)

Choose any two courses from the list of controlled electives on the M.A. in Global Leadership degree plan

Concentration (12 hours)

12 hours (4 courses) from M.A. in Teaching

ELEMENTARY**Master of Arts in Teaching (Elementary) Non-Certified****Academic Specialization (15 hours required)**

GSCI 5320 Pedagogy of Science
 MATH 5304 Content Math I
 READ 6331 Studies in Reading & Literature
 READ 6332 Pedagogy of Reading & Language Arts
 SOST 5340 Pedagogy of Social Studies

Professional Area (9 hours required)

EDUC 6302 Research in Education (S-L)
 EDUC 6304 Improvement of Instruction
 EDUC 6308 The School and Multicultural Society

Resource Area (6 hours required) (one course is non-credit)

EDUC 5303 Developmental Stages of Early Childhood Through Adolescence
 EDUC 5316 Studies in Classroom Management, Instruction, and Assessment
 EDUC 6010 Defense of Degree

TOTAL HOURS:

30 hours M.A. in Teaching (Elementary)
30 hours from M.A. in Global Leadership Degree Plan
60 total hours

Master of Arts in Teaching (Elementary) ESL Certificate**Academic Specialization (15 hours required)**

ESLS 5301 Second Language Acquisition
 ESLS 5304 Methods in Teaching ESL
 ESLS 5306 Content Area Language Proficiency Skills
 ESLS 5308 Multicultural and Multilingual Learning Environments

ESLS 5312 Practicum for State Certification (S-L)

or

ESLS 5314 Practicum for ESL/EFL Settings (S-L)

Professional Area (9 hours required)

EDUC 6302 Research in Education (S-L)
 EDUC 6304 Improvement of Instruction
 EDUC 6308 The School and Multicultural Society

Resource Area (6 hours required) (one course is non-credit)

EDUC 5303 Developmental Stages Early Childhood Through Adolescence
 EDUC 6010 Defense of Degree
 EDUC 6306 Curriculum Design and Evaluation

TOTAL HOURS:

30 hours M.A. in Teaching (Elementary)
30 hours from M.A. in Global Leadership Degree Plan
60 total hours

Master of Arts in Teaching (Elementary) Reading Certificate**Academic Specialization (12 hours required)**

Students may choose four of the following courses:

READ 5332 Reading: Diagnosing and Correcting Reading Difficulties with Clinical Experience (S-L)
 READ 6301 Specialized Reading Assessment and Instruction
 READ 6330 Foundations of Reading
 READ 6331 Studies in Reading and Literature
 READ 6335 Curriculum and Instruction in Reading

TOTAL HOURS:

30 hours M.A. in Teaching (Elementary)
30 hours from M.A. in Global Leadership Degree Plan
60 total hours

Professional Area (9 hours required)

EDUC 6302 Research in Education (S-L)
 EDUC 6304 Improvement of Instruction

EDUC 6308 The School and Multicultural Society

Resource Area (9 hours required) *(one course is non-credit)*

EDUC 5303 Developmental Stages of Early Childhood Through Adolescence
SPED 5320 Teaching the Underachiever
EDUC 6010 Defense of Degree
EDUC 6306 Curriculum Design and Evaluation

Master of Arts in Teaching (Elementary) Special Education Certificate

Academic Specialization (15 hours required)

SPED 4010 Special Education Seminar (non-credit)
SPED 5310 Introduction to Exceptional Learners
SPED 5320 Teaching the Underachiever
SPED 5330 Pedagogy of Special Education
SPED 5332 Diagnosing and Correcting Reading Difficulties with Clinical Experience
SPED 5333 Clinical Experience in Correcting Reading Difficulties **(S-L)**

TOTAL HOURS:

30 hours M.A. in Teaching (Elementary)
30 hours from M.A. in Global Leadership Degree Plan
60 total hours

Professional Area (9 hours required)

EDUC 6302 Research in Education **(S-L)**
EDUC 6304 Improvement of Instruction
EDUC 6308 The School and Multicultural Society

Resource Area (6 hours required) *(one course is non-credit)*

EDUC 5303 Developmental Stages Early Childhood Through Adolescence
EDUC 6010 Defense of Degree
EDUC 6306 Curriculum Design and Evaluation

SECONDARY

Master of Arts in Teaching (Secondary) Non-Certified

Academic Specialization (12 hours required)

EDUC 5316 Studies in Classroom Management, Instruction, and Assessment
EDUC 6308 The School and Multicultural Society
READ 5331 Reading in the Content Area
READ 6332 Pedagogy of Reading and Language Arts

TOTAL HOURS:

30 hours M.A. in Teaching (Secondary)
30 hours from in M.A. in Global Leadership Degree Plan
60 total hours

Professional Area (12 hours required)

EDUC 5303 Developmental Stages of Early Childhood Through Adolescence
EDUC 6302 Research in Education **(S-L)**
EDUC 6304 Improvement of Instruction
EDUC 6306 Curriculum Design and Evaluation

Resource Area (6 hours required) *(one course is non-credit)*

SPED 5310 Introduction to Exceptional Learners
SPED 5320 Teaching the Underachiever
EDUC 6010 Defense of Degree

Master of Arts in Teaching (Secondary) ESL Certificate

Academic Specialization (15 hours required)

ESLS 5301 Second Language Acquisition
ESLS 5304 Methods in Teaching ESL
ESLS 5306 Content Area Language Proficiency Skills
ESLS 5308 Multicultural and Multilingual Learning Environments

TOTAL HOURS:

30 hours M.A. in Teaching (Secondary)
30 hours from M.A. in Global Leadership Degree Plan
60 total hours

- ESLS 5312 Practicum for State Certification **(S-L)**
or
 ESLS 5314 Practicum for ESL/EFL Settings **(S-L)**

Professional Area (9 hours required)

- EDUC 6302 Research in Education **(S-L)**
 EDUC 6304 Improvement of Instruction
 EDUC 6308 The School and Multicultural Society

Resource Area (6 hours required) *(one course is non-credit)*

- SPED 5310 Introduction to Exceptional Learners
 SPED 5320 Teaching the Underachiever
 EDUC 6010 Defense of Degree

Master of Arts in Teaching (Secondary) Reading Certificate

Academic Specialization (12 hours required)

Students may choose four of the following courses:

- READ 5332 Reading: Diagnosing and Correcting Reading Difficulties with Clinical Experience **(S-L)**
 READ 6301 Specialized Reading Assessment and Instruction
 READ 6330 Foundations of Reading
 READ 6331 Studies in Reading and Literature
 READ 6335 Curriculum and Instruction in Reading

Professional Area (12 hours required)

- EDUC 5303 Developmental Stages of Early Childhood Through Adolescence
 EDUC 6302 Research in Education **(S-L)**
 EDUC 6304 Improvement of Instruction
 EDUC 6308 The School and Multicultural Society

Resource Area (6 hours required) *(one course is non-credit)*

- SPED 5310 Introduction to Exceptional Learners
 SPED 5320 Teaching the Underachiever
 EDUC 6010 Defense of Degree

TOTAL HOURS:

30 hours M.A. in Teaching (Secondary)
 30 hours from M.A. in Global Leadership Degree Plan
60 total hours

Master of Arts in Teaching (Secondary) Special Education Certificate

Academic Specialization (12 hours required)

- SPED 4010 Special Education Seminar (non-credit)
 SPED 5332 Diagnosing and Correcting Reading Difficulties with Clinical Experience
 SPED 5333 Clinical Experience in Correcting Reading Difficulties **(S-L)**
 SPED 5310 Introduction to Exceptional Learners
 SPED 5330 Pedagogy of Special Education

Professional Area (9 hours required)

- EDUC 5303 Developmental Stages of Early Childhood Through Adolescence
 EDUC 6302 Research in Education **(S-L)**
 EDUC 6304 Improvement of Instruction

Resource Area (9 hours required) *(one course is non-credit)*

- EDUC 6010 Defense of Degree
 EDUC 6306 Curriculum Design and Evaluation
 EDUC 6308 The School and Multicultural Society
 EDUC 5320 Teaching the Underachiever

TOTAL HOURS:

30 hours M.A. in Teaching (Secondary)
 30 hours from M.A. in Global Leadership Degree Plan
60 total hours

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

Master of Arts in Global Leadership/Master of Arts in Theological Studies Dual Degree

Bob Garrett, Ph.D., M.A. in Global Leadership Program Director
Jim Lemons, Ph.D., M.A. in Theological Studies Acting Program Director

The dual degree program, Master of Arts in Global Leadership and Master of Arts in Theological Studies provides Christ-centered graduate level education to prepare servant leaders for Christian ministry with a focus toward global leadership and theological studies. This dual degree program seeks to educate candidates for Christian servant leadership in the multi-faceted global context, equipping them with intercultural leadership skills in order to integrate their Christian faith and witness as they make significant contributions in today's multi-cultural and multi-ethnic environment. Additionally, the M.A. in Global Leadership/M.A. in Theological Studies degree program provides a broad foundation in biblical, historical, theological, and practical ministry studies by providing students advanced understandings of the foundations of Christian faith.

PREREQUISITES¹

Old Testament Survey
New Testament Survey
3000/4000 Level Religion Course or 5000/6000 Level Theology Course

¹Prerequisites may be met with equivalent courses from another institution and do not count toward degree completion.

Note: Church Membership Requirement (for admission into the Ed.D. in Educational Leadership—all concentrations, Ph.D. in Leadership Studies' Ministry Concentration, Master's Ministry Degrees, and Advanced Ministry Certificate Programs): Within the last 12 months, the applicant must have been an active member of a Christian church that holds Jesus Christ as Lord and Savior and who holds solely the Old Testament and the New Testament as sacred Scripture.

CURRICULUM OVERVIEW:

18 hours	Core Courses
12 hours	M.A. in Global Leadership/M.A. in Theological Studies Required Courses
6 hours	Electives
12 hours	M.A. in Global Leadership Concentration
12 hours	M.A. in Theological Studies Concentration
60 hours	Total

CORE COURSES (18 hours)

GSOM 6310	Ministry Mentorship (S-L) ²
MACE 5302	Biblical Servant Leadership
MAWL 6303	Spiritual Formation and Worship
THEO 5313	Applied Hermeneutics
THEO 6305	Christian History and Heritage
THEO 6306	Systematic Theology

M.A. IN GLOBAL LEADERSHIP/M.A. IN THEOLOGICAL STUDIES

REQUIRED COURSES (12 hours)

MAGL 5330	Introduction to Missiology
MAGL 5333	Local Church on Mission
THEO 5307	Old Testament Literature and Interpretation
THEO 5308	New Testament Literature and Interpretation

ELECTIVES (6 hours)

Select two courses from the Graduate School of Ministry with approval of Academic Advisor.

M.A. IN GLOBAL LEADERSHIP CONCENTRATION (12 hours)

Select one of the concentrations for the M.A. in Global Leadership degree and complete the required courses.
(See M.A. in Global Leadership Degree Requirements.)

M.A. IN THEOLOGICAL STUDIES CONCENTRATION (12 hours)

Select one of the concentrations for the M.A. in Theological Studies degree and complete the required courses.
(See M.A. in Theological Studies Degree Requirements.)

²(S-L) = Course(s) with field-based service-learning component.

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

Bob Garrett, Ph.D., M.A. in Global Leadership Program Director
Sandra Reid, Ph.D., M.B.A. Program Director

This dual degree program provides students with an integrated approach to the study of international business, cross-cultural communication dynamics, and Christian witness in a global environment. The business training and skills obtained while earning an internationally recognized educational credential provides insight into how international business can improve human well-being and support kingdom growth, while creating a career platform from which to pursue Christian ministries in a global setting.

ADMISSION

In order to pursue a Dual Master's Degree program, the applicant must apply to, meet the existing admission requirements for, and be accepted into each of the master's degrees which comprise the dual degree program.

Note: *Church Membership Requirement (for admission into the Ed.D. in Educational Leadership—all concentrations, Ph.D. in Leadership Studies' Ministry Concentration, Master's Ministry Degrees, and Advanced Ministry Certificate Programs): Within the last 12 months, the applicant must have been an active member of a Christian church that holds Jesus Christ as Lord and Savior and who holds solely the Old Testament and the New Testament as sacred Scripture.*

PREREQUISITES¹

Old Testament Survey or THEO 5307 Old Testament Literature and Interpretation
New Testament Survey or THEO 5308 New Testament Literature and Interpretation
3000/4000 Level Religion Course or 5000/6000 Level Theology Course

Master of Business Administration prerequisites are 15 hours at the 5000-level or 27 hours at the undergraduate level.

M.B.A. foundational courses will not be accepted if completed through correspondence, life and work experience, CLEP or other standardized testing.

¹Prerequisites may be met with equivalent courses from another institution and do not count toward degree completion.

CURRICULUM OVERVIEW

30 hours	Specialized Preparation for M.A. in Global Leadership
<u>30 hours</u>	Specialized Preparation for Master of Business Administration
60 hours	Total

SPECIALIZED PREPARATION FOR M.A. IN GLOBAL LEADERSHIP (30 hours)

GSOM 6310	Ministry Mentorship (S-L) ²
MACE 5302	Biblical Servant Leadership
MAGL 5330	Introduction to Missiology
MAGL 6345	Business as Mission (S-L) ²
MAWL 6303	Spiritual Formation and Worship
THEO 5313	Applied Hermeneutics
THEO 6305	Christian History and Heritage
THEO 6306	Systematic Theology

And select two courses with approval of M.A. in Global Leadership Academic Advisor.

SPECIALIZED PREPARATION FOR MASTER OF BUSINESS ADMINISTRATION (30 hours)

ACCT 6321	Managerial Accounting
FINA 6301	Corporate Finance
MANA 6302	Quantitative Analysis for Managers
MANA 6310	Leadership in Management
MANA 6320	Business Ethics
MANA 6341	Strategic Management Decisions (S-L) ²
MISM 6314	Management Information Systems
MRKT 6301	Creative Problem Solving Marketing Decisions (S-L) ²

And select two courses with approval of M.B.A. Academic Advisor.

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

Master of Arts in International Studies/Master of Arts in Leadership Dual Degree

Brent Thomason, Ph.D., M.A. in International Studies Acting Program Director
David Cook, J.D., M.A. in Leadership Program Director

ADMISSION

Existing admission criteria would remain the same for both degree programs.

CURRICULUM OVERVIEW

3 hours	Required Common Curriculum
30 hours	Specialized Preparation for M.A. in International Studies
27 hours	Specialized Preparation for M.A. in Leadership
60 hours	Total

SHARED REQUIRED COURSE (3 hours)

MACE 5302 Biblical Servant Leadership

SPECIALIZED PREPARATION FOR M.A. IN INTERNATIONAL STUDIES (30 hours)

COMA 6314	Intercultural Communication
MAIS 5301	Contemporary Issues in a Globalizing World (Experiential Learning Trip)
MAIS 5302	World Religion Geography
MAIS 5303	Christian Perspectives on Global Religions and Worldviews (S-L) ²
MALA 5317	Comparative Government

Select one of the following courses:

ENGL 5340	Studies in Global Literature
ESLS 5301	Second Language Acquisition
MAGL 5331	Cross-Cultural Living and Ministry
MAIS 5304	Politics of Peace and Conflict
MAIS 5305	Cultural Intelligence

Additionally, students will choose one 12-hour concentration area¹ from the following list:

Global Business
International Relations
International Immersion
International Ministry
East Asian Studies
European Studies
General International Studies

¹If a student chooses a concentration other than the International Immersion concentration, he/she must take MAIS 5310 Short Term Immersion Experience as one of the four courses for his/her concentration.

SPECIALIZED PREPARATION FOR M.A. IN LEADERSHIP (27 hours)

MAL 5308	Great Leaders in History
MAL 6301	Christian Worldview of Leadership
MAL 6302	Vision-Casting and Leading Change
MAL 6303	Leadership in Conflict and Adversity
MAL 6304	Leadership Communication
MAL 6305	Relational Leadership and Emotional Intelligence
MAL 6306	Cross-Cultural and Global Leadership (S-L) ²
MANA 6310	Leadership in Management
MANA 6320	Business Ethics

²**(S-L)**=Course(s) with field-based service-learning component.

Master of Arts in Leadership/Master of Arts in Management Dual Degree

David Cook, J.D., M.A. in Leadership Program Director
Richard Nassar, M.A. in Management Program Director

In an ever-globalizing environment, the leaders of tomorrow need both the hard skills of management and the soft skills of leadership. This dual degree program is designed to provide students with a foundational understanding of management in specialized arenas (such as health care management, human resource management, or performance management) alongside a broad range of leadership skills (such as leading change, leadership communication, and leading in cross-cultural settings).

ADMISSION:

In order to pursue a Dual Master's Degree program, the applicant must apply to, meet the existing admission requirements for, and be accepted into each of the master's degrees which comprise the dual degree program.

PREREQUISITES

Prerequisite course work must be satisfied for both degree programs.

The prerequisites for the M.A. in Management are as follows:

- MANA 51.521 Management Theory [Principles of Management]
- MANA 51.522 Business Legal Environment [Business and Public Law]
- MRKT 51.521 Marketing Concepts [Principles of Marketing]
- BUAD 5301 Orientation to American Business Techniques and Culture [for International Students Only]

NOTE: The prerequisites above may be satisfied if the student has completed undergraduate courses that the M.A. in Management Program Director deems to be equivalent to the ones listed above. In order to satisfy this requirement, students must have attained a grade of B or above in the course(s).

PROGRAM CONTINUANCE

Continuance in each program past the first six (6) hours is pending submission of a satisfactory score on the Miller Analogies Test (MAT) or *Graduate Record Examinations® (GRE®)*.

CURRICULUM OVERVIEW

6 hours	Required Common Curriculum
30 hours	Specialized Preparation for M.A. in Leadership Specialized Curriculum
<u>24 hours</u>	Specialized Preparation for M.A. in Management Specialized Curriculum
60 hours	Total

REQUIRED COMMON CURRICULUM (6 hours)

MANA 6310	Leadership in Management
MANA 6320	Business Ethics

SPECIALIZED PREPARATION FOR M.A. IN LEADERSHIP (30 hours)

MACE 5302	Biblical Servant Leadership
MAL 5308	Great Leaders in History
MAL 5309	Revolutionary Power: Leadership in the Lives of the Founding Fathers
MAL 6301	Christian Worldview of Leadership
MAL 6302	Vision-Casting and Leading Change
MAL 6303	Leadership in Conflict and Adversity
MAL 6304	Leadership Communication
MAL 6305	Relational Leadership and Emotional Intelligence
MAL 6306	Cross-Cultural and Global Leadership
MAL 6307	Mentored Leadership Internship (S-L)

SPECIALIZED PREPARATION FOR M.A. IN MANAGEMENT (24 hours)

MANA 6319	Operational Finance
MANA 6323	Human-Resource Strategy (S-L)
MANA 6360	Managerial Strategy and Implementation (S-L)
MRKT 6341	Advanced Marketing Strategies

Students will choose one 12-hour concentration area from the following list:

Conflict Resolution Management
General Management
Health Care Management

Human Resource Management
Organizational Communication
Performance Management
Professional Sales and Management Optimization

Master of Arts in Leadership/Master of Arts in Theological Studies Dual Degree

David Cook, J.D., M.A. in Leadership Program Director

Jim Lemons, Ph.D., M.A. in Theological Studies Acting Program Director

The dual Master of Arts in Leadership and Master of Arts in Theological Studies is a 60-hour, non-thesis dual degree program that will allow students to gain a deep level of theological education, coupled with a strong leadership component. Through the program, students will learn not only how to apply theological principles in everyday contexts, but also how to lead with compassion, humility, and integrity in their respective callings.

PREREQUISITES¹

Old Testament Survey

New Testament Survey

3000/4000 Level Religion Course or 5000/6000 Level Theology Course

¹Prerequisites may be met with equivalent courses from another institution and do not count toward degree completion.

Note: Church Membership Requirement (for admission into the Ed.D. in Educational Leadership—all concentrations, Ph.D. in Leadership Studies' Ministry Concentration, Master's Ministry Degrees, and Advanced Ministry Certificate Programs): Within the last 12 months, the applicant must have been an active member of a Christian church that holds Jesus Christ as Lord and Savior and who holds solely the Old Testament and the New Testament as sacred Scripture.

CURRICULUM OVERVIEW:

3 hours	Shared Required Course
30 hours	Specialized Preparation for M.A. in Leadership
27 hours	Specialized Preparation for M.A. in Theological Studies
60 hours	Total

SHARED REQUIRED COURSE (3 hours)

MACE 5302 Biblical Servant Leadership

SPECIALIZED PREPARATION FOR M.A. IN LEADERSHIP (30 hours)

MAL 5308	Great Leaders in History
MAL 5309	Revolutionary Power: Leadership in the Lives of the Founding Fathers
MAL 6301	Christian Worldview of Leadership
MAL 6302	Vision-Casting and Leading Change
MAL 6303	Leadership in Conflict and Adversity
MAL 6304	Leadership Communication
MAL 6305	Relational Leadership and Emotional Intelligence
MAL 6306	Cross-Cultural and Global Leadership
MANA 6310	Leadership in Management
MANA 6320	Business Ethics

SPECIALIZED PREPARATION FOR M.A. IN THEOLOGICAL STUDIES (27 hours)

GSOM 6310	Ministry Mentorship (S-L) ²
MAWL 6303	Spiritual Formation and Worship
THEO 5307	Old Testament Literature and Interpretation
THEO 5308	New Testament Literature and Interpretation
THEO 5313	Applied Hermeneutics
THEO 6305	Christian History and Heritage
THEO 6306	Systematic Theology

and

Select two elective courses from the M.A. in Theological Studies Program with approval of Academic Advisor.

²(S-L) = Course(s) with field-based service-learning component.

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

David Cook, J.D., M.A. in Leadership Program Director
Sandra Reid, Ph.D., M.B.A. Program Director

The Master of Arts in Leadership and Master of Business Administration Dual Degree is a 60-hour program. The program is designed to provide students with an integrated approach to leading and managing in an organizational context. Students will have the benefit of learning both management and leadership theory, as well as practical applications for the real world. The combined course load for the program will give students a strong foundation in key management skills (such as accounting, finance, and management information systems) as well as the soft skills (such as leadership communication, emotional intelligence, collaboration, and leading change) required for effective leadership in organizations. Additionally, a key focus of this dual degree will be to teach students how to effectively apply principles of Christian leadership in their professional careers.

ADMISSION

In order to pursue a Dual Master's Degree program, the applicant must apply to, meet the existing admission requirements for, and be accepted into each of the master's degrees which comprise the dual degree program.

PREREQUISITES

Prerequisite course work must be satisfied for both degree programs.

- The prerequisites for the M.B.A. are as follows:
 - ACCT 5311 Survey of Accounting [Financial Accounting and Managerial Accounting]
 - ECON 5311 Managerial Economics [Macroeconomics and Microeconomics]
 - FINA 51.521 Foundations of Finance (Prerequisite: ACCT 5311) [Corporate Financial Management]
 - MANA 51.521 Management Theory [Principles of Management]
 - MANA 51.522 Business Legal Environment [Business and Public Law]
 - MANA 6303 Research and Statistics [Managerial Statistics]
 - MRKT 51.521 Marketing Concepts [Principles of Marketing]

NOTE: The prerequisites above may be satisfied if the student has completed undergraduate courses that the M.B.A. Program Director deems to be equivalent to the ones listed above. In order to satisfy this requirement, students must have attained a grade of B or above in the course(s).

- M.B.A. foundational courses will not be accepted if completed through correspondence, life and work experience, CLEP or other standardized testing.
- Master of Arts in Leadership must have a conferred bachelor's degree.

REQUIRED COMMON CURRICULUM (6 hours)

MANA 6310 Leadership in Management
MANA 6320 Business Ethics

SPECIALIZED PREPARATION FOR M.A. IN LEADERSHIP (30 hours)

MACCE 5302 Biblical Servant Leadership
MAL 5308 Great Leaders in History
MAL 5309 Revolutionary Power: Leadership in the Lives of the Founding Fathers
MAL 6301 Christian Worldview of Leadership
MAL 6302 Vision-Casting and Leading Change
MAL 6303 Leadership in Conflict and Adversity
MAL 6304 Leadership Communication
MAL 6305 Relationship Leadership and Emotional Intelligence
MAL 6306 Cross-Cultural and Global Leadership
MAL 6307 Mentored Leadership Internship

SPECIALIZED PREPARATION FOR M.B.A. (24 hours)

ACCT 6321 Managerial Accounting
COMA 6307 Communication Leadership for Groups
FINA 6301 Corporate Finance
MANA 6302 Quantitative Analysis for Managers
MANA 6311 Global Initiatives in Management
MANA 6341 Strategic Management Decisions (**S-L**)
MISM 6314 Management Information Systems
MRKT 6301 Creative Problem Solving for Marketing Decisions (**S-L**)

TOTAL HOURS DUAL DEGREE

6 hours	Required Common Curriculum
30 hours	M.A. in Leadership Specialized Curriculum
<u>24 hours</u>	M.B.A. Specialized Curriculum
60 hours	TOTAL Dual Degree

Master of Arts in Leadership/Master of Education in Higher Education Dual Degree

David Cook, J.D., M.A. in Leadership Program Director
Mamo Ishida, M.Ed. in Higher Education Program Director

The purpose of this dual degree is to provide students with the foundational knowledge of higher education that will be necessary to operate effectively in post-secondary arenas, while also equipping students with the knowledge and practical leadership skills needed to thrive in this educational setting. This degree program will give students the ability to meld technical knowledge of higher education (e.g. Legal Aspects and Finance in Higher Education) with the soft skills of leadership necessary to lead effectively in this environment (such as leadership communication, emotional intelligence, collaboration, and leading change).

ADMISSION

In order to pursue a Dual Master's Degree program, the applicant must apply to, meet the existing admission requirements for, and be accepted into each of the master's degrees which comprise the dual degree program.

PREREQUISITES

A conferred bachelor's degree.

PROGRAM CONTINUANCE

Continuance in the M.Ed. in Higher Education program past the first six (6) hours is pending submission of a satisfactory score on the Miller Analogies Test (MAT) or *Graduate Record Examinations® (GRE®)*.

REQUIRED COMMON CURRICULUM (3 hours)

MACE 5302 Biblical Servant Leadership

SPECIALIZED PREPARATION FOR M.A. IN LEADERSHIP (30 hours)

MAL	5308	Great Leaders in History
MAL	5309	Revolutionary Power: Leadership in the Lives of the Founding Fathers
MAL	6301	Christian Worldview of Leadership
MAL	6302	Vision-Casting and Leading Change
MAL	6303	Leadership in Conflict and Adversity
MAL	6304	Leadership Communication
MAL	6305	Relationship Leadership and Emotional Intelligence
MAL	6306	Cross-Cultural and Global Leadership
MANA	6310	Leadership in Management
MANA	6320	Business Ethics

SPECIALIZED PREPARATION FOR M.ED. IN HIGHER EDUCATION (27 hours)

HIED	5300	College and University Administration
HIED	6310	Legal Aspects and Finance in Higher Education
HIED	6320	Practicum in Higher Education (S-L)
HIED	6330	Research Methods in Higher Education
HIED	6340	History and Philosophy of Higher Education
HIED	6361	Teaching, Learning, and Student Development
HIED	6373	Methods for the Higher Education Administrator

In addition, two elective courses from the M.Ed. in Higher Education Program

TOTAL HOURS DUAL DEGREE

3 hours	Required Common Curriculum
30 hours	M.A. in Leadership Specialized Curriculum
<u>27 hours</u>	M.Ed. in Higher Education Specialized Curriculum
60 hours	TOTAL Dual Degree

Master of Arts in Management/Master of Arts in Student Ministry Dual Degree

Richard Nassar, M.A. in Management Program Director
Jan Daehnert, D.Min., M.A. in Student Ministry Acting Program Director

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

ADMISSION

In order to pursue a Dual Master's Degree program, the applicant must apply to, meet the existing admission requirements for, and be accepted into each of the master's degrees which comprise the dual degree program.

Note: *Church Membership Requirement (for admission into the Ed.D. in Educational Leadership—all concentrations, Ph.D. in Leadership Studies' Ministry Concentration, Master's Ministry Degrees, and Advanced Ministry Certificate Programs): Within the last 12 months, the applicant must have been an active member of a Christian church that holds Jesus Christ as Lord and Savior and who holds solely the Old Testament and the New Testament as sacred Scripture.*

PREREQUISITES¹

Old Testament Survey or THEO 5307 Old Testament Literature and Interpretation
New Testament Survey or THEO 5308 New Testament Literature and Interpretation
3000/4000 Level Religion Course or 5000/6000 Level Theology Course

M.A. in Management prerequisites are 4.5 hours at the 5000-level or 9 hours at the undergraduate level.

¹*Prerequisites may be met with equivalent courses from another institution and do not count toward degree completion.*

Continuance in the M.A. in Management program past the first 12 hours is pending submission of a satisfactory score on the Miller Analogies Test (MAT) or *Graduate Record Examinations® (GRE®)*

CURRICULUM OVERVIEW

30 hours	Specialized Preparation for M.A. in Management
30 hours	Specialized Preparation for M.A. in Student Ministry
60 hours	Total

SPECIALIZED PREPARATION FOR M.A. IN MANAGEMENT (30 hours)

MANA 6310	Leadership in Management
MANA 6312	Communication and Business Behavior
MANA 6314	Organizational Change and Development
MANA 6319	Operational Finance
MANA 6320	Business Ethics
MANA 6323	Human Resource Strategy (S-L) ²
MANA 6360	Managerial Strategy and Implementation (S-L) ²
MRKT 6341	Advanced Marketing Strategies

And select two courses from M.A. in Management concentrations with approval of M.A. in Management Academic Advisor.

SPECIALIZED PREPARATION FOR M.A. IN STUDENT MINISTRY (30 hours)

GSOM 6310	Ministry Mentorship (S-L) ²
MACE 5302	Biblical Servant Leadership
MACE 6301	Introduction to Christian Education
MAST 6351	Student Cultural Issues
MAST 6356	Developing Student Ministry Lay Leaders
MAWL 6303	Spiritual Formation and Worship
THEO 6305	Christian History and Heritage
THEO 6306	Systematic Theology

Select one of the following:

MAST 5313	Ministry with Students
MAST 6320	The Collegiate Campus Minister

Select one of the following:

MAST 6350	Family-Based Student Ministry
MAST 6354	Collegiate Ministry Strategies

²(S-L) = Course(s) with field-based service-learning component.

Master of Arts in Management/Master of Education in Curriculum and Instruction Dual Degree

Richard Nassar, M.A. in Management Program Director

Deborah H. Tribble, Ed.D., M.Ed. in Curriculum and Instruction Program Director

The Master of Arts in Management/Master of Education in Curriculum and Instruction dual degree program is a 54-hour, non-thesis program. The program consists of 18 credit hours in a Shared Core Curriculum, 18 credit hours of Specialized Preparation in Management, and 18 credit hours of Specialized Preparation in Curriculum. Students will select one concentration in Management AND one specialization in Curriculum and Instruction. Specialization options are: Human Resource Management, Conflict Resolution Management, Distance Learning, or Supervision. In areas where the student demonstrates sufficient proficiency, course substitutions may be approved by the M.Ed. in Curriculum and Instruction and/or M.A. in Management program director.

ADMISSION

In order to pursue a Dual Master's Degree program, the applicant must apply to, meet the existing admission requirements for, and be accepted into each of the master's degrees which comprise the dual degree program.

PREREQUISITES

Prerequisite course work must be satisfied both degree programs.

- M.A. in Management prerequisites are 4.5 hours at the 5000-level or 9 hours at the undergraduate level

PROGRAM CONTINUANCE

Continuance in each program past the first six (6) hours is pending submission of a satisfactory score on the Miller Analogies Test (MAT) or *Graduate Record Examinations® (GRE®)*.

REQUIRED COMMON CURRICULUM (18 hours)

EDUC	6011	Defense of Degree
EDUC	6304	Improvement of Instruction
EDUC	6306	Curriculum Design and Evaluation
MANA	6310	Leadership in Management
MANA	6323	Human Resource Strategy (S-L)
MANA	6320	Business Ethics
MANA	6360	Managerial Strategy and Implementation (S-L)

M.A. in Management Required Curriculum (18 hrs)

MANA	6319	Operational Finance
MRKT	6341	Advanced Marketing

And one of the following Concentrations:

Human Resource Management Concentration

MANA	6301	Employment Law (<i>prerequisite: MANA 51.521</i>)
MANA	6305	Staffing Organizations (<i>prerequisite: MANA 51.521</i>)
MANA	6343	Compensation/Performance (<i>prerequisite: MANA 51.521</i>)
MANA	6347	Career Management and Life Transitions

Conflict Resolution Management Concentration

CRMN	6310	Conflict Resolution Management (<i>prerequisite: MANA 51.521</i>)
CRMN	6320	Advanced Family Mediation (<i>prerequisite: CRMN 6310</i>)
CRMN	6321	Business Mediation (<i>prerequisite: CRMN 6310</i>)
MANA	6342	Employee Negotiations and Collective Bargaining (<i>prerequisite: MANA 51.521</i>)

TOTAL HOURS DUAL DEGREE:

18 hours from Required Common Curriculum

18 hours from M.A. in Management Required Curriculum

18 hours from M.ED. in Curriculum and Instruction Required Curriculum

54 hours TOTAL Dual Degree

M.ED. in Curriculum and Instruction Required Curriculum (18 hrs)

EDUC	6315	Internship in Curriculum and Instruction (S-L)
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And one of the following Specializations:

Distance Learning

DLED	6301	Foundations of Distance Learning
DLED	6302	Designing and Developing Distance Learning
DLED	6303	Teaching and Learning in the Online Classroom
DLED	6304	Technology Tools for the Online Classroom
DLED	6305	Distance Learning Design and Administration

Supervision

EDAD	6301	Instructional Leadership Development
EDAD	6312	School Law
EDAD	6311	Educational Organization and Administration
EDSC	6312	Appraisal in Counseling and Development
READ	6301	Specialized Reading Assessment and Instruction

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

Master of Arts in Management/Master of Education in Higher Education Dual Degree

Richard Nassar, M.A. in Management Program Director
Mamo Ishida, M.Ed. in Higher Education Program Director

The Master of Arts in Management and the Master of Education in Higher Education Dual Degree Program is a 54-hour program. Graduates will receive a Master of Arts in Management and a Master of Education in Higher Education. The dual degree program will be most relevant to students who want strong understanding, skills and competencies in developing leaders, organizational management, and in leading educational organizations within higher education effectively from an administrative perspective.

Studies in Higher Education provide individuals who are interested in a variety of areas in higher education with the opportunity to explore the various facets of post-secondary institutions. The purpose of the dual degree is to prepare students for successful and rewarding careers in a global business environment in leadership and management vocations. Faculty and staff members work closely with students to equip them with the knowledge and skills for future employment and leadership opportunities. The dual degree will give students the best of both worlds as the concepts are intertwined and integrated from a Christian perspective.

Individuals who are interested in higher education administration, student personnel work, university advancement, or teaching on the college level will enhance their immediate value to an organization with heightened leadership and analytical skill abilities developed within the course of study. Individuals sensing God's calling to be in higher education in any of these areas, or those who are in business organizations and who feel called to serve in higher education administration, will be greatly benefitted by the dual degree.

ADMISSION

In order to pursue a Dual Master's Degree program, the applicant must apply to, meet the existing admission requirements for, and be accepted into each of the master's degrees which comprise the dual degree program.

PREREQUISITES

Prerequisite course work must be satisfied for both degree programs.

- Master of Arts in Management prerequisites are 4.5 hours of business-related foundational courses or 9 hours at the undergraduate level.
- The Master of Education in Higher Education prerequisite is a conferred bachelor's degree.

PROGRAM CONTINUANCE:

Continuance in each program past the first six (6) hours is pending submission of a satisfactory score on the Miller Analogies Test (MAT) or *Graduate Record Examinations®* (GRE®).

CURRICULUM OVERVIEW

Master of Arts in Management	Master of Education in Higher Education
24 hours M.A. in Management Required Curriculum	24 hours M.Ed. in Higher Education Required Curriculum
6 hours Required Common Electives used as M.A. in Management Concentration	6 hours Required Common Electives used as M.Ed. in Higher Education Concentration
6 hours M.Ed. in Higher Education Required Curriculum used as M.A. in Management Concentration	6 hours M.A. in Management Required Curriculum used as M.Ed. in Higher Education Concentration
18 hours M.Ed. in Higher Education Required Curriculum	18 hours M.A. in Management Required Curriculum
54 hours TOTAL Dual Degree	54 hours TOTAL Dual Degree

REQUIRED COMMON ELECTIVES (6 hours – *Students may choose two Higher Education courses*)

STUDY PLAN

Master of Arts in Management

Required Core Curriculum (24 hours)

MANA	6310	Leadership in Management
MANA	6312	Communication and Business Behavior
MANA	6314	Organizational Change and Development
MANA	6319	Operational Finance
MANA	6320	Business Ethics
MANA	6323	Human Resource Strategy (S-L)
MANA	6360	Managerial Strategy and Implementation (S-L) (Capstone)
MRKT	6341	Advanced Marketing Strategies

Master of Education in Higher Education

Required Core Curriculum (24 hours)

HIED	5300	College and University Administration
HIED	6310	Legal Aspects and Finance in Higher Education
HIED	6320	Practicum in Higher Education (S-L)
HIED	6330	Research Methods in Higher Education
HIED	6340	History and Philosophy of Higher Education
HIED	6361	Teaching, Learning, and Student Development
HIED	6373	Methods for the Higher Education Administrator
MACE	5302	Biblical Servant Leadership

NOTE: Service-Learning has been designated specifically through Human Resource Strategy (MANA 6323) **(S-L)**, Managerial Strategy and Implementation (MANA 6360) **(S-L)**, and the Practicum in Higher Education course (HIED 6320) **(S-L)**.

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

Master of Arts in Management/Master of Education in Kinesiology Dual Degree

Richard Nassar, M.A. in Management Program Director
Ray Galloway, Ed.D., M.Ed. in Kinesiology Program Director

The Master of Arts in Management program is designed to provide the leadership and management competencies which are necessary to successfully lead today's business organizations.

The Master of Education in Kinesiology program is designed to equip candidates for Christian servant leadership in the multi-faceted areas of Kinesiology, equipping them with intercultural and leadership skills equal to integrating their Christian faith and witness as they make significant contributions to the human endeavor.

The dual degree will prepare students to better manage the wide variety of businesses associated with fitness, wellness, physical therapy, health care providers, health care facilities, assisted living facilities, and retirement facilities.

ADMISSION

In order to pursue a Dual Master's Degree program, the applicant must apply to, meet the existing admission requirements for, and be accepted into each of the master's degrees which comprise the dual degree program.

PREREQUISITES

Prerequisite course work must be satisfied for both degree programs.

- M.A. in Management prerequisites are 4.5 hours at the 5000-level or 9 hours at the undergraduate level.

PROGRAM CONTINUANCE

Continuance in the M.A. in Management program and the M.Ed. in Kinesiology program past 12 hours pending submission of a satisfactory score on the Miller Analogies Test (MAT) or *Graduate Record Examinations® (GRE®)*.

CURRICULUM OVERVIEW

M.A. in Management		M.Ed. in Kinesiology	
24 hours	M.A. in Management Required Curriculum	18 hours	M.Ed. in Kinesiology Required Curriculum
12 hours	Healthcare Management Concentration for M.A. in Management	12 hours	Healthcare Management Concentration for M.Ed. in Kinesiology
18 hours	M.Ed. in Kinesiology Required Curriculum	6 hours	M.A. in Management Required Curriculum used for M.Ed. in Kinesiology Electives
54 hours	TOTAL Dual Degree	18 hours	M.A. in Management Required Curriculum
		54 hours	TOTAL Dual Degree

STUDY PLAN

Master of Arts in Management		Master of Education in Kinesiology	
Required Curriculum (24 hours)		Required Curriculum (18 hours)	
MANA 6310	Leadership in Management	KNES 5301	Exercise Physiology
MANA 6312	Communication and Business Behavior	KNES 5303	Mechanical Analysis of Motor Skills
MANA 6314	Organizational Change and Development	KNES 5304	Sport Nutrition
MANA 6319	Operational Finance	KNES 6307	Fitness Management
MANA 6320	Business Ethics	KNES 6310	Current Trends & Issues in Kinesiology & Sport (S-L)
MANA 6323	Human Resource Strategy (S-L)	KNES 6326	Psychology of Sport and Performance
MANA 6360	Managerial Strategy and Implementation (Capstone) (S-L)		
MRKT 6341	Advanced Marketing Strategies		
Required Concentration Courses (12 hours)			
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		

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

Master of Arts in Student Ministry/Master of Arts in Teaching Dual Degree

Jan Daehnert, D.Min., M.A. in Student Ministry Acting Program Director
Carolyn Spain, Ed.D., M.A. in Teaching Program Director

The Master of Arts in Student Ministry/Master of Arts in Teaching dual degree program is a 60-hour, non-thesis graduate program designed for those seeking advanced preparation in student ministry-related, education-centered ministries. Students gain theoretical and experiential knowledge through a 30-hour M.A. in Student Ministry core curriculum and 30-hour M.A. in Teaching academic and professional curriculum.

Teacher certified M.A. in Student Ministry/M.A. in Teaching students have the program options of earning special education, reading, or ESL certificates to add to their initial certification. Students seeking additional certificates will be required to pass the appropriate state certification (TExES) tests.

PREREQUISITES¹

Master of Arts in Student Ministry

Old Testament Survey or THEO 5307 Old Testament Literature and Interpretation
New Testament Survey or THEO 5308 New Testament Literature and Interpretation
3000/4000 Level Religion Course or 5000/6000 Level Theology Course

¹Prerequisites may be met with equivalent courses from another institution and do not count toward degree completion.

Master of Arts in Teaching

Bachelor's degree from an accredited institution

Note: Church Membership Requirement (for admission into the Ed.D. in Educational Leadership—all concentrations, Ph.D. in Leadership Studies' Ministry Concentration, Master's Ministry Degrees, and Advanced Ministry Certificate Programs): Within the last 12 months, the applicant must have been an active member of a Christian church that holds Jesus Christ as Lord and Savior and who holds solely the Old Testament and the New Testament as sacred Scripture.

PROGRAM CONTINUANCE

Continuance in the M.A. in Teaching program past the first 12 hours is pending submission of a satisfactory score on the Miller Analogies Test (MAT) or Graduate Record Examinations® (GRE®).

A waiver of the GRE or MAT requirement may be considered if the student meets one of the following conditions:

- earns an "A-" or higher in each of the first four courses (12 hours) of graduate coursework in the DBU College of Education, or
- holds a Bachelor's degree from the DBU College of Education earned within the past five years with a cumulative GPA of 3.25 or higher, or
- holds a Master's degree from DBU.

ADMISSION

In order to pursue a Dual Master's Degree program, the applicant must apply to, meet the existing admission requirements for, and be accepted into each of the master's degrees which comprise the dual degree program.

(Elementary Non-Certified)

M.A. in Student Ministry Study Plan		M.A. in Teaching Study Plan	
30 hours	M.A. in Student Ministry Required Curriculum	15 hours	M.A. in Teaching Required Academic Specialization
12 hours	M.A. in Teaching Required Curriculum used as M.A. in Student Ministry Concentration*	9 hours	M.A. in Teaching Required Professional Area
<u>18 hours</u>	M.A. in Teaching Required Curriculum*	6 hours	M.A. in Teaching Required Resource Area
60 hours	TOTAL Dual Degree	6 hours	M.A. in Student Ministry Required Curriculum used as M.A. in Teaching Concentration
		<u>24 hours</u>	M.A. in Student Ministry Required Curriculum
		60 hours	TOTAL Dual Degree

*These hours are from M.A. in Teaching Academic Specialization, Professional or Resource Area

M.A. in Student Ministry Required Curriculum (30 hours)		M.A. in Teaching Academic Specialization (15 Hours)	
MACE 5302	Biblical Servant Leadership	GSCI 5320	Pedagogy of Science
MACE 6301	Introduction to Christian Education	MATH 5304	Content Math I
		READ 6331	Studies in Reading and Literature
MAST 5313	Ministry with Students	READ 6332	Pedagogy of Reading and Language Arts
or		SOST 5340	Pedagogy of Social Studies
MAST 6320	The Collegiate Campus Minister		

Select one of the following:

GSOM 6310	Ministry Mentorship (S-L) ²
MAST 6351	Student Cultural Issues
MAST 6352	Student Ministry in Global Context
MAST 6356	Developing Student Ministry Lay Leaders (S-L) ²
MAWL 6303	Spiritual Formation and Worship
THEO 5313	Applied Hermeneutics
THEO 6305	Christian History and Heritage
THEO 6306	Systematic Theology

M.A. Student Ministry Concentration
(12 hours transferred from M.A. Teaching)

EDUC 5303	Developmental Stages of Early Childhood Through Adolescence
EDUC 6302	Research in Education (S-L)
EDUC 6304	Improvement of Instruction
EDUC 6308	The School and the Multicultural Society

Professional Area (9 Hours)

EDUC 6302	Research in Education (S-L)
EDUC 6304	Improvement of Instruction
EDUC 6308	The School and Multicultural Society

Resource Area (6 Hours)

EDUC 5303	Developmental Stages of Early Childhood Through Adolescence
EDUC 5316	Studies in Classroom Management, Instruction, and Assessment
EDUC 6010	Defense of Degree

M.A. in Teaching Concentration
(6 hours transferred from M.A. in Student Ministry)

MACE 6301	Introduction to Christian Education
MAST 5313	Ministry with Students

(Secondary Non-Certified)

M.A. in Student Ministry Study Plan

30 hours	M.A. in Student Ministry Required Curriculum
12 hours	M.A. in Teaching Required Curriculum used as M.A. in Student Ministry Concentration*
<u>18 hours</u>	M.A. in Teaching Required Curriculum*
60 hours	TOTAL Dual Degree

*These hours are from M.A. in Teaching Academic Specialization, Professional or Resource Area

M.A. in Teaching Study Plan

12 hours	M.A. in Teaching Required Academic Specialization
12 hours	M.A. in Teaching Required Professional Area
6 hours	M.A. in Teaching Required Resource Area
6 hours	M.A. in Student Ministry Required Curriculum used as M.A. in Teaching Concentration
<u>24 hours</u>	M.A. in Student Ministry Required Curriculum
60 hours	TOTAL Dual Degree

M.A. in Student Ministry Required Curriculum
(30 hours)

MACE 5302	Biblical Servant Leadership
MACE 6301	Introduction to Christian Education
MAST 5313	Ministry with Students
or	
MAST 6320	The Collegiate Campus Minister

Select one of the following:

GSOM 6310	Ministry Mentorship (S-L) ²
MAST 6351	Student Cultural Issues
MAST 6352	Student Ministry in Global Context
MAST 6356	Developing Student Ministry Lay Leaders (S-L) ²
MAWL 6303	Spiritual Formation and Worship
THEO 5313	Applied Hermeneutics
THEO 6305	Christian History and Heritage
THEO 6306	Systematic Theology

M.A. Student Ministry Concentration
(12 hours transferred from M.A. Teaching)

EDUC 5303	Developmental Stages of Early Childhood Through Adolescence
EDUC 6302	Research in Education (S-L)
EDUC 6304	Improvement of Instruction
EDUC 6308	The School and the Multicultural Society

M.A. in Teaching Academic Specialization (12 Hours)

EDUC 5316	Studies in Classroom Management, Instruction, and Assessment
EDUC 6308	The School and Multicultural Society
READ 5331	Reading in the Content Area
READ 6332	Pedagogy of Reading and Language Arts

Professional Area (12 Hours)

EDUC 5303	Developmental Stages of Early Childhood through Adolescence
EDUC 6302	Research in Education (S-L)
EDUC 6304	Improvement of Instruction
EDUC 6306	Curriculum Design and Evaluation

Resource Area (6 Hours)

EDUC 5310	Introduction to Exceptional Learners
EDUC 5320	Teaching the Underachiever
EDUC 6010	Defense of Degree

Concentration (6 hours from M.A. in Student Ministry)

MACE 6301	Introduction to Christian Education
MAST 5313	Ministry with Students

²(S-L) = Course(s) with field-based service-learning component.

Master of Arts in Student Ministry/Master of Arts in Theological Studies Dual Degree

Jan Daehnert, D.Min., M.A. in Student Ministry Acting Program Director
Jim Lemons, Ph.D., M.A. in Theological Studies Acting Program Director

The dual degree program, Master of Arts in Student Ministry and Master of Arts in Theological Studies provides Christ-centered graduate level education in order to prepare servant leaders for Christian ministry with a focus toward student ministry leadership and theological studies. This dual degree program provides students Christ-centered graduate level education in order to prepare servant leaders for student ministry leadership and Christian ministry by providing broad foundational knowledge in biblical, historical, theological, and practical ministry studies. Students have opportunity to gain advanced understanding of the foundations of Christian faith as well as strong theological knowledge that leads to educating their minds and kindling their hearts in a manner that promotes a life of service for Christ's kingdom.

PREREQUISITES¹

Old Testament Survey
New Testament Survey
3000/4000 Level Religion Course or 5000/6000 Level Theology Course

¹ Prerequisites may be met with equivalent courses from another institution and do not count toward degree completion.

ADMISSION

In order to pursue a Dual Master's Degree program, the applicant must apply to, meet the existing admission requirements for, and be accepted into each of the master's degrees which comprise the dual degree program.

Note: Church Membership Requirement (for admission into the Ed.D. in Educational Leadership—all concentrations, Ph.D. in Leadership Studies' Ministry Concentration, Master's Ministry Degrees, and Advanced Ministry Certificate Programs): Within the last 12 months, the applicant must have been an active member of a Christian church that holds Jesus Christ as Lord and Savior and who holds solely the Old Testament and the New Testament as sacred Scripture.

CURRICULUM OVERVIEW:

18 hours	Core Courses
12 hours	M.A. in Student Ministry/M.A. in Theological Studies Required Courses
6 hours	Electives
12 hours	M.A. in Student Ministry Concentration
<u>12 hours</u>	M.A. in Theological Studies Concentration
60 hours	Total

CORE COURSES (18 hours)

GSOM 6310	Ministry Mentorship (S-L) ²
MACE 5302	Biblical Servant Leadership
MAWL 6303	Spiritual Formation and Worship
THEO 5313	Applied Hermeneutics
THEO 6305	Christian History and Heritage
THEO 6306	Systematic Theology

M.A. IN STUDENT MINISTRY/M.A. IN THEOLOGICAL STUDIES

REQUIRED COURSES (12 hours)

MAST 6353	Adolescent Development
MAST 6356	Developing Student Ministry Lay Leaders (S-L) ²
THEO 5307	Old Testament Literature and Interpretation
THEO 5308	New Testament Literature and Interpretation

ELECTIVES (6 hours)

Select two courses from the Graduate School of Ministry with approval of Academic Advisor.

M.A. IN STUDENT MINISTRY CONCENTRATION OPTIONS:

Collegiate Ministry Concentration (12 hours)

MAST 6320	The Collegiate Campus Minister
MAST 6351	Student Culture Issues
MAST 6352	Student Ministry in a Global Context
MAST 6354	Collegiate Ministry Strategies

Youth Ministry Concentration (12 hours)

MAST 5313 Ministry with Students
MAST 6350 Family Based Student Ministry
MAST 6351 Student Culture Issues
MAST 6352 Student Ministry in a Global Context

M.A. IN THEOLOGICAL STUDIES CONCENTRATION (12 hours)

*Select one of the concentrations for the M.A. in Theological Studies degree and complete the required courses.
(See M.A. in Theological Studies Degree Requirements.)*

²(S-L) = Course(s) with field-based service-learning component.

Master of Arts in Student Ministry/Master of Arts in Worship Leadership Dual Degree

Jan Daehnert, D.Min., M.A. in Student Ministry Acting Program Director
Bob Brooks, D.M.A., M.A. in Worship Leadership Program Director

The Master of Arts in Student Ministry and the Master of Arts in Worship Leadership provides an attractive option for those students desiring excellence in Student Ministry and Worship Leadership. It will be particularly appealing for ministers who serve in both a student ministry role and lead worship for their students as well. In addition, there are a number of dual ministry roles in churches where a minister serves as both the worship leader for the congregation as well as the student minister.

The purpose of the Master of Arts in Student Ministry and the Master of Arts in Worship Leadership dual degree program is to provide Christ-centered graduate level education that will prepare servant leaders with theological, practical, and leadership aspects of student ministry and worship.

PREREQUISITES¹

Old Testament Survey or THEO 5307 Old Testament Literature and Interpretation
New Testament Survey or THEO 5308 New Testament Literature and Interpretation
3000/4000 Level Religion Course or 5000/6000 Level Theology Course

¹Prerequisites may be met with equivalent courses from another institution and do not count toward degree completion.

ADMISSION

In order to pursue a Dual Master's Degree program, the applicant must apply to, meet the existing admission requirements for, and be accepted into each of the master's degrees which comprise the dual degree program.

Note: Church Membership Requirement (for admission into the Ed.D. in Educational Leadership—all concentrations, Ph.D. in Leadership Studies' Ministry Concentration, Master's Ministry Degrees, and Advanced Ministry Certificate Programs): Within the last 12 months, the applicant must have been an active member of a Christian church that holds Jesus Christ as Lord and Savior and who holds solely the Old Testament and the New Testament as sacred Scripture.

CURRICULUM OVERVIEW:

18 hours	Core Courses
18 hours	M.A. in Student Ministry/M.A. in Worship Leadership Required Courses
3 hours	Elective
12 hours	M.A. in Student Ministry Concentration
<u>9 hours</u>	M.A. in Worship Leadership Concentration
60 hours	Total

CORE COURSES (18 hours)

GSOM 6310	Ministry Mentorship (S-L) ²
MACE 5302	Biblical Servant Leadership
MAWL 6303	Spiritual Formation and Worship
THEO 5313	Applied Hermeneutics
THEO 6305	Christian History and Heritage
THEO 6306	Systematic Theology

M.A. IN STUDENT MINISTRY/M.A. IN WORSHIP LEADERSHIP

REQUIRED COURSES (18 hours)

MAST 6353	Adolescent Development
MAST 6356	Developing Student Ministry Lay Leaders (S-L) ²
MAWL 5304	Leadership in Worship
MAWL 5307	History of Worship Song
MAWL 6308	Worship Through the Ages
MAWL 6316	Worship Theology/Ministry

ELECTIVE (3 hours)

Select one course from the Graduate School of Ministry course with approval of Academic Advisor.

M.A. IN STUDENT MINISTRY CONCENTRATION OPTIONS

Collegiate Ministry Concentration (12 hours)

MAST 6320	The Collegiate Campus Minister
MAST 6351	Student Culture Issues

MAST 6352 Student Ministry in a Global Context
MAST 6354 Collegiate Ministry Strategies

Youth Ministry Concentration (12 hours)

MAST 5313 Ministry with Students
MAST 6350 Family Based Student Ministry
MAST 6351 Student Culture Issues
MAST 6352 Student Ministry in a Global Context

M.A. IN WORSHIP LEADERSHIP CONCENTRATION (9 hours)

*Select one of the concentrations for the M.A. in Worship Leadership degree and complete the required courses.
(See M.A. in Worship Leadership Degree Requirements.)*

²(S-L) = Course(s) with field-based service-learning component.

Master of Arts in Student Ministry/Master of Business Administration Dual Degree

Jan Daehnert, D.Min., M.A. in Student Ministry Acting Program Director
Sandra Reid, Ph.D., M.B.A. Program Director

Student ministers pursue the Master of Arts in Student Ministry and the Master of Arts in Business Administration dual degree to obtain and strengthen the skills and competencies needed to be effective in student ministry leadership roles such as student ministers in the local church, leaders of student ministry para-church organizations, and/or global student ministry. In addition, while the vast majority of students admitted to this unique dual degree program may already be serving in a ministry or believe they are called to serve, students include those who have started a business career and subsequently sense a call to the ministry.

PREREQUISITES¹

Old Testament Survey or THEO 5307 Old Testament Literature and Interpretation
New Testament Survey or THEO 5308 New Testament Literature and Interpretation
3000/4000 Level Religion Course or 5000/6000 Level Theology Course

Master of Business Administration prerequisites are 15 hours at the 5000-level or 27 hours at the undergraduate level.

M.B.A. foundational courses will not be accepted if completed through correspondence, life and work experience, CLEP or other standardized testing.

¹Prerequisites may be met with equivalent courses from another institution and do not count toward degree completion.

Note: Church Membership Requirement (for admission into the Ed.D. in Educational Leadership—all concentrations, Ph.D. in Leadership Studies' Ministry Concentration, Master's Ministry Degrees, and Advanced Ministry Certificate Programs): Within the last 12 months, the applicant must have been an active member of a Christian church that holds Jesus Christ as Lord and Savior and who holds solely the Old Testament and the New Testament as sacred Scripture.

ADMISSION REQUIREMENTS

In order to pursue a Dual Master's Degree program, the applicant must apply to, meet the existing admission requirements for, and be accepted into each of the master's degrees which comprise the dual degree program.

PROGRAM CONTINUANCE:

Continuance in the program past the first six (6) hours is pending submission of a satisfactory score on the Miller Analogies Test (MAT) or Graduate Record Examinations® (GRE®).

CURRICULUM OVERVIEW

30 hours	Specialized Preparation for M.A. in Student Ministry
30 hours	Specialized Preparation for Master of Business Administration
60 hours	Total

SPECIALIZED PREPARATION FOR M.A. IN STUDENT MINISTRY (30 hours)

GSOM 6310	Ministry Mentorship (S-L) ²
MACE 5302	Biblical Servant Leadership
MAST 5313	Ministry with Students
MAST 6351	Student Cultural Issues
MAST 6352	Student Ministry in a Global Context
MAST 6356	Developing Student Ministry Lay Leaders (S-L) ²
MAWL 6303	Spiritual Formation and Worship
THEO 5313	Applied Hermeneutics
THEO 6305	Christian History and Heritage
THEO 6306	Systematic Theology

SPECIALIZED PREPARATION FOR MASTER OF BUSINESS ADMINISTRATION (30 hours)

ACCT 6321	Managerial Accounting
FINA 6301	Corporate Finance
MANA 6302	Quantitative Analysis for Managers
MANA 6310	Leadership in Management
MANA 6320	Business Ethics
MISM 6314	Management Information Systems
MRKT 6301	Creative Problem Solving Marketing Decisions (S-L) ²
MANA 6341	Strategic Management Decisions (S-L) ²

And select two courses with approval of M.B.A. Academic Advisor.

²(S-L)=Course(s) with field-based service-learning component.

Master of Arts in Student Ministry/Master of Education in Higher Education Dual Degree

Jan Daehnert, D.Min., M.A. in Student Ministry Acting Program Director
Mamo Ishida, M.Ed. in Higher Education Program Director

The Master of Arts in Student Ministry opens opportunities for spiritual guidance and development that can enhance the educational experience of college students. The opportunity to minister to the college campus community is enhanced with this dual degree offering. The Master of Education in Higher Education provides foundational knowledge in the history, mission, and administration of higher learning.

ADMISSION

In order to pursue a Dual Master's Degree program, the applicant must apply to, meet the existing admission requirements for, and be accepted into each of the master's degrees which comprise the dual degree program.

Note: *Church Membership Requirement (for admission into the Ed.D. in Educational Leadership—all concentrations, Ph.D. in Leadership Studies' Ministry Concentration, Master's Ministry Degrees, and Advanced Ministry Certificate Programs): Within the last 12 months, the applicant must have been an active member of a Christian church that holds Jesus Christ as Lord and Savior and who holds solely the Old Testament and the New Testament as sacred Scripture.*

PROGRAM CONTINUANCE

M.Ed. in Higher Education Continuance requires passing with the Miller Analogies Test (MAT) or *Graduate Record Examinations® (GRE®)*.

PREREQUISITES¹

Old Testament Survey or THEO 5307 Old Testament Literature and Interpretation
New Testament Survey or THEO 5308 New Testament Literature and Interpretation
3000/4000 Level Religion Course of 5000/6000 Level Theology Course

¹*Prerequisites may be met with equivalent courses from another institution and do not count toward degree completion.*

CURRICULUM OVERVIEW

30 hours	Specialized Preparation for M.A. in Student Ministry
30 hours	Specialized Preparation for M.Ed. in Higher Education
60 hours	Total

SPECIALIZED PREPARATION FOR M.A. IN STUDENT MINISTRY (30 hours)

GSOM 6310	Ministry Mentorship (S-L) ²
MACE 5302	Biblical Servant Leadership
MACE 6301	Introduction to Christian Education
MAST 6351	Student Cultural Issues
MAST 6356	Developing Student Ministry Lay Leaders (S-L) ²
MAWL 6303	Spiritual Formation and Worship
THEO 6305	Christian History and Heritage
THEO 6306	Systematic Theology
<i>Select one of the following:</i>	
MAST 5313	Ministry with Students
MAST 6320	The Collegiate Campus Minister
<i>Select one of the following:</i>	
MAST 6350	Family-Based Student Ministry
MAST 6353	Adolescent Development

SPECIALIZED PREPARATION FOR M.ED. IN HIGHER EDUCATION (30 hours)

HIED 5300	College and University Administration
HIED 6310	Legal Aspects and Finances in Higher Education
HIED 6320	Practicum in Higher Education (S-L) ²
HIED 6330	Research Methods in Higher Education
HIED 6340	History and Philosophy of Higher Education
HIED 6361	Teaching, Learning, and Student Development
HIED 6370	The College Student
HIED 6371	Introduction to Student Affairs Work
HIED 6372	Principles of Co-curricular Learning
HIED 6373	Methods of Higher Education Administration

²**(S-L)** = Course(s) with field-based service-learning component.

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

Carolyn Spain, Ed.D., M.A. in Teaching Program Director
Mamo Ishida, M.Ed. in Higher Education Program Director

Prospective students for K-12 and/or college-level teaching will pursue the M.A. in Teaching and M.Ed. in Higher Education dual degree to obtain and strengthen skills needed to be effective in K-12 and college-level instructional roles. This dual degree is a fifty-four hour, non-thesis graduate program. The program consists of M.A. in Teaching core curriculum of twenty-seven hours and M.Ed. in Higher Education core curriculum (including instructional field curriculum) of twenty-seven hours. Students gain theoretical and experiential knowledge through twenty-seven hours of a M.A. in Teaching core curriculum (twelve hours academic specialization and fifteen hours professional curriculum) and twenty-seven hours of a M.Ed. in Higher Education Instructional Track curriculum (nine hours core curriculum and eighteen hours instructional field).

Students in this program who are certified teachers have the options of earning special education, reading, or ESL certificates to add to their initial certification. Students seeking additional certificates will be required to pass the appropriate state certification (TExES) tests.

ADMISSION

In order to pursue a Dual Master's Degree program, the applicant must apply to, meet the existing admission requirements for, and be accepted into each of the master's degrees which comprise the dual degree program.

PREREQUISITES

Prerequisite course work must be satisfied for both degree programs.

PROGRAM CONTINUANCE

Continuance in the M.A. in Teaching program past the first 12 hours and the M.Ed. in Higher Education past the first six (6) hours is pending submission of a satisfactory score on the Miller Analogies Test (MAT) or *Graduate Record Examinations® (GRE®)*.

CURRICULUM OVERVIEW

M.A. in Teaching	M.Ed. in Higher Education
12 hours M.A. in Teaching Required Curriculum	9 hours M.Ed. in Higher Education Curriculum
15 hours M.A. in Teaching Professional Area	9 hours M.Ed. in Higher Education Professional Area
9 hours M.A. in Teaching Instructional Discipline (transferred from M.Ed. in Higher Education Instructional Field)	(transferred from M.A. in Teaching Professional Area)
9 hours M.Ed. in Higher Education Required Curriculum	18 hours M.Ed. in Higher Education Instructional Field
9 hours M.Ed. in Higher Education Instructional Field	12 hours M.A. in Teaching Required Curriculum
<u>54 Total Hours</u>	<u>6 hours</u> M.A. in Teaching Professional Area
	<u>54 Total Hours</u>

STUDY PLAN

M.A. in Teaching Required Curriculum (12 hours)	M.Ed. in Higher Education Required Curriculum (9 hours)
EDUC 5310 Introduction to Exceptional Learners & Mainstreaming	HIED 5300 College and University Administration
EDUC 5320 Teaching the Underachiever	or
EDUC 6308 The School and Multicultural Society	HIED 6373 Methods for the Higher Education Administrator
ESLS 5304 Methods of Teaching ESL	HIED 6310 Legal Aspects and Finance in Higher Education
	HIED 6340 History and Philosophy of Higher Education

MAT Professional Area (15 hours)

EDUC 5303 Developmental Stages of Early Childhood Through Adolescence
EDUC 6302 Research in Education (**S-L**)

EDUC 6304 Improvement of Instruction

or

HIED 6361 Teaching, Learning, and Student Development

EDUC 6306 Curriculum Design and Evaluation

EDAD 6313 Supervision of Instruction

or

MACE 5302 Biblical Servant Leadership

EDUC 6010 Defense of Degree

M.Ed. in Higher Education Instructional Field (18 hours)

Students may choose one instructional discipline for the Instructional Field courses (18 hours).

NOTE: Service-Learning has been designated specifically through EDUC 6302 Research in Education.

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

Master of Arts in Theological Studies/Master of Arts in Worship Leadership Dual Degree

Jim Lemons, Ph.D., M.A. in Theological Studies Acting Program Director
Bob Brooks, D.M.A., M.A. in Worship Leadership Program Director

The dual degree program Master of Arts in Theological Studies and Master of Arts in Worship provides Christ-centered graduate level education to prepare servant leaders for Christian ministry. Students will have opportunity to gain knowledge and skills in the areas of worship leadership ministries; and in biblical, historical, theological, and practical ministry studies. By educating their minds and kindling their hearts in a manner that promotes a life of service for Christ's kingdom, students will have opportunity to combine classical graduate theological education with practical ministry training.

PREREQUISITES¹

Old Testament Survey
New Testament Survey
3000/4000 Level Religion Course or 5000/6000 Level Theology Course

¹Prerequisites may be met with equivalent courses from another institution and do not count toward degree completion.

ADMISSION

In order to pursue a Dual Master's Degree program, the applicant must apply to, meet the existing admission requirements for, and be accepted into each of the master's degrees which comprise the dual degree program.

Note: Church Membership Requirement (for admission into the Ed.D. in Educational Leadership—all concentrations, Ph.D. in Leadership Studies' Ministry Concentration, Master's Ministry Degrees, and Advanced Ministry Certificate Programs): Within the last 12 months, the applicant must have been an active member of a Christian church that holds Jesus Christ as Lord and Savior and who holds solely the Old Testament and the New Testament as sacred Scripture.

CURRICULUM OVERVIEW:

18 hours	Core Courses
18 hours	M.A. in Theological Studies/M.A. in Worship Leadership Required Courses
3 hours	Elective
12 hours	M.A. in Theological Studies Concentration
9 hours	M.A. in Worship Leadership Concentration
60 hours	Total

CORE COURSES (18 hours)

GSOM 6310	Ministry Mentorship (S-L) ²
MACE 5302	Biblical Servant Leadership
MAWL 6303	Spiritual Formation and Worship
THEO 5313	Applied Hermeneutics
THEO 6305	Christian History and Heritage
THEO 6306	Systematic Theology

M.A. IN THEOLOGICAL STUDIES/M.A. IN WORSHIP LEADERSHIP

REQUIRED COURSES (18 hours)

MAWL 5304	Leadership in Worship
MAWL 5307	History of Worship Song
MAWL 6308	Worship Through the Ages
MAWL 6316	Worship Theology/Ministry
THEO 5307	Old Testament Literature and Interpretation
THEO 5308	New Testament Literature and Interpretation

ELECTIVE (3 hours)

Select one course from the Graduate School of Ministry with approval of Academic Advisor.

M.A. IN THEOLOGICAL STUDIES CONCENTRATION (12 hours)

Select one of the concentrations for the M.A. in Theological Studies degree and complete the required courses. (See M.A. in Theological Studies Degree Requirements.)

M.A. IN WORSHIP LEADERSHIP CONCENTRATION (9 hours)

Select one of the concentrations for the M.A. in Worship Leadership degree and complete the required courses. (See M.A. in Worship Leadership Degree Requirements.)

²(S-L) = Course(s) with field-based service-learning component.

Master of Business Administration/Master of Education in Educational Leadership Dual Degree

Sandra Reid, Ph.D., M.B.A. Program Director

Tam Jones, Ph.D., M.Ed. in Educational Leadership Program Administrator

Deborah H. Tribble, Ed.D., M.Ed. in Educational Leadership Program Director

The Master of Business Administration and the Master of Education in Educational Leadership and the Master of Business Administration Dual Degree Program is a 54-hour program. Graduates will receive a Master in Education and a Master of Business Administration. The dual degree program will be most relevant to students who want strong understanding and skills both in developing business models and in leading educational organizations effectively from an administrative perspective.

ADMISSION

In order to pursue a Dual Master's Degree program, the applicant must apply to, meet the existing admission requirements for, and be accepted into each of the master's degrees which comprise the dual degree program.

PREREQUISITES

Prerequisite course work must be satisfied both degree programs.

- M.Ed. in Educational Leadership prerequisites are a conferred bachelor's degree.
- Master of Business Administration prerequisites are 15 hours at the 5000-level or 27 hours at the undergraduate level.
- M.B.A. foundational courses will not be accepted if completed through correspondence, life and work experience, CLEP or other standardized testing.

PROGRAM CONTINUANCE:

Continuance in the M.Ed. in Educational Leadership program past the first 12 hours is pending submission of a satisfactory score on the Miller Analogies Test (MAT) or *Graduate Record Examinations® (GRE®)*.

A waiver of the GRE or MAT requirement may be considered if the student meets one of the following conditions:

- earns an "A-" or higher in each of the first four courses (12 hours) of graduate coursework in the DBU College of Education, or
- holds a Bachelor's degree from the DBU College of Education earned within the past five years with a cumulative GPA of 3.25 or higher, or
- holds a Master's degree from DBU.

CURRICULUM OVERVIEW

Master of Business Administration		Master of Education in Educational Leadership	
24 hours	M.B.A. Required Curriculum	30 hours	M.Ed. in Educational Leadership Required Curriculum
12 hours	M.Ed. in Educational Leadership Required Curriculum used as M.B.A. Concentration	6 hours	M.B.A. Required Curriculum used as M.Ed. in Educational Leadership Electives
18 hours	M.Ed. in Educational Leadership Required Curriculum	18 hours	M.B.A. Required Curriculum
54 hours	TOTAL Dual Degree	54 hours	TOTAL Dual Degree

STUDY PLAN

Master of Business Administration Required Curriculum (24 hours)			Master of Education in Educational Leadership Required Curriculum (30 hours)		
ACCT	6321	Managerial Accounting	EDAD	6010	Defense of Degree
FINA	6301	Corporate Finance	EDAD	6020	Seminar in Educational Leadership
MANA	6302	Quantitative Analysis for Managers	EDAD	6300	Principal Standards and Competencies
MANA	6310	Leadership in Management	EDAD	6312	School Law
MANA	6320	Business Ethics	EDAD	6313	Supervision of Instruction
MANA	6341	Strategic Management Decisions (Capstone)	EDAD	6314	The Principalship
		(S-L)	EDAD	6315	School Finance/Business Management
MISM	6314	Management Information Systems	EDAD	6316	School Personnel Administration
MRKT	6301	Creative Problem Solving Marketing Decisions	EDAD	6317	School Public Relations
		(S-L)	EDAD	6389	Internship in Educational Administration (S-L)
			EDAD	6010	Defense of Degree
			EDAD	6020	Seminar in Educational Leadership
			EDUC	6302	Research in Education (S-L)
			EDUC	6306	Curriculum Design & Evaluation

Two signature assessments are required for each three-hour education course.

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

Master of Business Administration/Master of Education in Higher Education Dual Degree

Sandra Reid, Ph.D., M.B.A. Program Director
Mamo Ishida, M.Ed. in Higher Education Program Director

The dual Master of Education in Higher Education and Master of Business Administration degree is a 54-hour, non-thesis program. The program consists of a Higher Education core curriculum of 24 hours and an Master of Business Administration core curriculum of 24 hours with six credit hours of electives.

Studies in Higher Education provide individuals who are interested in a variety of areas in higher education with the opportunity to explore the various facets of post-secondary institutions. The purpose of the Master of Business Administration to prepare students for successful and rewarding careers in a global business environment regardless of their chosen vocation. Faculty and staff members work closely with students to equip them with the knowledge and skills for future employment and leadership opportunities. The dual degree will give students the best of both worlds as the concepts are intertwined and integrated from a Christian perspective.

Individuals who are interested in higher education administration, student personnel work, university development/advancement, or teaching on the college level will enhance their immediate value to an organization with heightened leadership and analytical skill abilities developed within the M.B.A. course of study. Individuals sensing God's calling to be in higher education in any of these areas, or those who are in business and who feel called to serve in higher education administration, will be greatly benefitted by the M.B.A. and M.Ed. in Higher Education dual degree.

ADMISSION

In order to pursue a Dual Master's Degree program, the applicant must apply to, meet the existing admission requirements for, and be accepted into each of the master's degrees which comprise the dual degree program.

PREREQUISITES

Prerequisite course work must be satisfied for both degree programs.

Master of Business Administration prerequisites are 15 hours at the 5000-level or 27 hours at the undergraduate level.
M.B.A. foundational courses will not be accepted if completed through correspondence, life and work experience, CLEP or other standardized testing.

PROGRAM CONTINUANCE

Continuance in the M.Ed. in Higher Education program past the first six (6) hours is pending submission of a satisfactory score on the Miller Analogies Test (MAT) or *Graduate Record Examinations®* (GRE®).

CURRICULUM OVERVIEW

Master of Business Administration	Master of Education in Higher Education
24 hours M.B.A. Required Curriculum	24 hours M.Ed. in Higher Education Required Curriculum
6 hours M.Ed. in Higher Education Required Curriculum used as concentration for M.B.A.	6 hours M.B.A. Required Curriculum used as concentration for M.Ed. in Higher Education
6 hours M.Ed. in Higher Education Electives used as concentration for M.B.A.	6 hours M.Ed. in Higher Education Electives
<u>18 hours</u> M.Ed. in Higher Education Required Curriculum	<u>18 hours</u> M.B.A. Required Curriculum
54 hours Total Dual Degree	54 hours Total Dual Degree

REQUIRED COMMON ELECTIVES

M.Ed. in Higher Education Electives (6 hours) – *Students may choose two elective HIED courses*

STUDY PLAN

MASTER OF BUSINESS ADMINISTRATION REQUIRED CURRICULUM (24 hours)		MASTER OF EDUCATION IN HIGHER EDUCATION REQUIRED CURRICULUM (24 hours)	
ACCT 6321	Managerial Accounting	HIED 5300	College and University Administration
FINA 6301	Corporate Finance	HIED 6310	Legal Aspects and Finance in Higher Education
MANA 6302	Quantitative Analysis for Managers	HIED 6320	Practicum in Higher Education (S-L)
MANA 6310	Leadership in Management	HIED 6330	Research Methods in Higher Education
MANA 6320	Business Ethics	HIED 6340	History and Philosophy of Higher Education
MANA 6341	Strategic Management Decisions (Capstone) (S-L)	HIED 6361	Teaching, Learning, and Student Development
MISM 6314	Management Information Systems	HIED 6373	Methods for the Higher Education Administrator
MRKT 6301	Creative Problem Solving Marketing Decisions (S-L)	MACE 5302	Biblical Servant Leadership

TOTAL HOURS REQUIRED: 54 hours

Note: Service-Learning has been designated specifically through the Creative Problem Solving Marketing Decisions course (MRKT 6301) **(S-L)**, Strategic Management Decisions course (MANA 6341) **(S-L)**, and the Practicum in Higher Education course (HIED 6320) **(S-L)**.

Master of Education in Curriculum and Instruction/Master of Education in Educational Leadership

Dual Degree

Deborah H. Tribble, Ed.D., M.Ed. in Curriculum and Instruction and M.Ed. in Educational Leadership Program Director
 Tam Jones, Ph.D., M.Ed. in Educational Leadership Program Administrator

The Master of Education in Curriculum and Instruction/Master of Education in Educational Leadership dual degree is a 54-hour, non-thesis program. The program consists of 18 credit hours in a common core curriculum, 18 credit hours in Specialized Preparation in Curriculum and Instruction and 18 credit hours in Specialized Preparation for Principal Certification. In areas where the student demonstrates sufficient proficiency, course substitutions may be approved by the M.Ed. in Educational Leadership or M.Ed. in Curriculum and Instruction program director.

ADMISSION

In order to pursue a Dual Master's Degree program, the applicant must apply to, meet the existing admission requirements for, and be accepted into each of the master's degrees which comprise the dual degree program.

PROGRAM CONTINUANCE

Continuance in the M.Ed. in Curriculum and Instruction and M.Ed. in Educational Leadership programs past the first 12 hours is pending submission of a satisfactory score on the Miller Analogies Test (MAT) or *Graduate Record Examinations® (GRE®)*.

A waiver of the GRE or MAT requirement may be considered if the student meets one of the following conditions:

- earns an "A-" or higher in each of the first four courses (12 hours) of graduate coursework in the DBU College of Education, or
- holds a Bachelor's degree from the DBU College of Education earned within the past five years with a cumulative GPA of 3.25 or higher, or
- holds a Master's degree from DBU.

CURRICULUM OVERVIEW

M.ED. in Curriculum and Instruction
 18 hours from Required Common Curriculum
 18 hours from M.Ed. in Curriculum and Instruction Specialized Preparation
 18 hours from M.Ed. in Educational Leadership Specialized Preparation
54 hours TOTAL Dual Degree

M.Ed. in Educational Leadership
 18 hours from Required Common Curriculum
 18 hours from M.Ed. in Educational Leadership Specialized Preparation
 18 hours from M.Ed. in Curriculum and Instruction Specialized Preparation
54 hours TOTAL Dual Degree

STUDY PLAN

Required Common Curriculum (18 hours)

EDAD 6301 Instructional Leadership Development
 EDAD 6312 School Law
 EDAD 6313 Supervision of Instruction
 EDUC 6302 Research in Education **(S-L)**
 EDUC 6306 Curriculum Design and Evaluation
 EDUC 6308 The School and Multicultural Society

Master of Education in Curriculum and Instruction

Specialized Preparation (18 hours)

EDUC 6304 Improvement of Instruction
 EDUC 6011 Defense of Degree
 EDUC 6315 Internship in Curriculum and Instruction **(S-L)**
 READ 6335 Curriculum and Instruction in Reading

1 class in Exceptional Learning

EDUC 5310 Introduction to Exceptional Learners **or**
 EDUC 5320 Teaching the Underachiever

1 class in English as a Second Language

ESLS 5301 Second Language Acquisition **or**
 ESLS 5304 Methods in Teaching ESL **or**
 ESLS 5306 Content Area Language Proficiency Skills

Master of Education in Educational Leadership

Specialized Preparation for Principal Certification (18 hours)

EDAD 6010 Defense of Degree
 EDAD 6020 Seminar in Educational Leadership
 EDAD 6300 Principal Standards and Competencies
 EDAD 6314 The Principalship
 EDAD 6315 School Finance/Business Management
 EDAD 6316 School Personnel Administration
 EDAD 6317 School Public Relations
 EDAD 6389 Internship in Educational Administration **(S-L)**

1 class in Assessment

EDSC 6312 Appraisal in Counseling & Development **or**
READ 6301 Specialized Reading Assessment & Instruction

**Advanced Certificate Program in Christian School
Administration**

EDAD 6319 Christian School Administration*
EDUC 6310 Foundations of Christian School Education*
EDUC 6311 Christian School Curriculum*

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

**These courses may be substituted for courses above with Director approval.*

Master of Education in Curriculum and Instruction/Master of Education in Higher Education Dual Degree

Deborah H. Tribble, Ed.D., M.Ed. in Curriculum and Instruction Program Director
Mamo Ishida, M.Ed. in Higher Education Program Director

Knowledge of curriculum planning and instructional effectiveness is essential in a higher education setting. The M.Ed. in Curriculum and Instruction and M.Ed. in Higher Education dual degree provides a platform on which students will gain an advanced understanding of the skills necessary to design curriculum, plan for effective instruction, and provide leadership to groups of individuals in higher education. The skills and knowledge acquired through this degree plan will provide individuals with a deep understanding of the inner workings of curriculum planning and how to coordinate and lead work teams in the support and implementation of the institution's mission and vision.

The Master of Education in Curriculum and Instruction/Master of Education in Higher Education dual degree program is a 54-hour, non-thesis program that provides insight and direction in the development, planning, and implementation of sound curriculum initiatives as well as the leadership and organizational skills necessary to launch these plans on the college and university levels. The program consists of 18 credit hours in a Shared Common Curriculum 18 hours of specialized preparation in Curriculum and Instruction, and 18 hours of specialized preparation in Higher Education. In areas where the student demonstrates sufficient proficiency, course substitutions may be approved by the M.Ed. in Curriculum and Instruction and/or M.Ed. in Higher Education Program Director.

ADMISSION

In order to pursue a Dual Master's Degree program, the applicant must apply to, meet the existing admission requirements for, and be accepted into each of the master's degrees which comprise the dual degree program.

PROGRAM CONTINUANCE

Continuance in the M.Ed. in Curriculum and Instruction past the first twelve (12) hours and M.Ed. in Higher programs past the first six (6) hours is pending submission of a satisfactory score on the Miller Analogies Test (MAT) or *Graduate Record Examinations®* (GRE®).

STUDY PLAN

Shared Common Curriculum (18 hours)

HIED	6330	Research Methods in Higher Education
<i>or</i>		
EDUC	6302	Research in Education
EDUC	6304	Improvement of Instruction
<i>or</i>		
HIED	6361	Teaching, Learning, and Student Development
EDAD	6312	School Law
EDAD	6311	Educational Organization and Administration
DLED	6305	Distance Education Design and Administration
MACE	5302	Biblical Servant Leadership

Master of Education in Curriculum and Instruction

Specialized Preparation (18 hours)

EDAD	6313	Supervision of Instruction
EDUC	5310	Introduction to Exceptional Learners
EDUC	6306	Curriculum Design and Evaluation
EDUC	6308	The School and Multicultural Society
EDUC	6011	Defense of Degree
EDUC	6311	Christian School Curriculum
READ	6335	Curriculum and Instruction in Reading

Master of Education in Higher Education

Specialized Preparation (18 hours)

HIED	5300	College and University Administration
HIED	6310	Legal Aspects and Finance in Higher Education
HIED	6340	History and Philosophy of Higher Education
HIED	6371	Introduction to Student Affairs Work
HIED	6373	Methods for the Higher Education Administrator
HIED	6320	Practicum in Higher Education (S-L)

Total Hours of Dual Degree

18 hours from Shared Common Curriculum
18 hours from M.Ed. in Curriculum and Instruction Specialized Preparation
18 hours from M.Ed. in Higher Education Specialized Preparation
54 Hours TOTAL Dual Degree

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

Master of Education in Curriculum and Instruction/Master of Education in Reading and English as a Second Language Dual Degree

Deborah H. Tribble, Ed.D., M.Ed. in Curriculum and Instruction Program Director
Adelita Baker, Ed.D., M.Ed. in Reading and English as a Second Language Program Administrator
Carolyn Spain, Ed.D., M.Ed. in Reading and English as a Second Language Program Director

The dual master's program is a 54-hour non-thesis program that provides candidates with advanced education in order to develop strong theoretical and experiential knowledge and effective skills in reading, ESL, and curriculum and instruction. Upon program completion, teacher candidates will receive a Master of Education in Curriculum and Instruction and a Master of Education in Reading and English as a Second Language, along with preparation that can lead to certification as a Reading Specialist, Master Reading Teacher, English as a Second Language specialist, and Curriculum and Instruction specialist.

ADMISSION

In order to pursue a Dual Master's Degree program, the applicant must apply to, meet the existing admission requirements for, and be accepted into each of the master's degrees which comprise the dual degree program.

PREREQUISITES

Prerequisite course work must be satisfied for both degree programs.

PROGRAM CONTINUANCE

Continuance in the M.Ed. in Curriculum and Instruction and M.Ed. in Reading and English as a Second Language programs past the first 12 hours is pending submission of a satisfactory score on the Miller Analogies Test (MAT) or *Graduate Record Examinations® (GRE®)*.

A waiver of the GRE or MAT requirement may be considered if the student meets one of the following conditions:

- earns an "A-" or higher in each of the first four courses (12 hours) of graduate coursework in the DBU College of Education, or
- holds a Bachelor's degree from the DBU College of Education earned within the past five years with a cumulative GPA of 3.25 or higher, or
- holds a Master's degree from DBU.

CURRICULUM OVERVIEW

M.Ed. in Curriculum and Instruction	M.Ed. in Reading and English as a Second Language
18 hours Required Common Curriculum	18 hours Required Common Curriculum
18 hours M.Ed. in Curriculum and Instruction Specialized Preparation	18 hours M.Ed. in Reading and English as a Second Language Specialized Preparation
18 hours M.Ed. in Reading and English as a Second Language Specialized Preparation	18 hours M.Ed. in Curriculum and Instruction Specialized Preparation
54 hours TOTAL Dual Degree	54 hours TOTAL Dual Degree

STUDY PLAN

Required Common Curriculum (18 hours)

EDUC 6302	Research in Education (S-L)
EDUC 6304	Improvement of Instruction
ESLS 5304	Methods in Teaching ESL
ESLS 5308	Multicultural and Multilingual Learning Environments
READ 6301	Specialized Reading Assessment and Instruction
READ 6335	Curriculum and Instruction in Reading

Specialized Preparation for M.Ed. in Curriculum and Instruction (18 hrs)

EDAD	6312	School Law
EDAD	6313	Supervision of Instruction
EDUC	5310	Introduction to Exceptional Learners
EDUC	6011	Defense of Degree (0 credit hours)
EDUC	6306	Curriculum Design and Evaluation
EDUC	6315	Internship in Curriculum & Instruction (S-L)

3 hour ELECTIVE from this list:

EDAD	6301	Instructional Leadership Development
EDAD	6311	Educational Organization and Administration
EDUC	6310	Foundations of Christian School Education

Specialized Preparation for M.Ed. in Reading and English as a Second Language (18 hours)

READ	6330	Foundations of Reading
READ	5332	Reading: Diagnosing and Correcting Reading Difficulties with Clinical Experience
or		
READ	5334	Studies in the Diagnosis and Clinical Correction of Reading Issues
ESLS	5301	Second Language Acquisition
ESLS	5306	Content Area Language Proficiency Skills

EDUC 6311 Christian School Curriculum

ESLS 5312 Practicum for State Certification **(S-L)**

or

ESLS 5314 Practicum in ESL/EFL Settings **(S-L)**

READ 5011 Reading Specialist Seminar (0 credit hours)

EDUC 6012 Defense of Degree (0 credit hours)

3 hour ELECTIVE from this list:

READ 5338 Pedagogy of Language Arts

READ 5337 Pedagogy of Reading III (Literature & Visual Representation)

ENGL 5302 Introduction to Linguistics

ESLS 5310 Administration of ESL Programs

ECHE 6373 The Beginnings of Reading and Writing

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

Master of Education in Educational Leadership/Master of Education in Reading and English as a Second Language Dual Degree

Tam Jones, Ph.D., M.Ed. in Educational Leadership Program Administrator
Deborah H. Tribble, Ed.D., M.Ed. in Educational Leadership Program Director
Adelita Baker, Ed.D., M.Ed. in Reading and English as a Second Language Program Administrator
Carolyn Spain, Ed.D., M.Ed. in Reading and English as a Second Language Program Director

The dual master's program in Educational Leadership and Reading and English as a Second Language (ESL) is a 57-credit hour non-thesis program that prepares teacher candidates who wish to develop strong theoretical and experiential knowledge as well as effective skills and certification in reading, ESL, and campus leadership programs. Upon program completion, teacher candidates will receive a Master of Education in Educational Leadership and a Master of Education in Reading and English as a Second Language, along with preparation that can lead to certification as a campus administrator, Reading Specialist, Master Reading Teacher, and English as a Second Language Specialist.

ADMISSION

In order to pursue a Dual Master's Degree program, the applicant must apply to, meet the existing admission requirements for, and be accepted into each of the master's degrees which comprise the dual degree program.

PREREQUISITES

Entrance requirements for both programs must be met, including having at least two years of acceptable teaching experience at an accredited public or private school by the time the candidate has completed the necessary coursework and is ready to take the appropriate certification examinations. A copy of the teacher candidate's service record will be required to substantiate the teaching experience requirement prior to recommending the teacher candidate to register for the state certification examinations.

PROGRAM CONTINUANCE

Continuance in the M.Ed. in Educational Leadership and M.Ed. in Reading and English as a Second Language programs past the first 12 hours is pending submission of a satisfactory score on the Miller Analogies Test (MAT) or *Graduate Record Examinations® (GRE®)*.

A waiver of the GRE or MAT requirement may be considered if the student meets one of the following conditions:

- earns an "A-" or higher in each of the first four courses (12 hours) of graduate coursework in the DBU College of Education, or
- holds a Bachelor's degree from the DBU College of Education earned within the past five years with a cumulative GPA of 3.25 or higher, or
- holds a Master's degree from DBU.

CURRICULUM OVERVIEW

M.Ed. in Educational Leadership	M.Ed. in Reading and English as a Second Language
27 hours M.Ed. in Educational Leadership Required Curriculum	30 hours M.Ed. in Reading and English as a Second Language Required Curriculum
9 hours M.Ed. in Reading and English as a Second Language Required Curriculum used as M.Ed. in Educational Leadership Electives	6 hours M.Ed. in Educational Leadership Required Curriculum used as M.Ed. in Reading and English as a Second Language Electives
21 hours M.Ed. in Reading and English as a Second Language Required Curriculum	21 hours M.Ed. in Educational Leadership Required Curriculum
57 hours TOTAL Dual Degree	57 hours TOTAL Dual Degree and Certification

STUDY PLAN

Master of Education in Educational Leadership

Required Curriculum Courses (27 hours)

EDAD	6300	Principal Standards and Competencies
EDAD	6312	School Law
EDAD	6313	Supervision of Instruction
EDAD	6314	The Principalship
EDAD	6315	School Finance/Business Management
EDAD	6316	School Personnel Administration
EDAD	6317	School Public Relations
EDAD	6389	Internship in Educational Administration (S-L)
EDUC	6302	Research in Education (S-L)

Master of Education in Reading and English as a Second Language

Required Curriculum Courses (30 hours)

READ	6301	Specialized Reading Assessment and Instruction***
READ	6330	Foundations in Reading***
READ	6335	Curriculum and Instruction in Reading***
READ	5332	Reading: Diagnosing and Correcting Reading Difficulties with Clinical Experience
or		
READ	5334	Studies in the Diagnosis and Clinical Correction of Reading Issues
ESLS	5301	Second Language Acquisition*
ESLS	5304	Methods in Teaching ESL*
ESLS	5306	Content Area Language Proficiency Skills*
ESLS	5308	Multicultural and Multilingual Learning Environments*
ESLS	5312	Practicum for State Certification (S-L) ****
or		
ESLS	5314	Practicum in ESL/EFL Settings (S-L)
READ	5337	Pedagogy of Reading III (Literature & Visual Representation)
or		
ENGL	5302	Introduction to Linguistics
or		
READ	5338	Pedagogy of Language Arts
or		
ECHE	6373	The Beginnings of Reading and Writing
READ	5011	Reading Specialist Seminar**

Required:

EDUC	6012	Defense of Degree
EDAD	6020	Seminar in Educational Leadership

*Required courses for this degree.

**Required: Must pass this seminar to complete the program.

***Required for Master Reading Teacher.

****Required for students seeking State Certification in ESL.

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

Special Notice for Dual Master's Degree Students:

College of Education graduate students who are in a dual master's degree program where a state certification exam is required, should meet with their program advisor prior to registering for their first exam in order to determine which exam should be taken first. Students will be authorized only to take one TExES exam at a time. The first exam taken must be passed before permission to register for a second (different) exam will be given.

Master of Education in Educational Leadership/Master of Education in School Counseling Dual Degree

Tam Jones, Ph.D., M.Ed. in Educational Leadership Program Administrator
Deborah H. Tribble, Ed.D., M.Ed. in Educational Leadership Program Director
Bonnie B. Bond, Ed.D., M.Ed. in School Counseling Program Director

The dual master's program in School Counseling and Educational Leadership is a 57-credit hour non-thesis program that prepares candidates who have strong interests in both school counseling and campus leadership positions. Upon program completion, candidates will receive a Master of Education degree in School Counseling and a Master of Education degree in Educational Leadership, along with having the preparation that can lead to the state certification in both areas.

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 submitting your teacher service record ("teacher of record") indicating two years of credible teaching experience in K-12 public or private schools, the candidate will be recommended for the Standard Counselor Certificate.

ADMISSION

In order to pursue a Dual Master's Degree program, the applicant must apply to, meet the existing admission requirements for, and be accepted into each of the master's degrees which comprise the dual degree program.

PREREQUISITES

Entrance requirements for graduate programs in the College of Education must be met, including having at least two years of credible teaching experience in a K-12 public or private school by the time the candidate has completed the necessary coursework and is ready to take the appropriate certification examinations. Candidates must hold a valid classroom teaching certificate. A copy of the teacher candidate's service record will be required to substantiate the teaching experience requirement prior to recommending the teacher candidate to register for the state certification examinations.

Master of Arts in Counseling or Master of Education in School Counseling Agreement Contract:

Newly admitted students will meet with the Program Director, at which time the Master of Arts in Counseling or Master of Education in School Counseling Agreement Contract will be explained and discussed. By signing this agreement contract, new students are stating their willingness to be evaluated on nine characteristics deemed necessary for the development of an ethical and competent counselor. These characteristics are implied from the expectations of professional and personal competence and responsibility and are as follows: openness, flexibility, positiveness, cooperativeness, willingness to use and accept feedback, awareness of impact on others, ability to deal with conflict, ability to accept personal responsibility, and ability to express feelings effectively and appropriately. In addition, the student's signature on the contract expresses agreement to attend eight counseling sessions during the first two semesters in the M.A. in Counseling or M.Ed. in School Counseling programs. No student will be allowed to register for practicum until all sessions are complete.

PROGRAM CONTINUANCE

Continuance in the M.Ed. in Educational Leadership and M.Ed. in School Counseling programs past the first 12 hours is pending submission of a satisfactory score on the Miller Analogies Test (MAT) or *Graduate Record Examinations®* (GRE®).

A waiver of the GRE or MAT requirement may be considered if the student meets one of the following conditions:

- earns an "A-" or higher in each of the first four courses (12 hours) of graduate coursework in the DBU College of Education, or
- holds a Bachelor's degree from the DBU College of Education earned within the past five years with a cumulative GPA of 3.25 or higher, or
- holds a Master's degree from DBU.

STUDY PLAN

Required Common Curriculum (15 hours)

EDAD/EDSC 6010	Defense of Degree
EDAD 6300	Principal Standards and Competencies
EDAD 6314	The Principalship
EDSC 6312	Appraisal in Counseling and Development
EDSC 6313	Curriculum and Administration for School Guidance and Counseling Programs
EDUC 5310	Introduction to Exceptional Learners

Specialized Preparation for M.Ed. in Educational Leadership (21 hrs)

EDAD	6020	Seminar in Educational Leadership
EDAD	6312	School Law
EDAD	6313	Supervision of Instruction
EDAD	6315	School Finance/Business Management
EDAD	6316	School Personnel Administration
EDAD	6317	School Public Relations
EDAD	6389	Internship in Educational Administration (S-L)
EDUC	6306	Curriculum Design and Evaluation

Specialized Preparation for M.Ed. in School Counseling (21 hours)

COUN	5382	Counseling Theories and Techniques
COUN	5383	Group Counseling Methods
EDSC	5311	Developmental Psychology
EDSC	6310	Pre-Practicum for School Counseling
EDSC	5310	Introduction to School Counseling
EDSC	6380	Career Development and Lifestyle Counseling
EDSC	6316	Practicum for School Counseling (S-L)

Total Hours of Dual Degree

15 hours from Required Common Curriculum

21 hours from M.Ed. in Educational Leadership Specialized Preparation

21 hours from M.Ed. in School Counseling Specialized preparation

57 Hours TOTAL Dual Degree

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

Special Notice for Dual Master's Degree Students:

College of Education graduate students who are in a dual master's degree program where a state certification exam is required, should meet with their program advisor prior to registering for their first exam in order to determine which exam should be taken first. Students will be authorized only to take one TExES exam at a time. The first exam taken must be passed before permission to register for a second (different) exam will be given.

College of Education Graduate Defense of Degree

Because of Dallas Baptist University's quest for meaningful assessment of graduate candidates, a defense of degree is required in all College of Education Graduate Programs. The defense of degree is a capstone collection of signature assessments and artifacts with reflections that demonstrate a candidate's personal growth, development, and acquisition of knowledge, skills and dispositions.

A digital format will be utilized by the candidate to enhance the presentation and to justify why the degree should be awarded to the candidate. The candidate's formal defense will be presented to members of the Educator Preparation Board and will take place on the main campus each semester.

It is recommended that candidates attend a Defense of Degree workshop held each semester. It is also the candidate's responsibility to schedule a meeting with their designated program director who will provide additional information regarding objectives, service-learning, artifacts, reflections, presentation format, and evaluative criteria and scoring.

Candidates must register for the Defense of Degree course as prescribed in their degree plan during the semester in which they will present their defense of degree to the Educator Preparation Board. The EPB is a group of experienced and widely successful educators from Dallas Baptist University and the Metroplex. Practicing teachers, administrators, consultants, superintendents, guidance directors, personnel directors, and Educational Region Service Center personnel as well as DBU professors and administrators volunteer their time for this highly selective process. The Educator Preparation Board serves as the College of Education Graduate Programs' advisory board and meets three times a year to assess graduate candidates' defense of degrees.

College of Education Graduate Electronic Defense of Degree

Dallas Baptist University's educator preparation programs strive to provide a quality learning experience that enables all candidates to impact P-12 learning. The Defense of Degree is designed to be an individualized collection of documents to prepare the candidate for future positions; demonstrate the candidate's ongoing knowledge, skills, experiences, and dispositions; and provide the candidate with the opportunity for self-reflection. All graduate candidates are required to compile and maintain an electronic, developmental Defense of Degree. There are three types of documents that must be included in the Defense of Degree: required documents, foundational elements, and competency artifacts. Throughout the program, the candidate will collect these documents and upload them to their designed TaskStream account.

The organization of Defense of Degree is governed by the State Board of Educator Certification standards and competencies, DBU/InTASC competencies, and DBU's Educator Preparation Provider competencies in addition to specific field of study competencies.

The Defense of Degree will be used to assess your development as you proceed through your designated program. Candidates who do not have all required documents and "signature assessments" uploaded into TaskStream will not be allowed to proceed to the next level as designed by these Transition Points:

- Transition Point One: Requirements for Program Admission
- Transition Point Two: Requirements for Program Entrance
- Transition Point Three: Requirements for Program Continuance
- Transition Point Four: Requirements for Program Completion
- Transition Point Five: Requirements for Program Evaluation

It is the candidates' responsibility to meet with their designed program director and/or advisor to discuss the e-portfolio required documents, checkpoint scoring, foundational elements rubric, and the competency artifacts rubric.

Master of Education in Educational Leadership/Master of Education in Special Education Dual Degree

Tam Jones, Ph.D., M.Ed. in Educational Leadership Program Administrator
Deborah H. Tribble, Ed.D., M.Ed. in Educational Leadership Program Director
Mary Beth Sanders, Ed.D., M.Ed. in Special Education Program Director

The dual master's program in Educational Leadership and Special Education offers two tracks that students may pursue:

- Master of Education in Educational Leadership/Master of Education in Special Education
- Master of Education in Educational Leadership/Master of Education in Special Education with Diagnostician Specialization

ADMISSION

In order to pursue a Dual Master's Degree program, the applicant must apply to, meet the existing admission requirements for, and be accepted into each of the master's degrees which comprise the dual degree program.

PREREQUISITES

Entrance requirements for both programs must be met, including having at least two years of acceptable teaching experience at an accredited public or private school by the time the candidate has completed the necessary coursework and is ready to take the appropriate certification examinations. A copy of the teacher candidate's service record will be required to substantiate the teaching experience requirement prior to recommending the teacher candidate to register for the state certification examinations.

PROGRAM CONTINUANCE

Continuance in the M.Ed. in Educational Leadership and M.Ed. in Special Education programs past the first 12 hours is pending submission of a satisfactory score on the Miller Analogies Test (MAT) or *Graduate Record Examinations® (GRE®)*.

A waiver of the GRE or MAT requirement may be considered if the student meets one of the following conditions:

- earns an "A-" or higher in each of the first four courses (12 hours) of graduate coursework in the DBU College of Education, or
- holds a Bachelor's degree from the DBU College of Education earned within the past five years with a cumulative GPA of 3.25 or higher, or
- holds a Master's degree from DBU.

The **Master of Education in Educational Leadership/Master of Education in Special Education** is a 57-credit hour non-thesis program that prepares students to develop strong theoretical and experiential knowledge with leadership qualifications leading to campus and district administrative positions. Upon completion of the program, students will receive a Master of Education in Special Education and a Master of Education in Educational Leadership that can lead to state principal certification.

CURRICULUM OVERVIEW

Required Common Curriculum	15 hours
M.Ed. in Educational Leadership Specialized Preparation	21 hours
M.Ed. in Special Education Specialized Preparation	21 hours

TOTAL Dual Degree 57 hours

REQUIRED COMMON CURRICULUM (15 hours)

EDUC 6302	Research in Education (S-L)
EDUC 6306	Curriculum Design and Evaluation
EDUC 6308	The School and Multicultural Society
EDAD 6312	School Law
SPED 6360	Supervision of Special Education Instruction
or	
EDAD 6313	Supervision of Instruction

STUDY PLAN:

Master of Education in Educational Leadership

Specialized Preparation (21 hours)

EDAD 6300	Principal Standards and Competencies
EDAD 6301	Instructional Leadership Development (ILD)
EDAD 6314	The Principalship
EDAD 6315	School Finance/Business Management
EDAD 6316	School Personnel Administration
EDAD 6317	School Public Relations
EDAD 6389	Internship in Educational Administration (S-L)

REQUIRED

EDAD 6010	Defense of Degree
EDAD 6020	Seminar in Educational Leadership

Master of Education in Special Education

Specialized Preparation (21 hours)

SPED 5310	Introduction to Exceptional Learners
SPED 5320	Teaching the Underachiever
SPED 5330	Pedagogy of Special Education
SPED 5332	Reading: Diagnosing and Correcting Reading Difficulties with Clinical Experience
SPED 5350	Classroom and Behavioral Management Strategies
EDUC 5344	Diagnosing Learning Different Children
READ 5338	Pedagogy of Language Arts
or	
EDUC 6304	Improvement of Instruction

TOTAL HOURS – Dual Degree Program and Certification – 57 hours

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

Special Notice for Dual Master's Degree Students:

College of Education graduate students who are in a dual master's degree program where a state certification exam is required, should meet with their program advisor prior to registering for their first exam in order to determine which exam should be taken first. Students will be authorized only to take one TExES exam at a time. The first exam taken must be passed before permission to register for a second (different) exam will be given.

Diagnostician Specialization

The Master of Education in Educational Leadership/Master of Education in Special Education with

Diagnostician Specialization is a 57-credit hour non-thesis program that prepares students to develop strong theoretical and experiential knowledge with leadership qualifications leading to campus and district administrative positions. Upon completion of the program, students will receive a Master of Education in Special Education with Diagnostician Specialization and a Master of Education in Educational Leadership that can lead to state educational diagnostician and principal certifications.

CURRICULUM OVERVIEW

Required Common Curriculum	15 hours
M.Ed. in Educational Leadership Specialized Preparation	21 hours
M.Ed. in Special Education Specialized Preparation	21 hours
Total Dual Degree and Certification	57 hours

REQUIRED COMMON CURRICULUM (15 hours)

EDUC	6302	Research in Education (S-L)
EDUC	6308	The School and Multicultural Society
EDAD	6312	School Law
SPED	5310	Introduction to Exceptional Learners
SPED	6360	Supervision of Special Education Instruction
or		
EDAD	6313	Supervision of Instruction

STUDY PLAN:

Master of Education in Educational Leadership

Specialized Preparation (21 hours)

EDAD	6300	Principal Standards and Competencies
EDAD	6301	Instructional Leadership Development (ILD)
EDAD	6314	The Principalship
EDAD	6315	School Finance/Business Management
EDAD	6316	School Personnel Administration
EDAD	6317	School Public Relations
EDAD	6389	Internship in Educational Administration (S-L)

REQUIRED

EDUC/SPED	6010	Defense of Degree
EDAD	6020	Seminar in Educational Leadership

Master of Education in Special Education with Diagnostician Specialization

Specialized Preparation (21 hours)

SPED	5320	Teaching the Underachiever
SPED	5330	Pedagogy of Special Education
SPED	5332	Diagnosing and Correcting Reading Difficulties
SPED	5350	Classroom and Behavioral Management Strategies
SPED	6350	Individual Diagnostic Assessment Practicum (160 hours) (S-L)
EDSC	6312	Appraisal in Counseling and Development
EDUC	5344	Diagnosing Learning Different Children

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

Special Notice for Dual Master's Degree Students:

College of Education graduate students who are in a dual master's degree program where a state certification exam is required, should meet with their program advisor prior to registering for their first exam in order to determine which exam should be taken first. Students will be authorized only to take one TExES exam at a time. The first exam taken must be passed before permission to register for a second (different) exam will be given.

College of Education Graduate Defense of Degree

Because of Dallas Baptist University's quest for meaningful assessment of graduate candidates, a defense of degree is required in all College of Education Graduate Programs. The defense of degree is a capstone collection of signature assessments and artifacts with reflections that demonstrate a candidate's personal growth, development, and acquisition of knowledge, skills and dispositions.

A digital format will be utilized by the candidate to enhance the presentation and to justify why the degree should be awarded to the candidate. The candidate's formal defense will be presented to members of the Educator Preparation Board and will take place on the main campus each semester.

It is recommended that candidates attend a Defense of Degree workshop held each semester. It is also the candidate's responsibility to schedule a meeting with their designated program director who will provide additional information regarding objectives, service-learning, artifacts, reflections, presentation format, and evaluative criteria and scoring.

Candidates must register for the Defense of Degree course as prescribed in their degree plan during the semester in which they will present their defense of degree to the Educator Preparation Board. The EPB is a group of experienced and widely successful educators from Dallas Baptist University and the Metroplex. Practicing teachers, administrators, consultants, superintendents, guidance directors, personnel directors, and Educational Region Service Center personnel as well as DBU professors and administrators volunteer their time for this highly selective process. The Educator Preparation Board serves as the College of Education Graduate Programs' advisory board and meets three times a year to assess graduate candidates' defense of degrees.

College of Education Graduate Electronic Defense of Degree

Dallas Baptist University's educator preparation programs strive to provide a quality learning experience that enables all candidates to impact P-12 learning. The Defense of Degree is designed to be an individualized collection of documents to prepare the candidate for future positions; demonstrate the candidate's ongoing knowledge, skills, experiences, and dispositions; and provide the candidate with the opportunity for self-reflection. All graduate candidates are required to compile and maintain an electronic, developmental Defense of Degree. There are three types of documents that must be included in the Defense of Degree: required documents, foundational elements, and competency artifacts. Throughout the program, the candidate will collect these documents and upload them to their designed TaskStream account.

The organization of e-portfolios is governed by the State Board of Educator Certification standards and competencies, DBU/InTASC competencies, and DBU's Educator Preparation Provider competencies in addition to specific field of study competencies.

The e-portfolio will be used to assess your development as you proceed through your designated program. Candidates who do not have all required documents and "signature assessments" uploaded into TaskStream will not be allowed to proceed to the next level as designed by these Transition Points:

Transition Point One: Requirements for Program Admission
Transition Point Two: Requirements for Program Entrance
Transition Point Three: Requirements for Program Continuance
Transition Point Four: Requirements for Program Completion
Transition Point Five: Requirements for Program Evaluation

It is the candidates' responsibility to meet with their designed program director and/or advisor to discuss the e-portfolio required documents, checkpoint scoring, foundational elements rubric, and the competency artifacts rubric.

Master of Education in Higher Education/Master of Education in Kinesiology Dual Degree

Mamo Ishida, M.Ed. in Higher Education Program Director
Ray Galloway, Ed.D., M.Ed. in Kinesiology Program Director

The Master of Education in Higher Education and Master of Education in Kinesiology dual degree is a fifty-four hour, non-thesis program. The program consists of a M.Ed. in Higher Education core curriculum of 21 hours and a M.Ed. in Kinesiology core curriculum of 21 hours with three credit hours of shared core curriculum and nine credit hours of electives.

The M.Ed. in Higher Education program is committed to fulfilling the University mission of providing Christ-centered, quality higher education in order to produce servant leaders who possess the ability to integrate faith and learning through their respective callings and career opportunities. The program provides individuals who are interested in a variety of areas in higher education with the opportunity to explore the various facets of post-secondary institutions.

The Master of Education in Kinesiology program is designed to allow students to receive a Master of Education in Kinesiology. The purpose of the M.Ed. in Kinesiology is to equip candidates for Christian servant leadership in the multi-faceted areas of Kinesiology, equipping them with intercultural and leadership skills equal to integrating their Christian faith and witness as they make significant contributions to the human endeavor. This degree will prepare students to apply their studies to the design of wellness, fitness, and health promotion programs in various settings of professional interest: education, corporate, and commercial.

ADMISSION

In order to pursue a Dual Master's Degree program, the applicant must apply to, meet the existing admission requirements for, and be accepted into each of the master's degrees which comprise the dual degree program.

PREREQUISITES

Prerequisite course work must be satisfied for both degree programs.

- M.Ed. in Higher Education prerequisites are a conferred bachelor's degree

PROGRAM CONTINUANCE

Continuance in the M.Ed. in Higher Education past the first six (6 hours) and the M.Ed. in Kinesiology past the first twelve (12) hours is pending submission of a satisfactory score on the Miller Analogies Test (MAT) or *Graduate Record Examinations® (GRE®)*.

CURRICULUM OVERVIEW

M.Ed. in Higher Education	M.Ed. in Kinesiology
21 hours of M.Ed. in Higher Education Required Curriculum	21 hours of M.Ed. in Kinesiology Required Curriculum
3 hours of Common Research Course Requirements	3 hours of Common Research Course Requirement
9 hours of Required Common Electives	9 hours of Required Common Electives
3 hours of M.Ed. in Kinesiology Required Curriculum used as additional M.Ed. in Higher Education Elective	3 hours M.Ed. in Higher Education Required Curriculum used as additional M.Ed. in Kinesiology Elective
18 hours of M.Ed. in Kinesiology Required Curriculum	18 hours of M.Ed. in Higher Education Required Curriculum
54 hours TOTAL Dual Degree	54 hours TOTAL Dual Degree

STUDY PLAN

M.Ed. in Higher Education Required Curriculum (21 hours)		M.Ed. in Kinesiology Required Curriculum (21 hours)	
HIED 5300	College and University Administration	KNES 5301	Exercise Physiology
HIED 6310	Legal Aspects and Finance in Higher Education	KNES 5302	Organization/Administration of Kinesiology and Sport
HIED 6320	Practicum in Higher Education (S-L)	KNES 5303	Mechanical Analysis of Motor Skill
HIED 6340	History & Philosophy of Higher Education	KNES 5304	Sport Nutrition
HIED 6361	Teaching, Learning, and Student Development	KNES 6310	Current Trends/Issues in Kinesiology and Sports (S-L)
HIED 6373	Methods for the Higher Education Administrator	KNES 6326	Psychology of Sport & Performance
MACE 5302	Biblical Servant Leadership	KNES 6308	Sociology of Sport

***Service-Learning (S-L) has been designated specifically through HIED 6320 and KNES 6310**

Common Research Course Requirement (3 hours)		Common Electives (9 hours)	
HIED 6330	Research Methods in Higher Education	Choose three graduate-level elective courses.	
or			
KNES 6305	Measurement, Evaluation, and Research in Kinesiology		

College of Education Graduate Defense of Degree

Because of Dallas Baptist University's quest for meaningful assessment of graduate candidates, a defense of degree is required in all College of Education Graduate Programs. The defense of degree is a capstone collection of signature assessments and artifacts with reflections that demonstrate a candidate's personal growth, development, and acquisition of knowledge, skills and dispositions.

A digital format will be utilized by the candidate to enhance the presentation and to justify why the degree should be awarded to the candidate. The candidate's formal defense will be presented to members of the Educator Preparation Board and will take place on the main campus each semester.

It is recommended that candidates attend a Defense of Degree workshop held each semester. It is also the candidate's responsibility to schedule a meeting with their designated program director who will provide additional information regarding objectives, service-learning, artifacts, reflections, presentation format, and evaluative criteria and scoring.

Candidates must register for the Defense of Degree course as prescribed in their degree plan during the semester in which they will present their defense of degree to the Educator Preparation Board. The EPB is a group of experienced and widely successful educators from Dallas Baptist University and the Metroplex. Practicing teachers, administrators, consultants, superintendents, guidance directors, personnel directors, and Educational Region Service Center personnel as well as DBU professors and administrators volunteer their time for this highly selective process. The Educator Preparation Board serves as the College of Education Graduate Programs' advisory board and meets three times a year to assess graduate candidates' defense of degrees.

College of Education Graduate Electronic Defense of Degree

Dallas Baptist University's educator preparation programs strive to provide a quality learning experience that enables all candidates to impact P-12 learning. The Defense of Degree is designed to be an individualized collection of documents to prepare the candidate for future positions; demonstrate the candidate's ongoing knowledge, skills, experiences, and dispositions; and provide the candidate with the opportunity for self-reflection. All graduate candidates are required to compile and maintain an electronic, developmental Defense of Degree. There are three types of documents that must be included in the Defense of Degree: required documents, foundational elements, and competency artifacts. Throughout the program, the candidate will collect these documents and upload them to their designed TaskStream account.

The organization of Defense of Degree is governed by the State Board of Educator Certification standards and competencies, DBU/InTASC competencies, and DBU's Educator Preparation Provider competencies in addition to specific field of study competencies.

The Defense of Degree will be used to assess your development as you proceed through your designated program. Candidates who do not have all required documents and "signature assessments" uploaded into TaskStream will not be allowed to proceed to the next level as designed by these Transition Points:

Transition Point One: Requirements for Program Admission
Transition Point Two: Requirements for Program Entrance
Transition Point Three: Requirements for Program Continuance
Transition Point Four: Requirements for Program Completion
Transition Point Five: Requirements for Program Evaluation

It is the candidates' responsibility to meet with their designed program director and/or advisor to discuss the Defense of Degree required documents, checkpoint scoring, foundational elements rubric, and the competency artifacts rubric.

Master of Education in Reading and English as a Second Language/Master of Education in Special Education Dual Degree

MaryBeth Sanders, Ed.D., M.Ed. in Special Education Program Director

Adelita Baker, Ed.D., M.Ed. in Reading and English as a Second Language Program Administrator

Carolyn Spain, Ed.D., M.Ed. in Reading and English as a Second Language Program Director

The dual master's program in Reading and English as a Second Language/Special Education offers two tracks that students may pursue:

- Master of Education in Reading and English as a Second Language/Master of Education in Special Education
- Master of Education in Reading and English as a Second Language/Master of Education in Special Education with Diagnostician Specialization

ADMISSION

In order to pursue a Dual Master's Degree program, the applicant must apply to, meet the existing admission requirements for, and be accepted into each of the master's degrees which comprise the dual degree program.

PREREQUISITES

Entrance requirements for both degree programs must be met, including having at least two years of acceptable teaching experience at an accredited public or private school by the time the candidate has completed the necessary coursework and is ready to take the appropriate certification examinations. A copy of the teacher candidate's service record will be required to substantiate the teaching experience requirement prior to recommending the teacher candidate to register for the state certification examinations.

PROGRAM CONTINUANCE

Continuance in the M.Ed. in Reading and English as a Second Language and M.Ed. in Special Education programs past the first 12 hours is pending submission of a satisfactory score on the Miller Analogies Test (MAT) or *Graduate Record Examinations®* (GRE®).

A waiver of the GRE or MAT requirement may be considered if the student meets one of the following conditions:

- earns an "A-" or higher in each of the first four courses (12 hours) of graduate coursework in the DBU College of Education, or
- holds a Bachelor's degree from the DBU College of Education earned within the past five years with a cumulative GPA of 3.25 or higher, or
- holds a Master's degree from DBU.

Master of Education in Reading and English as a Second Language/Master of Education in Special Education

The dual master's program in reading and English as a second language (ESL) and special education is a 54 credit hour non-thesis program that prepares teacher candidates who wish to develop strong theoretical and experiential knowledge as well as effective skills and certification in reading, ESL, and special education. Upon program completion, teacher candidates will receive a Master of Education in Reading and English as a Second Language and a Master of Education in Special Education, along with preparation that can lead to certification as a Reading Specialist, Master Reading Teacher, English as a Second Language specialist, and Special Education specialist.

STUDY PLAN

Required Common Curriculum (18 hours)

EDUC	5344	Diagnosing Learning Different Children
EDUC	6302	Research in Education (S-L)
ESLS	5308	Multicultural and Multilingual Learning Environments
READ/SPED	5332	Diagnosing and Correcting Reading Difficulties with Clinical Experience
READ	5337	Pedagogy of Reading III (Literature & Visual Representation)
or		
READ	5338	Pedagogy of Language Arts
READ	6335	Curriculum and Instruction in Reading

Specialized Preparation for Reading/ESL (18 hours)

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

Specialized Preparation for Special Education (18 hours)

SPED	5310	Introduction to Exceptional Learners
SPED	5320	Teaching the Underachiever
SPED	5330	Pedagogy of Special Education
SPED	5350	Classroom and Behavioral Management Strategies
SPED	6360	Supervision of Special Education Instruction
EDAD	6312	School Law

READ	5011	Reading Specialist Seminar** (0 credit hours)
READ	6301	Specialized Reading Assessment and Instruction***
READ	6330	Foundations in Reading***

Required:

EDAD/EDUC 6010 Defense of Degree

***Required courses for this degree.**

****Required: Must pass this seminar to complete the program.**

*****Required for Master Reading Teacher.**

******Required for students seeking State Certification in ESL.**

Total Hours of Dual Degree without Diagnostic Specialization

18 hours from Required Common Curriculum

18 hours from M.Ed. in Reading and English as a Second Language Specialized Preparation

18 hours from M.Ed. in Special Education Specialized preparation

54 Total Hours

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

Special Notice for Dual Master's Degree Students:

College of Education graduate students who are in a dual master's degree program where a state certification exam is required, should meet with their program advisor prior to registering for their first exam in order to determine which exam should be taken first. Students will be authorized only to take one TExES exam at a time. The first exam taken must be passed before permission to register for a second (different) exam will be given.

Master of Education in Reading and English as a Second Language (ESL)/Master of Education in Special Education with Diagnostician Specialization

The dual master's program in reading and English as a second language (ESL) and special education with educational diagnostician specialization is a 57 credit hour non-thesis program that prepares teacher candidates who wish to develop strong theoretical and experiential knowledge as well as effective skills and certification in the areas of reading, ESL, special education, and educational diagnostician. Upon program completion, teacher candidates will receive a Master of Education in Special Education with Educational Diagnostician Specialization and a Master of Education in Reading and English as a Second Language, along with preparation that can lead to certification as a Reading Specialist, Master Reading Teacher, English as a Second Language specialist, Special Education specialist, and Educational Diagnostician.

STUDY PLAN

Required Common Curriculum (15 hours)

EDUC	5344	Diagnosing Learning Different Children
EDUC	6302	Research in Education (S-L)
ESLS	5308	Multicultural and Multilingual Learning Environments
READ	5337	Pedagogy of Reading III (Literature & Visual Representation)
or		
READ	5338	Pedagogy of Language Arts
READ	6335	Curriculum and Instruction in Reading

Specialized Preparation for Reading/ESL (21 hours)

ESLS	5301	Second Language Acquisition*
ESLS	5304	Methods in Teaching ESL*
ESLS	5306	Content Area Language Proficiency Skills*
ESLS	5312	Practicum for State Certification (S-L)****
or		
ESLS	5314	Practicum in ESL/EFL Settings (S-L)****
READ	5011	Reading Specialist Seminar** (0 credit hours)
READ	5334	Studies in the Diagnosis and Clinical Correction of Reading Issues
READ	6301	Specialized Reading Assessment and Instruction***
READ	6330	Foundations in Reading***

Required:

EDUC/SPED 6010 Defense of Degree

**Specialized Preparation for Special Education (21 hours)
(with Diagnostician Specialization)**

SPED	5310	Introduction to Exceptional Learners
SPED	5320	Teaching the Underachiever
SPED	5330	Pedagogy of Special Education
SPED	5350	Classroom and Behavioral Management Strategies
SPED	6350	Individual Diagnostic Assessment Practicum (160 hours) (S-L)
EDAD	6312	School Law
EDSC	6312	Appraisal in Counseling and Development

***Required courses for this degree.**

****Required: Must pass this seminar to complete the program.**

*****Required for Master Reading Teacher.**

******Required for students seeking State Certification in ESL.**

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

Special Notice for Dual Master's Degree Students:

College of Education graduate students who are in a dual master's degree program where a state certification exam is required, should meet with their program advisor prior to registering for their first exam in order to determine which exam should be taken first. Students will be authorized only to take one TExES exam at a time. The first exam taken must be passed before permission to register for a second (different) exam will be given.

Total Hours of Dual Degree with Diagnostic Specialization

15 hours from Required Common Curriculum

21 hours from M.Ed. in Reading and English as a Second Language Specialized Preparation

21 hours from M.Ed. in Special Education Specialized preparation

57 Total Hours

College of Education Graduate Defense of Degree

Because of Dallas Baptist University's quest for meaningful assessment of graduate candidates, a defense of degree is required in all College of Education Graduate Programs. The defense of degree is a capstone collection of signature assessments and artifacts with reflections that demonstrate a candidate's personal growth, development, and acquisition of knowledge, skills and dispositions.

A digital format will be utilized by the candidate to enhance the presentation and to justify why the degree should be awarded to the candidate. The candidate's formal defense will be presented to members of the Educator Preparation Board and will take place on the main campus each semester.

It is recommended that candidates attend a Defense of Degree workshop held each semester. It is also the candidate's responsibility to schedule a meeting with their designated program director who will provide additional information regarding objectives, service-learning, artifacts, reflections, presentation format, and evaluative criteria and scoring.

Candidates must register for the Defense of Degree course as prescribed in their degree plan during the semester in which they will present their defense of degree to the Educator Preparation Board. The EPB is a group of experienced and widely successful educators from Dallas Baptist University and the Metroplex. Practicing teachers, administrators, consultants, superintendents, guidance directors, personnel directors, and Educational Region Service Center personnel as well as DBU professors and administrators volunteer their time for this highly selective process. The Educator Preparation Board serves as the College of Education Graduate Programs' advisory board and meets three times a year to assess graduate candidates' defense of degrees.

College of Education Graduate Electronic Defense of Degree

Dallas Baptist University's educator preparation programs strive to provide a quality learning experience that enables all candidates to impact P-12 learning. The Defense of Degree is designed to be an individualized collection of documents to prepare the candidate for future positions; demonstrate the candidate's ongoing knowledge, skills, experiences, and dispositions; and provide the candidate with the opportunity for self-reflection. All graduate candidates are required to compile and maintain an electronic, developmental Defense of Degree. There are three types of documents that must be included in the Defense of Degree: required documents, foundational elements, and competency artifacts. Throughout the program, the candidate will collect these documents and upload them to their designed TaskStream account.

The organization of Defense of Degree is governed by the State Board of Educator Certification standards and competencies, DBU/InTASC competencies, and DBU's Educator Preparation Provider competencies in addition to specific field of study competencies.

The Defense of Degree will be used to assess your development as you proceed through your designated program. Candidates who do not have all required documents and "signature assessments" uploaded into TaskStream will not be allowed to proceed to the next level as designed by these Transition Points:

Transition Point One: Requirements for Program Admission

Transition Point Two: Requirements for Program Entrance

Transition Point Three: Requirements for Program Continuance

Transition Point Four: Requirements for Program Completion

Transition Point Five: Requirements for Program Evaluation

It is the candidates' responsibility to meet with their designed program director and/or advisor to discuss the Defense of Degree required documents, checkpoint scoring, foundational elements rubric, and the competency artifacts rubric.

Accelerated Bachelor's and Master's Degree Programs

The accelerated Bachelor's and Master's degree programs at DBU provide a means for highly motivated individuals with clearly defined career goals to attain knowledge and skills from both undergraduate and master's degrees in a single accelerated process. Combining the degrees provides a faster track to graduation, proves to be more cost effective, and gives the student the opportunity to enter the workforce sooner with a competitive advantage.

Permission to Pursue an Accelerated Bachelor's and Master's Degree Program

Students wishing to enter an accelerated program should file a Statement of Commitment with their academic advisor. Permission to pursue the program will be considered based on the following criteria:

- Completion of 75 semester hours (60 semester hours for degrees in College of Christian Faith - see individual degree requirements) with a minimum overall GPA of 3.0 at the time of filing a Statement of Commitment. The 3.0 GPA criteria must be maintained to continue in the program.
- The Statement of Commitment must be approved and signed by both the undergraduate advisor and the Master's program director. At that time, a new degree plan must be completed, approved, and signed by both the undergraduate advisor and the Master's program director.
- At the completion of 90 semester hours (80 semester hours for degrees in College of Christian Faith - to include 12 institutional hours with a 3.0 GPA) students must apply for admission to the Master's program. Students pursuing the B.B.A. Accounting/M.B.A. Accounting must apply at the completion of 96 hours.
- Upon acceptance into the Master's program, students may take 5000 or 6000 level courses as prescribed by their degree plan.

Note: Permission to pursue an accelerated Bachelor's and Master's degree program does not guarantee admission to the Master's program. All requirements for admission to the Master's program must be met. Students may not enroll in 5000 or 6000 level courses prior to admission to the Master's program.

Note: *Church Membership Requirement (for admission into the Ed.D. in Educational Leadership—all concentrations, Ph.D. in Leadership Studies' Ministry Concentration, Master's Ministry Degrees, and Advanced Ministry Certificate Programs): Within the last 12 months, the applicant must have been an active member of a Christian church that holds Jesus Christ as Lord and Savior and who holds solely the Old Testament and the New Testament as sacred Scripture.*

Retention in and Graduation from the Program

Students must fulfill the following conditions to continue enrollment and graduate from an accelerated Bachelor's and Master's degree program:

- Students must maintain an institutional GPA of 3.0 at both the undergraduate and graduate levels, and at the undergraduate level, an institutional GPA of 3.0 in coursework comprising the major or in all teacher certification coursework.
- A minimum 3.0 GPA is required to graduate with a master's degree.
- Students must be advised by both their undergraduate advisor and their graduate program director/advisor prior to enrollment each semester.
- Transfer students must meet the residency requirement for the bachelor's degree of a minimum of 32 hours. Shared courses at the graduate level are considered to be part of the undergraduate residency requirement. They also apply toward the undergraduate requirements of 42 hour upper-level credit and 30 of the last 36 credit hours in residence at Dallas Baptist University.
- If the student decides not to complete the Accelerated Bachelor's and Master's degree program, he/she must work with the undergraduate advisor in order to meet the degree requirements for the non-accelerated Bachelor's degree in order to graduate.

Note: Please refer to each program for requirements specific to that program only.

B.A. Biblical Studies (Applied Ministry)/M.A. in Children's Ministry
B.A. Biblical Studies (Applied Ministry)/M.A. in Christian Education
B.A. Biblical Studies (Applied Ministry)/M.A. in Christian Ministry
B.A. Biblical Studies (Applied Ministry)/M.A. in Family Ministry
B.A. Biblical Studies (Applied Ministry)/M.A. in Global Studies
B.A. Biblical Studies (Applied Ministry)/M.A. in Student Ministry
B.A. Biblical Studies (Applied Ministry)/M.A. in Theological Studies
B.A. Biblical Studies (Applied Ministry)/M.A. in Worship Leadership
B.A. Early Childhood-Grade 6 Core Subjects/M.Ed. in Reading and English as a Second Language
B.A. Grades 4-8 English Language Arts and Reading Certification/M.Ed. in Reading and English as a Second Language
B.A./B.S. Early Childhood – Grade 6 Core Subjects Certification/M.A. in Teaching
B.A./B.S. Early Childhood – Grade 6 Core Subjects Certification/M.Ed. in Special Education
B.A./B.S. in Christian Studies (Applied Ministry)/M.A. in Children's Ministry
B.A./B.S. in Christian Studies (Applied Ministry)/M.A. in Christian Education

B.A./B.S. in Christian Studies (Applied Ministry)/M.A. in Christian Ministry
 B.A./B.S. in Christian Studies (Applied Ministry)/M.A. in Family Ministry
 B.A./B.S. in Christian Studies (Applied Ministry)/M.A. in Global Leadership
 B.A./B.S. in Christian Studies (Applied Ministry)/M.A. in Student Ministry
 B.A./B.S. in Christian Studies (Applied Ministry)/M.A. in Theological Studies
 B.A./B.S. in Christian Studies (Applied Ministry)/M.A. in Worship Leadership
 B.A./B.S. in Communication: Broadcast/Digital Media/M.A. in Communication
 B.A./B.S. in Communication: Communication Theory/M.A. in Communication
 B.A./B.S. in Communication: Graphic Design/M.A. in Communication
 B.A./B.S. in Communication: Public Relations/M.A. in Communication
 B.A./B.S. in Criminal Justice/M.A. in Leadership
 B.A./B.S. in History/M.A. in Leadership
 B.A./B.S. in Intercultural Studies (Missions)/M.A. in Children's Ministry
 B.A./B.S. in Intercultural Studies (Missions)/M.A. in Christian Education
 B.A./B.S. in Intercultural Studies (Missions)/M.A. in Christian Ministry
 B.A./B.S. in Intercultural Studies (Missions)/M.A. in Family Ministry
 B.A./B.S. in Intercultural Studies (Missions)/M.A. in Global Leadership
 B.A./B.S. in Intercultural Studies (Missions)/M.A. in Student Ministry
 B.A./B.S. in Intercultural Studies (Missions)/M.A. in Theological Studies
 B.A./B.S. in Intercultural Studies (Missions)/M.A. in Worship Leadership
 B.A./B.S. in Kinesiology/M.Ed. in Kinesiology
 B.A./B.S. in Kinesiology (Exercise Science)/M.Ed. in Kinesiology
 B.A./B.S. in Kinesiology (EC-12 Physical Education Teacher Certification)/M.Ed. in Kinesiology
 B.A./B.S. in Kinesiology/M.Ed. in Kinesiology (EC-12 Physical Education Teacher Certification)
 B.A./B.S. in Kinesiology/M.S. in Kinesiology
 B.A./B.S. in Kinesiology (Exercise Science)/M.S. in Kinesiology
 B.A./B.S. in Music Business/M.B.A.
 B.A./B.S. in Political Science/M.A. in Leadership
 B.A./B.S. in Psychology/M.A. in Counseling
 BAS in Christian Ministries/M.A. in Children's Ministry
 BAS in Christian Ministries/M.A. in Christian Ministry
 B.B.A. in Accounting/M.B.A. Accounting
 B.B.A. in Finance/M.B.A. Finance
 B.B.A. in Management/M.B.A. Management
 B.B.A. in Music Business/M.B.A.
 B.B.S. Business Administration/M.B.A.
 B.B.S. in Management/M.B.A. Management

Doctoral Programs

Doctor of Education in Educational Leadership

Osmond C. Ingram, Jr., Ed.D., Director

The Doctor of Education (Ed.D.) in Educational Leadership emphasizes a practical approach to leadership development, incorporating theory and research, and accentuating the servant leadership model. The accelerated program is offered in an inventive delivery system that allows students to complete the degree while continuing to live in their current location. Individuals who intend to utilize their skills through positions of leadership in higher education institutions, educational ministry organizations or churches, and a host of other endeavors may benefit from a terminal degree in leadership. DBU's purpose is to provide a transforming Christ-centered quality education to produce servant leaders who are trained to develop other leaders through the practical knowledge and skills gained through this doctoral program.

The program offers **three concentration tracks**:

- **Higher Education Leadership** - provides cognate studies in higher education administration and leadership.
- **Educational Ministry Leadership** – provides cognate students specific to leadership in the church or a Christian education organization.
- **General Leadership** – provides cognate studies for professionals in a range of leadership positions.

The Doctor of Education in Educational Leadership is a **60-hour** program with twenty (20) credit hours of core studies in educational leadership, twenty (20) credit hours of studies in a selected cognate area, eight (8) credit hours of research studies, and twelve (12) credit hours in dissertation research and writing. A primary goal of the Ed.D. in Educational Leadership program is that the integrated curriculum and praxis-based experiences create significant transforming personal growth within each student, who will emerge well-equipped to contribute to his/her field.

The program is academically rigorous and practical in design. Students from other countries, diverse cultures, and different higher education institutions enrich this degree program. In addition to semester courses, the program includes two summer institutes. The first summer institute includes a trip to Washington, D.C. with a special emphasis on servant leadership and political and organizational leadership. The second summer institute includes a trip to Oxford, England with an emphasis on global leadership in the context of higher education, educational ministry, or general leadership.

All students will progress through the hybrid courses and research as a cohort, completing the program in 34 months. Cohort programs begin in August of each year, with classes offered each spring, summer, and fall. Students enroll for two (2) classes of four (4) credit hours each term. The hybrid design provides significant learning experiences through the online component of each class, along with face-to-face interaction as students participate in on-campus seminars for one week, three (3) times each year. The dissertation process is interwoven throughout the class structure, allowing students to complete the entire program in less than three years.

Doctor of Education in Educational Leadership Curriculum

Educational Leadership Core (20 hours)

LEAD 7400	Educational Foundations
LEAD 7402*	Biblically-Based Servant Leadership
LEAD 7403	Theories of Human Development
LEAD 7404*	Theories of Leadership and Management
LEAD 7405	Theories of Learning (S-L)

Concentration Studies (20 hours)

Educational Ministry

LEAD 7460	Development and Design for Ministry
LEAD 7461	Christian Education and Faith Formation
LEAD 7462	Development and Management of Volunteer Leaders
LEAD 7463	Curriculum Design and Application in Ministry
LEAD 7430*	Global Leadership in Educational Ministry

Higher Education

LEAD 7470	Higher Education Leadership
LEAD 7471	Higher Education History and Philosophy
LEAD 7472	Higher Education Finance & Law
LEAD 7473	Academic and Student Services Leadership
LEAD 7431**	Global Leadership in Higher Education

General Leadership

LEAD 7480	Ethics in Leadership
LEAD 7481	Strategic Planning in Leadership
LEAD 7482	Professional Leadership Development
LEAD 7483	Leading Change in Organizations
LEAD 7432**	Global Leadership in Leadership Studies

Research Core (8 hours)

LEAD 7320	Statistics I (Waived if equivalent course completed)
LEAD 7440	Educational Research
LEAD 7441	Quantitative Methods of Research*

Dissertation (12 hours)

LEAD 7490	Leadership Proposal Design
LEAD 7491	Leadership Dissertation I
LEAD 7492	Leadership Dissertation II

* Courses are part of the Washington Institute, Washington, D.C.

**Courses are a part of the Oxford Institute, Oxford, England.

Doctor of Education in Educational Leadership (K-12)

Neil Dugger, Ed.D., Ed.D. in Educational Leadership (K-12) Director

The purpose of the Dallas Baptist University Ed.D. in K-12 Educational Leadership Program is to provide Christ-centered, quality, research-based doctoral studies in the area of educational leadership to adult practitioner-learners in order to produce servant leaders who have the ability to integrate faith and learning for the purpose of school improvement.

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

The Ed.D. in Educational Leadership (K-12) is a sixty (60) credit hour program consisting of the following:

Design of Program

The Ed.D. in Educational Leadership (K-12) is a sixty (60) credit hour program consisting of the following:

- 24 hours of core studies in educational leadership,
- 6 hours of research studies,
- 21 hours of cognate studies,
- and a minimum of 9 hours treatise research and writing.

The program offers students the following benefits:

- Rigorous yet practical design.
- Classes each fall, spring, and summer term.
- Coursework completion in approximately three years and graduation upon defense of their treatise for students who enroll and successfully complete six hours during each term.
- An opportunity for students to begin writing their treatise proposal in the third year of study.
- The option for students to take additional time to complete their treatise studies.
- Enrichment from a body of students from diverse cultures, different higher educational institutions, and various school systems
- An exciting and stimulating educational experience for everyone involved.

Cohort Structure

- The cohort is structured in a six hour per semester format. Each fall and spring, the classes meet on campus only three weekends a semester (a weekend is defined as all day Friday and all day Saturday, 8:00 a.m. to 5:00 p.m.). Projects, papers, and readings are assigned between these class meetings.
- During the summer semester, the format converts to a symposium type format. The students will meet on campus for 7 to 9 days, 8:00 a.m. to 5:00 p.m. each day. This summer schedule facilitates travel during the first and second years in the program. During the first year, the students travel to Austin, Texas, and in the second year, the students travel to Washington, D.C. **No additional costs are incurred for this travel.** The student pays the regular tuition for the six hours of instruction, and DBU pays the cost of the student's airfare, hotel, and two meals a day.

Resources

An exceptionally qualified faculty directs the Ed.D. program, including a number of current or former K-12 educational leaders. Other instructional resources available to students of the Ed.D. program include the Vance Memorial Library, which offers a multitude of services and electronic databases. In addition, an array of instructional technology, featuring the Blackboard courseware management system, is available to students as directed by the instructor of each course.

Doctor of Education in Educational Leadership (K-12) Cohort Curriculum

Prerequisite: Master's Level Statistics I Course
(Completed prior to enrollment or during the first academic year)

Leadership and Education Core (24 hours)

EDDL 7300	Foundations of Education
EDDL 7301	Developmental Theories
EDDL 7303	Organizational Behavior and Leadership
EDDL 7304	Leadership and Management Theories
EDDL 7305	Strategic Planning
EDDL 7306	Marketing and Public Relations
EDDL 7336	Local and State Policy Studies (Austin Trip, including TASA Summer Conference)
EDDL 7337	National Policy Studies (DC Trip)

Research Core (6 hours)

EDDL 7330	Principles of Educational Research
EDDL 7333	Quantitative and Qualitative Research Methods and Analysis

Educational Leadership (K-12) Cognate (21 hours)

EDDS 7315	Budgeting and Finance Principles*
EDDS 7355	Advanced School Law (K-12)*
EDDS 7364	The Superintendency*
EDDS 7362	Human Resource Management and Development*
EDDS 7320	Internship In K-12 Leadership (S-L)*
EDDS 7373	Supervision and Staff Development Training
EDDS 7378	Curriculum Design and Administration

**Applies to Superintendent Certificate*

Treatise (9 hours)

EDDL 7335	Treatise Research and Prospectus Design
EDDL 7388	Treatise I
EDDL 7389	Treatise II

Ph.D. in Leadership Studies

Jack Goodyear, Ph.D., Ph.D. in Leadership Studies Program Director

The Dallas Baptist University Ph.D. in Leadership Studies is an interdisciplinary degree, requiring a minimum of sixty (60) credit hours of advanced study beyond the master's degree: thirty (30) credit hours of core leadership studies (includes a 120-hour mentored internship); twelve (12) 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 seminars in one of four areas of concentration (business, general leadership, higher education, or ministry); and the writing of a prospectus/proposal and dissertation, for which six (6) credit hours will be awarded upon completion. Organized both systematically and thematically, the study and research of leadership derives from the biblical, classical, philosophical, historical, and global dimensions of effective leadership. It draws from, and integrates with, the fields of business, general leadership, higher education, and ministry. Across the curriculum, the program includes several theoretical and behavioral cognates: applied biblical ethics, motivational communication skills, issues related to conflict and change, and the value of cultural diversity.

Academically rigorous and creative, faculty and students engage the study of leadership as a community of scholars from business, education, government, ministry, and other disciplines. In addition to the semester courses, the program includes three summer institutes comprised of 7-10 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 and organizational 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

PREREQUISITE

PHDL 7320 Statistics I

Prerequisite unless successfully completed at the Master's level.

CURRICULUM OVERVIEW

30 hours	Core
12 hours	Research and Statistics
12 hours	Concentration
6 hours	Dissertation
60 hours	Total

Required Core Leadership Studies Courses (30 hours)

PHDL 7300	Dallas Institute: Leadership Experiences and Development (LEAD)
PHDL 7301	Leadership Through the Ages: Part One: Foundations – Theory Model
PHDL 7302	Leadership Through the Ages: Part Two: Biblical – Servant Leadership Model
PHDL 7303	Leadership Through the Ages: Part Three: Classical Leadership – Educational Model
PHDL 7304	Leadership Through the Ages: Part Four: Political Leadership – Power and Influence
PHDL 7305	Leadership Through the Ages: Part Five: Cultural and Global Leadership
PHDL 7306	Organizational Leadership
PHDL 7307	Leadership for the Future (Capstone Course)
PHDL 7308	Readings Course: Great Books/Biographies
PHDL 7310	Mentored Leadership Internship (S-L)

Research and Statistics (12 hours)

PHDL 7330	Statistics II – Advanced Graduate-Level Statistics
PHDL 7340	Research I – Research Principles and Critical Thinking
PHDL 7350	Research II – Advanced Research and Prospectus Design

One (1) of the following qualitative courses:

PHDB 7315	Qualitative Research in Business
PHDG 7315	Qualitative Research in General Leadership
PHDH 7315	Qualitative Research in Higher Education
PHDM 7315	Qualitative Research in Ministry

Concentration Studies (12 hours)

One (1) of the following concentration courses:

PHDB 7309	Special Topics in Business
PHDG 7309	Special Topics in General Leadership
PHDH 7309	Special Topics in Higher Education
PHDM 7309	Special Topics in Ministry

Nine (9) hours in one of the following prescribed academic concentrations:

- Business
- General Leadership
- Higher Education
- Ministry

Dissertation (6 hours)

PHDL 8310 Dissertation Proposal/Prospectus I

PHDL 8320 Dissertation I

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

Graduate Course Descriptions

Accounting

ACCT 5311 (3-3-0) Survey of Accounting

This course introduces students to accounting, the language of business. Students will learn the techniques for financial data accumulation and reporting under generally accepted accounting principles. Students will also study the accounting concepts and methods used in managerial planning, control, and decision-making. A major course objective is to prepare students to interpret and understand corporate financial statements as a basis for evaluating an organization's performance. Equivalent to ACCT 2301 Principles of Financial Accounting and ACCT 2302 Principles of Managerial Accounting. Fall, Spring, Summer, Online.

ACCT 6321 (3-3-0) Managerial Accounting

This course is a study of the internal accounting methods of business organizations. The course's major emphasis is the use of accounting for planning and control. Various topics include determining manufacturing costs, cost behavior patterns, costing systems, cost-volume relationships, relevant costs, budgeting and control procedures, responsibility accounting, transfer pricing, and capital budgeting. Fall, Spring, Summer, Online. *Prerequisite: ACCT 5311 or undergraduate equivalent. (MISM 6314 strongly recommended).*

ACCT 6330 (3-3-0) Tax Planning and Research

This course provides students with advanced knowledge of tax concepts and federal tax laws affecting business planning and decision making. Students will learn various techniques and procedures available to evaluate tax planning opportunities and risks inherent in common management decisions. The primary objective is to enable students to identify tax issues and conduct tax research. Fall and Spring. *Prerequisite: ACCT 3323 completed within the last three years.*

ACCT 6335 (3-3-0) Financial Statement Analysis

This course presents fundamental analysis techniques and stresses the use of financial accounting in decision making. The focus will be on the role of financial statement analysis by decision makers for current evaluation and future prediction. Spring hybrid; Summer online (even years). *Prerequisites: ACCT 3301 and ACCT 3302.*

ACCT 6343 (3-3-0) Accounting for Governmental and Nonprofit 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.*

ACCT 6344 (3-3-0) Nonprofit Accounting, Resource Development and Fundraising

This course will focus on the preparation, auditing and reporting on financial statements for the nonprofit organization that are in conformity with generally accepted accounting principles. The course also examines the explicit process of ethical fund development and innovative fundraising strategies. It covers fundraising from such sources as major donors, foundations, grassroots efforts and capital campaigns. *Prerequisite: ACCT 6321. Fall.*

ACCT 6345 (3-3-0) Fraud and Forensic Accounting

This course provides an overview of the concepts and skills of fraud investigation and forensic accounting. Course coverage includes an evaluation of the fraud problem; prevention and detection of fraud and the use of technology to detect fraud; elements of fraud investigation, interview techniques, fraud types; laws governing the prosecution of fraud cases; and skills needed to testify in fraud cases as an expert witness. Long Summer. *Prerequisite: ACCT 5311.*

ACCT 6346 (3-3-0) Advanced Auditing

A continuation of the study of auditing, the course covers advanced topics in auditing theory and practice. Emphasis is on emerging issues, changes in the auditing profession, and the interrelations of auditing standards and the techniques and procedures of professional practice. Case studies will be used. Fall and Spring. *Prerequisite: ACCT 4304.*

ACCT 6355 (3-3-0) Case Studies in Advanced Accounting Topics

This is the capstone course for an M.B.A. in Accounting. It is a case-based integrative course designed to provide students the opportunity to unify and apply the learning they have gained in previous accounting coursework. Students will be required to research complex areas in accounting and taxation. This course meets the research requirements set by the Texas State Board of Public Accountancy. Fall, Spring. *Prerequisites: ACCT 6330 and ACCT 6335. May be taken only as student's last accounting course in program.*

Business

BUAD 5301 (3-3-0) Orientation to American Business Techniques and Culture (ENGL 5301; MALA 5319)

This course is designed for international students as an introduction/orientation to business and education in the U.S. In addition to practical application through presentations, interviews, and company visits, students will strengthen basic skills in order to prepare for graduate work. Areas of focus will include graduate-level writing, research skills, case analysis, and interpersonal communication. *Prerequisite: Enrollment is limited to first year International M.B.A. students only.*

Children's Ministry

MACH 6311 (3-3-0) Early Childhood Ministry

During the first five years of a child's life, foundations are laid for a lifetime of learning and growth. The course will combine knowledge, theory, and practical application to enable the student to work with young children in any church setting. This study will include a review of the characteristics of early childhood. Students will study the practical skills needed to provide age appropriate learning experiences and activities for children birth through five years of age. Attention will be given to planning and operating programs for this age group in the church and during the week. The roles and work of the early childhood minister including his/her role with parents will be discussed. Fall, Spring, Online.

MACH 6312 (3-3-0) Ministry with Children

This is a survey class to help students learn how to develop a quality ministry to children in grades 1-6 and their families. The course will include a review of the characteristics of children from first through the sixth grade. Students will study practical skills of providing age appropriate learning experiences and activities for the children's teaching ministry of the church. A brief overview will be given for the early childhood age range during the introductory session(s) of the course. Special consideration will be given to developing lay leadership for children's ministry. Fall, Spring, Online.

MACH 6315 (3-3-0) Ministry to Children with Special Needs

This course is designed to provide ministry leaders an understanding of the major areas of special needs that may be encountered when working with children in the local church. In addition, the course will guide students to provide leadership that raises the awareness of the need to progress toward greater participation by children and their families in the life of the community of faith and provide accommodations that make that participation possible. Online, Periodically.

MACH 6350 (3-3-0) Ministry in Church Weekday Education Ministries

This course will equip ministers to understand the purpose, variety, initiation, operation, and success of weekday ministries for preschoolers and children beyond the basic program organizations of Bible study, discipleship, music, or missions. This includes Church Weekday Education, Christian schools, after-school programs, recreation leagues, **summer** camps, literacy partnerships, support groups, and arts programs. Special attention will be given to accreditation, licensing, and risk management in these programs. Online.

MACH 6351 (3-3-0) Children and the Christian Faith

As children develop mentally, emotionally, socially, and physically, they are also growing spiritually and even theologically. This course will investigate the biblical foundations and history of childhood ministry as well as the faith and moral development of the child from birth to sixth grade. Attention will be given to issues related to addressing appropriate biblical content for the ages and stages of development. The course will have a significant focus on children and conversion which will include training in counseling children about salvation and equipping leaders and parents to talk with children about conversion. The class will also introduce the historical and present day issues related to catechism and discipleship of Baptists appropriate to conversion, baptism, prayer, and the Lord's Supper. Online. *Prerequisite: MACH 6311 and MACH 6312.*

MACH 6352 (3-3-0) Advanced Childhood Ministry (S-L)

This course is designed to focus on leadership and management of childhood ministry with close attention given to volunteer followers and employed staff, as well as pastor and staff relations. Students will also have the opportunity to gain an understanding of processes in administration including financial, personnel, and committee work. To extend the experience and knowledge of the students, focus will be given to children and families with special needs including community resources. *This course contains a field-based service-learning component.* Online. *Prerequisite: MACH 6311 and MACH 6312.*

MACH 6353 (3-3-0) Ministry to Families (MAFM 6353)

This course will survey what the church can do to minister to the family as a unit, not just as the individual parts of preschoolers, children, parents, or guardians. Students will explore biblical foundations of family ministry. Students will have the opportunity to learn skills related to understanding the social and cultural contexts of families and give them a foundation for designing and carrying out ministry with and through the family. Online.

MACH 6354 (3-3-0) Research: Faith Formation in Childhood (S-L)

An understanding of the process and point of conversion is essential for leaders in childhood ministry. This course will seek to equip students with skills in qualitative research that will endeavor to further knowledge in the area of children and faith formation, and will encourage serious analysis, synthesis and evaluation of developing patterns and trends by learners who are in ministry with children and their families. After obtaining the proper approval and training, students will interview children, their families, and other important individuals in their faith formation, transcribe the interviews, and utilize qualitative software to discover patterns and trends. The culmination of the course will be a research synthesis of the appropriate literature, interviews, and findings. *This course contains a field-based service-learning component. Prerequisites: MACH 6311, 6312, 6351, and 6353.*

Christian Education

MACE 5302 (3-3-0) Biblical Servant Leadership (CHST 4312)

This course will explore the practice of leadership from a biblical servant leader point of view and the various styles of leadership. Students will be encouraged to develop a personal set of leadership principles reflecting those of a servant. Considerations will also be given to developing people skills, team building skills, and conflict management skills. Students must take this course during their first year in the program. *This 5000-level course is cross-listed with a 4000-level course and includes specific graduate course requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course.* Fall, Spring, Summer, Online.

MACE 6301 (3-3-0) Introduction to Christian Education

This course provides an overview of the field of Christian education including basic concepts, organization and methods. Consideration 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, Summer, Online. Students must take this course during their first semester in the Master of Arts in Christian Education program.

MACE 6304 (3-3-0) Philosophy and Principles of Christian Education

This course includes an overview of the history of Christian education. Focus will be given to the biblical and theological basis of Christian education in the church and especially the purpose of New Testament churches as it relates to education and evangelism. Fall, Spring, Summer, Online.

MACE 6307 (3-3-0) Church and Business Administration

This course reviews the philosophy and principles of church and business administration in relationships to ministry objectives. Areas considered in the study are: functional areas of church administration, preparing of a constitution and by-laws, church organization, planning, church staff development, staff meetings, office management, finances, facilities, food services, insurance, and legal issues related to personnel, taxes, and the security of children and others involved in church ministry. Fall, Spring, Summer, Online.

MACE 6308 (3-3-0) Evangelism, Missions, and Growth Through Education Ministry

This course will focus on the role of evangelism, missions, and growth in the education ministry of the church. It will include a study of church growth principles and their application in education ministry. Students will formulate an understanding of the plan of salvation and share their personal testimony through witnessing and teaching evangelistically. Missions and mission development will be examined through the venues of the local church, community, and distant settings. Some attention will be given to contemporary and innovative church growth methodologies and their role in Christian education. Fall, Spring, Summer, Online.

MACE 6309 (3-3-0) Developing Lay Leaders in the Church

This course will give strong focus to developing a theology of service for church members and leaders that includes polity and the way a church organizes for its work. Areas covered are: discovering leaders through their spiritual gifts assessment, establishing a climate for service, effective ways for enlisting people to serve, providing training for service, establishing a climate for service, evaluating service, and providing support for those who serve. Fall, Spring, Online.

MACE 6310 (3-3-0) Ministry Practicum (S-L) (MAFM 6310)

This course is designed to give each student one semester of supervised practicum experience 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 receive guidance from the practicum professor and their respective supervisor during the semester for reporting and for discussions related to ministry. *This course contains a field-based service-learning component.* Fall, Spring, Summer, Online. *Prerequisite: Approval of the Director. Students should take this course during their final semester in the program.*

MACE 6314 (3-3-0) Ministry with Adults

This course is designed to help students identify foundational issues of effective educational ministries with adults (married and single) in the local church. Adult developmental theories, ministries, programs, and educational approaches appropriate with adults will be included. Special attention will be given to reaching adults for Christ, church membership and ministry involvement. Fall, Online.

MACE 6315 (3-3-0) Ministry with Senior Adults

This course is a study of the characteristics, needs, and potential of later adulthood. A review of biblical and theological foundation for senior adult ministry will be considered. Special emphasis will be given to church and education programming for ministry with seniors. Spring, Online.

MACE 6317 (3-3-0) Biblical Foundation and Models for Small Group Ministry

The student will explore models of Christian Education small group ministries, develop a biblical philosophy for small group ministry, and consider the multi-level relationship that must exist between the home church and the respective small group ministry relative to curriculum, leadership, and other resources. Fall, Spring.

MACE 6318 (3-3-0) Equipping and Nurturing Small Group Leaders

The student will gain knowledge and skills for enlisting, organizing, developing, leading, and training leaders of small group ministries. Fall, Spring, Summer, Online.

MACE 6322 (3-3-0) Introduction to Christian Counseling

A study will be made of the basic Christian and biblical methods used in Christian counseling. Special attention will be given to the specific and typical counseling and crisis issues during each life stage. The purpose of this course is to provide students with the basic tools of pastoral counseling that are distinctively Christian in contemporary issues related to various age groups of local church ministry. This does not qualify students to sit for the Licensed Professional Counselor exam. Fall, Spring, Online.

MACE 6355 (3-3-0) Recreation Ministry in the Church

This is a survey class designed to help students learn how to develop a comprehensive recreation ministry for the local church. This course will include an overview of various recreational elements including but not limited to sports and games, physical fitness, camping, adventure recreation, drama, interpretive movement, clowning, puppetry, and crafts. Special attention will be given to a philosophy of church recreation and ministry as well as to the work of the recreation minister in a local church. In addition students will explore church recreation administration and discover the benefits of a recreation program that meets the needs of various age-groups in the local church. Fall, Spring, Online.

MACE 6360 (3-3-0) Communication Strategies for Ministry

Course will cover effective communication channels used in the church and denominational ministry. It will provide overview of the kinds of communication strategies such as verbal, print, art, drama, radio, television/film, multimedia, the Internet, and more. The course will also explore the process of communication analysis, internal and external audience communication, and include readings from various Christian publications as well as speaking and writing assignments in various contexts.

MACE 6361 (3-3-0) Writing and Editing for Christian Publishing

This course will help equip students in basic forms of writing for non-academic, general Christian communication, and curriculum as well as academic journals. Students will also evaluate various forms of Christian journalism and publishing. Focus will be given to improving writing and editing skills, writing for religious audiences, and understanding the publishing process. Students will write and edit a variety of pieces including opinion, editorial, devotionals, academic journal articles, feature articles, as well as developing, writing, and editing curriculum. Fall.

MACE 6362 (3-3-0) Christian Public Relations and Marketing for Ministry

The course will cover the principles, techniques, and tools of church public relations, including the role of publicity in the church and community. Learners will have an opportunity to develop a public relations campaign for a church or Christian ministry. In addition the course will cover the functions of marketing for the local church and denomination from producer to consumer. The course will include market analysis, planning a promotional campaign, and selecting a method of distribution.

Christian Ministry

MACM 5301 (3-3-0) Foundations of Christian Ministry

This course is intended to give students a broad exposure to practical essentials for success in ministry in the 21st century. The course design includes the foundation of ministry, the formation of the minister, and the function of ministry in and through the local church. Special attention will be given to the areas of spiritual discipline, communication, team-building, conflict mediation, transparency and vulnerability, healthy families, financial management, basic planning and goal setting, healthy lifestyles, leadership development, and commitment to humble courage. Fall, Winter, Spring, Online.

MACM 6301 (3-3-0) Introduction to Chaplaincy Ministry

An introduction to the work of the chaplain in various settings: military, hospitals, hospice, industrial-marketplace, prisons, and other locations where chaplain services are offered. Topics will include a brief history of the chaplaincy, philosophy, theology, ministry tasks, competencies of chaplain ministry, as well as models and strategies for the chaplaincy. Considerable attention will be given to crisis care. Periodically.

MACM 6302 (3-3-0) Introduction to Ecumenical Liturgy

Individuals involved in chaplaincy ministry need an understanding of and appreciation for the diverse expressions of worship liturgy as practiced by various Christian religious entities including those of the Baptist, Lutheran, Anglican/Episcopalian, Methodist/Wesleyan, Reformed/Presbyterian, and Pentecostal/Charismatic traditions. In this course students will explore the unique history, theology, and praxis of these Christian traditions as well as liturgical considerations of certain non-Christian religions including Judaism and Islam. Additionally, students will gain an understanding of various modern-day corporate worship "styles" including the traditional, contemporary, blended, and emerging church worship paradigms. Periodically.

MACM 6303 (3-3-0) Conflict Resolution in Ministry

A course designed to introduce students to biblical principles of peacemaking and conflict resolution in Christian ministry and personal life. Topics covered will include a biblical view of conflict, spiritual warfare, responses to conflict, confrontation, confession, biblical forgiveness, and reconciliation. Periodically.

MACM 6304 (3-3-0) Victim Assistance Ministry Training

This course will incorporate the curriculum of the basic training program of the National Organization for Victim Assistance (NOVA) and will emphasize the fundamentals of crisis and trauma, how to adapt NOVA's basic techniques to individuals and groups, and how to create a community-based crisis response team. Periodically.

MACM 6309 (3-3-0) Shepherding in the 21st Century

All ministry students are called to shepherding and caring ministry roles and responsibilities within their particular ministry context. This course is designed to equip students with core competencies enabling them to better shepherd and care for themselves as ministers, shepherd and care for individuals in their ministry context, and "equip the saints" to do shepherding and caring ministries "one to another" within the community of faith. Spring, Summer, Online.

MACM 6310 (3-3-0) Leadership in the Hispanic Christian Community

This ministry course will offer students the opportunity to develop skills and knowledge of leadership through a Latino context. The class explores the different Hispanic/Latino leadership approaches, cultural diversity and similarities within the Latino community, identifies methods of social change from Hispanic experiences, and strategies to reach out to the Hispanic community. To accomplish this, the course will focus on U.S. national and local issues facing the Latino community and prepare students to consider how they could be positive agents for change in a variety of Christian environments. The course will also provide a brief overview of Hispanic heritage and history to obtain a clearer understanding of leadership within the Christian Latino community of Faith. Online, Periodically.

MACM 6393 Christian Ministry Practicum (S-L)

This course is designed to give each student one semester of supervised practicum experience related to the student's vocational goal. Students will be paired with a full-time proven ministry practitioner for guidance and for on-the-job ministry experience exposure. Every effort will be made for students to observe the practitioner in his/her role, to carry out assignments for projects under the supervision of the practitioner, and/or the serve part time or full time in a ministry position related to his/her vocational goal. The student will meet with an assigned professor at least once each month during the semester for reporting and for discussions related to various practical ministry-related topics. Application for this course must be made through the MACM program director's office. *This course contains a field-based service-learning component.* Fall, Online.

Communication

COMA 6300 (3-3-0) Introduction to Graduate Communication Studies

This course examines the history of communication studies as an academic discipline, the contributions of major researchers and the current state of communication research. Terminology related to the field of communication, investigation of communication contexts research methods, and reporting requirements are emphasized. Periodically, Online.

COMA 6301 (3-3-0) Advanced Communication Theory

Survey of classical and current theories and approaches to research related to the study of communication in a variety of contexts. Periodically. *Prerequisite: COMA 6300 or permission of the program director.*

COMA 6303 (3-3-0) Digital Media Communication

This course examines theories related to the interpretation of visual messages, and discusses the role of semiotics and hegemony in current digital media. Emphasizes techniques for designing effective visual communication for a variety of purposes and types of media to promote digital media literacy. Periodically.

COMA 6305 (3-3-0) Presentation Communication (S-L)

This course focuses on the preparation and delivery of effective individual and group presentations for a variety of audiences and communication purposes--informative, persuasive, and special occasion. The development and appropriate use of meaningful visual support for presentations will also be emphasized. *This course contains a field-based service-learning component.* Periodically.

COMA 6307 (3-3-0) Communication Leadership for Groups

This course focuses on the theories, research, and practices related to the verbal and nonverbal communication behaviors of leaders and the role of communication in a learning or small group environment. Students gain practical experience in preparing and presenting instructional messages, facilitating group and team activities, and resolving conflicts. Periodically, Online.

COMA 6309 (3-3-0) Social Media and Communication

Related theories, research, current practices, and impact on relationships form the focus for this examination of social media. The creation and evaluation of messages adapted for specific types of social media and purposes are key components for this study. Periodically, Online.

COMA 6310 (3-3-0) Rhetoric, Argumentation, and Advocacy

Classical rhetoric, contemporary argumentation theory, and critical thinking are applied to advocacy communication. Students gain practical knowledge in constructing, presenting, and analyzing arguments on questions of fact, value, and policy. Periodically. *Prerequisite: COMA 6301 or permission of the program director.*

COMA 6311 (3-3-0) Relational Communication

Theories and research related to interpersonal communication provide the theoretical basis of this advanced study of verbal and nonverbal communication behaviors related to creating and maintaining effective personal and professional relationships. Periodically. *Prerequisite: COMA 6301 or permission of the program director.*

COMA 6312 (3-3-0) Advanced Persuasive Communication

Theories, research, and practices related to interpersonal, group, and public persuasion form the foundation for this study of influence messages. Topics include: propaganda techniques, analysis of advertising techniques, social influence, and analysis of political communication. Periodically.

COMA 6313 (3-3-0) Advanced Nonverbal Communication

Concentrates on the study and application of nonverbal communication. Theories and approaches related to the interpretation and social impact of nonverbal communication on interpersonal relationships and organizations are emphasized. Topics include: nonverbal functions, methods for research, and observational studies. Periodically. *Prerequisite: COMA 6301.*

COMA 6314 (3-3-0) Intercultural Communication

Analysis of cultural influences on human communication. Emphasis on cultural values, norms, perception, verbal, and nonverbal codes. Theory and research related to global intercultural communication provide the foundation for this study. Periodically. *Prerequisite: Admission to the graduate program.*

COMA 6315 (3-3-0) Communication Studies Graduate Internship

Students work in approved, professional-level communication position, meeting regularly with an internship supervisor. Requires paper, journal, presentation, and a minimum of 180 hours. Students usually enroll in internships at the end of the program of study. Periodically. *Prerequisite: Permission of the program director.*

COMA 6316 (3-3-0) Communication Studies Graduate Research Project

Individual students work with their advisor on a research project related to their field of study in communication. Students are expected to meet regularly with their advisor. Requirements will be determined by the advisor. Students usually enroll in a research project course at the end of the program of study. Periodically.

COMA 6320 (3-3-0) Organizational Communication

Theories and practices related to communication in a variety in private, public, and business organizations are presented. Topics include: the impact of organizational structure on internal and external communication, culture, identity, and image, message management, and ethical implications. Periodically, Online.

COMA 6321 (3-3-0) Strategic Communication for Organizations

Theory and practices related to public relations provide the foundation for this study. Students are introduced to an integrated approach to creating and managing strategic internal and external messages for organizations. Topics include: ethics, change messages, risk assessment, preparation of a crisis plan, and use of appropriate media to communicate the organization's message. Periodically, Online.

COMA 6322 (3-3-0) Communication Campaigns

Theories and practices related to verbal and visual persuasive messages are examined to provide a theoretical foundation for this study of communication techniques used by organizations to create persuasive campaigns. Opportunities to evaluate current campaigns and to develop effective persuasive campaigns will enable students to gain practical experience. Periodically.

COMA 6323 (3-3-0) Communication Consulting

Examines the role of the communication consultant in planning, managing, and assessing organizational communication. Research and evaluation of communication strategies employed in organizations provides students with the practical knowledge for conducting communication audits in organizations. Periodically. *Prerequisites: COMA 6320 and 6321.*

COMA 6324 (3-3-0) Communication for Global Organizations

Theories of intercultural and organizational communication are related to communication practices for global organizations. Topics include: organizational culture, nonverbal communication, communicator credibility, approaches to conflict, impact on advertising, and presenting messages. Online, Periodically.

COMA 6325 (3-3-0) Organizational Communication Management Graduate Internship

Students work in approved, professional-level communication position, meeting regularly with an internship supervisor. Requires paper, journal, presentation, and a minimum of 180 hours. Students usually enroll in internships at the end of the program of study. Periodically. *Prerequisite: Permission of the program director.*

COMA 6326 (3-3-0) Organizational Communication Management Graduate Research Project

Students work with their advisor on a research project related to their field of study in communication. Periodically.

Conflict Resolution

CRMN 6310 (3-3-0) Conflict Resolution Management

The Conflict Resolution Management course provides the "40 classroom hours of training in dispute resolution techniques" as specified by Texas law (Texas Civil Practice and Remedies Code section 154.052) and includes lectures, group discussions, and many practice mediation sessions. Following completion of the course, the student will be qualified to perform actual mediations. Fall, Spring, Online.

CRMN 6320 (3-3-0) Advanced Family Mediation

The Advanced Mediation-Family Mediation course provides the "24 hours of training in the fields of family dynamics, child development, and family law" as specified by Texas law (Texas Civil Practice and Remedies Code section 154.052) and includes lectures, group discussions, and practice mediation sessions. Following completion of the course, the student will be qualified to perform mediations of disputes relating to the parent-child relationship (most frequently divorce and post-divorce cases). Spring, Online. *Prerequisite: CRMN 6310.*

CRMN 6321 (3-3-0) Advanced Business Mediation

This course examines the mediation process in various business conflicts including employment issues, personal injury, and contract. Students will gain practical experience through role playing a business mediation. The Advanced Business Mediation course provides the "24 hours of training in the fields of law" as specified by Texas law (Texas Civil Practice and Remedies Code section 154.052) and includes lectures, group discussions, and practice mediation sessions. Fall, Online. *Prerequisite: CRMN 6310.*

MANA 6342 (3-3-0) Employee Negotiations and Collective Bargaining

In this course students will examine the practical aspects of negotiations, collective bargaining, motives of participants, the labor contracts; strategy and tactics of bargaining. Emphasis will be on negotiations and collective bargaining in both unions and bargaining in the private sector. This course is intended to give students an understanding of why collective bargaining occurs, the nature and complexity of its operation, what effects it has on workers, organizations, and consumers, and how it fits into the American economic, political, and social systems. Fall, Online. *Prerequisite: MANA 51.521 or undergraduate equivalent, and CRMN 6310.*

Counseling

COUN 5310 (3-3-0) Introduction to Professional Counseling

A study of professional standards, ethical guidelines, legal aspects of practice, standards of preparation for the profession, objectives of professional organizations, and the professional identity of persons providing direct counseling services. The ethical discussions include input from the profession, one's internal values, and Judeo-Christian influence. Spring, Fall, alternating Long Winter, Online.

COUN 5312 (3-3-0) Counseling Theories and Techniques

A study of the philosophical and theoretical foundations of the helping process, focusing on selected theories and techniques of counseling as applied to normal and abnormal human behavior. An integration of the Christian worldview with counseling theory and techniques is emphasized. Spring, Summer, Fall, Online. *Prerequisite: PSYC 1301.*

COUN 5313 (3-3-0) Group Counseling Methods

An experiential study of group counseling theories and techniques. Leadership roles, stages of group development, and member responsibilities are explored. Ethical and legal issues related to group interventions are discussed. Open only to students in the Master of Arts in Counseling, Master of Education in School Counseling, and the accelerated B.A./B.S. in Psychology/M.A. in Counseling Programs. Spring, Summer, Fall.

COUN 5314 (3-3-0) Lifespan Human Development

An advanced study in developmental psychology with emphasis on physical, cognitive, social, emotional, sexual, personality, and spiritual development from conception to death within the context of basic theories of development, as they relate to counseling processes and strategies. Spring, Summer, Fall, Online.

COUN 5315 (3-3-0) Psychological Testing

An introduction to psychometrics and psychological testing including the study of test reliability and validity as well as administration and interpretation of results. Fall, alternating Summers. *Prerequisite: Undergraduate statistics.*

COUN 5316 (3-3-0) Research Methods

A study of the scientific method of social and psychological research in order to aid the student in understanding the theoretical bases of scientific research. The student will develop a working knowledge of the research methods and problems associated with doing human research. The student will gain the ability to recognize both excellent and poor quality research and research methods. Fall, Spring, Online. *Prerequisite: Undergraduate statistics.*

COUN 5317 (3-3-0) Multicultural Perspectives

A study of selected cultural groups, with emphasis on developing knowledge, skills, and attitudes for more effective counseling with persons from diverse backgrounds. Substantial attention is given to developing awareness of one's own values, attitudes, and beliefs as they relate to counseling in a diverse society, with a focus on the commonalities of individuals as created in the image of God. Fall, Spring, Summer, Online.

COUN 5318 (3-3-0) Pre-Practicum in Counseling

This course will provide the experiential foundation for all practicum and internship experiences. Students learn communication and interpersonal skills and practice techniques of counseling under faculty supervision. Demonstration of these skills is a prerequisite for enrollment in Counseling Practicum I. Students will also examine their intrapersonal issues and interpersonal styles. Open only to students in the Master of Arts in Counseling program. Fall, Spring, Summer. *Prerequisite: COUN 5310, COUN 5312 plus 12 additional counseling hours.*

COUN 6100 (3-3-0) Comprehensive Counseling Review

Students must achieve the specified score in order to receive credit (CR) for the course, and the exam may be re-taken until the appropriate score is achieved. The score will be submitted to the M.A. Counseling program director. Graduation requires a satisfactory score on the comprehensive exam. This course must be taken concurrently with COUN 6318.

COUN 6102 (3-3-0) Advanced Counseling Practicum Continuation

Supervised delivery of direct counseling services in an approved agency or institution. Students are evaluated on a wide range of personal and professional criteria. Periodically.

COUN 6310 (3-3-0) Career Counseling and Lifestyle Development

A study of theories of vocational choice, the process of career and lifestyle decision making and sources of occupational information including use of the Internet. Alternating Summers, Fall, Spring, Online.

COUN 6311 (3-3-0) Addictive and Compulsive Disorders

An introduction to the nature of current drugs of choice and how they are being abused. A survey of the addictive and compulsive behavior patterns associated with alcohol/drug abuse, eating disorders, compulsive sexual behaviors, and compulsive gambling practices. An in-depth study of treatment for addictive disorders will be included. Fall, Spring, alternating Summers, Online. *Prerequisite: COUN 5312.*

COUN 6312 (3-3-0) Psychopathology

A study of psychopathology to aid the student in understanding problems of definition and classification of abnormal human behavior; development of skill in making diagnoses; a working knowledge of the diagnostic categories in the DSM-IV; and an understanding of the varying philosophies relative to diagnosis and treatment of abnormal behavior. The student will gain an appreciation of the interaction of Christian belief systems with a view of normal and abnormal behavior. Spring, Fall. *Prerequisite: COUN 5310, 5312.*

COUN 6314 (3-3-0) Marriage and Family Counseling

This course provides an overview of the field of family therapy. The concepts of marriage and family therapy are examined. Students will view films of family therapy sessions, explore their own family dynamics, and participate in learning experiences that will help them develop a theory of doing marriage and family. Spring, Fall, alternating Long Winters, Online.

COUN 6315 (3-3-0) Theological Perspectives in Christian Counseling

A survey of the theological foundations of Christian counseling. An investigation of the integration of counseling and theology will include discussion of spiritual health, prayer, Scripture, sin, confession, forgiveness, and redemption, particularly as related to the counseling process. Spring, Fall, Online. *Prerequisite: COUN 5312*

COUN 6316 (3-3-0) Advanced Counseling Methods and Crisis Intervention

An introduction to screening, identification, and resolution of situations with the potential for crisis. A study of more elaborate methods and techniques designed to differentiate and target problem areas. Includes practice counseling of simulated crises, intakes, and treatment planning. Fall, Spring, alternating Long Winters. *Prerequisites: COUN 5310 and 5312.*

COUN 6317 Counseling Practicum I* (S-L)

(150 clock hours) *Refer to the Practicum section for specific details. Must be taken at end of M.A. in Counseling Program. Open only to M.A. in Counseling students. *This course contains a field-based service-learning component.* Spring, Summer, Fall.

COUN 6318 Counseling Practicum II* (S-L)

(150 clock hours) *Refer to the Practicum section for specific details. Must be taken in last semester of M.A. in Counseling program. Open only to M.A. in Counseling students. *This course contains a field-based service-learning component.* Spring, Summer, Fall.

COUN 6319 (3-3-0) Counseling Adolescents

This course surveys major therapeutic approaches with adolescents. Psychological and spiritual development will be examined with a focus on how developmental levels influence counseling. Treatment of psychological disorders common to adolescents will also be addressed. Every other Summer, Online.

COUN 6320 (3-3-0) Counseling Victims of Trauma

This course is designed for equipping students with both practical and empirical information about how trauma impacts the whole person, how to make assessments on trauma victims, and how to treat trauma related disorders. Special focus will be on Post Traumatic Stress Disorder and Dissociative Identity Disorder. Fall, Spring, Online.

COUN 6321 (3-3-0) Advanced Trauma Counseling

This course is designed as a continuation of COUN 6320, which is the introductory course in the treatment of abuse victims. COUN 6321 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 6320 or have a working knowledge or experience in the treatment of trauma related disorders. Spring. *Prerequisite: COUN 6320.*

COUN 6322 (3-3-0) Play Therapy

This course is designed to assist those who work with children in understanding the relationship of toys and play to language and therapy, explore the major theories of play therapy, develop an awareness for the therapist of what a child sees and experiences from his/her perspective, gain expertise in responding to children "where they are" and on a "feeling level," enhance the participants' self-awareness and self-understanding, develop understanding of selection of specific toys and room set-up for play therapy, and explore other populations where "play" principles and concepts facilitate healing and growth. - Fall, Spring.

COUN 6323 (3-3-0) Advanced Techniques of Play Therapy

This course is designed to assist students in drawing from several theories of play therapy in meeting individual client needs. Emphasis will be on verbal and non-verbal responses to the child that facilitate exploration of a child's feelings and thoughts. Students will learn how to use toys, verbal and non-verbal responses in a variety of therapeutic relationships. Spring. *Prerequisite: COUN 6322.*

COUN 6324 (3-3-0) A Christian Approach to Human Sexuality

An introductory course to counseling for sexual issues. Students are introduced to a Christ-centered theology of sexuality, which addresses biology and psychology, sexual development and dysfunction, client sexual issues in counseling, along with appropriate intervention techniques for sexual problems. Students are also challenged in their growth and development of their own sexuality. Fall, Spring, Summer.

COUN 6325 (3-3-0) Assessment and Intervention in Marriage and Family Therapy

This course is designed to introduce Master of Arts in Counseling graduate students to various assessment tools which may be deemed appropriate for utilization in marriage and family counseling. Students will also become acquainted with guidelines for selecting specific marriage and family models based on assessment data. Spring, Summer, Fall. *Prerequisite: COUN 6314.*

COUN 6326 Practicum in Marriage and Family Therapy (S-L)

This course includes supervised delivery of direct counseling services in an approved agency or institution. Practicum focus will be on counseling couples and families. During the practicum experience the student must complete a total of 50 direct client hours, the majority of which must be with couples or families. The practicum includes a total of 150 clock hours. Students will be evaluated by analysis of taped counseling sessions, agency supervisor evaluation, and clear discussions of marriage and family theories, models, methods, and technique. To obtain credit, student must earn an "A" or a "B". *This course contains a field-based service-learning component.* Spring, Summer, Fall. *Prerequisite: COUN 6314, COUN 6317 (S-L), COUN 6318 (S-L).*

Criminal Justice

CRJS 5320 (3-3-0) Ethical Issues in Law Enforcement (CRJS 4301)

An in-depth study and philosophical analysis of ethical issues that confront criminal justice professionals whose practitioners are regularly confronted with ethically charged decisions. *This 5000-level course is cross-listed with a 4000-level course and includes specific graduate course requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course.* Periodically, Online. *Prerequisite:* CRJS 1302 or Undergraduate Major/Minor in Criminal Justice or Past/Present Services as a Law Enforcement Officer.

CRJS 5321 (3-3-0) Principles of Organizations and Administration for Justice Professionals (CRJS 4303)

A study of the basic principles of organizations, administration, and supervision, with specific reference to criminal justice personnel and organization. *This 5000-level course is cross-listed with a 4000-level course and includes specific graduate course requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course.* Spring, Online. *Prerequisite:* CRJS 1302 or Undergraduate Major/Minor in Criminal Justice or Past/Present Services as a Law Enforcement Officer.

CRJS 5322 (3-3-0) Crime and Drug Problems and Control (CRJS 4306)

History and casual factors of drugs and vice-type crimes, with emphasis on current education prevention programs, the effects of drug usage, along with the varied methods being utilized by governmental officials to control gambling, prostitution, pornography and other vice-type crimes. Explores the role of organized crime in these types of offenses, along with the criminal laws necessary to effectively control the activities of organized crime groups. *This 5000-level course is cross-listed with a 4000-level course and includes specific graduate course requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course.* Spring. *Prerequisite:* CRJS 1302 or Undergraduate Major/Minor in Criminal Justice or Past/Present Services as a Law Enforcement Officer.

CRJS 5323 (3-3-0) Crime and Community (CRJS 4307; SOCI 4307)

The course considers the idea of crime and community from social, psychological, and sociological perspectives. The social patterns, characteristics and causes of crime will be examined along with theories of control and treatment. *This 5000-level course is cross-listed with a 4000-level course and includes specific graduate course requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course.* Fall, Spring, Summer, Online. *Prerequisite:* CRJS 1302 or Undergraduate Major/Minor in Criminal Justice or Past/Present Services as a Law Enforcement Officer.

CRJS 5324 (3-3-0) Correctional Theory and Application (CRJS 4308)

A study of the history, philosophy, and theory of corrections; applications of theory to practice with emphasis on research and analysis. *This 5000-level course is cross-listed with a 4000-level course and includes specific graduate course requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course.* Periodically, Online. *Prerequisite:* CRJS 1302 or Undergraduate Major/Minor in Criminal Justice or Past/Present Services as a Law Enforcement Officer.

CRJS 5325 (3-3-0) White Collar Crime in America (CRJS 4309)

This course is designed to alert people from the public/private sector to the methods and techniques used by white-collar criminals in committing crimes for profit. Such crimes as fraud, embezzlement, kick-back schemes, and internal thefts are emphasized in this course. *This 5000-level course is cross-listed with a 4000-level course and includes specific graduate course requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course.* Fall, Online. *Prerequisite:* CRJS 1302 or Undergraduate Major/Minor in Criminal Justice or Past/Present Services as a Law Enforcement Officer.

CRJS 5326 (3-3-0) Research Methods in Criminal Justice (CRJS 4312; SOCI 4312; PSYC 4319)

This course is designed to introduce the student to the scientific method of research. Topics covered include the philosophy/logic of research, hypothesis testing, the construction of concepts, sampling, data gathering, and data analysis. Completion of the course will make students better "consumers" of behavioral research data, as well as prepare them for more advanced classes in statistics and research. Examples in the class will be drawn from diverse disciplines including criminal justice, sociology, and psychology. *This 5000-level course is cross-listed with a 4000-level course and includes specific graduate course requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course.* Fall, Spring, Online. *Prerequisite:* CRJS 1302 or Undergraduate Major/Minor in Criminal Justice or Past/Present Services as a Law Enforcement Officer.

CRJS 5327 (3-3-0) Selected Topics in Criminal Justice (CRJS 4315)

Specialized courses approved by the Texas Commission on Law Enforcement Officer Standards and Education will be offered on a continuing basis both for credit and non-credit. Courses may be repeated once for elective credit when topics varies. *This 5000-level course is cross-listed with a 4000-level course and includes specific graduate course requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course.* Periodically, Online. *Prerequisite: CRJS 1302 or Undergraduate Major/Minor in Criminal Justice or Past/Present Services as a Law Enforcement Officer.*

CRJS 5330 (3-3-0) Victim/Victimization (CRJS 4330, SOCI 4330)

This course is designed to address the sources of violence and its influences on people and society. Students can see the causes of victimization from different perspectives. It examines the social environmental factors that cause victimization, relationship between victim and offender, how to avoid being victimized, and how legislation is designed to protect or compensate victims. *This 5000-level course is cross-listed with a 4000-level course and includes specific graduate course requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course.* Fall. *Prerequisites: 6 hours in CRJS/PSYC/SOCI*

CRJS 5332 (3-3-0) Crisis Intervention (CRJS 4332, PSYC 4332, SOCI 4332)

This course examines the field of crisis intervention from a multi-disciplinary perspective including law enforcement, human services, psychology, and sociology. The evaluation and application of crisis intervention techniques, methods, and concepts will be examined related to community, workplace, therapy, and social/personal environments. *This 5000-level course is cross-listed with a 4000-level course and includes specific graduate course requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course.* Fall, Spring, Summer, Online. *Prerequisite: 6 hours in CRJS/SOCI/PSYC.*

Distance Learning

DLED 6301 (3-3-0) Foundations of Distance Learning

This course is an introduction to distance education. General themes include the historical, theoretical, and philosophical foundations of distance learning, an overview of distance learning technologies, and an examination of effective techniques for teaching and learning with a distance learning system. Online.

DLED 6302 (3-3-0) Designing and Developing Distance Learning

A study of instructional design theories and applications needed for distance education course design. Topics include needs analysis, assessment, instructional material design, and evaluation. Online.

DLED 6303 (3-3-0) Teaching and Learning in the Online Classroom

A study of current curriculum theories and best practices for distance learning. Topics include: teaching models, brain-based learning, pedagogy, curriculum design and evaluation. Online.

DLED 6304 (3-3-0) Technology Tools for the Online Classroom

An array of technology tools for the online classroom will be examined for both the virtual classroom and web-based delivery systems. Both synchronous and asynchronous solutions will be explored. Online. *Prerequisite: DLED 6302.*

DLED 6305 (3-3-0) Distance Education Design and Administration

A study of design and administration of organizational structures, policies, and courses of study for the purpose of providing education to distant learners. Periodically, Online.

Economics

ECON 5311 (3-3-0) Managerial Economics

Managerial Economics, a survey course dealing with the practical applications of micro and macroeconomic theory, addresses the importance of understanding the framework of economics and how it can be used to develop an intelligent, ongoing interest in the problems encountered in the management of the private sector. Topics include demand and consumer behavior, empirical cost analysis, pricing practices, market structures and antitrust policy. Equivalent to ECON 2301 Principles of Macroeconomics and ECON 2302 Principles of Microeconomics. Fall, Spring, Summer, Online.

ECON 6303 (3-3-0) International Economics and the Legal Environment

Discussed in this course will be the current macro and micro theories required to understand the world economy. Special emphasis is placed on the economic, cultural, legal, and political factors which influence the welfare of nations and the strategies of international businesses. Students will also explore the rules of international law that regulate transactions between parties and nations. Fall, Spring, Online. *Prerequisites: ECON 5311, MANA 51.522.*

Education – Bilingual Education

EDBE 5010 (0-3-0) Bilingual Education Certification Seminar

This course is designed to help students prepare for the Texas Examination of Educator Standards (TExES) in Bilingual Education Certification. The course will focus on content and sample questions from state authorized preparation manuals distributed by the Educational Testing Service (ETS). 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 TExES examination. Fall, Spring, Summer. *Prerequisites: Completion of EDBE 5301, EDBE 5302, ESLS 5301, and ESLS 5306. The course can be waived for students who are state ESL or bilingual certified.*

EDBE 5011 (0-3-0) Bilingual Target Language Proficiency Test (BTLPT) Seminar

This seminar is designed to help students prepare for the Bilingual Target Language Proficiency Test (BTLPT) Texas Examination of Educator Standards (TExES). The course will focus on content and sample questions from state authorized preparation manuals distributed by the Educational Testing Service (ETS). 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 TExES examination. Only students seeking bilingual certification will be required to complete the EDBE 5011 seminar. Fall, Spring. *Prerequisites: Satisfactory score on Spanish language proficiency entrance exam. Completion of EDBE 5301 and 5302.*

EDBE 5301 (3-3-0) Principles of Biliteracy Development in Spanish and English

Models of reading instruction and the components of a Spanish reading program for native speakers will be investigated from multiple perspectives. Students will examine practical classroom applications, the historical development of literacy, the processes that affect acquisition and development of literacy in the home and school. Students will study how spelling develops in Spanish and how native Spanish speakers develop as spellers in English. Special emphasis will be given to the choosing of culturally relevant texts and the teaching of language through content and themes. In addition, the role of phonics and phonemic awareness in the teaching of reading to English language learners will be discussed. This course is taught in Spanish. Summer. *Prerequisite: Satisfactory score on Spanish language proficiency entrance exam.*

EDBE 5302 (3-3-0) Academic Spanish Across the Content Area

This course, taught in Spanish, focuses on the use of academic Spanish in the teaching of science, mathematics, social science, music, art, and language arts, and current approaches of teaching those subjects in bilingual classrooms. The course includes the study of standard academic Spanish as well as dialects of Spanish. Fall. *Prerequisite: Satisfactory score on Spanish language proficiency entrance exam.*

EDBE 5303 (3-3-0) Literatura Infantil

The focus of this course is to develop an awareness and appreciation of poems, short stories, theatre and novels for children, written originally in Spanish by authors from diverse regions of Spanish-speaking world. Students will be required to analyze and interpret texts from a literary perspective. Students will examine and implement various strategies for incorporating children's literature into the bilingual education curriculum as well as assess the cultural authenticity and aesthetic value of texts. This course is taught in Spanish.

EDBE 5304 (3-3-0) Principles of Curriculum Development in Dual Language and ESL Classrooms

Students will connect research and theory to best practices for English language learners in dual language and ESL settings. Students will apply their understanding of best practices to evaluating and planning curriculum. In this course students will understand two-way bilingual and ESL program models in the context of bilingual education. Students will learn about teachers' and administrators' roles and the importance of parental involvement in dual language and ESL programs. Research on students' outcomes will also be analyzed. Summer.

EDBE 5320 (3-3-0) Assessing English Language Learners (ESLS 5320)

Students will develop the knowledge and skills needed to assess English language learners in ways that are valid, reliable, and fair. Students will learn about and apply the use of formal and informal assessment tools and techniques that inform instruction. Fall.

EDBE 5321 (3-3-0) Linguistics for Reading and ESL (ESLS/READ 5321)

This course explores the linguistic basis for teaching reading and ESL (English as a Second Language). Students will consider the implications of the basic concepts from phonology, orthography, morphology, and syntax for teaching reading and for teaching English language learners. Spring.

EDUC 6013 (0-3-0) Defense of Degree

Because of Dallas Baptist University's quest for meaningful assessment of graduate candidates, a defense of degree is required in all College of Education Graduate Programs. The defense of degree is a capstone collection of signature assessments and artifacts with reflections that demonstrate a candidate's personal growth, development, and acquisition of knowledge, skills, and dispositions.

Degree seeking students in the College of Education will be expected to present their Defense of Degree to the Educator Preparation Board for assessment as evidence of program success during their final semester. Candidates are to follow the Defense of Degree guidelines provided by the College of Education. Fall, Spring, Summer.

Education – Curriculum and Instruction

EDUC 6011 (3-3-0) Defense of Degree

Because of Dallas Baptist University's quest for meaningful assessment of graduate candidates, a defense of degree is required in all College of Education Graduate Programs. The defense of degree is a capstone collection of signature assessments and artifacts with reflections that demonstrate a candidate's personal growth, development, and acquisition of knowledge, skills, and dispositions.

Degree seeking students in the College of Education will be expected to present their Defense of Degree to the Educator Preparation Board for assessment as evidence of program success during their final semester. Candidates are to follow the Defense of Degree guidelines provided by the College of Education. Fall, Spring, Summer.

EDUC 6313 (3-3-0) Assessment to Improve Learning: Formative Assessments and Continuous Improvement.

This course will help students understand what is needed in order for a school district to have a system in place that provides quality data that will guide systemic improvement in design and delivery of the district curriculum and improved student learning. Spring.

EDUC 6315 (3-3-0) Internship in Curriculum and Instruction (S-L)

The Curriculum and Instruction Internship is designed to allow students to engage in practical, on-the-job, supervised, and evaluated field experiences that provide the foundation for success in skills associated with curriculum planning, instructional leadership, professional development, and specialized content training. Students will develop conceptual and professional skills through their experiences at a field site as they integrate theory and practice through a field-based training approach with a practicing curriculum leader. Specific activities and assignments will be determined collaboratively by the student, the school supervisor, and the University supervisor to ensure that the intern obtains practical experience consistent with the expectations of a curriculum and instruction specialist. This internship will serve as a culminating experience for MEDCI students to become outstanding curriculum and instruction professionals in a field of specialization. *This course contains a field-based service-learning component.* Fall, Spring.

EDUC 6318 (3-3-0) Professional Learning: Theory and Practice

This course explores the models, management techniques, and group process of staff development, including learning multiple strategies and techniques for advancing successful professional learning. Online, Periodically.

Education – Educational Leadership

EDAD 6010 (3-3-0) Defense of Degree

Because of Dallas Baptist University's quest for meaningful assessment of graduate candidates, a defense of degree is required in all College of Education Graduate Programs. The defense of degree is a capstone collection of signature assessments and artifacts with reflections that demonstrate a candidate's personal growth, development, and acquisition of knowledge, skills, and dispositions.

Degree seeking students in the College of Education will be expected to present their Defense of Degree to the Educator Preparation Board for assessment as evidence of program success during their final semester. Candidates are to follow the Defense of Degree guidelines provided by the College of Education. Fall, Spring, Summer.

EDAD 6020 (0-3-0) Seminar in Educational Leadership

This course is designed to help students prepare for the Texas Examination of Educator Standards (TExES) for state principal certification. The course will focus on content and sample questions from the authorized preparation manual for the state principal examination distributed by the Educational Testing Service. Information will also be utilized from the state publication *Proficiencies for Leaders in Learner-Centered Schools* and other appropriate sources. Students must score a minimum of 85% on the TExES practice tests in order to be authorized by the College of Education to take the state TExES examination. Fall, Spring, Summer. *Prerequisite: Concurrent or previous enrollment in EDAD 6389 Internship in Educational Administration (S-L).*

EDAD 6300 (3-3-0) Principal Standards and Competencies

This course is designed to provide the framework that forms the basis for the state principal examination. The course will focus on content and sample questions from the authorized preparation manual for the state principal test distributed by the Educational Testing Service, to better prepare students for the examination. Information will also be utilized from the state publication *Proficiencies for Leaders in Learner-Centered Schools* and other appropriate sources. Students must score a minimum of 85% on the TExES practice test(s) in order to be authorized by the College of Education to take the state TExES examination. Fall, Spring, Summer. *Prerequisite: This course should be taken as one of the first three courses taken in the program.*

EDAD 6301 (3-3-0) Instructional Leadership Development

This course will be a study of the essential components of the Texas model for instructional leadership at the school level. Students will study the relationship between a vision of success for all students and the concepts of planning, curriculum, appraisal, professional development and accountability. The need for a school culture that is learner-centered and collaborative, focused on student performance, based on high expectations for all students, and driven by a process of continuous improvement will be studied. This course will include the application of a framework of continuous improvement to school organization and individuals in order to promote student success. Students who successfully complete this course will qualify for the Instructional Leadership Development Certificate as required by the State of Texas for teacher appraisers. Spring, Summer, Online.

EDAD 6311 (3-3-0) Educational Organization and Administration

Analysis of administrative behavior and organizational patterns; emphasis is placed upon understanding various administrative theories and philosophical concepts as they apply to school administration; basic factors and functions of administration are studied in relation to the various programs of administration. Fall, Spring Online, Summer Online.

EDAD 6312 (3-3-0) School Law

Legal basis of education at national, state, and local levels. Major court decisions affecting organization and administration of public and private schools. Legal rights and responsibilities of school administrators and other school personnel. Fall Online, Summer.

EDAD 6313 (3-3-0) Supervision of Instruction

A study of philosophical foundations, principles and practices of effective instructional supervision in public schools. Attention is given to the supervisory methods used to improve instruction at all grade levels. Fall Online, Spring, Summer.

EDAD 6314 (3-3-0) The Principalship

A study of the roles and responsibilities of the principal in the administration of elementary, middle, and secondary schools. Emphasis is given to the leadership role of the principal in curriculum development, supervision and evaluation of instruction, provisions for exceptional children, pupil management, in-service training, and public relations. Fall, Summer Online.

EDAD 6315 (3-3-0) School Finance/Business Management

Study of roles, responsibilities, systems and procedures in school business matters. Includes budgeting, taxation, statutory programs for school support, fiscal management, business operations, management of facilities, equipment, and real property. Spring Online, Summer.

EDAD 6316 (3-3-0) School Personnel Administration

Studies, practices and principles of administration with reference to recruitment, selection and promotion, and retention of school personnel. Topics include planning for personnel needs, job analysis and evaluation, job descriptions, salaries and salary scheduling, maintenance of morale, fringe benefits, evaluation of personnel, and other employee services. Fall, Spring Online, Summer Online.

EDAD 6317 (3-3-0) School Public Relations

Principles underlying public relations, development of school and community understanding, cooperation through appropriate agents and agencies, and relationships of school personnel with the public. Fall, Spring Online, Summer Online.

EDAD 6319 (3-3-0) Christian School Education Administration

An analysis of administrative behavior and organizational patterns as applicable to both Christian school and public school situations. Various administrative theories and philosophical concepts will be studied as they apply to school administration, particularly from a Christian and biblical viewpoint. Basic factors and functions of successful administrations will be examined. Summer, Online.

EDAD 6389 (3-3-0) Internship in Educational Administration (S-L)

Practicum designed to provide field experiences in school administration. The intern is assigned to an appropriate administrator in an approved elementary or secondary school. The field experience is under the supervision of a university professor and requires monthly seminar meetings at the university. The intern is given experience in developing and applying proficiencies in learner-centered leadership, learner-centered climate, learner-centered curriculum and instruction, learner-centered professional development, equity in excellence for all learners, and learner-centered communication. Specific activities and assignments ensure that the intern obtains practical experience in these proficiencies, determined collaboratively by the student, the university professor, and the cooperating administrator. Application for an internship must be made one semester prior to the semester of enrollment. *This course contains a field-based service-learning component.* Fall, Spring.

Education – Elementary/Early Childhood

ECHE 5360 (3-3-0) Foundations of Early Childhood Education (ECHE 4360)

This course surveys currently respected theories for educating the young child, along with their practical applications. Curriculum materials will be examined and evaluated as related to state standards and a developmentally appropriate approach to the Texas Essential Knowledge and Skills (TEKS). Observations in local schools are required. *This 5000-level course is cross-listed with a 4000-level course and includes specific graduate course requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course.* Fall, Spring.

ECHE 6373 (3-3-0) The Beginnings of Reading and Writing

A comprehensive examination of the current trend toward encouraging emerging literacy as an outgrowth of language development in young children. Fall (odd years).

Education – General

EDUC 5010 (0-0-0) Elementary Core Subjects EC-6 Seminar (EDUC 4010)

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 state publication *Proficiencies for Teachers in Learner-Centered Schools* and other appropriate sources. Students must score a minimum of 85% on the TExES post-test in order to be authorized by the College of Education to take the TExES examination. *This 5000-level course is cross-listed with a 4000-level course and includes specific graduate course requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course.* Fall, Spring, Summer. Prerequisite: Educator Preparation Program admission.

EDUC 5021 (0-0-0) EC-12 Pedagogy and Professional Responsibilities Seminar

This required course is designed to help students prepare for the Texas Examination of Educator Standards (TExES). The course will focus on content and sample questions from state authorized preparation manuals distributed by the Educational Testing Service. Information will also be gleaned from the state publication *Proficiencies for Teachers in Learner-Centered Schools* and other appropriate sources. Students must score a minimum of 85% on the TExES post-test in order to be authorized by the College of Education to take the TExES examination. *This 5000-level course is cross-listed with a 4000-level course and includes specific graduate course requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course.* Fall, Spring.

EDUC 5302 (3-3-0) Lifespan Human Development

A study in developmental psychology which focuses on physical, cognitive, social, emotional, and personality development from conception to death within the context of basic theories of development. Spring.

EDUC 5303 (3-3-0) Developmental Stages of Early Childhood Through Adolescence (EDUC 4303)

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. *This 5000-level course is cross-listed with a 4000-level course and includes specific graduate course requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course.* Summer, Online.

EDUC 5310 (3-3-0) Introduction to Exceptional Learners (SPED 5310)

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, Online.

EDUC 5316 (3-3-0) Studies in Classroom Management, Instruction and Assessment (EDUC 4316)

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. *This 5000-level course is cross-listed with a 4000-level course and includes specific graduate course requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course.* Fall, Spring, Online.

**EDUC 5320 (3-3-0) Teaching the Underachiever
(SPED 4320/5320)**

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. *This 5000-level course is cross-listed with a 4000-level course and includes specific graduate requirements which reflect appropriate deeper learning experiences and rigor.* Fall, Summer.

**EDUC 5321 (3-3-0) Internship in Teaching I
(EDUC 4301)**

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. *This 5000-level course is cross-listed with a 4000-level course and includes specific graduate requirements which reflect appropriate deeper learning experiences and rigor.* Periodically. *Prerequisite: Approval of Dean is required.*

**EDUC 5322 (3-3-0) Internship in Teaching II
(EDUC 4302)**

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. *This 5000-level course is cross-listed with a 4000-level course and includes specific graduate course requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course.* Periodically. *Prerequisite: Approval of Dean is required.*

**EDUC 5330 (3-3-0) Pedagogy of Special Education
(SPED 4330/5330)**

The course examines the identification, assessment and instruction of students with special needs. Emphasis will be placed on the presentation of special education roles, placement alternatives, legal implications, current status and trends in special education. An analysis of the categories of exceptionality, characteristics, and terminology will also be presented. *This 5000-level course is cross-listed with a 4000-level course and includes specific graduate course requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course.* Spring, Summer. *Prerequisite: EDUC/SPED 5310.*

**EDUC 5334 (3-3-0) Pedagogy of Fine Arts and Movement in the Elementary Classroom
(EDUC 4334)**

This course is required by all EC-6 certification students in the College of Education. The teacher candidate will explore music, visual arts, and movement and their impact on instruction and learning in a regular classroom setting. *This 5000-level course is cross-listed with a 4000-level course and includes specific graduate course requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course.* Spring.

EDUC 5335 (3-3-0) Secondary Pedagogy for Math

The teacher candidate will explore teaching strategies that will engage secondary learners in math discovery. The teacher candidate will plan lessons in math at his/her certification level using various teaching strategies. Spring.

EDUC 5336 (3-3-0) Secondary Pedagogy for English Language Arts Reading

The teacher candidate will explore teaching strategies that will engage secondary learners in English, language arts, and reading discovery. The teacher candidate will plan lessons in English, Language Arts and/or Reading at his/her certification level using various teaching strategies. Spring.

EDUC 5337 (3-3-0) Secondary Pedagogy for Science

The teacher candidate will explore teaching strategies that will engage secondary learners in science discovery. The teacher candidate will plan lessons in science at his/her certification level using various teaching strategies. Spring.

EDUC 5338 (3-3-0) Secondary Pedagogy for History

The teacher candidate will explore teaching strategies that will engage secondary learners in history discovery. The teacher candidate will plan lessons in history at his/her certification level using various teaching strategies. Spring.

EDUC 5340 (3-3-0) Teaching Written Language Skills in a Multisensory Structured Language Approach

This course trains participants in the use of a multisensory structured language program for students with specific language disabilities, dyslexia and related disorders. Periodically.

EDUC 5341 (3-3-0) Therapeutic Analysis of Written Language Disorders

This course trains participants in the therapeutic analysis of written language disorders and the use of a multisensory structured language program for students with specific language disabilities, dyslexia and related disorders. Periodically.

EDUC 5342 (3-3-0) Classroom Management of the Learning Different Student

This course is a series of one-day seminars that contrasts the development of the average child with the at-risk student and gives practical methods of facilitating learning for the LD student. Periodically.

EDUC 5343 (3-3-0) Classroom Instruction of the Learning Different Student

This course is a series of Saturday seminars which begins with the history of language and includes oral language development. The importance of the auditory processing component in language acquisition is stressed. Written language is also discussed as well as the importance of teaching study skills to students with learning disabilities. Spring.

EDUC 5344 (3-3-0) Diagnosing Learning Different Children

This course investigates the milestones of development in the average child from birth through adolescence, with emphasis on the red flags that may appear in a child with learning differences. These red flags may signify a need for referral by the classroom teacher for further testing. The course covers many of the tests used by educational psychologist in assessing students at-risk. The parent conference which follows is also addressed. Summer.

EDUC 5345 (3-3-0) Teaching Written Language Skills with an Alphabetic Phonetic Approach

This course introduces participants to a variety of concepts related to the identification of a student with specific language disabilities and concepts related to the teaching of those students. The course also trains participants in the use of a multisensory structured language program for students with specific language disabilities, dyslexia and related disorders. Periodically.

EDUC 5608 (3-3-0) Clinical Teaching

This course provides students seeking teacher certification the opportunity to observe, assist, and teach in a school under the supervision of experienced teachers in accredited schools. Students will be required to (a) provide their own transportation, (b) participate in pre-service training during the Fall semester of the academic year, and (c) successfully complete Clinical Teaching for a minimum of fifteen weeks. This course must be taken as part of the clinical teaching semester. Fall, Spring. *Prerequisite: All courses on a student's degree plan are prerequisites for the clinical teaching experience.*

EDUC 6010 (0-0-0) Defense of Degree

Because of Dallas Baptist University's quest for meaningful assessment of graduate candidates, a defense of degree is required in all College of Education Graduate Programs. The defense of degree is a capstone collection of signature assessments and artifacts with reflections that demonstrate a candidate's personal growth, development, and acquisition of knowledge, skills, and dispositions.

Degree seeking students in the College of Education will be expected to present their Defense of Degree to the Educator Preparation Board for assessment as evidence of program success during their final semester. Candidates are to follow the Defense of Degree guidelines provided by the College of Education. Fall, Spring, Summer.

EDUC 6302 (3-3-0) Research in Education (S-L)

A study of research techniques in education; practice in designing and implementing a research project. *This course contains a field-based service-learning component.* Fall, Spring, Summer Online.

EDUC 6303 (3-3-0) Emerging Technologies

This course will examine current trends in learning technologies. These will include online and blended learning, flipped instruction, open education, badges and MOOCs. The students will examine mobile learning, social media, and the use of videos and streaming media in learning. Students will gain an understanding of digital citizenship, school policies and student safety, and will understand synchronous and asynchronous learning and collaboration. Fall.

**EDUC 6304 (3-3-0) Improvement of Instruction
(HIED 6304)**

An investigation of brain-based learning research and effective teaching strategies. Students will explore research practices and pedagogical techniques that contribute to improved learning. The course will give particular emphasis on learning strategies, learning styles, multiple intelligences, and best practices in teaching. Fall Online, Spring Online, Summer.

EDUC 6305 (3-3-0) Program Development and Sustainability

This course will apply strategies to create and lead instructional technology teams fueled by innovative work and ideas. The course will apply and analyze techniques for managing instructional technology projects and evaluating progress. Change management will be examined and successful strategies in leading organizational change will be presented. The students will create and apply models for learning that connect digital tools and resources to classroom instruction. Fall.

EDUC 6306 (3-3-0) Curriculum Design and Evaluation

A study of the current and classical theories of curriculum development; analysis of determinants of the curriculum; approaches to the design and systematic evaluation of curriculum. Fall Online, Spring Online, Summer.

EDUC 6308 (3-3-0) The School and Multicultural Society (EDSC 6308)

An examination of the distinctive purposes and functions of education in the social order. Historical and contemporary issues related to multicultural, disabled, and other special populations are emphasized and their significance for education is identified. Fall, Spring Online, May Mini-Term, August Mini-Term.

EDUC 6309 (3-3-0) Independent Study in Education

Directed study in area of specialization. Periodically.

EDUC 6310 (3-3-0) Foundations of Christian School Education

A study of the philosophical and historical foundations of Christian Education. Specific topics include: public vs. Christian education, Biblical worldview, and the life of the mind, theological and vocational aspects of calling in a Christian school, and Kingdom Education. Fall, Online.

EDUC 6311 (3-3-0) Christian School Curriculum

A study of curriculum examining both the practical aspects of finding, developing and using acceptable, appropriate curriculum for a Christian school and some of the philosophical concerns involved in curriculum choices. Current and classical theories of curriculum development will be studied. Biblical and Christian concerns related to school curriculum will be discussed. Spring, Online.

EDUC 6312 (3-3-0) Technology Integration in Curriculum

This course will teach the use of resources such as computers, mobile devices, social media platforms and networks, software applications, and the Internet in classroom practices and the management of a school. Students will learn that the use of technology is transparent, accessible, and supports curricular goals. As a result, the students will write curriculum that will more actively engage classes in relevant projects. Fall.

EDUC 6330 (3-3-0) Meeting the Developmental Needs of Adolescents

A course which provides a knowledge base on the developmental stages and current educational practices relevant to the teaching of the junior high age student and his/her particular needs. Periodically.

EDUC 6341 (3-3-0) Practicum II

The course evaluates the student's implementation of the Multisensory Structured Language Approach through demonstration lessons and writing of student progress reports. Fall. *Prerequisites: Meet the DBU Graduate School admissions' requirements. Participants must have completed EDUC 5341 Therapeutic Analysis of Written Language Disorders (SARA) or EDUC 5396 Therapeutic Analysis of Written Language (SALA).*

Education – Montessori

EDUC 5346 (3-3-0) Montessori Applied to Children at Risk for Learning Disabilities

The goal of this course is to train the Montessori teacher to adapt the Montessori curriculum to students with learning differences. Summer.

EDUC 5347 (3-3-0) Montessori Applied to Children at Risk for Learning Disabilities (Advanced)

The goal of this course is to train the Montessori teacher to adapt the Montessori curriculum to students with learning differences. Summer.

EDUC 5360 (3-3-0) Introduction to Montessori Philosophy and Observation

The MAT with Montessori specialization is designed for students who are seeking a Master of Arts in Teaching with Montessori specialization concentrations Early Childhood (2.5 – 6 year old child) and Elementary Level I (6 – 9 year old child). The course provides the student in the MAT with Montessori specialization Early Childhood and Elementary I concentration an introduction to the philosophy and rationale of all levels of the Montessori method. *Prerequisite: Meet the DBU Graduate School admissions requirements.*

EDUC 5361 (3-3-0) Montessori Practical Life and Philosophy

The MAT with Montessori specialization is designed for students who are seeking a Master of Arts in Teaching with Montessori specialization concentrations Early Childhood (2.5 – 6 year old child) and Elementary Level I (6 – 9 year old child). Practical Life and Philosophy provides students in the MAT with Montessori specialization Early Childhood concentration the philosophy and rationale of the Early Childhood (2.5 – 6 years of age) Montessori practical life and presents the lessons as they relate to the Montessori practical life materials. *Prerequisite: Meet the DBU Graduate School admissions requirements.*

EDUC 5362 (3-3-0) Montessori Sensorial and Philosophy

The MAT with Montessori specialization is designed for students who are seeking a Master of Arts in Teaching with Montessori specialization concentrations Early Childhood (2.5 – 6 year old child) and Elementary Level I (6 – 9 year old child). The course provides the student in the MAT with Montessori specialization Early Childhood concentration the philosophy and rationale of the Early Childhood (2.5 through 6 years of age) as they relate to the Montessori sensorial materials. *Prerequisite: Meet the DBU Graduate School admissions requirements.*

EDUC 5363 (3-3-0) Montessori Early Childhood Mathematics and Philosophy

The MAT with Montessori specialization is designed for students who are seeking a Master of Arts in Teaching with Montessori specialization concentrations Early Childhood (2.5 – 6 year old child) and Elementary Level I (6 – 9 year old child). This course familiarizes the student in the MAT with Montessori specialization Early Childhood concentration with the Montessori philosophy/theory and content area of mathematics, its philosophy and rationale. *Prerequisite: Meet the DBU Graduate School admissions requirements.*

EDUC 5364 (3-3-0) Montessori Early Childhood Language Arts and Philosophy

The MAT with Montessori specialization is designed for students who are seeking a Master of Arts in Teaching with Montessori specialization concentrations Early Childhood (2.5 – 6 year old child) and Elementary Level I (6 – 9 year old child). This course provides students in the MAT with Montessori specialization Early Childhood concentration the philosophy and rationale of the Early Childhood (2.5 through 6 years of age) Montessori language arts and presents the lessons as they relate to the Montessori language arts materials. *Prerequisite: Meet the DBU Graduate School admissions requirements.*

EDUC 5365 (3-3-0) Montessori Cultures and Philosophy

The MAT with Montessori specialization is designed for students who are seeking a Master of Arts in Teaching with Montessori specialization concentrations Early Childhood (2.5 – 6 year old child) and Elementary Level I (6 – 9 year old child). This course provides the MAT with Montessori specialization Early Childhood concentration student the philosophy and rationale of the Early Childhood (2.5 through 6 years of age) Montessori cultural and presents the lessons as they relate to the Montessori cultural materials. *Prerequisite: Meet the DBU Graduate School admissions requirements.*

EDUC 5366 (3-3-0) Montessori Early Childhood Content Areas and Philosophy

The MAT with Montessori specialization is designed for students who are seeking a Master of Arts in Teaching with Montessori specialization concentrations Early Childhood (2.5 – 6 year old child) and Elementary Level I (6–9 year old child). This course provides the MAT with Montessori specialization Early Childhood concentration student the philosophy and rationale of the Early Childhood (2.5 through 6 years of age) and presents the lessons as they relate to the Montessori Early Childhood content areas and philosophy. Visual arts, music, movement can be used to enhance all other areas of the curriculum. A good understanding of the perceptual-motor development of the young child is essential to an Early Childhood teacher. Fall. *Prerequisites: Meet the DBU Graduate School admissions requirements, EDUC 5361, 5362, 5363, 5364, and 5365.*

EDUC 5367 (3-3-0) Montessori Testing Young Children

The MAT with Montessori specialization is designed for students who are seeking a Master of Arts in Teaching with Montessori specialization concentrations Early Childhood (2.5 – 6 years old child) and Elementary Level I (6 – 9 years old child). The course provides students in the MAT with Montessori specialization Early Childhood concentration the philosophy and rationale of the Early Childhood (2½ through 6 years of age) will be presented and practiced. Students will be taught how to read and understand the professional evaluations of young children. Summer. *Prerequisites: DBU graduate school requirements and approval of Shelton Montessori Teacher Education Center.*

EDUC 5368 (3-3-0) Montessori Child Development

This course provides students in the MAT with Montessori specialization Early Childhood concentration the philosophy and rationale of the Early Childhood (2 ½ through 6 years of age) Montessori child development and presents the lessons as they relate to the Montessori child development materials. *Prerequisite: Meet the DBU Graduate School admissions requirements.*

EDUC 5369 (3-3-0) Montessori Early Childhood Classroom Leadership

The MAT with Montessori specialization is designed for students who are seeking a Master of Arts in Teaching with Montessori specialization concentrations Early Childhood (2.5 – 6 year old child) and Elementary Level I (6–9 year old child). This course provides the MAT with Montessori specialization Early Childhood concentration student the philosophy and rationale of the Early Childhood (2.5 through 6 years of age) Montessori early childhood classroom leadership. Classroom organization, discipline, recordkeeping, state and local regulations, teacher/student/parent relationships, curriculum design, student observations, and action research will be the focus of the course. Fall. *Prerequisites: Meet the DBU Graduate School admissions requirements, EDUC 5361, 5362, 5363, and 5364.*

EDUC 5370 (3-3-0) Montessori Elementary Mathematics I and Philosophy

The MAT with Montessori specialization is designed for students who are seeking a Master of Arts in Teaching with Montessori specialization concentrations Early Childhood (2.5 – 6 year old child) and Elementary Level I (6 – 9 year old child). The course provides for the student in MAT with Montessori specialization Elementary Level I (ages 6-9 years old) Montessori mathematics and presents the lessons as they relate to the Montessori mathematics materials. *Prerequisite: Meet the DBU Graduate School admissions requirements.*

EDUC 5371 (3-3-0) Montessori Elementary Level I Mathematics II and Philosophy

The MAT with Montessori specialization is designed for students who are seeking a Master of Arts in Teaching with Montessori specialization concentrations Early Childhood (2.5 – 6 year old child) and Elementary Level I (6 – 9 year old child). The course provides the student in the MAT with Montessori specialization Elementary I concentration the second half of the philosophy and rationale of the Elementary I (ages 6 years of age) Montessori mathematics and presents the lessons as they relate to the Montessori mathematics materials. *Prerequisite: Meet the DBU Graduate School admissions requirements.*

EDUC 5372 (3-3-0) Montessori Elementary Language Arts I and Philosophy

This course provides students in the MAT with Montessori specialization Elementary I concentration the philosophy and rationale of the Elementary I Montessori Language Arts I and Philosophy and presents the lessons as they relate to the Montessori language arts and philosophy materials. *Prerequisite: Meet the DBU Graduate School admissions requirements.*

EDUC 5373 (3-3-0) Montessori Elementary Language Arts II and Philosophy

This course provides students in the MAT with Montessori specialization Elementary I concentration the philosophy and rationale of the Elementary I Montessori Language Arts II and Philosophy and presents the lessons as they relate to the Montessori language arts and philosophy materials. *Prerequisite: Meet the DBU Graduate School admissions requirements.*

EDUC 5374 (3-3-0) Montessori Elementary Biological Sciences and Philosophy

This course provides students in the MAT with Montessori specialization Elementary I concentration the philosophy and rationale of the Elementary I Montessori Biological Sciences and Philosophy and presents the lessons as they relate to the Montessori biological sciences and philosophy materials. *Prerequisite: Meet the DBU Graduate School admissions requirements.*

EDUC 5375 (3-3-0) Montessori Geometry, Fractions, and Philosophy

The MAT with Montessori specialization is designed for students who are seeking a Master of Arts in Teaching with Montessori specialization concentrations Early Childhood (2.5 – 6 year old child) and Elementary Level I (6–9 year old child). This course provides students in the MAT with Montessori specialization Elementary I concentration the philosophy and rationale of the Elementary I Montessori geometry, fractions, and philosophy and presents the lessons as they relate to the Montessori geometry, fractions, and philosophy materials. Plane and solid geometry will be introduced and all areas of geometry and fractions will include application to the real world through a variety of projects and activities. Fall. *Prerequisites: Meet the DBU Graduate School admissions requirements, EDUC 5370 and 5371.*

EDUC 5376 (3-3-0) Montessori History, Geography, and Philosophy

The MAT with Montessori specialization is designed for students who are seeking a Master of Arts in Teaching with Montessori specialization concentrations Early Childhood (2.5 – 6 year old child) and Elementary Level I (6 – 9 year old child). The course provides students in the MAT with Montessori specialization Elementary I concentration the philosophy and rationale of the Elementary I Montessori content areas and philosophy and presents the lessons as they relate to the Montessori elementary history, geography, and philosophy. The elementary student is social and community is important to them at this developmental level. The courses will focus on actively relating these subjects to the community of the child. Spring. *Prerequisites: DBU Graduate School requirements and approval of Shelton Montessori Teacher Education Center.*

EDUC 5377 (3-3-0) Montessori Functional Geography and Philosophy

The MAT with Montessori specialization is designed for students who are seeking a Master of Arts in Teaching with Montessori specialization concentrations Early Childhood (2.5 - 6 year old child) and Elementary Level I (6-9 year old child). The course provides students in the MAT with Montessori specialization Elementary I concentration the philosophy and rationale and presents the lessons as they relate to the Montessori functional geography and philosophy. This course focuses on concepts relating to the universe, the solar system and the earth. Summer. *DBU Graduate School requirements and approval of Shelton Montessori Teacher Education Center.*

EDUC 5378 (3-3-0) Montessori Elementary Content Areas and Philosophy

The MAT with Montessori specialization is designed for students who are seeking a Master of Arts in Teaching with Montessori specialization concentrations Early Childhood (2.5 – 6 year old child) and Elementary Level I (6–9 year old child). This course provides students in the MAT with Montessori specialization Elementary I concentration the philosophy and rationale of the Elementary I Montessori content areas and philosophy and presents the lessons as they relate to the Montessori elementary content areas and philosophy materials. The relationship of the visual arts, music, movement, and scientific experimentation can be used to enhance all other areas of the curriculum. Understanding the development of the Elementary child is essential when planning lessons and activities. Fall. *Prerequisites: Meet the DBU Graduate School admissions requirements, EDUC 5370, 5371, 5372, 5373, and 5374.*

EDUC 5379 (3-3-0) Montessori Elementary Classroom Management, Research, and Curriculum Design

The MAT with Montessori specialization is designed for students who are seeking a Master of Arts in Teaching with Montessori specialization concentrations Elementary Level I (6 – 9 year old child). The course provides students in the MAT with Montessori specialization Elementary I concentration the philosophy and rationale for management of the Elementary I Montessori classroom as it relates to the design of the room and materials, management of all aspects of the classroom, classroom discipline, record keeping, active research, child development specific to the 6 – 9 year old child, and curriculum design and implementation. Summer. *Prerequisites: DBU Graduate School requirements and approval of Shelton Montessori Teacher Education Center.*

Education – Multisensory

EDUC 5348 (3-3-0) Teaching Written Language Skills in a Multisensory Structured Language Therapy with Adolescents (SARA)

This course trains participants in the use of a multisensory structured language program designed for adolescent students with specific language disabilities, dyslexia, and related disorders. This course is required for students seeking Shelton certification in the Shelton Adolescent Reading Approach (SARA) Teaching Level. *Prerequisites: Meet the DBU Graduate School admissions' requirements.*

EDUC 5349 (3-3-0) Therapeutic Analysis of Written Disorders for Adolescents

This course trains participants in the therapeutic analysis of written language disorders and the use of multisensory structured language for adolescent students with the specific language disabilities, dyslexia and related disorders. The course will be included in the academic specialization course selection of the MAT Multisensory degree. *Prerequisites: Meet the DBU Graduate School admissions' requirements. Participants must have completed EDUC 5348 Teaching Written Language Skills in a Multisensory Structured Language Therapy with Adolescents and the certification practicum.*

EDUC 5350 (3-3-0) Written Language Skills Intervention for Students with Dyslexia

This course introduces participants to a variety of concepts related to the identification of a student with specific language disabilities and concepts related to teaching those students. In addition, the course trains students in the use of multisensory structured language program for students with the specific language disabilities, dyslexia, and related disorder. *Prerequisites: Meet the DBU Graduate School admissions' requirements.*

EDUC 5351 (3-3-0) Therapeutic Implementation of Written Language Skills Intervention for Students with Dyslexia

The primary objective is to prepare students to implement therapeutically a variety of concepts related to the identification of a student with specific language disabilities and concepts related to teaching those students. The course expands the training in the use of a multisensory structured language program for students with the specific language disabilities, dyslexia, and related disorders. *Prerequisites: Meet the DBU Graduate School admissions' requirements.*

EDUC 5352 (3-3-0) Theory to Practice

The course prepares participants to implement therapeutically a variety of concepts related to the identification of a student with specific language disabilities and concepts related to teaching those students. The course expands the training in the use of multisensory structured language program for students with the specific language disabilities dyslexia and related disorders. Fall. *Prerequisites: Meet DBU Graduate Admission requirements, and student must have completed one of the following: EDUC 5340, EDUC 5345, EDUC 5348, or EDUC 5350.*

EDUC 6340 (3-3-0) Practicum I

The course evaluates the student's implementation of the Multisensory Structured Language approach through demonstration lessons and writing of student progress reports. *Prerequisites: Meet the DBU Graduate School admissions' requirements. Participants must have completed EDUC 5340 Teaching Written Language Skills in a Multisensory Structured Language Therapy or EDUC 5348 Teaching Written Language Skills in a Multisensory Language Therapy (MSL) with Adolescents.*

EDUC 6341 (3-3-0) Practicum II

The course evaluates the student's implementation of the Multisensory Structured Language approach through demonstration lessons and writing of student progress reports. *Prerequisites: Meet the DBU Graduate School admissions' requirements. Participants must have completed EDUC 5341 Therapeutic Analysis of Written Language Disorders (SARA) or EDUC 5396 Therapeutic Analysis of Written Language (SALA).*

Education – Reading

READ 5010 (0-0-0) Master Reading Teacher Seminar

This required course is designed to help students prepare for the Texas Master Reading Teacher (MRT) examination. The course will focus on content and sample questions from state authorized preparation manuals distributed by the Educational Testing Service (ETS). Information will also be gleaned from the Master Reading Teacher state publications and other appropriate sources. Students must score a minimum of 85% on the DBU MRT practice test in order to pass the course and be authorized by the College of Education to take the MRT examination. Periodically. *Prerequisites: READ 6301, READ 6330, READ 6335. The candidate may be approved to take the seminar while taking the last course of the certificate program.*

READ 5011 (0-0-0) Reading Specialist Seminar

This required course is designed to help students prepare for the Texas Examination of Educator Standards (TExES). The course will focus on content and sample questions from state authorized preparation manuals distributed by the Educational Testing Service (ETS). Information will also be gleaned from the Reading Specialists state publication appropriate sources. Students must score a minimum of 85% on the DBU TExES practice test in order to pass the course and be authorized by the College of Education to take the TExES examination. Periodically. *Prerequisites: READ 5331 or ESLS 5306; READ 5332 (S-L) or READ 5334; READ 6301, READ 6330, READ 6335; and one course from the following: READ 5333 (S-L), ECHE 6373, ENGL 5302, READ 5301. The candidate may be approved to take the seminar while completing the last semester of coursework.*

READ 5301 (3-3-0) Analysis and Instruction in Teaching Composition

The course focuses on learning to evaluate student compositions using state criteria and using the assessments to structure effective instruction. Periodically.

READ 5312 (3-3-0) Reading Specialist Practicum (S-L)

This practicum is designed to provide field experiences as a Reading Specialist in K-12 school settings. The intern is assigned to an appropriate site supervisor 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 the Reading Specialist domains of instruction and assessment of the components of literacy with appropriate resources and procedures, meeting the needs of individual students, and professional knowledge and leadership in this field. Specific activities and assignments ensure that the intern obtains practical experience toward developing these proficiencies, determined collaboratively by the student, the university professor, and the site supervisor. The practicum application must be submitted one semester prior to the semester of enrollment. Fall, Spring. *This course contains a field-based service-learning component. Prerequisites: READ 6330, READ 6301, READ 6334, READ 5332 (S-L) OR READ 5334, READ 5331 OR ESLS 5306.*

READ 5321 (3-3-0) Linguistics for Reading and ESL (EDBE 5321/ESLS 5321)

This course explores the linguistic basis for teaching reading and ESL (English as a second language). Students will consider the implications of the basic concepts from phonology, orthography, morphology, and syntax for teaching reading and for teaching English language learners. Spring.

READ 5331 (3-3-0) Reading in the Content Area (READ 4331)

The major goal of the course is identifying and gaining an understanding about strategies and skills required to read successfully in various content areas. *This 5000-level course is cross-listed with a 4000-level course and includes specific graduate course requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course.* Fall, Spring.

READ 5332 (3-3-0) Diagnosing and Correcting Reading Difficulties with Clinical Experience (S-L) (READ 4332; SPED 4332/5332)

An intensive study of specific techniques for diagnosing problem areas in reading and of remediation techniques for supplementing classroom activities. As students learn new techniques, they will practice using those techniques in tutoring sessions with public school students who are struggling with reading. *This course contains a field-based service-learning component. This 5000-level course is cross-listed with a 4000-level course and includes specific graduate course requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course.* Fall, Spring. *Prerequisite: Requires instructor approval.*

READ 5333 (3-3-0) Reading: Clinical Experiences in Correcting Reading Difficulties (S-L) (READ 4333; SPED 4333/5333)

Directed experience in diagnosing and correcting reading problems of the individual child through field experience. *This course contains a field-based service-learning component. This 5000-level course is cross-listed with a 4000-level course and includes specific graduate course requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course.* Fall, Spring. *Prerequisite: Requires instructor approval.*

READ 5334 (3-3-0) Studies in the Diagnosis and Clinical Correction of Reading Issues (READ 4334)

An intensive study of the scientific-based diagnostic and prescriptive techniques, utilizing best practices to identify specific strategies for enhancing the acquisition of reading skills. Directed field experience in diagnosing and correcting targeted reading issues will be required. *This 5000-level course is cross-listed with a 4000-level course and includes specific graduate course requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course.* Fall, Spring, Online. *Prerequisite: READ 6331 and READ 6332, Pathways to Teaching and MAT only.*

READ 5335 (3-3-0) Pedagogy of Reading I (Phonics) (READ 4335)

This course is designed to instruct teacher candidates in phonics, its essential tie to learning how to read, the elements of phonics, how to use phonics to teach reading, and its relationship to fluency, comprehension, and vocabulary. *This 5000-level course is cross-listed with a 4000-level course and includes specific graduate course requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course.* Fall and Spring.

READ 5336 (3-3-0) Pedagogy of Reading II (Comprehension) (READ 4336)

This course is designed to instruct teacher candidates in the teaching of reading comprehension. *This 5000-level course is cross-listed with a 4000-level course and includes specific graduate course requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course.* Fall, Spring.

**READ 5337 (3-3-0) Pedagogy of Reading III (Literature & Visual Representation)
(READ 4337)**

This course will survey children's and young people's literature as well as visual representations of reading material in various media. The teacher candidate will be required to read and create a database of literature for his/her level of certification. *This 5000-level course is cross-listed with a 4000-level course and includes specific graduate course requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course.* Fall, Spring, Summer.

**READ 5338 (3-3-0) Pedagogy of Language Arts
(READ 4338)**

In this course the teacher candidate will learn strategies for teaching the grammatical and structural elements of Language Arts as well as the writing elements. In addition, the teacher candidate will learn how to assess writing assignments in alignment with state standards and state assessments. *This 5000-level course is cross-listed with a 4000-level course and includes specific graduate course requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course.* Fall, Spring, Summer.

READ 6301 (3-3-0) Specialized Reading Assessment and Instruction

This course has a field-based component and is designed to upgrade teacher's skills in using formal and informal reading assessment to plan and deliver instruction to meet individual student needs including second language learners and those with reading disabilities. Fall, Summer Online. *Prerequisite: READ 6330 or recent experience in the teaching of reading.*

READ 6330 (3-3-0) Foundations of Reading

This course addresses the major components of reading programs from pre-kindergarten through grade 12 by investigating oral language, phonology, and phonemic awareness, the alphabetic principle, word analysis, fluency, vocabulary, comprehension, and written language. The purpose of the course is to furnish educators with up-to date, research-based knowledge and strategies commensurate with state requirements for students and teachers. Fall, Spring, Online.

READ 6331 (3-3-0) Studies in Reading and Literature

This course is a survey of the development and corrective instructional strategies utilized in reading programs K-12. Children's literature and related strategies for motivating reading are examined and demonstrated. The course builds an awareness of suitable materials for teaching and motivating students to read. Observation in a local school is required. Pathways to Teaching and M.Ed. Curriculum and Instruction students only. Summer. *Prerequisite: Director's Approval.*

READ 6332 (3-3-0) Pedagogy of Reading and Language Arts

Special attention is given to developing and refining the skills needed to provide reading instruction. The course focuses on teacher success in explaining and demonstrating critical elements of teaching reading. The relationship of listening, speaking and writing to reading is studied. A developmental approach is emphasized. Observation in a school ethnically different from the student is required. Pathways to Teaching students only. Summer. *Prerequisite: Director's Approval.*

READ 6335 (3-3-0) Curriculum and Instruction in Reading

An examination of the state's reading and language arts curriculum K-12, and the study of practice of research validated methods of delivering professional development in ways that assist teachers to accomplish instructional changes smoothly and effectively. Spring, Summer, Online. *Prerequisite: READ 6330 or recent experience in the teaching of reading.*

Education – School Counseling

EDSC 5310 (3-3-0) Introduction to School Counseling

An in-depth introduction to comprehensive developmental counseling and guidance programs in schools. The emphasis is on a learner-centered process that includes planning, implementing, evaluating, and modifying a comprehensive school counseling and guidance program. Introduction to personal work in terms of philosophy, principles, services, and standards of professionalism. Standards of conduct, ethical codes and the law will be reviewed. Professional organization guidelines, standards of preparation and role identity will be examined. Fall, Spring, Summer, Periodically. Online.

EDSC 5311 (3-3-0) Developmental Psychology

A study in developmental psychology which focuses on physical, cognitive, social, emotional, and personality development from conception to death within the context of basic theories of development. Fall, Spring, Online.

EDSC 6010 (3-3-0) Defense of Degree

Because of Dallas Baptist University's quest for meaningful assessment of graduate candidates, a defense of degree is required in all College of Education Graduate Programs. The defense of degree is a capstone collection of signature assessments and artifacts with reflections that demonstrate a candidate's personal growth, development, and acquisition of knowledge, skills, and dispositions.

Degree seeking students in the College of Education will be expected to present their Defense of Degree to the Educator Preparation Board for assessment as evidence of program success during their final semester. Candidates are to follow the Defense of Degree guidelines provided by the College of Education. Fall, Spring, Summer.

**EDSC 6308 (3-3-0) The School and Multicultural Society
(EDUC 6308)**

An examination of the distinctive purposes and functions of education in the social order. Historical and contemporary issues related to multicultural, disabled, and other special populations are emphasized and their significance for education is identified. Fall, Spring Online, May Mini-Term, August Mini-Term.

EDSC 6310 (3-3-0) Pre-Practicum for School Counseling

A comprehensive study of the foundation of counseling in schools with an emphasis on perspective, content, organizational framework, and resources. Students will demonstrate counseling and communication skills through a variety of simulations. Fall, Spring. *Prerequisite: EDSC 5310, COUN 5312 and 12 additional hours in the School Counseling Program. Open only to student in the Master of Education in School Counseling Program.*

EDSC 6312 (3-3-0) Appraisal in Counseling and Development

Focuses on the principles of appraisal to facilitate student progress. This course covers the organization, planning, management, and evaluation of comprehensive school testing programs. Fall, Spring, Summer.

EDSC 6313 (3-3-0) Curriculum and Administration for School Guidance and Counseling Programs

A global study of the nature, formation, and implementation of campus-wide and district-wide comprehensive developmental guidance programs. This course will include a comprehensive study of developmental counseling and guidance programs in schools with an emphasis on perspective, content, and organizational framework. The course covers a study of the Texas model for program and curriculum development for grades EC through 12 and to the national model for school counseling programs. The student will develop skills in the implementation of campus-wide and district-wide comprehensive developmental guidance programs.

EDSC 6316 Practicum I for School Counseling (S-L)

Practical, on-the-job, supervised and evaluated field experiences that provide the foundation for internship experiences. Candidates develop conceptual and professional skills related to their practice at a field site. Candidates 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. This course contains a field-based service-learning component. Fall, Spring. *Prerequisite: EDSC 6310. Open only to candidates in the Master of Education in School Counseling Program.*

EDSC 6318 (3-3-0) Practicum II for School Counseling (S-L)

An extensive supervised experience at a field site comprising the final component of the comprehensive preparation program for a career in school counseling. It is designed to bring together all of the experiences, skills, and knowledge gained through the coursework and experiences of the program. Candidates will be expected to attend practicum seminars and complete all requirements designed to prepare them for the school counseling profession as outlined in the Practicum II Manual. Practicum II is the culmination of the Master of Education in School Counseling degree program and should be taken during the last semester of candidate's program. *This course contains a field-based service-learning component.* Fall, Spring. *Prerequisite: EDSC 6316 (S-L). Open only to students in the Master of Education in School Counseling Program.*

EDSC 6380 (3-3-0) Career Development and Lifestyle Counseling for School Counselors

A study of theories of vocational choice, educational planning and career development. Explore the role of career development and career planning in comprehensive guidance programs and illustrate how all the essential services of a school counseling program are combined to assist students with their development and learning. Periodically, Online.

Education – Science

**GSCI 5320 (3-3-0) Pedagogy of Science
(GSCI 4320)**

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. *This 5000-level course is cross-listed with a 4000-level course and includes specific graduate course requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course.* Spring.

Education – Social Studies

**SOST 5340 (3-3-0) Pedagogy of Social Studies
(SOST 4340)**

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. *This 5000-level course is cross-listed with a 4000-level course and includes specific graduate course requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course.* Fall, Spring, Summer.

Education – Special Education

SPED 5310 (3-3-0) Introduction to Exceptional Learners (SPED 4310; EDUC 5310)

Learning styles and effective teaching strategies for exceptional learners using the application of research on identification, assessment, teaching, and technology of the full range of exceptional learners including handicapped and gifted-and-talented learners. *This 5000-level course is cross-listed with a 4000-level course and includes specific graduate course requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course.* Fall, Spring, Summer, Online.

SPED 5320 (3-3-0) Teaching the Underachiever (SPED 4320; EDUC 5320)

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. *This 5000-level course is cross-listed with a 4000-level course and includes specific graduate course requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course.* Fall, Summer, Online.

SPED 5330 (3-3-0) Pedagogy of Special Education (SPED 4330; EDUC 5330)

This course examines the identification, assessment, and instruction of students with special needs. Emphasis will be placed on the presentation of special education roles, placement alternatives, legal implications, current status and trends in special education. An analysis of the categories of exceptionality, characteristics, and terminology will also be presented. *This 5000-level course is cross-listed with a 4000-level course and includes specific graduate course requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course.* Spring, Summer, Online. *Prerequisite: EDUC/SPED 5310 Introduction to Exceptional Learners.*

SPED 5332 (3-3-0) Diagnosing and Correcting Reading Difficulties with Clinical Experience (READ 4332/5332; SPED 4332)

An intensive study of specific techniques for diagnosing problem areas in reading and of remediation techniques for supplementing classroom activities. *This 5000-level course is cross-listed with a 4000-level course and includes specific graduate course requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course.* Fall, Spring. *Prerequisite: Requires instructor approval.*

SPED 5333 (3-3-0) Clinical Experiences in Correcting Reading Difficulties (S-L) (SPED 4333; READ 5333)

Directed experience in diagnosing and correcting reading problems of the individual child through field experience. *This course contains a field-based service-learning component. This 5000-level course is cross-listed with a 4000-level course and includes specific graduate course requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course.* Fall, Spring. *Prerequisite: Requires instructor approval.*

SPED 5350 (3-3-0) Classroom and Behavioral Management Strategies

This course addresses current research and practices that work effectively with students who have behavioral challenges. Emphasis will be placed upon providing an environment that sets the tone for positive non-confrontational interactions between teacher and students, and students to students. Proactive planning, clear boundaries, and student choice will lay the groundwork for student success. Spring. *Prerequisite: Meet DBU Graduate School admissions requirements.*

SPED 6010 (0-12-0) Defense of Degree

Because of Dallas Baptist University's quest for meaningful assessment of graduate candidates, a defense of degree is required in all College of Education Graduate Programs. The defense of degree is a capstone collection of signature assessments and artifacts with reflections that demonstrate a candidate's personal growth, development, and acquisition of knowledge, skills, and dispositions.

Degree seeking students in the College of Education will be expected to present their Defense of Degree to the Educator Preparation Board for assessment as evidence of program success during their final semester. Candidates are to follow the Defense of Degree guidelines provided by the College of Education. Fall, Spring, Summer. *Prerequisite: Student is in last semester of M.Ed. in Special Education Program.*

SPED 6350 (3-3-0) Individual Diagnostic Assessment Practicum (S-L)

This course will focus on opportunities for learners to use the principles of appraisal with students who are either in special programs or suspected of needing special programs. In the diagnostician's practicum, emphasis is placed on participation in the full individual evaluation process for identifying problems, developing interventions, and participating in school based teams. *This course contains a field-based service-learning component.* Periodically. *Prerequisites: SPED 5310, 5320, 5330, and READ 5334.*

SPED 6360 (3-3-0) Supervision of Special Education Instruction

This course provides a study of philosophical foundations, principles, and practices of effective special education supervision in public schools. Attention is given to the supervisory methods used to improve specialized instruction at all grade levels. Periodically. *Permission required of M.Ed. Special Education Director.*

Education – Technology

TECH 5320 (3-3-0) Technology for Today's Learner (EDUC 4320)

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. *This 5000-level course is cross-listed with a 4000-level course and includes specific graduate course requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course.* Fall, Spring, Summer.

English

ENGL 5302 (3-3-0) Introduction to Linguistics (ENGL 4301; COMA 4302; MALA 5342)

An introduction to the core linguistic areas of morphology, phonology, pragmatics, semantics, syntax, and related topics – with an emphasis on syntax and its application in stylistic analysis. *This 5000-level course is cross-listed with a 4000-level course and includes specific graduate course requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course.* Fall, Spring.

ENGL 5303 (3-3-0) Modern Drama

Significant development in modern British, American, and European drama, naturalism, neoclassicism, romanticism, symbolism, expressionism, and existentialism; reading of representative plays from Ibsen to the present. Fall, even-numbered years.

ENGL 5340 (3-3-0) Studies in Global Literature (ENGL 4317)

A study of literature that has emerged outside the western tradition, allowing for an examination of the rich diversity that comes from literature from other cultures around the globe. The majority of texts will be from non-western regions. Students may repeat the course for credit when content changes. *This 5000-level course is cross-listed with a 4000-level course and includes specific graduate course requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course.* Spring.

ENGL 5341 (3-3-0) C. S. Lewis (ENGL 4314)

An introduction to C. S. Lewis' works concerning the following subjects: myth, allegory, nature, the afterlife, miracles, prayer, pain, ethics, education, the arts, Sehnsucht, the numinous, style, literary criticism, etc. Introduction to the most significant works of Lewis' circle: the Inklings. *This 5000-level course is cross-listed with a 4000-level course and includes specific graduate course requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course.* Spring.

ENGL 5344 (3-3-0) Studies in Fiction (ENGL 4309)

May concentrate upon a specific era or specific genre of novels or short stories. May be repeated for credit when the content changes. *This 5000-level course is cross-listed with a 4000-level course and includes specific graduate course requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course.* Spring, even-number of years.

ENGL 5346 (3-3-0) Special Topics in English (ENGL 4316)

Concentrates on specialized areas of literature. May be repeated for credit when content changes. *This 5000-level course is cross-listed with a 4000-level course and includes specific graduate course requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course.* Periodically.

ENGL 5347 (3-3-0) Studies in Drama (ENGL 4303)

May concentrate upon a specific era or specific genre of drama. May be repeated for credit when the content changes. *This 5000-level course is cross-listed with a 4000-level course and includes specific graduate course requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course.* Fall, even-numbered years.

ENGL 5348 (3-3-0) Studies in Poetry (ENGL 4311)

May concentrate upon a specific era or genre of poetry. May be repeated for credit when content changes. *This 5000-level course is cross-listed with a 4000-level course and includes specific graduate course requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course.* Spring, odd-numbered years.

**ENGL 5349 (3-3-0) Shakespeare
(ENGL 4312)**

A study of representative histories, comedies, and tragedies by Shakespeare with attention to the sources and background of his plays, to the Elizabethan scene, and to the significance of his works. Emphasis is placed upon research in critical and background resources, culminating in writing based on this research. *This 5000-level course is cross-listed with a 4000-level course and includes specific graduate course requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course.* Fall, even-numbered years.

English as a Second Language

EDUC 6012 (0-0-0) Defense of Degree

Because of Dallas Baptist University's quest for meaningful assessment of graduate candidates, a defense of degree is required in all College of Education Graduate Programs. The defense of degree is a capstone collection of signature assessments and artifacts with reflections that demonstrate a candidate's personal growth, development, and acquisition of knowledge, skills, and dispositions.

Degree seeking students in the College of Education will be expected to present their Defense of Degree to the Educator Preparation Board for assessment as evidence of program success during their final semester. Candidates are to follow the Defense of Degree guidelines provided by the College of Education. Fall, Spring, Summer.

ESLS 5301 (3-3-0) Second Language Acquisition

Students will learn the principles and processes of first and second language acquisition in conjunction with language development and environment. In addition, the interrelatedness of L1 and L2 and the transfer/relation of the four communication skills (reading, writing, speaking, and listening) will be mastered. Literacy precepts and the foundations of ESL and program types will be applied in the implementation of an effective multicultural learning environment. Winter, Summer (Online).

**ESLS 5304 (3-3-0) Methods in Teaching ESL
(ESLS 4304)**

Students will explore the primary approaches and methods for teaching ESL as well as social and cultural factors that influence ESL students' learning. Students will develop teaching strategies for promoting ESL students' reading, writing, listening, and speaking skills as well as facilitating comprehension and critical thinking in content areas. Emphasis will be placed especially on a communicative approach. Students will analyze, select, and modify materials to facilitate learning in ESL students with diverse characteristics and needs. Students will consider published materials and campus, Internet, and community resources that can enhance instruction. *This 5000-level course is cross-listed with a 4000-level course and includes specific graduate course requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course.* Fall, Spring, Online.

ESLS 5306 (3-3-0) Content Area Language Proficiency Skills

Students will learn effective practices, resources, and materials for providing content-based ESL instruction, engaging students in critical thinking, and fostering ESL students' communication and technological skills. Students will understand the inter-relatedness of listening, speaking, reading, and writing and use this knowledge, as well as individual differences and personal factors, to select and use effective strategies to enhance ESL students' literacy development. Fall, Spring, Online.

ESLS 5308 (3-3-0) Multicultural and Multilingual Learning Environments

The purpose of this course is to provide an opportunity for the student to grow in knowledge, experience and skill in developing and maintaining effective multicultural and multilingual learning environments. Historical, theoretical and policy foundations of ESL will be examined as a basis for effective and necessary classroom instructional and management practices. Research studies will be examined and discussed as they relate to successful multicultural and multilingual environments. Student characteristics, family involvement and community resources will be examined as important factors in the learning environment. Students will be required to design an "effective" learning environment for multicultural/multilingual children. Fall, Spring, Online.

ESLS 5310 (3-3-0) Administration of ESL Programs

A study of the nature, development, implementation, maintenance and promotion of comprehensive English as a Second Language programs. All aspects of the ESL program are studied including classroom management and teaching strategies and the development of English language and reading comprehension skills, design, development and interpretation of formal and informal assessment techniques, standardized testing; historical, theoretical, and policy foundations, research findings, funding and budgeting. Summer (even-numbered years).

ESLS 5312 (3-3-0) Practicum for State Certification (S-L)

Practical, on-the-job, supervised and evaluated field experiences that provide the foundation for success in teaching English as a second language (ESL) in K-12 school settings. Students develop conceptual and professional skills through their experiences at a field site. This course provides an additional review of the State Domains, Competencies and Standards for the ESL Supplemental Certificate. Students learn the procedures for evaluating programs in the areas of learner-centered curriculum, learner-centered planning, learner-centered services, and learner-centered system support. *This course contains a field-based service-learning component.* Spring, Fall.

ESLS 5314 (3-3-0) Practicum in ESL/EFL Settings (S-L)

Practical, on-the-job, supervised and evaluated field experiences that provide the foundation for success in teaching English as a second language (ESL) and English as a foreign language (EFL). Students develop conceptual and professional skills through their experiences at a field site. Students learn the procedures for evaluating programs in the areas of learner-centered curriculum, learner-centered planning, learner-centered services, and learner-centered system support. *This course contains a field-based service-learning component.* Fall, Spring, Summer.

ESLS 5320 (3-3-0) Assessing English Language Learners (EDBE 5320)

Students will develop the knowledge and skills needed to assess English language learners in ways that are valid, reliable, and fair. Students will learn about and apply the use of formal and information assessment tools and techniques that inform instruction. Fall.

ESLS 5321 (3-3-0) Linguistics for Reading and ESL (EDBE 5321/READ 5321)

This course explores the linguistic basis for teaching reading and ESL (English as a second language). Students will consider the implications of the basic concepts from phonology, orthography, morphology, and syntax for teaching reading and for teaching English language learners. Spring.

Entrepreneurship

ENTR 6301 (3-3-0) New Business Creation

This course focuses on three components: leadership, the acquisition of investment capital, and new business opportunities. The subject matter is organized around the following themes: understanding entrepreneurs and the character, personal skills, and behavior traits necessary for successful entrepreneurial activities; gathering resources to turn opportunities into real businesses; and evaluating opportunities for new ventures. Students will bring these concepts together by the end of the semester with the development of an operations manual and business plan. The course will provide a practicum for developing or enhancing negotiation, goal setting, time management, delegation, conflict resolution, and motivation skills. Periodically.

ENTR 6303 (3-3-0) Marketing and New Product Development for Entrepreneurs

This course focuses on the process of creating and marketing new products for entrepreneurial ventures. Topics discussed include the new product development process, prototyping, market assessment, new product strategies, and other related areas taken from the perspective of the entrepreneur. Students will bring these concepts together by the end of the semester with the development of a strategic marketing plan. Periodically.

ENTR 6304 (3-3-0) Strategy and Management of Growing Businesses

The course concentrates on managing growing companies in an increasing level of maturity, while maintaining the entrepreneurial spirit that brought the company to its current growth position. Among the issues discussed are, measuring economic performance and obtaining information for effective decision-making, the quality process as a basis for competitive effectiveness, control systems for innovative companies, and short- and long-range planning in owner-managed enterprises. The student will be required to establish a mentoring relationship with an approved entrepreneur in order to apply concepts mastered in previous courses. This is a practicum course that provides students the opportunities to assist established entrepreneurs with problems related to market research, financial management, managerial and strategic issues, planning expansion, and/or new product development. Periodically. *Prerequisite: ENTR 6301, and ENTR 6303. Must be taken as the last course in the concentration.*

ENTR 6306 (3-3-0) International Entrepreneurship

This course provides students with an understanding of the complexities faced by entrepreneurs doing business in a global environment. Once the domain of only large, experienced multinational corporations, international business is now of interest to new and young firms, guided by entrepreneurs with a global vision. The course lays a theoretical foundation on which the practical application of international entrepreneurship is then built. Fall, Spring, Summer.

Family Ministry

MAFM 6310 (3-3-0) Family Ministry Practicum (S-L) (MACE 6310)

This course is designed to give each student one semester of supervised practicum related to the student's vocational goal. Students will be paired with a full-time proven 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 relations. *This course contains a field-based service-learning component.* Online, Periodically.

MAFM 6311 (3-3-0) Family Issues in Ministry to Adults (S-L)

This course will explore life stages, roles, systems, and processes of the adult formation. Students will comprehend ways the church may take proactive and therapeutic action to assist leaders in this stage. This course will assist students in understanding adult life and provide ways for them to plan proactive and therapeutic ministry strategies for use with congregations. *This course contains a field-based service-learning component.* Online, Periodically.

MAFM 6312 (3-3-30) Research: Faith Formation in the Family (S-L)

This course will seek to equip students with skills in qualitative research that will endeavor to further knowledge in the area of faith and family formation, and will encourage serious analysis, synthesis, and evaluation of developing patterns and trends in ministry to families. Students will design research questions, literature review, and research instruments in order to carry out limited study. After obtaining the proper approval and training, students will interview families, transcribe the interviews, and utilize qualitative software to discover patterns and trends. The culmination of the course will be a research synthesis of the appropriate literature, interviews, and findings. Online, Periodically. *This course contains a field-based service-learning component. Prerequisite: Approval of the program director and in the last semester of study.*

MAFM 6316 (3-3-0) Faith Formation in the Life Stages

A study will be made of the developmental process and faith formation 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 family ministry and related vocations. Online, Periodically.

MAFM 6353 (3-3-0) Ministry to Families (MACH 6353)

This course will survey what the church can do to minister to the family as a unit, not just as the individual parts of preschoolers, children, parents, or guardians. In this course students will explore biblical foundations of family ministry and will have the opportunity to learn skills related to understanding the social and cultural contexts of families and give them a foundation for designing and carrying out ministry with and through the family. Students will synthesize definition, principles, and best practices of family ministry considering the biblical mandates of scripture, mission of the church, and in light of the current trends in family ministry including and not limited to *Family-Integrated Ministry*, *Family-Based Ministry*, and *Family-Equipping Ministry* models. Online, Periodically.

Finance

FINA 51.521 (1-1-0) Foundations of Finance

This course presents an overview of fundamental concepts in finance. Topics include introduction to financial markets: institutions and instruments, determination of interest rates, financial statement analysis, risk and return relationship and CAPM, time value of money, bond and stock valuation, and other related topics. Equivalent to FINA 3301 Corporate Financial Management. Fall, Spring, Summer, Online. *Prerequisite: ACCT 5311 or undergraduate equivalent.*

FINA 6301 (3-3-0) Corporate Finance

This course examines the theory and practice of corporate financial decision making to maximize the firm's value. The major topics include capital budgeting, risk-return relationship and capital market theory, market efficiency, capital structure, dividend policy, long-term financing and working capital management. Selected cases will be analyzed in conjunction with these topics. Fall, Spring, Summer, Online. *Prerequisite: ACCT 5311, FINA 51.521 or undergraduate equivalent.*

FINA 6302 (3-3-0) Capital Markets and Institutions

This course explores the connection between financial markets and the economy, and the effects of the Federal Reserve's monetary and regulatory policies. Topics covered include the determination of interest rates, the interrelationships between the Federal Reserve Bank, the Treasury, and other financial institutions, including insurance companies, international banking, investment banking, commercial banking, and other related topics. Fall, Online. *Prerequisite: FINA 6301.*

FINA 6321 (3-3-0) International Finance

This course examines the financial management of multinational corporations and the rapidly changing international financial markets. The survey of global financial markets includes the study of international monetary systems, foreign exchange rates, foreign exchange markets, currency futures, options and swaps, and Eurocurrency and Eurobond markets. The course also covers some of the international financial management issues such as multinational risk management. Fall, Spring, Online. *Prerequisite: FINA 6301.*

FINA 6331 (3-3-0) Investments

This course covers the analysis and valuation of equity and fixed-income securities and their markets. It also deals with the structure and operations of the markets in which these securities are traded. Topics discussed include the modern portfolio theory, the capital asset pricing model (CAPM), the arbitrage pricing theory (APT), different investment tools and their markets, mutual funds, market efficiency and anomalies, bond valuation and duration, stock valuation models, and other related issues. Spring, Online. *Prerequisite: FINA 6301*

FINA 6332 (3-3-0) Futures and Options

This course covers derivative securities such as forward, futures, options and swaps and their markets. Topics include the determination of forward and futures prices, financial futures and commodity futures, swaps, Black-Scholes option pricing, binomial option pricing, index options, currency options, interest options, options on futures, hedging and risk management techniques, application of option pricing in corporate financial management, and other issues related to derivative securities. Periodically, Online. *Prerequisite: FINA 6301*

FINA 6351 (3-3-0) Advanced Managerial Finance

This course is an in-depth analysis of financial management issues faced by financial managers. It covers advanced topics in capital budgeting, the use of option pricing in corporate financial management, working capital management, different types of short-term financing, lease financing, and other hybrid security financing, the use of derivative securities in corporate risk management, financial planning and control, and other related topics. Periodically. *Prerequisite: FINA 6301*

Global Leadership

MAGL 5315 (3-3-0) Leadership Practicum (S-L)

The course consists of supervised experience in a challenging work environment under the guidance of mentoring relationships provided by a proficient veteran in the field and an academic advisor. Students improve leadership skills in field experience that stretches and tests their abilities. Students learn to identify and utilize personal strengths effectively and to manage weaknesses in real life settings. *This course contains a field-based service-learning component.* Online.

**MAGL 5316 (3-3-0) Global Leadership Practicum (S-L)
(INCS 4316)**

The course places students in a challenging cross-cultural situation where it is necessary to show ability in managing different customs, norms, and expectations produced by inter-cultural encounter. Special attention will be given to developing effective strategies for enhancing understanding among people of vastly different cultural backgrounds. *This 5000-level course is cross-listed with a 4000-level course and includes specific graduate course requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course. This course contains a field-based service-learning component.* Periodically.

MAGL 5321 (3-3-0) Sharing Gospel Faith

In this course students learn skills in personal evangelism by sharing testimony of a personal experience with Jesus Christ as Savior and by communicating the essentials of the Christian gospel. Strategies for how to engage people in gospel conversation and how to promote dialogue about faith issues are considered. Programs for teaching others how to share faith, and principles for interacting with persons with a different cultural background or worldview are reviewed. The class also analyzes and compares methods for evangelism in small groups, church-based evangelism, and mass evangelism. Fall.

**MAGL 5330 (3-3-0) Introduction to Missiology
(INCS 4330)**

An introductory study of the theory and practice of Christian missions, analyzing how the gospel is best communicated in specific cross-cultural situations. The course challenges students to consider how they can share Christian faith with those who have no prior access to the gospel. The course content includes biblical foundations for missions, theology of missions, history of missions, dynamics of cross-cultural adaptation and communication, encountering world religions, discovering more effective missions strategies, and contemporary issues in missions practice. *This 5000-level course is cross-listed with a 4000-level course and includes specific graduate course requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course.* Fall, Online.

**MAGL 5331 (3-3-0) Cross-Cultural Living and Ministry
(INCS 4331)**

The course provides orientation to people who will work in international or ethnically diverse settings where personal adaptation to a different language and culture is required. The course focuses on acquiring insights and skills for cultural adaptation, language acquisition, and contextualization of lifestyle, communication practices, and gospel witness. Students are involved in cross-cultural exercise to learn how to relate positively to those of other cultures and worldviews. *This 5000-level course is cross-listed with a 4000-level course and includes specific graduate course requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course.* Fall, Online.

**MAGL 5332 (3-3-0) Strategies for Missionary Work
(INCS 4332)**

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 (UPGs); 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. *This 5000-level course is cross-listed with a 4000-level course and includes specific graduate course requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course.* Periodically.

**MAGL 5333 (3-3-0) Local Church on Mission
(INCS 4333)**

The class will provide practical steps in developing a missional church devoted to sharing the gospel in positive terms within its own community, in its region, nation, and world. Leadership tools will be provided for church workers to lead their church to have a local and a global agenda. The course will examine best practices of churches who are engaging the unbelieving world. *This 5000-level course is cross-listed with a 4000-level course and includes specific graduate course requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course.* Fall.

**MAGL 5334 (3-3-0) Chronological Bible Storying
(INCS 4334)**

The course helps students learn to communicate more effectively to non-literate oral learners by using stories and narratives to communicate an essential Christian message. Students will understand that most of the world's population does not learn by literate, but by oral methods, so that our communication style must reflect their preferred manner of learning. Worldview issues determine the precise choices of key Bible stories so that the Christian message can engage their cultural understandings at deep levels. *This 5000-level course is cross-listed with a 4000-level course and includes specific graduate course requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course.* Spring.

**MAGL 5335 (3-3-0) Biographies of Outstanding Missionaries
(INCS 4335)**

The course consists of reading biographies of inspiring examples of Christian living and ministry from the history of missions. Students will read biographies from the early church, from medieval missions, from the modern missionary movement, and from recent missionary leaders. These personal models for kingdom work are instructive in learning personal habits that can achieve greatness in servant leadership and provide case studies by which missiological principles and strategies may be deduced. This class relates intimately to the DBU mission of integrating faith and learning, since the class considers how good examples of lives lived to honor God have contributed significantly to human good and have achieved significance in very different settings all around the world. *This 5000-level course is cross-listed with a 4000-level course and includes specific graduate course requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course.* Spring.

**MAGL 5336 (3-3-0) Current Trends in Missions
(INCS 4336)**

The course considers important contemporary developments in global Christian missions. A review of approaches, strategies, methods, and problems will lead to suggestions about best practice and relevant applications in concrete settings. *This 5000-level course is cross-listed with a 4000-level course and includes specific graduate course requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course.* Periodically.

**MAGL 5340 (3-3-0) Integrating Faith and Cultures
(INCS 4340)**

The purpose of the course is to analyze how Christian faith intersects with cultures—whether one's own or other cultures. Biblical, missiological, and cross-cultural principles are applied to provide perspectives, guidelines, and methods for ministry in the global marketplace. The course seeks to combine global professional expertise with strategies for inter-cultural communication of the Christian message. *This 5000-level course is cross-listed with a 4000-level course and includes specific graduate course requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course.* Fall.

**MAGL 5341 (3-3-0) Perspectives on the World Christian Movement
(INCS 4341)**

The course reviews recent and best thinking on the advance of world evangelization by reviewing the biblical basis for missions, the history of worldwide expansion of Christianity, cultural adaptation and competencies required for work among remote peoples, and missionary strategies. Students read from an anthology of top missiological thinking by evangelicals prepared by the US Center for World Mission. Students learn where missions has taken Christianity today and where global evangelization efforts should be going. *This 5000-level course is cross-listed with a 4000-level course and includes specific graduate course requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course.* Fall.

**MAGL 5342 (3-3-0) Ethnography, Cultures and Worldviews
(CHST 4342, INCS 4342)**

The course introduces students to applied ethnography, where they will learn the essentials of how to conduct interviews with persons from a different cultural identity to ascertain customs, values, and worldview understandings. Students learn to "read" a culture and to understand its way of viewing reality. Principles from social sciences such as sociology, anthropology, and demographics enrich the methodology used to analyze how people from a different cultural background think, feel, act, and relate to one another. *This 5000-level course is cross-listed with a 4000-level course and includes specific graduate course requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course.* Spring, Online.

**MAGL 5343 (3-3-0) Understanding Islam
(INCS 4343)**

The course is an introductory examination of Islamic faith and practice, designed for those with little previous understanding of Islamic culture and its doctrinal beliefs. Students will learn to describe the principle features of Islamic religious beliefs and to identify differences between sects and groups within Islam. They will analyze Islamic influence upon Middle Eastern culture and consider how this fast growing religion will influence the shape of global geo-politics in the future. *This 5000-level course is cross-listed with a 4000-level course and includes specific graduate course requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course.* Spring, Online.

MAGL 5344 (3-3-0) Strategies for Urban Ministries

The course provides tools to engage the urban setting around the globe as metropolis, inner city, and suburban area. Students learn skills for civic and personal transformation that grow out of Christian ministry and witness. Biblical models for addressing the needs of urban dwellers and sociological analysis of the changing urban panorama provide the background for examining creative strategies and consideration of effective models where churches make a difference in the city. Periodically.

**MAGL 5351 (3-3-0) History and Culture of East Asia
(HIST 4351, MALA 5331)**

This course explores the historical background of China, Japan, and Korea; analyzing the East Asian culture and the current dynamics of social issues in these three countries. *This 5000-level course is cross-listed with a 4000-level course and includes specific graduate course requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course.* Fall, Spring, Online.

**MAGL 5352 (3-3-0) History of East Asian Philosophy and Religion
(HIST 4352, PHIL 4352, RELI 4352, MALA 5332)**

This course explores the history of East Asian philosophy, religious beliefs, and practices from the area's prehistory to the present. *This 5000-level course is cross-listed with a 4000-level course and includes specific graduate course requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course.* Spring.

**MAGL 5353 (3-3-0) Fine Arts in East Asia
(ART 4353, MUSI 4353, MALA 5333)**

An overview of the visual and performing arts of East Asia. Field trips to museums and cultural events will be required. *This 5000-level course is cross-listed with a 4000-level course and includes specific graduate course requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course.* Spring, Online.

**MAGL 5354 (3-3-0) Literature of East Asia
(ENGL 4354, MALA 5334)**

This course explores selected masterpieces of China, Japan, and Korea from the earliest periods through the nineteenth century. *This 5000-level course is cross-listed with a 4000-level course and includes specific graduate course requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course.* Fall, Online.

**MAGL 5355 (3-3-0) Leadership in East Asia
(MANA 4355)**

A comprehensive introduction to and survey of the principles of leadership in East Asian culture will be covered. This course examines the topic of leadership issues in East Asia and how the leadership style has been developed in the East Asian societies. Students will study the historical and cultural backgrounds of leadership in China, Japan, and Korea and examine how the cultural values influence the methods of leadership. Emphasis is placed on the comparative study of leadership philosophies and practices between East Asian culture and American culture. Students will become familiar with past and current leaders in East Asia, and study development of leadership skills in a cross-cultural environment to enable them to become effective business and organizational leaders in East Asian culture. *This 5000-level course is cross-listed with a 4000-level course and includes specific graduate course requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course.* Periodically.

**MAGL 5356 (3-3-0) Business and Finance in East Asia
(FINA 4356)**

This course examines the topic of successful business in East Asian countries. Students will study the historical and cultural backgrounds of each country and examine how these backgrounds impact current business practices. Emphasis is placed on the analysis of financial issues in China, Japan, and South Korea. Students will survey the economic development of these countries focusing on the development of financial markets. The course also examines the current financial issues these countries are dealing with. *This 5000-level course is cross-listed with a 4000-level course and includes specific graduate course requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course.* Spring, Online.

**MAGL 5357 (3-3-0) Understanding East Asian Civilization and Culture
(HIST 4357, SOCI 4357, MALA 5306)**

For students involved in cultural immersion, this course provides an exploration of basic components of local culture and the heritage of civilization of a designated host country in East Asia, including an appreciation for history, religion, festivals, customs, family life, business practices, institutions, arts, etc. *This 5000-level course is cross-listed with a 4000-level course and includes specific graduate course requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course.* Fall.

**MAGL 5358 (3-3-0) Essentials of East Asian Language
(CHIN 4358, MALA 5309)**

For students involved in East Asian language immersion, this course provides introductory knowledge of essential survival phrases, vocabulary and grammar to communicate at a basic level for living necessities and simple conversations as cultural learners. *This 5000-level course is cross-listed with a 4000-level course and includes specific graduate course requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course.* Fall.

**MAGL 5359 (3-3-0) Travel Study in East Asia
(HIST 4359, SOCI 4359, MALA 5364)**

Discover the vibrant culture, history, and society of East Asia, with a particular travel focus on one East Asian country. This travel study course introduces students to important cities, major historical sites, and different cultural regions. In addition, this inter-cultural experience provides service-learning opportunities in the East Asian culture where students will engage in activities beneficial to the society visited and report on what they learned from their service. Students will develop an elementary understanding of a host country's history and culture, and experience local customs first-hand. Travel abroad and inter-cultural exercises teach students to manage different customs, norms, and expectations produced by inter-cultural encounter. Engaging in inter-cultural experiences during travel enriches students' understanding and exploration of historical heritage, and social realities in East Asia. *This 5000-level course is cross-listed with a 4000-level course and includes specific graduate course requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course.* Fall.

MAGL 6322 (3-3-0) Transformational Church Life

The course examines examples of healthy and vibrant spiritual life in growing churches, where members experience personal transformation, healthy community, and minister to their broader community in transformational ministry strategies. The class analyzes the kind of discipleship, personal lifestyle for members and relational realities that best promote transformation, growth, and church planting. Principles for church growth are analyzed in the light of a missional approach that measures influence of the church in its broader witness to the community and its capacity to reproduce new members and congregations, as well as internal measurements of the well-being of its members. Spring.

MAGL 6323 (3-3-0) Small Group Disciple-Making

Small group ministries allow gospel seekers and new believers to understand the Christian gospel and to learn how to live a kingdom lifestyle as disciples. The range of small group ministry models—from a traditional Sunday School approach to a cell group network or house church—will be analyzed and compared. Students are challenged to learn dynamics of healthy small group communication, to learn how to reach out to lost people, to assist new believers in becoming mature disciples, to lead Bible study, to promote community, and to develop leaders who can contribute to Christian ministry in the small group context. Fall.

MAGL 6324 (3-3-0) Church Multiplication Methods

Churches can grow faster and reach more people by starting new churches and groups. The course reviews strategies for church growth, for saturation church planting, for missionary or kingdom expansion, and for prompting church planting movement to achieve rapid multiplication of churches. The course examines methods and models for promoting growth through reproducing leaders, creating new ministries, and incorporating new people. The course specifically looks at successful examples of how churches can reproduce themselves by planting new churches. Spring.

MAGL 6325 (3-3-0) Starting New Churches

The foundational challenges for church planters are always spiritual and relational, yet starting new churches, especially in the USA, requires demographic research into the local community, vision casting, careful planning and goal which leads up to a launch date, and defines incremental steps for the early stage of development of the church. This course reviews the planning process, teaches skills set for essential tasks such as raising financial support, enlisting a core group, team building with leaders, doing promotion in the local community, and managing the launch date for a new church. Periodically.

MAGL 6345 (3-3-0) Business as Mission (S-L)

Business as Mission looks at creative proposals for doing global business in ways that also advance a humanitarian and Christian kingdom agenda while promoting missionary strategy. This course examines the Business as Mission (BAM) movement from historical, biblical, philosophical, and practical perspectives. Students will learn to formulate strategic business plans that integrate with strategic ministry goals, even while maintaining performance standards in both domains. This course contains a field-based service-learning component. Periodically.

Graduate School of Ministry

GSOM 5301 (3-3-0) Graduate Writing and Research

This course will provide practical application of graduate level research and writing skills through presentations, interviews, and ministry related visits. Students will have opportunity to strengthen basic skills in order to succeed in graduate work. Areas of focus will include graduate level writing, research skills, case analysis, and interpersonal communication. Fall, Spring.

GSOM 6310 (3-3-0) Ministry Mentorship (S-L)

This course provides supervised practical experience related to student vocational goals. Students receive mentoring guidance for hands-on ministry from a proficient veteran in the field. Students learn foundational ministry skills and improve leadership skills in field experience that tests their abilities in real life settings. Course assignments integrate ministry theory and practice, incorporating a service-learning perspective. *This course contains a field-based service-learning component.* Fall, Spring, Summer.

**GSOM 6380 (3-3-0) Unlimited Partnerships: Practicum (S-L)
(MACE 6310, MAGL 5316, THEO 6393, MAWL 6380)**

This course is designed to give each student supervised ministry experience related to the student's vocational goal. The ministry is intentionally designed from the service-learning perspective. Each student will be employed by a local church through the Unlimited Partnerships Program and work with the local pastor for guidance and for hands-on experience. Students will observe and carry out assignments or projects under the supervision of the pastor. The student will meet online and in the classroom with the professor, Unlimited Partnership representatives, and other class members for reporting, reflection, and discussion related to the ministry practicum experiences. Application for this course must be made through the professor's office. *This course contains a field-based service-learning component.* Fall, Winter. *Prerequisite(s): As described and required in related degree program.*

Health Care Management

HCMG 6310 (3-3-0) Strategic Health Care Planning, Marketing, and Policy

This course examines strategic health care planning and marketing processes used by health care managers. Health care policies related to selected health care issues are analyzed within the fast-changing nature of the health care industry. Emphasis is given to the social, economic, political, and health implications of planning, marketing, and health policy for consumers, health care providers, and the general community. Fall, Online. *Prerequisite: MANA 51.521 and MRKT 51.521.*

HCMG 6320 (3-3-0) Managed Health Care

In-depth analysis of the various managed care delivery models. Emphasis is given to the managed care continuum. Topics include: types of managed care organizations, provider payment plans, utilization control, underwriting and rate setting, management and marketing aspects, and legal and health care policy issues. Fall, Online. *Prerequisite: MANA 51.521.*

HCMG 6330 (3-3-0) Long-Term Care Administration

Long-term care administration includes a study of the comprehensive needs essential to the care of the aging population, including housing, health care, nutrition, education, and social well-being. The course focuses on the management of skilled nursing, intermediate care, and long-term-care facilities; the management of day care, residential care, community-based programs, and home health services. Spring, Online. *Prerequisite: HCMG 6310, HCMG 6320.*

HCMG 6380 (3-3-0) Health Services Management Capstone Initiative

The health services management capstone initiative explores executive leadership, corporate communications, management of a culturally-diverse environment, visioning, and strategic thinking. An in-depth case analysis, complete with specific management plans for the product/service is submitted at the end of the practicum. The student selects a clinical rotation of interest, such as administration, clinical practice, or education/consultation. Spring, Online. *Prerequisite: Minimum six hours of HCMG 6000-level courses.*

Higher Education

HIED 5300 (3-3-0) College and University Administration

An overview of the various types of institutions of higher education and their organization and roles on a national scope; their principal administrative functions, including faculty personnel, business management, public relations, and the liaisons of student personnel with other administrative functions. Fall, Online.

HIED 5380 (3-3-0) Readings in Higher Education

Guided individual study in consultation with a higher education faculty member; study designed to provide the student with a more in-depth analysis in a specific area of interest or expertise. Fall, Winter, Spring, Summer. *Prerequisite: 6 hours of HIED courses.*

HIED 5381 (3-3-0) Readings in Higher Education

Guided individual study in consultation with a higher education faculty member; study designed to provide the student with a more in-depth analysis in a specific area of interest or expertise. Fall, Winter, Spring, Summer. *Prerequisite: 6 hours of HIED courses.*

HIED 5390 (3-3-0) Special Topics in Higher Education

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

HIED 6310 (3-3-0) Legal Aspects and Finance in Higher Education

An analysis of case law on issues of access, student rights, employment, church and state, private sector, liability, academic freedom, and civil rights. Additionally, this course examines revenue, fund-raising and development, types of expenditures, tuition and financial aid policies, budgeting and accounting practices. Summer, Online.

HIED 6320/21 (3-3-0) Practicum in Higher Education (S-L)

Practical application of learning and skills developed during course work by serving in a particular higher education department/office. One practicum experience required for the M.Ed. in Higher Education degree (Administration Track). *This course contains a field-based service-learning component.* Fall, Spring, Summer. *Prerequisites: A minimum of six hours of completed HIED courses, excluding HIED 5380, is required as well as approval of M.Ed. in Higher Education Program Director.*

HIED 6330 (3-3-0) Research Methods in Higher Education

Examination of quantitative, qualitative, historical, and other research designs and methods to enhance the evaluation of higher education research and to prepare students for studies in research design. Fall, Online.

HIED 6340 (3-3-0) History and Philosophy of Higher Education

An examination of the development of American higher education against the background of influential social, political, economic, and intellectual issues. Spring, Online.

HIED 6345 (3-3-0) Ethics and Leadership Theory: Servant Leadership

A study of the principles and practices of servant leadership as it relates to both the individual and the administration of the institution of higher education. Servant leadership will be examined in relation to other leadership theories in the context of the Christian value system. Spring, Online.

HIED 6360 (3-3-0) Adult Higher Education

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

HIED 6361 (3-3-0) Teaching, Learning, and Student Development

A study of teaching and learning/development theories related to higher education. Teaching methods, lesson design, and learner-faculty relations are introduced. Summer, Online.

HIED 6362 (3-3-0) Curriculum/Program Planning

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

HIED 6364 (3-3-0) Campus Community Design and Development

A study of the insights, understandings, and practices of developing effective learning communities at colleges and universities. Fall.

HIED 6366 (3-3-0) History and Philosophy of Community Colleges

This course emphasizes the history, philosophy, and contemporary nature of community colleges in terms of organization and administration, students, faculty, curriculum and instruction, finance, governance and trends. Fall.

HIED 6367 (3-3-0) Finance and Administration in Community Colleges

This course is an introduction to the body of research regarding finance and administration issues and practices in community, junior, and technical colleges in the United States. Implications of the literature will be considered for policy and practice at all levels of the community college. Spring.

HIED 6368 (3-3-0) Contemporary Issues and Challenges in Community Colleges

This course is an introduction to the body of research of contemporary issues in community, junior, and technical colleges in the United States. Implications of the literature will be considered for policy and practice at all levels of the community college. Spring.

HIED 6369 (3-3-0) Teaching and Learning in Community Colleges

A study of issues that affect teaching and learning in community, junior, and technical colleges in the United States. The course provides basic tools to plan a course, develop syllabus, promote learning among diversity of students, and implement classroom assessment techniques. Summer.

HIED 6370 (3-3-0) The College Student

Today's college student can be defined as diverse. Each element of this demographic may present a unique challenge for higher education faculty and administrators. This course provides a survey of the key components of student development, cognitive and intellectual growth, changing attitudes, values and moral development of the college student. Periodically.

HIED 6371 (3-3-0) Introduction to Student Affairs Work

An overview of basic functions and professional issues in student affairs work. Pertinent concepts of administration and student development are introduced. The functions of and relationships between various student services departments are discussed. Periodically.

HIED 6372 (3-3-0) Principles of Co-Curricular Learning

Co-curricular learning is a holistic process that integrates academic pursuits and student development in one cohesive and intertwined unit. The course explores the basic concepts and practices of a transformational education model that moves from simple information transfer to a more reflective cognitive, affective, behavioral, and spiritual development. Fall.

HIED 6373 (3-3-0) Methods for the Higher Education Administrator

A study of education administration focusing on practical techniques regarding organizational skills, relationship building, time management, and evaluation techniques related to education administration, particularly at Christian colleges and universities. Spring, Online.

HIED 6374 (3-3-0) Academic Affairs in Higher Education

This course studies the functions of administrators of academic programs in institutions of higher education. Emphasis is given to philosophy, administrative issues, and curriculum development in academic programs. Periodically.

HIED 6375 (3-3-0) Issues and Problems in Higher Education Administration

An in-depth analysis of contemporary issues and problems specific to managing institutions of higher education. Periodically.

HIED 6377 (3-3-0) Organizational Theory and Higher Education

Application of social science theory and research to post-secondary education organizations and administration; use of research in administrative practice. Periodically.

International Studies

MAIS 5303 (3-3-0) Christian Perspectives on Global Religions and Worldviews (S-L)

This course examines beliefs and practices of religious traditions and worldviews around the globe and their effect on culture, geopolitics, and business. Through careful examination and analysis, students compare and contrast major religions and worldviews from a Christian perspective, and how the practice of these global beliefs impacts today's world. This course contains a field-based service-learning component. Spring.

MAIS 5310 (3-3-0) Short-Term International Immersion Experience

This course is designed as a minimum four-week immersion venture in a foreign country which allows the student to gain first-hand knowledge and experience of that country's civilization and culture alongside exposure to foreign language acquisition, global business strategies, governmental practices, international ministry programs, or non-government organizations. This course allows students to gain valuable hands-on experience from an international organization through an internship supervised by a mentor in a leadership position. Summer.

Kinesiology

KNES 5010 (0-0-0) EC-12 Physical Education Seminar (KNES 4010)

This required course is designed to help students prepare for the Texas Examinations of Educator Standards (TExES) for Physical Education EC-12. The course will focus on content and sample questions from state authorized preparations manuals. Information will also be provided from other state developed resources including Texas Essential Knowledge and Skills (TEKS) Physical Education EC-12. Students must score a minimum of 85% on the TExES practice test at the end of the course in order for the College of Education to allow the student to receive a bar code for the state examination. *This 5000-level course is cross-listed with a 4000-level course and includes specific graduate course requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course.* Fall, Spring, Summer.

KNES 5301 (3-3-0) Exercise Physiology

The course is to provide a focused and applied approach in exercise physiology and sport/fitness training, conditioning, and sport medicine. The course will provide an in-depth review of the scientific and physiological components of a training program. The primary focus will be on training factors and how various conditions and situations affect exercise performance. Fall, Spring, Online.

KNES 5302 (3-3-0) Organization and Administration of Kinesiology and Sport

Specific problems and new developments in the administration of sport and physical education programs, including business procedures, equipment, facilities, conduct of athletic events, school law and liability, staff and public relations. Spring, Winter, Online.

KNES 5303 (3-3-0)**Mechanical Analysis of Motor Skills**

This course will provide a focused and applied approach to the mechanical analysis of motor skills. The primary focus will be concentrated on the terminology and applied principles of biomechanics related to sport techniques and training principles. This course will also provide an in-depth study of the physical body in motion. Fall, Spring, Online.

KNES 5304 (3-3-0) Sport Nutrition

This course will present the essential components of nutrition as they specifically relate to improvements in human performance, especially as it involves the influence of exercise and sport. Students will become adept in assessing body composition using an assortment of scientific instruments. The course will familiarize students with the concept of energy balance and dietary analysis as it relates to developing appropriate body compositions. Fall, Spring, Online.

KNES 5311 (3-3-0) Concepts of Personal Training

This course is designed to allow students to become a Certified Personal Trainer through the Cooper Institute for Aerobics Research. Students will conduct fitness assessments and create effective exercise prescriptions to allow clients to attain the health benefits of physical activity. Students will also learn how to support and motivate clients in choosing healthy physical activity behaviors. The student must also register for and successfully complete the Cooper Institute's Personal Trainer Education course. Fall, Spring, Winter, Summer.

KNES 5321 (3-3-0) Internship

This course provides students with a practical experience in a kinesiology/sport related area of the student's choosing in a school, college or university, business or industry. Specific assignment is based on student need and interest. The course requires a report with reflections, assignments, and responsibilities as well as an immediate supervisor's evaluation. Fall, Spring, Summer. *Prerequisite: Instructor's approval.*

KNES 5332 (3-3-0) Sport Facility and Event Management

This course is structured to equip sport managers with skills necessary to be prepared for event planning, staffing, scheduling, facility maintenance schedules, and the organization of sport programs. Summer.

KNES 6010 (0-0-0) Defense of Degree

Because of Dallas Baptist University's quest for meaningful assessment of graduate candidates, a defense of degree is required in all College of Education Graduate Programs. The defense of degree is a capstone collection of signature assessments and artifacts with reflections that demonstrate a candidate's personal growth, development, and acquisition of knowledge, skills, and dispositions.

Degree seeking students in the College of Education will be expected to present their Defense of Degree to the Educator Preparation Board for assessment as evidence of program success during their final semester. Candidates are to follow the Defense of Degree guidelines provided by the College of Education. Fall, Spring, Summer.

KNES 6020 (0-0-0) Culminating Experience

This course requires the student to synthesize and integrate knowledge acquired in their coursework and apply it in an experience that approximates an aspect they will encounter as a professional in the field of Kinesiology. The Culminating Experience will demonstrate the student's mastery of researching an approved topic and their proficiency in utilizing technology and oral presentation skills in delivering the topic to the Kinesiology Preparation Board. The student will also present to the board a self-evaluation of their strengths and improvement needs as well as their short term and long term career goals. The student will also demonstrate to the board that they have developed an understanding of service-learning and will reflect on how their experience enhanced their learning and fostered their civic responsibility. The student must register for KNES 6020 in the semester in which they wish to graduate. Fall, Spring, Summer.

KNES 6305 (3-3-0) Measurement, Evaluation, and Research in Kinesiology

A course designed to provide applicable knowledge of skills tests and written tests related to kinesiology, sport, and exercise training. The course will also focus on procedures for administering tests and techniques for analyzing data and evaluating results. Appropriate statistical measures and research methods will be included as well as related computer assisted technology. Fall, Spring, Summer, Online.

KNES 6306 (3-3-0) Theories in Coaching

This course is to discuss current trends and applied theories for the coach in today's society related to ethics, duties, training, motivation, organizational responsibilities, and public relations. A study of the historical and philosophical foundations of coaching as well as characteristics of the God-called coach will be included. Summer.

KNES 6307 (3-3-0) Fitness Management

This course will provide an in-depth discussion of the fundamental components of fitness. Students will concentrate on both the health related components (cardiovascular fitness, muscular strength, muscular endurance, body composition, and flexibility) and the skill-related components of fitness (agility, balance, coordination, power, reaction time and speed). Students will be made aware of various fitness certification programs and to the concepts of personal training. Students will also be introduced to facility design. Summer.

KNES 6308 (3-3-0) Sociology of Sport

This course will examine the multifaceted roles of sport and physical activity in American society from a critical perspective. Historical and contemporary sport issues related to social and cultural phenomenon, different cultures in sport, sport for special populations, religion and sport, politics and sport, deviance in sport, and the importance of lifetime sport and fitness will be emphasized to allow students to consider future developments in sport in American life. Fall, Spring.

KNES 6310 (3-3-0) Current Trends and Issues in Kinesiology/Sport (S-L)

This course involves analysis of selected current issues or problems related to kinesiology and sport. The course is designed around controversial and curiosity-arousing issues for discussion and analyzing. The emphasis is on kinesiology and sport-related actions as they influence and are influenced by social and cultural contexts. It is organized to facilitate the use of research, theory, and everyday experiences. *This course contains a field-based service-learning component.* Winter, Summer.

KNES 6326 (3-3-0) Psychology of Sport and Performance

Students will investigate psychological and social-psychological theories and current research pertaining to the study of sport and physical activity. Topics covered will include personality, anxiety, arousal, causal attribution, motivation, attention, self-confidence, and exercise psychology. Students will also develop an array of mental training techniques that have been used successfully by athletes and coaches to improve sport performance. How to use each technique as an athlete and teach it as a coach will be the primary objectives. This course takes an educational approach toward performance enhancement, not a clinical one. The mental training techniques include imagery, arousal regulation, somatic and cognitive stress management, concentration and attention control, positive self-talk, and goal setting. Fall, Spring, Online.

KNES 6330 (3-3-0) Legal and Ethical Issues in Sport (S-L)

This course is dually designed to assist students in self-evaluating and developing their moral and ethical reasoning skills and also to educate and prepare students to have a base knowledge of the legal situations they will face as they relate to the field of sport and risk management. Special consideration will be given to both the macro and micro ethical concepts of competition and fair play, doping and genetic enhancement in sport, gender and sexual equality and issues in the social ethics of sport. Contemporary case studies examining personal, social, and organizational examples of application of legal and ethical principles will be utilized. *This course contains a field-based service-learning component.* Fall, Summer.

KNES 6331 (3-3-0) Business of Sport

This course provides an examination of the business of professional, club, and college sports. Emphasis will be given to the areas where the features of the sports industry give rise to different challenges and opportunities than those found in other businesses. Topics include athletes and agents, sports marketing, broadcasting and media, stadiums and arenas and financial valuation and profitability. Spring.

KNES 6345 (3-3-0) Applied Pedagogy in Kinesiology

Students will examine current trends and issues in K-12 physical education curriculum development and will study instructional methods in physical education with developmentally appropriate teaching and management techniques for elementary, middle, and secondary physical education. The course content includes examples of program innovations, as well as current international, nation (e.g., national standards), and state (e.g., TEKS in Texas) curriculum initiatives. Fall, Spring.

Leadership

MAL 5308 (3-3-0) Great Leaders in History

This course is designed to provide students with an understanding of different types of leadership throughout history. Students will be challenged to not only learn about some of the most famous leaders in history, but also assess the strengths and weaknesses of each of those leaders in his/her respective context. A key component of the course will be to help students learn to more fully assess leadership in multiple arenas and synthesize their own conception of leadership. Fall, Spring, Summer, Online.

MAL 5309 (3-3-0) Revolutionary Power: Leadership in the Lives of the Founding Fathers (LED 4309)

This course offers an in-depth investigation on the topic of leadership and power specifically through an examination of the lives of our Founding Fathers. Students will become familiar with the historic and philosophical underpinnings of the leadership styles demonstrated through the lives of our Founding Fathers. Concepts of power will be explored and students will be challenged to gain insights from leaders that shaped the United States of America. The course is designed as an intensive travel experience in Washington, DC and surrounding key historic sites to be visited during the one-week course. *This 5000-level course is cross-listed with a 4000-level course and includes specific graduate course requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course.* Spring Break.

MAL 6301 (3-3-0) Christian Worldview of Leadership

This course is designed to provide students with a foundational understanding of the models of leadership presented in the Bible and how they should relate to the worldview of contemporary Christian leaders. Students will explore how Christian leadership has a unique focus that is distinctive from other secular models of leadership, and will analyze how Christians can apply the leadership principles of the Bible in their leadership contexts. This course is meant to provide students with a framework for looking at leadership from a distinctively Christian perspective. Fall, Spring, Summer, Online.

MAL 6302 (3-3-0) Vision-Casting and Leading Change

This course is designed to acquaint students with the dynamics of organizational change and the types of challenges that face leaders who attempt to cast a vision and subsequently institute change. Students will be challenged not only to assess and evaluate the factors that lead to positive vision-casting/change initiatives, but learn to develop the personal skills and mastery necessary to exercise leadership effectively in the midst of change. Fall, Online.

MAL 6303 (3-3-0) Leadership in Conflict and Adversity

Because leadership necessarily involves dealing with conflict and adversity, this course is designed to help students understand how to lead in the midst of conflict, learn and grow from adversity, and develop the skills and outlook necessary to become a highly resilient leader. Students will lead in the midst of conflict and/or overcome great adversity. Fall, Spring, Summer, Online.

MAL 6304 (3-3-0) Leadership Communication

This course is designed to help students understand the important role of communication in leadership. Students will gain an understanding of key communication theories that directly impact leadership, focusing on practical application. The course will cover interpersonal, organization, and intercultural communication, aiding students in understanding how to understand their audience in order to increase communication effectiveness. Special attention will be given to exploring the connection between biblical servant leadership and communication. Fall, Online.

MAL 6305 (3-3-0) Relational Leadership and Emotional Intelligence

The Relational Leadership and Emotional Intelligence course will provide students with a foundational knowledge of how relationships affect leadership. Students will study the core principles of emotional intelligence and learn to integrate these concepts into their relationships as leaders. Through assessing leadership from a relationship perspective, students will gain insights into how to interact more effectively in their business and personal relationships, as well as lead others to grow in their relational competence, as well. Fall, Spring, Summer, Online.

MAL 6307 (3-3-0) Mentored Leadership Internship (S-L)

This course is designed to allow students to have a practical learning experience by pairing the student with an appropriate mentor in a leadership position. The course will be designed to allow students to see leadership in practice and gain valuable insights about how the theoretical models of leadership play out in real-world scenarios. Students will be challenged to synthesize the theories taught in the program with practical leadership implications learned by studying the leadership of their own mentor. *This course contains a field-based service-learning component.* Online.

Liberal Arts

MALA 5300 (3-3-0) Western Heritage and Christianity

An overview of Western civilization and the influence of Christianity in economic, political, and social developments of Western civilization including the Ancient period, Greece, Rome, the Middle Ages, Renaissance, Reformation, Enlightenment, and the Modern periods. Fall, Spring, Online.

**MALA 5301 (3-3-0) Western Church History
(HIST 4303, RELI 4370)**

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. *This 5000-level course is cross-listed with a 4000-level course and includes specific graduate course requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course.* Fall, even-numbered years.

**MALA 5302 (3-3-0) History of Religion in America
(HIST 4304, RELI 4371)**

A study in the history of religion in America from its European background to the present. This study includes Christian thought, philosophy, literature, institutions, expansion, and secular backgrounds as they relate to the American experience. Special attention will be given to indigenous characteristics of American religion such as denominationalism, revivalism, sectarianism, and the social gospel. *This 5000-level course is cross-listed with a 4000-level course and includes specific graduate course requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course.* Spring, odd-numbered years, Online.

**MALA 5303 (3-3-0) Baptist History
(HIST 4320, RELI 4372)**

This course is a survey of Baptist history, including the origins of Baptists in England and America, key leaders, events, and movements in Baptist life in the seventeenth through twentieth centuries, and the work of Baptists in other parts of the world. The course will also place the history of the Baptists within the larger context of American and world Christianity. *This 5000-level course is cross-listed with a 4000-level course and includes specific graduate course requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course.* Fall, odd-numbered years.

**MALA 5304 (3-3-0) American Diplomatic History
(HIST 4308, POLS 4309)**

An in-depth study of the personalities, issues, and events that have shaped American foreign policy since 1898. This study includes such issues as U.S. Relations with Latin America, U.S. involvement in the world wars, American involvement in Asia, and the Cold War. *This 5000-level course is cross-listed with a 4000-level course and includes specific graduate course requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course.* Fall, odd-numbered years, Online.

**MALA 5305 (3-3-0) History of Texas
(HIST 4309)**

A study of Texas history from discovery to the present. Special emphasis will be placed on the geography of Texas and the cultural, economic, political, and social institutions contributed by Spain. *This 5000-level course is cross-listed with a 4000-level course and includes specific graduate course requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course.* Fall, Spring, Online.

**MALA 5306 (3-3-0) Understanding East Asian Civilization and Culture
(HIST 4357, SOCI 4357, MAGL 5357)**

For students involved in cultural immersion, this course provides an exploration of basic components of local culture and the heritage of civilization of a designated host country in East Asia, including an appreciation for history, religion, festivals, customs, family life, business practices, institutions, arts, etc. *This 5000-level course is cross-listed with a 4000-level course and includes specific graduate course requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course.* Fall.

**MALA 5308 (3-3-0) Medieval History
(HIST 4320)**

A study of Western Civilization from the collapse of the Roman Empire to A.D. 1500 with emphasis on social, cultural, political, and intellectual developments. *This 5000-level course is cross-listed with a 4000-level course and includes specific graduate course requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course.* Spring, odd-numbered years.

**MALA 5309 (3-3-0) Essentials of East Asian Language
(CHIN 4358, MAGL 5358)**

For students involved in East Asian language immersion, this course provides introductory knowledge of essential survival phrases, vocabulary and grammar to communicate at a basic level for living necessities and simple conversations as cultural learners. *This 5000-level course is cross-listed with a 4000-level course and includes specific graduate course requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course.* Fall.

**MALA 5311 (3-3-0) Political Communication
(COMA/POLS 4315)**

A study of new-style American political campaign tactics with an emphasis on how political consultants inform and persuade voters. *This 5000-level course is cross-listed with a 4000-level course and includes specific graduate course requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course.*

**MALA 5312 (3-3-0) The Twentieth Century
(HIST 4307)**

A study of America and the world since 1900 based on the developing intellectual, cultural, and diplomatic realities. Among the elements of study will be the shift from utopian idealism to totalitarianism to international collectivism and the presuppositions underlying them. Social and cultural features will be emphasized to illustrate this development. *This 5000-level course is cross-listed with a 4000-level course and includes specific graduate course requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course.* Spring, even-numbered years, Online.

**MALA 5313 (3-3-0) Religion and Politics in the United States
(POLS 4306)**

A study of the interaction of religion and politics in the United States. Historical developments and contemporary issues, including major U.S. Supreme Court decisions, will be examined. *This 5000-level course is cross-listed with a 4000-level course and includes specific graduate course requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course.* Fall, even-numbered years.

**MALA 5314 (3-3-0) International Relations
(POLS 4310)**

An overview of the power structures that govern international relations including international organizations and politics. *This 5000-level course is cross-listed with a 4000-level course and includes specific graduate course requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course.* Spring, odd-numbered years.

**MALA 5315 (3-3-0) Municipal Government and Urban Development
(POLS 4311, SOCI 4311)**

A study of the development of cities and their organization and government. It includes a discussion of the functions, problems, and nature of municipal politics. *This 5000-level course is cross-listed with a 4000-level course and includes specific graduate course requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course.* Fall, odd-numbered years. *Prerequisite: 6 hours in political science or instructor approval.*

**MALA 5316 (3-3-0) Study of Public Administration
(POLS 4312)**

A study of the theory and basic principles of public administrative organization. It includes a discussion of such issues as communication, personnel management, the budgetary process, and both the internal and external politics of public administration. *This 5000-level course is cross-listed with a 4000-level course and includes specific graduate course requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course.* Fall, even-numbered years. *Prerequisite: 6 hours in political science or instructor approval.*

**MALA 5317 (3-3-0) Comparative Government
(POLS 4302)**

The study and application of theories and concepts related to the scope of comparative politics and methods of comparing various aspects of political systems. The principles, structure, and operation of three selected contemporary governmental systems will be compared to each other and the government of the United States. Special attention will be paid to the impact of contrasting cultures, geography, and topography in the development of different governmental systems. *This 5000-level course is cross-listed with a 4000-level course and includes specific graduate course requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course.* Spring, even-numbered years. *Prerequisite: 6 hours in political science or instructor approval.*

**MALA 5318 (3-3-0) American Political Tradition
(POLS 4305)**

A study of American political ideas from colonial times to the present with special emphasis placed on the political thought of the nation's founders, the political party system, and contemporary ideological debates. *This 5000-level course is cross-listed with a 4000-level course and includes specific graduate course requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course.* Spring, odd-numbered years. *Prerequisite: 6 hours in political science or instructor approval.*

**MALA 5319 (3-3-0) Orientation to American Liberal Arts and Culture
(BUAD 5301, EDUC 5301)**

This course is designed for international students as an introduction/orientation to graduate education in the U.S. In addition to practical application through presentations and interviews dictated by the students' degree of choice, participants will strengthen basic skills in order to prepare for graduate work. Areas of focus will include graduate-level writing, research skills, case analysis, and interpersonal communication. *Prerequisite: Enrollment is limited to IEP or first year international students.*

**MALA 5320 (3-3-0) Technology in Communication
(COMA 4320)**

This course is designed to expose students to the technology currently available. Students will get hands-on experience on all current technologies and participate in class discussions based on advantages and disadvantages of each. Trends and futuristic applications of technology will also be discussed. It is important to note that there are no computer prerequisites for this course. *This 5000-level course is cross-listed with a 4000-level course and includes specific graduate course requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course.* Fall, Spring, Online.

**MALA 5321 (3-3-0) Readers Theater (S-L)
(COMA 4301)**

Groups will perform selections of prose, poetry or scripture. Literary analysis will precede the addition of voice and body cues to emphasize meanings. Major project is to adapt a selection for the group to perform. *This course contains a field-based service-learning component. This 5000-level course is cross-listed with a 4000-level course and includes specific graduate course requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course.* Fall, Spring.

**MALA 5322 (3-3-0) Communication Styles: A Key to Business Success
(COMA 4319, MANA 4319)**

An in-depth investigation of various communication, leadership, and personality styles and how they affect one's competency rating in the world of business. Students will be encouraged to discover how they interact with others as well as learn how their communication strengths and weaknesses affect interpersonal relationships in the workplace. Assessment will use varied personality inventories. *This 5000-level course is cross-listed with a 4000-level course and includes specific graduate course requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course.* Fall, Spring, Summer, Online.

**MALA 5324 (3-3-0) The Gospels
(RELI 4307)**

An intensive study of one or more of the gospels (Matthew-John). *This 5000-level course is cross-listed with a 4000-level course and includes specific graduate course requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course.* Periodically.

**MALA 5325 (3-3-0) Communication in the Digital Age
(COMA 4325)**

New and emerging communication technologies are drastically changing the nature of communication. This course will blend theory and practice to provide students with a communication-based perspective of current and future trends and issues associated with the digital age from a biblically-based perspective. At the same time, it will give the opportunity to sharpen critical thinking skills and further develop communication skills associated with the digital age. *This 5000-level course is cross-listed with a 4000-level course and includes specific graduate course requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course.* Fall, Online.

**MALA 5328 (3-3-0) Topics in Latin American History
(HIST 4315)**

A survey of Latin American history, economic, and political institutions. Topical offerings will include: Colonial period, Modern period, etc. May be repeated for credit as topics change. *This 5000-level course is cross-listed with a 4000-level course and includes specific graduate course requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course.* Periodically.

**MALA 5331 (3-3-0) History and Culture of East Asia
(HIST 4351, MAGL 5351)**

This course will explore the historical background of China, Japan, and Korea; and analyze the East Asian culture and the current dynamics of social issues in these three countries. *This 5000-level course is cross-listed with a 4000-level course and includes specific graduate course requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course.* Fall, Spring, Online.

**MALA 5332 (3-3-0) History of East Asian Philosophy and Religion
(HIST 4342, PHIL 4342, RELI 4342, MAGL 5352)**

This course will explore the history of East Asian philosophy, religious beliefs, and practices from the area's prehistory to the present. *This 5000-level course is cross-listed with a 4000-level course and includes specific graduate course requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course.* Spring.

**MALA 5333 (3-3-0) Fine Arts in East Asia
(ART 4353, MUSI 4353, MAGL 5353)**

An overview of the visual and performing arts of East Asia. Field trips to museums and cultural events will be required. *This 5000-level course is cross-listed with a 4000-level course and includes specific graduate course requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course.* Spring, Online.

**MALA 5334 (3-3-0) Literature of East Asia
(ENGL 4354, MAGL 5354)**

This course will explore selected masterpieces of China, Japan, and Korea from the earliest periods through the nineteenth century. *This 5000-level course is cross-listed with a 4000-level course and includes specific graduate course requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course.* Fall, Online.

**MALA 5336 (3-3-0) Illustration I
(ART/COMA 4328)**

Students in this course are introduced to the methods of illustration, old and new, through a limited survey of the history of American Illustration. Each student is required to choose an abridged classic manuscript supplied by the instructor and a total of three major illustrations must be completed for that story. A research notebook compiling the students' favorite illustrators will also be completed. *This 5000-level course is cross-listed with a 4000-level course and includes specific graduate course requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course.* Spring, even-numbered years. *Prerequisite:* ART 1302 and ART 2303 or MALA 5376.

**MALA 5337 (3-3-0) Illustration II
(ART/COMA 4329)**

Students in this course will continue to develop the style and formulaic approach explored in Illustration I. Traditional and digital methods of illustration are all options for this course. Various forms of illustration, including black and white, editorial, and children's book will be explored. For digital illustration, Adobe Illustrator and/or Photoshop will be utilized. A research notebook compiling the student's favorite illustrators will also be completed. *This 5000-level course is cross-listed with a 4000-level course and includes specific graduate course requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course.* Spring, even-numbered years. *Prerequisite:* ART/COMA 4328 or MALA 5336.

**MALA 5342 (3-3-0) Select Topics in Linguistics
(COMA 4302, ENGL 4301/5302)**

An introduction to the core linguistic areas of morphology, phonology, pragmatics, semantics, syntax, and related topics – with an emphasis on syntax and its application in stylistic analysis. *This 5000-level course is cross-listed with a 4000-level course and includes specific graduate course requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course.* Fall, Spring.

**MALA 5345 (3-3-0) Studies in Nonfiction
(ENGL 4315)**

May concentrate upon specific era or specific genre of nonfiction. May be repeated for credit when content changes. *This 5000-level course is cross-listed with a 4000-level course and includes specific graduate course requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course. Periodically.*

**MALA 5350 (3-3-0) World Views: Human Beliefs/ Human Actions (S-L)
(MAPD 5350)**

An introduction to the concept and structure of "world views" and an exploration of various world view alternatives, especially the Judeo-Christian perspective. World views will be examined in recent history (the pre-Modern, Modern, and post-Modern periods) followed by an extensive discussion of the Christian world view focusing on its theological, epistemological, Biblical, philosophical, and practical aspects in the context of the post-Modern world. *This course contains a field-based service-learning component.* Fall, Spring, Online.

**MALA 5351 (3-3-0) The Early Life and Letters of Paul
(RELI 4321)**

Historical and exegetical study of the early life of Paul and his epistles to the Thessalonians, Corinthians, and Galatians. *This 5000-level course is cross-listed with a 4000-level course and includes specific graduate course requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course.* Fall Online.

**MALA 5352 (3-3-0) The Later Life and Letters of Paul
(RELI 4322)**

Historical and exegetical study of the later life of Paul and his epistle to the Romans, prison epistles, and pastoral epistles. *This 5000-level course is cross-listed with a 4000-level course and includes specific graduate course requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course.* Spring.

**MALA 5354 (3-3-0) Ancient Civilizations
(HIST 4311)**

A study of ancient civilizations from the early Mesopotamian civilizations through the conquests of Alexander the Great to the fall of Rome. Special emphasis will be given to the political, social, religious, and intellectual development and history of these civilizations. *This 5000-level course is cross-listed with a 4000-level course and includes specific graduate course requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course.* Periodically.

**MALA 5355 (3-3-0) Systematic Theology
(RELI 4350)**

A study of how the biblical doctrines of Revelation, God, Man, Christ, the Holy Spirit, the Church, and Eschatology have progressed and changed throughout history in respect to specific theologians. *This 5000-level course is cross-listed with a 4000-level course and includes specific graduate course requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course.* Fall, Online.

**MALA 5357 (3-3-0) History of the Reformation
(HIST 4319, RELI 4373)**

A study of the religious, social, political, and economic developments of the Reformation Era beginning with the background of the Renaissance period through the end of the Counter-Reformation and the origins of the Wars of Religion of the late sixteenth and early seventeenth century. Of particular interest will be the lives of the leading reformers and their theology. This study will cover both the Reformation in Europe and in England. This course will cover the Magisterial Reformation in addition to the Radical Reformation and the Counter Reformation with emphasis on political and social consequences. *This 5000-level course is cross-listed with a 4000-level course and includes specific graduate course requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course.* Spring, even-numbered years.

**MALA 5358 (3-3-0) Teaching Ministry of the Church
(CHST 4301)**

A study of the biblical basis, curriculum development, educational principles, and instructional methods of the teaching ministry of the local church. Emphasis is on preschool, children, youth, and adult groups. *This 5000-level course is cross-listed with a 4000-level course and includes specific graduate course requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course.* Spring.

**MALA 5359 (3-3-0) History of Graphic Design I
(ART/COMA 4318)**

History of Graphic Design I presents a chronological examination of western graphic design and covers the early history of visual communication from pre-history through the modern era (c. 1880); including the Invention of Writing and Alphabets, the Asian Contribution, Illuminated Manuscripts, the German Illustrated Book, the Renaissance, the Arts and Crafts Movement, and Art Nouveau. This course includes films, visuals, readings, study guides, and museum visits. *This 5000-level course is cross-listed with a 4000-level course and includes specific graduate course requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course.* Fall.

MALA 5360 (3-3-0) History of Graphic Design II

History of Graphic Design II presents a chronological examination of western graphic design and covers the modern era of visual communication from c. 1880 until present day; including Pictorial Modernism, the Bauhaus, the New York School, Corporate Identity, Postmodern Design, and the Digital Revolution. This course includes films, visuals, readings, study guides, and museum visits. Spring.

MALA 5361 (3-3-0) Children's Ministry in the Church

A study of children, ages 6-12, from biblical and present-day perspectives and the church's opportunity to build foundations for faith through effective Bible teaching, ministry to needs, and outreach to the home. Considerations will be given to the church learning environment, effective methods of teaching children, leadership enlistment and development, and curriculum for children's organizations in the church. Spring.

**MALA 5362 (3-3-0) Youth Ministry in the Church
(CHST 4307, MAST 5313)**

A study of the social and spiritual development of youth. The course will seek to equip the youth minister with cognitive skills, resources, and techniques for ministry with young people through the church. Emphasis will be placed on the planning and administering of a youth ministry in the local church. *This 5000-level course is cross-listed with a 4000-level course and includes specific graduate course requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course.* Fall, Spring, Online.

**MALA 5363 (3-3-0) Advertising Design (S-L)
(ART/COMA 4321)**

This course engages the service-learning aspect of Graphic Design as students utilize their skills to aid a ministry, new or existing, by creating an entire identity campaign for them over the course of a semester. The campaign will include creating such promotional pieces as logos, newsletters, magazine ads, Yellow Pages ads, and brochures, to name a few. Each student will communicate and work with ministry directors in order to meet specific needs. *This course contains a field-based service-learning component. This 5000-level course is cross-listed with a 4000-level course and includes specific graduate course requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course.* Spring.

**MALA 5364 (3-3-0) Travel Study in East Asia
(HIST 4359, SOCI 4359, MAGL 5359)**

Discover the vibrant culture, history, and society of East Asia, with a particular travel focus on one East Asian country. This travel study course introduces students to important cities, major historical sites, and different cultural regions. In addition, this inter-cultural experience provides service-learning opportunities in the East Asian culture where students will engage in activities beneficial to the society visited and report on what they learned from their service. Students will develop an elementary understanding of a host country's history and culture, and experience local customs first-hand. Travel abroad and inter-cultural exercises teach students to manage different customs, norms, and expectations produced by inter-cultural encounter. Engaging in inter-cultural experiences during travel enriches students' understanding and exploration of historical heritage, and social realities in East Asia. *This 5000-level course is cross-listed with a 4000-level course and includes specific graduate course requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course.* Fall.

**MALA 5365 (3-3-0) Christianity in a Pluralistic World
(INCS 4345, RELI 4345)**

This course introduces a Christian understanding of, and a response to, a pluralistic world utilizing biblical truths. *This 5000-level course is cross-listed with a 4000-level course and includes specific graduate course requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course.* Fall.

**MALA 5366 (3-3-0) The General Epistles
(RELI 4336)**

An intensive study of one or more of the General Epistles (James-Jude). *This 5000-level course is cross-listed with a 4000-level course and includes specific graduate course requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course.* Spring. Periodically.

**MALA 5369 (3-3-0) History of Modern Art
(ART 4319)**

Study of selected movements within 19th and 20th century art and culture. Field trips required to the museum. *This 5000-level course is cross-listed with a 4000-level course and includes specific graduate course requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course.* Fall.

MALA 5370 (3-3-0) Western Culture through the Arts

An examination of the major developments of Western civilization as expressed through the arts. Course topics will include: the classical heritage of Greece and Rome and its effect on painting, sculpture, and architecture; Christian music traced from Roman times through the Middle Ages to the Reformation; and various styles and modes of nineteenth and twentieth-century Modernism. Fall, Spring, Online.

**MALA 5371 (3-3-0) U.S. Intellectual and Social History
(HIST 4305)**

A study of the successive paradigms or world views in Western-American civilization and the presuppositions underlying them. Social and cultural features will be emphasized to illustrate this development. *This 5000-level course is cross-listed with a 4000-level course and includes specific graduate course requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course.* Periodically.

**MALA 5372 (3-3-0) The Arts and the Creative Process
(ART 4380, COMA 4380, MUSI 4380)**

A study of the human process involved in the creation of the Arts, including an analysis of the visual and performing arts. The study will include perception, criticism, and factors which integrate, influence, and create the arts. Field trips required. *This 5000-level course is cross-listed with a 4000-level course and includes specific graduate course requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course.* Fall, Spring, Online.

**MALA 5373 (3-3-0) Hymnology
(COMA 4305, MUSI 4305)**

A study of hymns, emphasizing periods of historical development and their practical use in the church worship service. A study is also made of the poetical, musical, scriptural, and theological make-up of hymns. *This 5000-level course is cross-listed with a 4000-level course and includes specific graduate course requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course.* Spring.

**MALA 5375 (3-3-0) Church Music Administration
(MUSI 4306)**

A study of administration, processes, procedures, and policies concerning the church music ministry. The course will focus on practical matter to prepare the student to become an effective church music administrator. *This 5000-level course is cross-listed with a 4000-level course and includes specific graduate course requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course.* Spring.

**MALA 5376 (3-3-0) Drawing and the Liberal Arts I
(ART 4303)**

A study of drawing, including problems of graphic representation of form, shape, and space in relation to pictorial composition. Advanced skills and techniques will be studied, with a variety of media, techniques, and subjects being explored. Lab fee. *This 5000-level course is cross-listed with a 4000-level course and includes specific graduate course requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course.* Spring, Summer.

**MALA 5377 (3-3-0) Painting and the Liberal Arts
(ART 4309/4310)**

A study of painting which stresses the fundamental concepts of painting with acrylics and/or oil. Students will complete nine (9) paintings of various types and formats during the semester, adequately demonstrating the use of the various elements of art. Lab fee. *This 5000-level course is cross-listed with a 4000-level course and includes specific graduate course requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course.* Spring, Summer. May be repeated for credit when content changes.

**MALA 5378 (3-3-0) Choral Literature
(MUSI 4214)**

A historical survey of choral literature from the Renaissance to the present. The literature is presented in such a way that students learn and practice choral conducting techniques applicable to the literature. *This 5000-level course is cross-listed with a 4000-level course and includes specific graduate course requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course.*

**MALA 5379 (3-3-0) Theater Practicum
(COMA/MUSI 4371)**

Practical, technical experiences in areas of stage craft, lighting, costuming, properties, house management, and makeup. *This 5000-level course is cross-listed with a 4000-level course and includes specific graduate course requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course.* Offered periodically.

**MALA 5380 (3-3-0) Ethnomusicology in Christian Missions
(MUSI 4342, RELI 4342)**

This course will study the "worlds of music" through the eyes of Ethnomusicology and relate ethnic music to Christian mission work. Through this course the student will become knowledgeable concerning the work of the ethnomusicologist and the music missionary while developing procedures for adapting indigenous music to the Christian worship experience. *This 5000-level course is cross-listed with a 4000-level course and includes specific graduate course requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course.* Fall, even-numbered years.

**MALA 5381 (3-3-0) Sculpture and the Liberal Arts
(ART 4311/4315)**

Continued exploration and development of concepts of sculpture in selected materials. Can be repeated. Field trip required. Lab fee. *This 5000-level course is cross-listed with a 4000-level course and includes specific graduate course requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course.* Fall, Spring, Summer.

**MALA 5383 (3-3-0) Special Topics in Communication
(ART/COMA 4330)**

Special Topics in Communication will offer students an opportunity to explore a cross section of subjects focused on enhancing oral, interpersonal, and nonverbal skills. The exploration of basic communication concepts and application will offer students a hands-on approach to learning. May be repeated for credit when content changes. *This 5000-level course is cross-listed with a 4000-level course and includes specific graduate course requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course.* Periodically.

**MALA 5384 (3-3-0) Visual Faith: Arts in Worship
(ART 4306)**

Application and study of religious themes in art: symbols, design, and color. Use of religious arts for worship, promotion, advertising, teaching, and publicity. Study of Christian values as related to art in history and contemporary society. Field trips required. *This 5000-level course is cross-listed with a 4000-level course and includes specific graduate course requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course.* Spring.

**MALA 5385 (3-3-0) Special Topics in Art
(ART 4320)**

This course will offer students an opportunity to explore a cross-section of subjects focused on art history, studio art, or design. May be repeated for credit when content changes. *This 5000-level course is cross-listed with a 4000-level course and includes specific graduate course requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course.* Spring.

**MALA 5386 (3-3-0) Crafts and the Liberal Arts
(ART 4313/4314)**

Design and creation of art forms in various selected crafts media and techniques: weaving, jewelry, glass, paper, clay, painting, sculpture, or textiles. Emphasis is on craftsmanship, creativity, experimentation, and technique. Lab fee. *This 5000-level course is cross-listed with a 4000-level course and includes specific graduate course requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course.* Fall, Spring.

**MALA 5388 (3-3-0) Foundations of the American Republic
(HIST 4310)**

This course explores the interaction of people, events, and institutions in the development of our democratic republic. The course will focus on the period between 1763 and 1800. The student will follow America's alienation from Britain, separation and war for independence. Attention will be given to the problems of the early independence era and the unique systems of government established under the Constitution. *This 5000-level course is cross-listed with a 4000-level course and includes specific graduate course requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course.* Fall.

**MALA 5389 (3-3-0) Civil War and Reconstruction
(HIST 4323)**

A study of the background and causes of secession and war, the military, political, economic and diplomatic aspects of the war, reconstruction, and postwar adjustments. *This 5000-level course is cross-listed with a 4000-level course and includes specific graduate course requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course.* Spring, odd-numbered years.

**MALA 5399 (3-3-0) Opera Workshop
(COMA/MUSI 4261)**

The study and performance of scenes from great operas throughout history. This is an elective class and requires an audition. *This 5000-level course is cross-listed with a 4000-level course and includes specific graduate course requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course.* Fall.

MALA 6376 (3-3-0) Drawing and the Liberal Arts II

Continued exploration and development of concepts of drawing, including problems of graphic representation of form, shape, and space in relation to pictorial composition. Advanced skills and techniques will be studied with a variety of media, techniques, and subjects being explored. Lab fee. Fall, Spring, Summer. *Prerequisite: MALA 5376 Drawing and the Liberal Arts I.*

MALA 6378 (3-3-0) Graduate Internship in Publishing

A supervised field placement in the Commercial Art industry. The course provides the opportunity for the students to integrate theory and classroom learning with practical experience as illustrators, animators or other such forms of visual communication. Interns are required to work 150 hours for each credit hour earned. Fall, Spring, Summer. *Prerequisite: Evaluation by both the field supervisor and the program director.*

MALA 6379 (3-3-0) Graduate Show

In this course students prepare a marketable Commercial Art portfolio, both physical and digital, of the work they have created throughout the Master's degree. In addition to this, an effective resume is also developed in order to prepare for future job interviews. Students receive individualized attention as they prepare for their Graduate Commercial Art Show. Periodically.

Prerequisite: Students must be in their final semester of the program.

MALA 6381 (3-3-0) Travel Study in Business

Selected topics in business that require travel.

MALA 6382 (3-3-0) Travel Study in Fine Arts

Selected topics in fine arts that require travel.

MALA 6383 (3-3-0) Travel Study in Humanities

Selected topics in humanities that require travel.

MALA 6384 (3-3-0) Travel Study in Religion

Selected topics in religion that require travel.

MALA 6385 (3-3-0) Travel Study in Social Sciences

Selected topics in social sciences that require travel.

MALA 6392 (3-3-0) Directed Study in Fine Arts

Selected topics in fine arts conducted on an independent basis through the College of Fine Arts.

Management

MANA 51.521 (1.5-1-0) Management Theory

This course is designed to cover the fundamentals of management. Topics will include the external environment, decision making, strategic management, ethics, international management, organizational structure, human resource management, leadership, motivation, teams, communications, managerial control, organizational culture, and technology. Equivalent to MANA 3301 Principles of Management. Fall, Spring, Summer, Online.

MANA 51.522 (1.5-1-0) Business Legal Environment

An examination of the legal environment of the firm, legal procedures, contract law, regulatory and administrative law, and labor law will be discussed. Equivalent to MANA 3308 Business and Public Law. Fall, Spring, Summer, Online.

MANA 6301 (3-3-0) Employment Law

Managers must stay current on the ethical and legal aspects of labor/management relations. Areas of study in this course will include history and theory, present effects and impact, litigation and procedure, and reasonable accommodation for employees in a variety of discriminatory issues. Spring, Online. *Prerequisite: MANA 51.521 or undergraduate equivalent.*

MANA 6302 (3-3-0) Quantitative Analysis for Managers

Students will utilize real-life cases in learning to apply some graphic and quantitative tools of decision analysis. Modeling and graphics applications used include text boxes, spreadsheet layout and design, formulas, functions, and charts of various types. Models include probability distributions, decision trees, present value, expected value of information, time series forecasting, analysis of variance, and multiple linear regression. Emphasis is on effective articulation and presentation of reasoning and conclusions. The course requires extensive use of Excel and e-mail messages and attachments. Basic computer skills (MS Windows, Word, and Excel) are assumed. Fall, Spring, Summer, Online. *Prerequisite: MANA 6303 or undergraduate equivalent. Managerial accounting and economics are strongly recommended.*

MANA 6303 (3-3-0) Research and Statistics

Statistics is the science of conducting studies to collect, organize, present, analyze, and draw conclusions from data. Descriptive statistics consists of the collection, organization, summarization, and presentation of the 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 business decision making matters that require measurement, analysis, and decision making by business leadership position holders and will design, conduct, and report a study that demonstrates their statistical skills. Fall, Spring, Summer.

MANA 6305 (3-3-0) Staffing Organizations

This course will focus on the role of human resource selection and its impact on organizational performance. Emphasis will be placed on the steps used to develop a useful selection program. In addition, the inherent difficulties and constraints of selection such as legal demands will be discussed. Fall, Spring, Summer, Online. *Prerequisite: MANA 51.521 or undergraduate equivalent.*

MANA 6310 (3-3-0) Leadership in Management

Leadership addresses the multi-faceted topic of leading others in today's business environment. This course offers an in-depth investigation of the current theories and research on the topic of leadership. In addition, emphasis will be placed on the development of leadership skills and styles to enable students to become effective organizational leaders. Students will become familiar with past and current leaders and examine their personal methods of leadership. Fall, Spring, Summer, Online. *Prerequisite: MANA 51.521 or undergraduate equivalent.*

MANA 6311 (3-3-0) Global Initiatives in Management

A comprehensive introduction to and survey of the principles of international business management will be covered. Topics include East-West trade, the international monetary system, and growth and trends in international trade and investment. The course examines strategic aspects of managing a global or multinational business firm: organization, staffing, labor relations, relations with host governments, financial management, cultural problems, legal and political considerations, and competitive market forces. Fall, Online. *Prerequisite: MANA 51.521 or undergraduate equivalent.*

MANA 6312 (3-3-0) Communication and Business Behavior

This course involves understanding an individual's impact on others, develops the leadership ability to create and effectively communicate a strategic vision to others in an organization. Students learn to identify and improve self-awareness of communication styles and abilities, engage, influence, and motivate employees. Topics will include utilizing the five qualities of emotional intelligence, creating a diverse/unified organizational climate and culture, understanding and influencing human behavior through supportive communication, managing conflict, understanding team dynamics, and building high performance work teams. Fall, Spring, Online. *Prerequisite: MANA 51.521 or undergraduate equivalent.*

MANA 6314 (3-3-0) Organizational Change and Development

This course builds critical skills and competencies that enable leaders to achieve the mission and vision of their organizations. Topics include organizational analysis, gap analysis, and change models and processes. Study will include organizational behavior components influencing the development of the organization's human resources and the impact that individual groups and structures have on behavior within the organization. Fall, Spring, Summer, Online. *Prerequisite: MANA 51.521 or undergraduate equivalent.*

MANA 6319 (3-3-0) Operational Finance

This course equips students with practical managerial skills, tools, and resources required to understand and prepare effective capital and expense budgets and forecasts, project salary budgets and forecasts, establish financial controls and reporting, create cost benefit analysis for projects, overview of audit process and governance, create and monitor performance measurements in the areas of enterprise, utility, capital and expense operations. Application of these skills will culminate in formulating a business plan utilized by many organizations today. Spring. *Prerequisite: MANA 51.521 or undergraduate equivalent.*

MANA 6320 (3-3-0) Business Ethics

The course provides an in-depth study of ethical theory. An analysis of the relationship of laws, ethics, morals, and standards within the Christian framework is explored. Students will see ethical theory applied to numerous case studies. Students will also apply theories to current-day ethical dilemmas to practice ethical problem solving. Fall, Spring, Summer, Online. *Prerequisite: MANA 51.521 or undergraduate equivalent.*

MANA 6323 (3-3-0) Human Resource Strategy (S-L)

This course introduces a strategic management approach to human resource management. A brief overview of behavioral science perspectives on managing people and how to influence employee effectiveness is presented. Methods on how to use knowledge of environmental forces, such as work setting, technological change, globalization, government regulations and union requirements that influence performance will be discussed. Equal Employee Opportunity, legal aspects and influence of the legal environment to human resource management is evaluated. The global enterprise and its effect on global human resource management and interdependence of nations that foster international interest will be presented. Human resource acquisition, rewards, employee training, development, and career planning are examined. Labor management relations, collective bargaining and organizational safety and health sections are revised. *This course contains a field-based service-learning component.* Fall, Spring, Summer, Online. *Prerequisite: MANA 51.521 or undergraduate equivalent.*

MANA 6327 (3-3-0) Future Trends in Technology

This course investigates both linear and non-linear methods of studying technology futures. The learners develop skills in basic research, Delphi technique, and scenario development. The areas influenced by information technology and telecommunications are studied. The course involves an outside research project of technology area. Fall, Online. *Prerequisite: MISM 6314.*

MANA 6329 (3-3-0) Knowledge Management and Intellectual Capital

The new product development cycle is the focus of this course. The course is built upon the ideals of the learning organization including a focus upon the entire process of product creation. The learners investigate concept generation, sources of product innovation opportunities, research and development, and patent law. The learners will develop an understanding of systems thinking and how creativity and innovation can be driven in an organization. Contemporary issues of complexity and chaos theory are also covered. Spring. *Prerequisite: MISM 6314.*

MANA 6330 (3-3-0) Leadership Development

This course is designed to integrate state-of-the-art strategies for enhancing human performance through developing leadership skills. This course demonstrates the importance of understanding how business strategy and organizational goals align. Topics include needs analysis process, selection and integration of appropriate strategies for human performance improvement, forming performance and competency models, succession planning, identifying performance gaps, measuring, assessing, calibrating and evaluating performance results. Fall, Online. *Prerequisite: MANA 51.521.*

MANA 6331 (3-3-0) Leadership Coaching and Counseling

This course is designed to develop coaching models and competencies that differentiate thinking that will change behavior, identify and diagnose work performance problems, illustrate leadership skills and techniques that focus on solutions, not problems, develop approaches for effective conversations, customize coaching styles for different personalities, examine coaching steps to achieve effective intervention, reduce turnover and employment retention, increase work satisfaction, and present feedback to stretch/challenge employees that drive greater performance. Students will gain an understanding of redirecting critical approaches to achieving unified goals. Coaching and counseling models identify systematic approaches to gaining commitment, focus and change to achieve peak performance. Spring, Online. *Prerequisite: MANA 51.521.*

MANA 6332 (3-3-0) Strategies, Models, and Processes

This course is designed to implement strategic management principles, theories, and techniques that translate strategic vision into operational processes. Students will gain an understanding of models of performance, how strategic vision links throughout the organization through financial, customer service, internal/external processes, talent management, and how to measure performance results to increase profitability. Spring. *Prerequisites: MANA 6330, MANA 6331, MANA 6305.*

MANA 6333 (3-3-0) Operations and Quality Management

The development of model-based systems used by management to plan, organize, implement, and continuously improve operations will be discussed. Quality and process reengineering tools will be examined and utilized by class members in a project format. Fall, Spring, Online. *Prerequisite: MANA 51.521 or undergraduate equivalent.*

MANA 6341 (3-3-0) Strategic Management Decisions (S-L)

This synthesis course exploring organizational strategy considers both theoretical and application issues. Consideration is given to both linear and non-linear strategic models, as well as various strategic tools, including scenarios, product portfolio balancing change implementation approaches, and strategic intelligence. Capstone course to M.B.A. degree. *This course contains a field-based service-learning component.* Fall, Spring, Summer, Online. *Prerequisite: May be taken only in a student's last semester in the program.*

MANA 6342 (3-3-0) Employee Negotiations and Collective Bargaining

In this course students will examine the practical aspects of negotiations, collective bargaining, motives of participants, the labor contracts; strategy and tactics of bargaining. Emphasis will be on negotiations and collective bargaining in both unions and bargaining in the private sector. This course is intended to give students an understanding of why collective bargaining occurs, the nature and complexity of its operation, what effects it has on workers, organizations, and consumers, and how it fits into the American economic, political, and social systems. Fall, Online. *Prerequisite: MANA 51.521 or undergraduate equivalent, and CRMN 6310.*

MANA 6343 (3-3-0) Compensation and Performance

Administration of compensation systems in public and private organizations; concepts, models and practices related to wage and salary levels and structure; perceived equity, individual appraisal/rewards, performance and satisfaction; and benefits will be examined. Techniques and areas explored will include: job analysis, job description, job evaluation, internal work structure, market definitions, policy lines, pay structure, incentive programs, incentive guidelines, planning, budgeting, communicating, and evaluating. Fall, Online. *Prerequisite: MANA 51.521 or undergraduate equivalent.*

MANA 6347 (3-3-0) Career Management and Life Transitions (MAPD 6347)

This course will focus on development challenges facing individuals during the entire life span with specific applications to various theories of Career Development. Students will develop an Employment Portfolio and learn various strategies useful in planning and searching for career opportunities. Spring, Winter, Online. *Prerequisite: MANA 51.521 or undergraduate equivalent.*

MANA 6353 (3-3-0) Mastering Professional Sales Solutions

This course will create informative and persuasive presentations, improve communication skills, establish alternative solutions for objections and indifference, and build strong customer relationships. Students will compose needs assessments, analyze prospective clients, gather information, develop effective time management, create customer profiles, and move prospective customers to clients. Fall, Spring. *Prerequisite: MANA 51.521, MRKT 51.521, or undergraduate equivalent.*

MANA 6354 (3-3-0) Sales Negotiation

Designed to prepare individuals that will allow them to effectively handle any objection from customers. Students will be equipped with skills that address prospect's concerns, and close sales. Individuals will apply negotiation skills to confidently win customers and develop collaborative relationships. Fall, Spring. *Prerequisite: MANA 51.521, MRKT 51.521, or undergraduate equivalent.*

MANA 6355 (3-3-0) Sales Management Optimization (S-L)

Evaluate opportunities to convert transactional sales to solution sales. Create and design models for major account management and sales. Evaluate and leverage information to sustain existing accounts, or create new accounts. Design clear buying criteria for sales associates. Assess key sales objectives to increase revenue, improve win rates, improve talent, increase margins, and improve forecasting accuracy. Develop and implement sales management effectiveness. Assess buy cycle / sell cycle and align with corporate strategy. *This course contains a field-based service-learning component.* Fall, Spring. *Prerequisite: MANA 51.521, MRKT 51.521, or undergraduate equivalent.*

MANA 6356 (3-3-0) Sales Force Management

Optimize performance of sales team and implement "Sales Knowledge Management "Best Practices." Execute sales enablement platform to find, use, share, engage sales staff, and functional partners. Create solutions leveraging technology to effectively align strategies across all sales functions. Design metrics to optimize sales processes, strategic benefit/value, increase customer loyalty and repeat business. Optimize competitive differential strategies, reduce "no" decisions, and predict sales success. Assess functional area of alignment in sales and product development, sales and marketing, sales and customer support, and sales and executive management. Fall, Spring. *Prerequisite: MANA 51.521, MRKT 51.521, or undergraduate equivalent.*

MANA 6360 (3-3-0) Managerial Strategy and Implementation (S-L)

This is an integrative course designed to provide students the opportunity to strategically apply the learning they have gained in previous coursework to organizational management. Students will learn how to implement leadership, communication, change, teamwork, ethics, organizational behavior, and human resources' skills from their previous classes to uncover and resolve organizational problems. This is the capstone course for the M.A. in Management. Students will apply a service-learning component by implementing the learning in an organization of their choice. Fall, Spring, Online. *Prerequisite: May be taken only in a student's last semester in the program.*

Management Information Systems

MISM 6314 (3-3-0) Management Information Systems

This course reviews information systems (IS) from a manager's perspective. Topics include computer system resources, applications to functional business areas, IS planning and development, and IS management. Current issues in business applications of information technology are discussed. Individual exercises in Internet research, PowerPoint presentation, database queries, and spreadsheet analysis and charting are utilized. Fall, Spring, Summer, Online.

MISM 6320 (3-3-0) Systems Analysis and Design

This course provides students with an in-depth understanding of the methodology, tools, and techniques involved in designing an information system for an organization, including a detailed study of the systems development life cycle. The course involves reviewing and analyzing cases and practice exercises. A semester-long project will be required, including analysis and design of an actual information system. Spring, Online. *Prerequisite: MISM 6314.*

MISM 6330 (3-3-0) Database Management Systems (S-L)

This course acquaints students with the techniques involved in determining database requirements, designing databases, components and architecture of databases, and database management systems. Topics will include data dictionaries, fourth-generation programming languages, the use of case tools in developing databases, data integrity, security and privacy issues, and user interface. The course will include a project involving the design of an actual corporate database. This course contains a field-based service-learning component. Fall, Online. *Prerequisite: MISM 6314.*

MISM 6335 (3-3-0) Networks and Telecommunication

The benefits of using computer networks, the technology associated with them, and how to design and implement them will be stressed in this course. Topics include a study of the basic fundamentals of telecommunications, network topologies, network design strategies, and the implementation of networks into business organizations. The course will include a semester project allowing students to design a network appropriate for solving an identified business need. Fall, Online. *Prerequisite: MISM 6314.*

MISM 6353 (3-3-0) IT Security

This course reviews information technology security and forensics from a manager's perspective. Topics include: Understanding computer investigations, computer forensics tools, recovering files, and writing reports for investigations. Fall, Spring, Summer.

Marketing

MRKT 51.521 (1.5-1-0) Marketing Concepts

The topics covered in this course include an overview of marketing history, marketing strategy, environmental forces, buyer behavior, market analysis, product strategy and developments, channels of distribution, promotional strategy and advertising, and pricing strategy. Equivalent to MRKT 3301 Principles of Marketing. Fall, Summer, Spring, Online.

MRKT 6301 (3-3-0) Creative Problem Solving for Marketing Decisions (S-L)

This course explores the relationship between the creative process and marketing decisions. Students will learn effective methods of divergent and convergent thinking as tools to solve problems, meet goals, and approach challenges and opportunities in a marketing environment. *This course contains a field-based service-learning component.* Fall, Spring, Summer, Online. *Prerequisite: MRKT 51.521 or undergraduate equivalent.*

MRKT 6302 (3-3-0) Business Development Strategies

Marketing strategies designed to strengthen the performance of the marketing organization will be discussed. Current topics examined in this course include strategic alliance partnerships, market opportunity assessment, market segmentation strategies, customer satisfaction, and business to business marketing. Periodically, Online. *Prerequisite: MRKT 6301 (S-L).*

MRKT 6303 (3-3-0) New Product Development

This course focuses on the process of creating and marketing new products. Topics discussed include the new product development process, prototyping, market assessment, new product strategies, and other related areas. The course includes a combination of lectures, discussions, and case analyses. Periodically. *Prerequisite: MRKT 6301 (S-L).*

MRKT 6312 (3-3-0) Consumer and Buyer Behavior

This course applies concepts, principles and theories from the various social sciences to the study of factors that influence the acquisition, consumption and disposition of products, services and ideas. The principles and theories from a number of disciplines are used to describe and explain consumer and buyer behavior including economics, psychology, social psychology, sociology, and anthropology. Periodically, Online. *Prerequisite: MRKT 6301 (S-L).*

MRKT 6321 (3-3-0) International Marketing

This course examines the marketing strategies related to the unique problems and opportunities firms face in the international environment. The effects of cultural differences, domestic and international regulations, as they affect marketing strategies and research methods, will be studied for the multinational firm. Spring, Online. *Prerequisite: MRKT 6301 (S-L).*

MRKT 6331 (3-3-0) Marketing Analysis

Overall course design is to investigate the inter-relationship of information needs between marketing research and marketing management. Emphasis is upon the methods and techniques that may be employed for the collection and analysis of primary data. Specific topics include design of research projects, questionnaire and sample design, primary data collection and analysis, as well as communication of results. Fall, Online. *Prerequisite: MANA 6303 or undergraduate equivalent, MRKT 6301 (S-L).*

MRKT 6341 (3-3-0) Advanced Marketing Strategies

The course examines the explicit process of formulating organizational marketing goals and strategies. The marketing planning phases of formulation, integration, and implementation, including evaluation and feedback, are reviewed and applied in various organizational settings. The course combines course discussions with current marketing literature and case analyses. Course applications emphasize product marketing in the Fall term and services marketing in the Spring term. Spring, Online. *Prerequisite: MRKT 6301 (S-L), MRKT 6331.*

Math

MATH 5304 (3-3-0) Content Math I

An expanded study of the algebraic treatment of operations and algorithms for whole numbers, integers, fractions, decimals and radicals. Fall. *Prerequisite: MATH 1303*

MATH 5305 (3-3-0) Content Math II

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

MATH 5306 (3-3-0) Content Math III

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

MATH 5307 (3-3-0) Content Math IV

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

Nonprofit

ACCT 6344 (3-3-0) Nonprofit Accounting, Resource Development and Fundraising

This course will focus on the preparation, auditing and reporting on financial statements for the nonprofit organization that are in conformity with generally accepted accounting principles. The course also examines the explicit process of ethical fund development and innovative fundraising strategies. It covers fundraising from such sources as major donors, foundations, grassroots efforts and capital campaigns. Fall. *Prerequisite: ACCT 6321.*

MANA 6348 (3-3-0) Legal Issues for Nonprofit Organizations

This course will focus on the legal issues important to leaders of effective, ethical nonprofit organizations. The course will examine forming a nonprofit organization, acquiring and maintaining tax-exempt status, public charities, and private foundations, reporting requirements, charitable giving, lobbying and various political activities, and IRS audits. Spring.

Prerequisites: MANA 6310 and MANA 6320.

MANA 6349 (3-3-0) Creative Leadership for Nonprofit Organizations

This course will focus on the dynamics of organizational change and the challenges presented for those who hold positions of formal leadership. Other topics include board governance, strategic planning and positioning, collaboration, volunteer programs, risk management, alignment, managing versus leading, and keeping the community involved. Fall. *Prerequisites:* MANA 6310 and MANA 6320.

MRKT 6340 (3-3-0) Marketing Strategy for Nonprofit Organizations (S-L)

This course will focus on the importance of marketing (both internal and external) in the success of nonprofit organizations. Topics include determination of specific market targets, the development of product/service strategy, the dynamics of pricing of nonprofit services, the distribution or delivery of products or services to the various target markets, developing a customer orientation, designing the marketing mix and the development of promotional strategies to various groups. *This course contains a field-based service-learning component.* Spring. *Prerequisite:* MRKT 6301 (S-L).

Professional Development

MAPD 5305 (3-3-0) Introduction to Leadership Studies (S-L)

This course will be a survey of the key components of effective servant leadership within the context of the Christian value system. It will include studies of leadership theories, ethics, values, attitudes, character development, leadership behavior, and the role of power and influence. Special emphasis will be placed on developing the skills necessary for effective servant leadership. *This course contains a field-based service-learning component.* Fall, Spring, Summer, Online.

MAPD 5310 (3-3-0) Coaching Theories and Methods

Students will learn the key concepts, theories, models, and eleven core competencies as defined by the International Coaching Federation. This course will explore the philosophical and biblical foundations of coaching as a human developmental methodology and its potential as a career option. The basic structure and techniques of interviewing and listening will be introduced and practiced. Instruction is largely experiential and is designed to engage students with little or no experience in counseling or coaching as well as experienced practitioners. Fall.

**MAPD 5350 (3-3-0) Worldviews: Human Beliefs/Human Actions (S-L)
(MALA 5350)**

An introduction to the concept and structure of "worldviews" and an exploration of various world view alternatives, especially the Judeo-Christian perspective. Worldviews will be examined in recent history (the pre-Modern, Modern, and post-Modern periods) followed by an extensive discussion of the Christian world view focusing on its theological, epistemological, Biblical, philosophical, and practical aspects in the context of the post-Modern world. *This course contains a field-based service-learning component.* Fall, Spring, Summer, Online.

MAPD 6311 (3-3-0) Developing Coaching Skills

Students will experiment with different coaching models and learn to distinguish between the effects of various techniques. Each of the eleven core coaching competencies will be thoroughly examined as ingredients in successful coaching. A significant portion of the course will be devoted to facilitating planning, goal setting, progress, and accountability. Through study and practice, students will learn how to structure a coaching session, evaluate its benefits, establish credibility, and build trust with the coachee. Spring. *Prerequisite:* MAPD 5310.

MAPD 6312 (3-3-0) Professional Life Coaching Practicum

This course is designed to give each student experience in delivery of coaching services to client under the advisement of an ICF accredited coach and professor. Students will be expected to provide at least 30 direct client coaching hours in fulfillment of course requirements. Students will also meet with their professor at least once each week during the semester for reporting and for discussions related to their coaching experiences. Student will be evaluated based on their coaching sessions, evaluations, and the completion of a customized coaching resource notebook in preparation for a coaching career. Periodically. *Prerequisites:* MAPD 5310, MAPD 6311.

**MAPD 6347 (3-3-0) Career Development and Life Transitions
(MANA 6347)**

This course will focus on development challenges facing individuals during the entire life span with specific applications to various theories of Career Development. Students will develop an Employment Portfolio and learn various strategies useful in planning and searching for career opportunities. Fall, Spring, Summer, Online.

Project Management

PROJ 6301 (3-3-0) Project Overview, Strategic Process and Project Initiation

This course consists of an introduction to the project management process, including project initiation, ongoing management, and completion. The objective of this course is to provide an overall perspective of the project, including human capital, interpersonal relationships, financial, conflict strategies, and the development of an up-front initiation plan. The learners complete a project initiation plan during this course of study. Fall, Spring, Summer, Online.

PROJ 6302 (3-3-0) Project Planning

This course consists of the project planning process and includes an in-depth study of all related aspects to the successful completion of a process. In this course the learners will develop an understanding of the quality process, scope definition, negotiation, communication, and other aspects of the project plan. The learners will complete a project plan during this course of study. Fall, Spring, Summer, Online. *Prerequisite: PROJ 6301.*

PROJ 6303 (3-3-0) Project Execution and Closeout

This course integrates the execution planning aspects with the actual execution activities of a project. Included is quantitative decision making techniques, quality measurements, balanced scorecard, power and politics, and how to create a plan for project success. The learners also discuss conflict and change management as they impact project success; further, the use of rewards and recognition initiatives is considered. The learners complete a plan for the launch of a new project, strategies for maximizing unit performance during the project, and a closeout plan for the project. Fall, Spring, Summer, Online. *Prerequisite: PROJ 6301.*

PROJ 6304 (3-3-0) Advanced Project Management Strategy and Simulation

Advanced approaches and methods for managing projects will be studied during this course of study. Maturity models, enterprise project management, and a comprehensive study of all 5 phases of the project management process will be completed. The learners complete a comprehensive project plan of a proposed project during this phase of the learning. Fall, Spring, Summer, Online. *Prerequisite: PROJ 6301.*

Sport Management

KNES 5332 (3-3-0) Sport Facility and Event Management

This course is structured to equip sport managers with skills necessary to be prepared for event planning, scheduling, facility maintenance schedules, fulfilling staffing needs, and the organization of sport programs. Summer.

KNES 6326 (3-3-0) Psychology of Sport and Performance

Students will investigate psychological and social-psychological theories and current research pertaining to the study of sport and physical activity. Topics covered will include personality, anxiety, arousal, causal attribution, motivation, attention, self-confidence, and exercise psychology. Students will also develop an array of mental training techniques that have been used successfully by athletes and coaches to improve sport performance. How to use each technique as an athlete and teach it as a coach will be the primary objectives. This course takes an educational approach toward performance enhancement, not a clinical one. The mental training techniques include imagery, arousal regulation, somatic and cognitive stress management, concentration and attention control, positive self-talk, and goal setting. Fall, Spring.

KNES 6330 (3-3-0) Legal and Ethical Issues in Sport (S-L)

This course is designed to assist students in self-evaluating and developing their moral and ethical reasoning skills and also to educate and prepare students to have a base knowledge of the legal situations they will face as they relate to the field of sport. Special consideration will be given to both the macro and micro ethical concepts of competition and fair play, doping and genetic enhancement in sport, gender and sexual equity and issues in the social ethics of sport. Contemporary case studies examining personal, social, and organizational examples of application of legal and ethical principles will be utilized. Fall.

Student Ministry

MAST 5313 (3-3-0) Ministry with Students (CHST 4307, MALA 5362)

This is a survey class designed to help students learn how to develop a quality ministry for junior and senior high school students. This course will also give special attention to ministry with college students. The course will include a review of the characteristics for the age group. Students will study the practical skills needed for providing age appropriate learning experiences and activities for junior high, high school, and college students in the church and the community. The course will include a study of the philosophy, audience, and principles of effective ministry (youth and collegiate) in the local church. Special attention will be given to the role and work of the church youth minister and his/her work with students (college and youth) and parents, and in developing lay leaders for ministry with students. *This 5000-level course is cross-listed with a 4000-level course and includes specific graduate course requirements which reflect appropriate deeper learning experiences and rigor in the higher-level course.* Online.

MAST 6320 (3-3-0) The Collegiate Campus Minister

The course is an introduction to campus life and student ministry. Attention will be given to the background, philosophy, objectives, and program design. The work and skills of the Collegiate Minister will be studied in detail. The director's relationship, responsibility, and function will be examined. The student will simulate the role of the director in such areas as programming, administration, and personal ministries. Online.

MAST 6350 (3-3-0) Family-Based Student Ministry

A study of the developmental aspects of the way junior and senior high school students relate to and live with their parents, siblings, and extended family members. Special emphasis will be given to the identification of needs and problems unique to families, both church and unchurched, and the value of local churches addressing those needs and problems. Special attention will also be given to such topics as the relationship between adolescents and middle-adulthood, the separation process, multiple family configurations of modern society, and sibling relationships. The students will also develop a strategic plan to minister to teenagers and their families through the local church. Online.

MAST 6351 (3-3-0) Student Cultural Issues

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

MAST 6352 (3-3-0) Student Ministry in a Global Context

This is a survey class designed to help students learn how to develop a quality student ministry within a global, multi-cultural, multi-ethnic, and international context. The course will include an overview of various ethnic characteristics, political agendas, and ideological viewpoints including but not limited to Asian-American, Hispanic, African-American, and Native-American ethnic groups. Students will study practical skills and educational techniques necessary for impacting students (college and youth) from various ethnic backgrounds as well as explore ministerial approaches to reaching students with the gospel internationally. Special attention will be given to theological and philosophical foundations for student ministry within the multi-cultural and specific ethnic context of the local church. Online.

MAST 6353 (3-3-0) Adolescent Development

A study will be made of the developmental process of adolescence. Special attention will be given to the physical, cognitive, social, emotional, spiritual, sexual, and personality development during the teenage years. The purpose of this course is to provide students with insights to address creatively contemporary issues related to teenagers in church ministry and related vocations. The course will also address basic adolescent counseling and equip students with basic skills to counsel youth who are struggling with common adolescent issues and various crisis situations. Online.

MAST 6354 (3-3-0) Collegiate Ministry Strategies

This is a survey class designed to help students learn how to develop a strategic ministry to collegians. This course will include a review of the characteristics and developmental aspects of college students. Students will study the practical skills needed for providing age-appropriate learning experiences and activities for college students in the church and community. The course will also include a study of the philosophy, audience, and principles of effective collegiate ministry in the local church and through campus ministries. Special attention will be given to the role and work of the college minister and his/her work in enlisting and developing lay leaders for ministry with college students. It will also explore ways college students can be integrated into the overall ministry of the local church. Online.

MAST 6356 (3-3-0) Developing Student Ministry Lay Leaders

This course will give strong focus to developing a theology of service for church members and leaders that includes polity and the way a church, specifically a student ministry, organizes for its work. Areas covered are discovering student ministry leaders through their spiritual gifts assessment, effective ways for enlisting people to serve, providing training for service, establishing a climate for service, evaluating service, and providing support for those who serve. At least half of the course will focus on developing adolescent and collegiate leaders and equipping them in biblical leadership skills for future and current leadership opportunities. Online.

Theology

THEO 5307 (3-3-0) Old Testament Literature and Interpretation

This course provides a survey at intermediate level of the canonical literature of the Old Testament. The study focuses on using exegetical methods to interpret each writing in its appropriate historical and cultural context. It treats individual passages according to their literary genre in order to apply key concepts from the biblical writings to the contemporary setting. Fall.

THEO 5308 (3-3-0) New Testament Literature and Interpretation

This course provides a survey at intermediate level of the canonical literature of the New Testament. The study focuses on using exegetical methods to interpret each writing in its appropriate historical and cultural context. It treats individual passages according to their literary genre in order to apply key concepts from the biblical writings to the contemporary setting. Spring.

THEO 5313 (3-3-0) Applied Hermeneutics

The course provides an introduction to advanced methods of Bible study. Students gain proficiency in using Bible software for searches, word studies, grammatical analysis, and translation comparison. Students learn to use tools for exegetical study such as Bible atlases, Bible dictionaries, lexicons and commentaries. Most importantly, students develop a careful approach to the exposition of Scripture, moving from the biblical text to interpretation with suggestive applications for today. Fall, Spring, Summer, Online.

THEO 5317 (3-3-0) Baptist Heritage and Polity

This course is a survey of Baptist history, including origins, theological distinctives, key personalities, major movements, ministry expressions, and polity structures from the seventeenth century to the present. Special attention will be given to contemporary Baptists both in North America and around the world. Periodically.

THEO 6305 (3-3-0) Christian History and Heritage

The course overviews the history of Christianity from New Testament times until the modern era. The study focuses on the major movements, persons, and events that have influenced the development of Christianity with attention to some of the largest contemporary denominations including special emphasis on Baptist history, doctrine, and polity. Fall, Spring, Online.

THEO 6306 (3-3-0) Systematic Theology

This course surveys the following Christian doctrines: revelation and the Bible, God, humankind, sin, the person of Christ, the work of Christ, the Holy Spirit, salvation and the Christian life, the church, and last things. Fall, Spring, Summer, Online.

THEO 6311 (3-3-0) Issues in Early Christianity

This course examines the major issues, ideas, individuals, and events which shaped Christianity from its beginnings to 600 AD. Special attention is given to guided research in areas of historical, theological, ethical, and philosophical significance with respect to the development of Christianity. Periodically.

THEO 6312 (3-3-0) Issues in Medieval Christianity

This course examines the major issues, ideas, individuals, and events which shaped Christianity from A.D. 600 to A.D. 1500. Special attention is given to guided research in areas of historical, theological, ethical, and philosophical significance with respect to the development of Christianity. Periodically.

THEO 6313 (3-3-0) Issues in Reformation Studies

This course examines the major issues, ideas, individuals, and events which shaped Christianity from the rise of the Renaissance to the Peace of Westphalia in A.D. 1648. Special attention is given to guided research in areas of historical, theological, ethical, and philosophical significance with respect to the development of Christianity. Periodically, Online.

THEO 6314 (3-3-0) Issues in American Christianity

This course examines the major issues, ideas, individuals, and events which shaped Christianity in the United States from Colonial beginnings to the present day. Special attention is given to guided research in areas of historical, theological, ethical, and philosophical significance with respect to the development of Christianity. Periodically.

THEO 6315 (3-3-0) Issues in Contemporary Christianity

This course examines the major issues, ideas, individuals, and events which shape contemporary Christianity, A.D. 1900 to the present day. Special attention is given to guided research in areas of historical, theological, ethical, and philosophical significance with respects to the development of Christianity. Periodically.

THEO 6318 (3-3-0) Issues in Baptist Studies

This course examines the major issues, ideas, individuals, and events in Baptist studies. Attention is given to specialized research in areas of historical, theological, ethical, and philosophical significance with respect to the development of the Baptist movement. Periodically.

THEO 6321 (3-3-0) Biblical Backgrounds

This course is designed to give students an understanding of the geography, history, and archaeology of the biblical world that will provide them with a cultural and chronological framework for further study of both the Old and New Testaments. Periodically, Online.

THEO 6322 (3-3-0) Old Testament Readings: Pentateuch

This course examines the Old Testament legal books – Genesis through Deuteronomy—with special emphasis upon themes and passages of great theological import. The place of the Pentateuch in the religion of Israel, the totality of Scripture and in current life will be discussed. Periodically.

THEO 6323 (3-3-0) Old Testament Readings: Prophets

This course examines the Old Testament prophetic and post-exilic literature with special emphasis upon themes and passages of great theological import. The place of the Old Testament prophetic and post-exilic literature in the religion of Israel, the totality of Scripture and in current life will be discussed. Periodically.

THEO 6324 (3-3-0) Old Testament Readings: Psalms and Wisdom Literature

This course examines the Old Testament Psalms and wisdom literature with special emphasis upon themes and passages of great theological import. The place of the Psalms and wisdom literature in the religion of Israel, the totality of Scripture and in current life will be discussed. Periodically.

THEO 6332 (3-3-0) First Century Christianity

This course examines the emergence and development of Christianity in the first century A.D., with special attention to a literary, historical, sociological, and theological analysis of the Acts of the Apostles. Periodically.

THEO 6333 (3-3-0) New Testament Readings: Synoptic Gospels

This course examines the gospels of Mark, Matthew, and Luke from historical, literary, and theological perspectives. It will examine the unique perspectives of each of these gospels, as well as common significant elements and themes. This exploration will involve examination of the literary and historical context of the Synoptic Gospels, the methods and results of scholarly study of the gospels, and the practice of exegesis. Periodically, Online.

THEO 6334 (3-3-0) New Testament Readings: Johannine Literature

This course examines the Gospel of John, the Johannine letters, and the Revelation of John from historical, literary, and theological perspectives. It will examine major Johannine themes and, in the case of Revelation, the apocalyptic movement in general. This exploration will involve examination of the literary and historical context of the Johannine Literature, the methods and results of scholarly study, and the practice of exegesis. Periodically, Online.

THEO 6335 (3-3-0) New Testament Readings: Pauline Epistles

This course examines the Pauline Epistles from historical, literary, and theological perspectives. Attention will be given to the ministry and teaching of the Apostle Paul as recorded in the Pauline Epistles, with attention given to the life setting of each letter as related to Paul's ministry journeys. This exploration will involve examination of the literary and historical context of the Pauline Epistles, the methods and results of scholarly study, and the practice of exegesis. Online, Periodically.

THEO 6336 (3-3-0) New Testament Readings: General Epistles

This course examines the General Epistles from historical, literary, and theological perspectives. Attention will be given to the theological message of each epistle in light of its historical circumstances. This exploration will involve examination of the literary and historical context of the General Epistles, the methods and results of scholarly study, and the practice of exegesis. Online, Periodically.

THEO 6350 (3-3-0) Christian Ethics

This course examines the process of Christian decision-making on moral and ethical issues in contemporary life, finding its foundations from the perspective of Scripture and Christian tradition. This examination will include insights from history, philosophy, and the sciences to aid in developing a biblically-informed Christian ethical perspective. Theoretical and practical problems will be addressed. Periodically.

THEO 6355 (3-3-0) Philosophy of Religion

This course is a philosophical examination of fundamental religious beliefs and concepts with primary focus on the claims and warrants of Christian theism. Special attention will be given to classical and contemporary perspectives on the relationship of faith and reason, the nature of religious language, arguments for the existence of God, religious experience, the nature and persistence of evil, miracles, death and immortality, and the relationships of Christianity and other religious traditions. Periodically.

THEO 6360 (3-3-0) Proclamation

This course is an introduction to the nature, theology, and process of preaching and teaching Christian Scriptures, with an emphasis on the application of Scriptures to the modern audience. Students will study the exegetical, hermeneutical, theological and pastoral dynamics of preaching and teaching Scriptures, including the development and utilization of various kinds of sermons and teaching lessons. Emphasis will be given to the development of sermons and teaching lessons from a variety of Scriptural genres. Spring, Online.

THEO 6392 (3-3-0) Advanced Research in Theological Studies

This course introduces the student to advanced biblical and theological research. Exegetical, survey, descriptive, historical, and theological methods will be examined. The form and structure of literature reviews, book reviews, and research papers/theses will be studied. Course assignments enable scholarly investigation in an area of the student's interest, relevant to the degree program purposes, with the end results of both a scholarly research document/presentation and application of scholarly research in a local ministry context. Periodically.

Worship Leadership

MAWL 5304 (3-3-0) Leadership in Worship

This course is designed to assist the student in developing an understanding of visionary leadership in the practice of Christian worship. The role of the worship leader as an equipping minister and leader will be addressed. An examination of cultural, educational and aesthetic issues concerning worship planning will develop student skill sets necessary to synthesize, organize, and incorporate key worship materials for today's church. The study includes the development of worship roles as leader, mentor, administrator and artist. Leadership principles encompassing worship arts administration, budgeting, calendar planning, team building, and leader development will be explored. Spring.

MAWL 5307 (3-3-0) History of Worship Song

This course will equip the student with an understanding of the practice and function of corporate song in worship. Psalms, hymns, and contemporary songs will be studied from historical, theological, and musical perspectives. The aesthetic, cultural, and stylistic environments of each musical genre will be studied in order to reveal the purpose of the creation of these compositions for the worship experience. Performance practice is studied in order to prepare worship leaders with necessary skill sets to lead corporate song for today's church. Spring, Online.

MAWL 5310 (3-3-0) Worship Philosophy and Practice

This course is designed to assist the student in developing a sound philosophy of Christian worship. A survey of biblical, historical, and psychological foundations in worship will aid the student in formulating services of worship. An examination of common practice, cultural, and aesthetic issues concerning worship will develop student skill sets necessary in synthesizing and incorporating key worship materials for today's church. The study includes the fine arts in worship, and explores how to lead people in these specialized artistic disciplines. Spring, Online.

MAWL 5312 (3-3-0) Worship Songwriting and Arranging

This course explores the art of songwriting and is structured as a writing seminar as well as a lecture series with guest lecturers from the field of worship song composition and performance. Current worship songwriting practice is explored through compositional technique, song form, melodic construction and lyric analysis from a theological perspective. In addition, basic techniques of arranging for vocal and instrumental worship ensembles are explored. Fall. *Prerequisites: MUSB 3320 and MAWL 5307 (or comparable experience in field or coursework).*

MAWL 5315 (3-3-0) Vocal and Instrumental Techniques in Worship

This course explores principles and methods of current worship performance practice in vocal and instrumental music for today's church. The student worship leader is instructed in foundational vocal, choral, and instrumental pedagogies for worship ensembles; including coordinating and conducting vocal ensembles, rhythms sections, soloists, and instrumental ensembles. Spring.

MAWL 6303 (3-3-0) Spiritual Formation and Worship

This course provides a broad overview of spiritual formation and Christian worship. It includes practice in personal formation based upon biblical principles and integration of spiritual formation and worship in the individual life of the Christian and in the corporate life of the Christian church. Fall, Spring, Summer, Online.

MAWL 6308 (3-3-0) Worship Through the Ages

This course surveys the practice of private and corporate worship from the New Testament era through the present, including the rites, symbols, writings, and elements held sacred by the most prominent Christian traditions. It will also identify leaders who shaped most significantly the ways in which the Church has gathered to worship. Spring, Online.

MAWL 6311 (3-3-0) Global Worship

This course examines the impact of worship as it relates to missions around the globe. The course will provide a biblical, theological, historical, and practical examination of the role worship exerts in the philosophy and practice of missions. Attention will be given to the practical ways worship aids the proclamation of the Gospel. Fall, Online.

MAWL 6313 (3-3-0) 21st Century Transformational Worship

This course examines the biblical, historical, philosophical, and practical issues that provide "meaning" in the worship leader's life and ministry. This course draws upon the entire degree curriculum to encourage the development of a comprehensive worship ministry. Focus will be given toward encouraging a minister's self-awareness and evaluation, serious moral reflection upon the nature and content of ministry practice, and on-going worship ministry evaluation. The course aims to equip worship leaders to analyze a ministry context for its transformational qualities and to make changes to enhance this dimension personally and corporately. Summer, Online.

MAWL 6314 (3-3-0) Worship Technology

This course acquaints the graduate student with cutting-edge technologies available to the church to use in the service of worship. The student will explore technologies which enhance the worship experience including: audio design, lighting design, and music programming. The student will also explore the visual and media arts in worship in order to design video clips, song lyric presentations and other artistic materials that aid in promoting the proclamation message of the Bible. This study will focus on current trends in the use of such materials in worship ministry and will develop criteria for evaluation of such technologies. During the course of study, the student will develop a sound philosophy of how and when to use visual, media, and audio arts in order to enhance the worship of God. Fall.

MAWL 6316 (3-3-0) Worship Theology for Contemporary Ministry

The course examines biblical, historical, and practical issues regarding theologies of Christian worship. The study explores theological foundations for understanding worship practice, assesses theological implications of personal and corporate worship ministry, and equips worship leaders in the application of a theology of worship in contemporary ministry contexts. Fall, Online.

MAWL 6319 (3-3-0) Rehearsal Techniques for Worship Ensembles

This course explores advanced techniques in leading, directing, and communicating with various musical ensembles including: worship bands, vocal worship ensembles, and instrumental worship ensembles. The student will study conducting techniques, vocal techniques, and instrumental techniques and their application in the context of worship. Emphasis will be placed upon developing the worship ensemble's musicality, style, and artistry. Attention will also be given to the use of the solo voice. The course will explore the appropriate attributes of leadership, musically and spiritually, in the ministry of worship and music in today's church. Fall.

MAWL 6380 (3-3-0) Worship Practicum (Capstone Course) (S-L)

This course is designed to give each student one semester of supervised practicum experience as a leader in a worship ministry. The course places the student in a practical ministry context for supervised application of theoretical and artistic tools gained in the classroom setting. Each student will work with a mentor/coach for guidance in practical ministry experience. In addition, the student will complete a minimum of 30 hours of worship ministry practice with the mentor/coach. The practicum is intentionally designed from the service-learning perspective. Class meetings with the professor will address reporting, reflection, and discussion related to the worship practicum experience. Topics in the study include spiritual giftedness, interpersonal communication, staff relationships, and continuing education. *This course contains a field-based service-learning component.* Fall, Online. *Prerequisite: Not to be taken in the first year of study.*

Ed.D. in Educational Leadership Course Descriptions

Educational Leadership Core

LEAD 7400 (4-4-0) Educational Foundations

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. Fall. *Prerequisite: Admission to Ed.D. program.*

LEAD 7402 (4-4-0) Biblically-Based Servant Leadership

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 with the Christian community and other religious traditions. The seminar develops a working biblical-exegetical, theological, and historical template for examining and evaluating current leadership styles and principles. Students will apply this template to the leadership examples and principles found within the selected biblical narratives, specifically focusing on Moses, David, Jesus, and Paul. The seminar concludes with the synthesis and application of principles discovered in the development of a biblical model for servant leadership today within current vocational contexts. Summer. *Prerequisite: Admission to Ed.D. program.*

LEAD 7403 (4-4-0) Theories of Human Development

This course explores human development research, focusing on physical, cognitive, social, emotional, personality, (moral and faith) development from conception to death within the context of psychological and sociological theories of development with an emphasis on their contributions to the practices of Christian nurture, instruction, and leadership formation. Fall. *Prerequisite: Master's level Statistics, with a grade of B or higher.*

LEAD 7404 (4-4-0) Theories of Leadership and Management

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. Learners 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. Summer.

LEAD 7405 (4-4-0) Theories of Learning (S-L)

This course explores the major theories of and ongoing research in learning with application of these theories and research studies to curriculum design and instructional strategies in school districts, colleges and universities, and church settings. Emphasis is given to an analysis of learning styles as well. *This course contains a field-based service-learning component.* Spring. *Prerequisite: Admission to Ed.D. program.*

Concentration Studies - Educational Ministry

LEAD 7430 (4-4-0) Global Leadership in Educational Ministry (LEAD 7431, 7432)

With a Christ-centered perspective, this seminar explores the phenomenon of globalization and the study of educational ministry leadership from a global perspective, with an emphasis on historical leadership within English history, examining the role of the United Kingdom as a former global empire. In addition, the course will not only take into account the impact of Western leadership on the non-Western world, but it will also examine non-Western leadership in its own particular contexts. Attention will also be paid to modern challenges posed by globalization, both on leaders and on various cultures. Summer. *Prerequisite: Approval of Program Director.*

LEAD 7460 (4-4-0) Development and Design for Ministry

Learners will research and evaluate a wide range of ministry designs and determine best practices to develop appropriate criteria for ministry development and design for application to ministry in churches, in colleges and universities, and other denominational assignments, or Christian agencies. Fall. *Prerequisite: Admission to Ed.D. program.*

LEAD 7461 (4-4-0) Christian Education and Faith Formation

Learners will research systems of faith formation related to all age groups and current Christian education processes with a view toward developing quality Christian education models for spiritual formation in the various age groups of preschool, children, youth, and adult. Spring. *Prerequisite: Admission to Ed.D. program.*

LEAD 7462 (4-4-0) Development and Management of Volunteer Leaders

Students will research volunteerism in a wide range of fields to gain knowledge and understanding for application in churches, Christian college and university campuses, denominational agencies, and in other Christian related ministries. Research areas include best practices, resources, and discovery and assessment of gifts and abilities, systems of training and equipping. Fall. *Prerequisite: Admission to Ed.D. program.*

LEAD 7463 (4-4-0) Curriculum Design and Application in Ministry

Learners will research church curriculum design and best practices among various Christian denomination publishers and groups to identify principles, evaluative criteria, and practices to gain knowledge, understanding and appropriate application for churches of various sizes and styles given special focus to the role of biblical teaching and basic discipleship. Learners will also research the process of curriculum development and writing for general application and specific age group relevance. Spring. *Prerequisite: Admission to Ed.D. program.*

Concentration Studies – Higher Education

LEAD 7431 (4-4-0) Global Leadership in Higher Education

(LEAD 7430, 7432)

With a Christ-centered perspective, this seminar explores the phenomenon of globalization and the study of higher education leadership from a global perspective, with an emphasis on historical leadership within English history, examining the role of the United Kingdom as a former global empire. In addition, the course will not only take into account the impact of Western leadership on the non-Western world, but it will also examine non-Western leadership in its own particular contexts. Attention will also be paid to modern challenges posed by globalization, both on leaders and on various cultures. Summer. *Prerequisite: Approval of Program Director.*

LEAD 7470 (4-4-0) Higher Education Leadership

Learners 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 liaison of student personnel with other administrative and leadership functions will be analyzed and evaluated. Spring. *Prerequisite: Admission to Ed.D. program.*

LEAD 7471 (4-4-0) Higher Education History and Philosophy

Learners 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 the church, government, politics, and economy in the philosophical trends in American higher education. Spring.

LEAD 7472 (4-4-0) Higher Education Finance & Law

Students will participate in a variety of authentic and research-based activities to provide budgeting and finance knowledge for higher education institutions, including issues of local, state, and federal laws and policies. The course will also survey 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 fact patterns commonly presented to various academic administrators. Fall. *Prerequisite: Admission to Ed.D. program.*

LEAD 7473 (4-4-0) Academic and Student Services Leadership

Learners will participate in an in-depth study of the functions and professional issues of student affairs and academic affairs leadership in higher education. Pertinent concepts of administration, student development, curriculum development, instructional management, and decision-making will be explored and analyzed. The functions of and relationships between various student services and academic departments will be reviewed. Fall. *Prerequisite: Admission to Ed.D. program.*

Concentration Studies – General Leadership

LEAD 7432 (4-4-0) Global Leadership in Leadership Studies

(LEAD 7430, 7431)

With a Christ-centered perspective, this seminar explores the phenomenon of globalization and the study of leadership from a global perspective, with an emphasis on historical leadership within English history, examining the role of the United Kingdom as a former global empire. In addition, the course will not only take into account the impact of Western leadership on the non-Western world, but it will also examine non-Western leadership in its own particular contexts. Attention will also be paid to modern challenges posed by globalization, both on leaders and on various cultures. Summer. *Prerequisite: Approval of Program Director.*

LEAD 7480 (4-4-0) Ethics in Leadership

Learners 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. Spring. *Prerequisite: Admission to Ed.D. program.*

LEAD 7481 (4-4-0) Strategic Planning in Leadership

This course explores organizational strategy from a theoretical perspective with an emphasis on the application of strategic models and tools to lead effectively within the higher education, church, and denominational environments. Spring.

Prerequisite: Admission to Ed.D. program.

LEAD 7482 (4-4-0) Professional Leadership Development

This course explores coaching and mentoring, giving particular attention to these topics in today's corporate world. Learners will determine qualifications of successful coaches and mentors, as well as identify how coaching and mentoring affect change, culture, learning, and relationships within organizations. Fall. *Prerequisite: Admission to Ed.D. program.*

LEAD 7483 (4-4-0) Leading Change in Organizations

This course is designed to assist doctoral students in exploring selectively, some of the key areas of the field of organizational behavior. The course examines organizations from a sociological perspective to gain a comprehensive understanding of both the theoretical and practical workings of organizations. Topics covered will be the field of organizational behavior, levels of analysis, and disciplines that contribute to organizational behavior and change. Human problems of adjustment, communication, and performance in various organizational structures will be examined. Fall. *Prerequisite: Admission to Ed.D. program.*

Research Core

**LEAD 7320 (3-3-0) Statistics I
(PHDL 7320)**

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. Winter.

LEAD 7440 (4-4-0) Educational Research

Examination of quantitative, qualitative, historical, and other research designs and methods to enhance the evaluation of higher education research and to prepare the students for applications in research design. Fall. *Prerequisite: Admission to Ed.D. program.*

LEAD 7441 (4-4-0) Quantitative Methods of Research

Learners will expand previous knowledge for analysis, interpretation, and decision-making in quantitative research to be used in education leadership. Learners will use statistical software to aid in their research. Spring. *Prerequisite: Master's level Statistics with a grade of B or higher.*

Dissertation

LEAD 7088 (0-0-0) Leadership Proposal II

To enroll in this seminar, doctoral students must have completed five semesters of leadership core and concentration courses, including Leadership Proposal Design and Quantitative Methods of Research. Doctoral students will be guided and assisted in the development of the dissertation proposal, identify the research questions, select the method of research used to investigate the problem, define, state, and justify the thesis or theory, refine chapters and submit the dissertation proposal to the dissertation committee for formal approval. Upon approval of the dissertation proposal, students will defend the proposal in a hearing before faculty and candidates. Upon completion and successful defense of the dissertation proposal, students will implement and document the research methodology outlined in the dissertation proposal. Spring or Summer. *Prerequisites: LEAD 7441, LEAD 7490, Approval of Program Director.*

LEAD 7089 (0-0-0) Leadership Proposal III

To enroll in this seminar, doctoral students must have successfully defended the dissertation proposal. Doctoral students will be guided and assisted in the continued development of the dissertation, implementing and documenting the research methodology outlined in the dissertation proposal, analyzing data derived from the research, and drawing conclusions from the research. Summer or Fall. *Prerequisites: LEAD 7088, Approval of Program Director.*

LEAD 7490 (4-4-0) Leadership Proposal Design

The Leadership Proposal Design course is designed to provide the learner with an academic foundation and practical research skills essential to successfully plan, write, defend and complete a scholarly dissertation. The course incorporates decision-making in the areas of topic refinement, related literature research and development, research methodology and statistical design and scholarly writing. The course is appropriate for students that are completing their course work, have selected a topic and are moving into the research and dissertation phase of their study. Summer. *Prerequisite: Admission to Ed.D. program.*

LEAD 7491 (4-4-0) Leadership Dissertation I

Doctoral students will be guided and assisted in the completion of dissertation research, development and writing of their dissertation chapters, data analysis, conclusions, recommendations, and preparations for final methodology review. Spring. *Prerequisite: Admission to Ed.D. program.*

LEAD 7492 (4-4-0) Leadership Dissertation II

A continuation of Leadership Dissertation I, doctoral students will be guided in the completion of edits required by the dissertation committee and methodology review, and preparation for the dissertation defense. Summer. *Prerequisite: Admission to Ed.D. program.*

Educational Leadership (K-12) Core Courses

EDDL 7300 (3-3-0) Foundations of Education

The course provides an introduction to educational leadership with an emphasis on leadership practice, development, and implementation. The work and challenges of educational leaders will be examined, as well as topical issues relevant to all educational leaders. The student will study the roles of servant leadership, credibility, vision, empowerment, and strategy for educational leaders.

EDDL 7301 (3-3-0) Developmental Theories

This course explores human development research, focusing on physical, cognitive, social, emotional, and personality development from conception to death within the context of psychological and sociological theories of development. In addition, it explores the major theories of an ongoing research in learning with an emphasis on application of these theories and their contributions to the practices of leadership formation.

EDDL 7303 (3-3-0) Organizational Behavior and Leadership

This course examines organizations from a sociological perspective to gain a comprehensive understanding of both theoretical and practical workings of K-12 and educational systems. Chaos, complexity theory, and appreciative theory will also be addressed, along with the common and diverse elements of structures, rational, natural, and open systems perspectives including application to school districts.

EDDL 7304 (3-3-0) Leadership and Management Theories

Leadership is essentially the ability of an individual to influence others and themselves to achieve a purpose, attain a goal, or create a change. Contemporary organizations expect mastery of strategic leadership elements and comprehension of motivational and problem solving approaches from their leaders. This course provides a survey of the key components of leadership and management theory, concepts, and models within the context of a Christian worldview. Students will examine leadership theory, ethics, values, attitudes, character development, and leadership behavior with an emphasis on developing the requisite skills for effective servant leadership.

EDDL 7305 (3-3-0) Strategic Planning

This course explores organizational strategy from a theoretical perspective with an emphasis on the application of strategic models and tools to lead effectively within the K-12 institutions.

EDDL 7306 (3-3-0) Marketing and Public Relations

The content of this course emphasizes the following concepts:

1. Principles underlying public relations in K-12 education
2. Foundational elements of marketing in educational institutions
3. Strategies for management and communication in a crisis situation
4. Development of school community understanding and support
5. Relationship development and collaboration among consumers, educators, members, constituents, governing boards, agencies, media, and the various publics to maximize educational programs and services
6. Communication distribution strategies for public relations, marketing, promotion, and advertising

EDDL 7336 (3-3-0) Local and State Policy Studies

This course is designed to provide students with a broad knowledge of educational issues at the local and state levels. Students will travel to Austin, Texas, and participate in various activities, including attending a superintendent's conference, visit state legislative offices, meet with state-level educational leaders, etc. Summer.

EDDL 7337 (3-3-0) National Policy Studies

This course is designed to provide students with a broad knowledge of educational issues at the national level. Students will travel to the greater Washington, DC area and participate in various activities, including meeting with national education and association officials, visit historical sites related to leaders and leadership events, visit federal government buildings and officials, etc. Summer.

Educational Leadership K-12 Research Core Courses

EDDL 7330 (3-3-0) Principles of Educational Research

This course is an examination of the Treatise process for advancing a new point of view resulting from scholarly research with a focus on topic ideas and selection, literature review, research models (designs) and methodology. American Psychological Association (APA) formatting, and formal research writing. The course is designed to prepare the student for the EDDL 7333 Quantitative and Qualitative course.

EDDL 7333 (3-3-0) Quantitative and Qualitative Methods and Analysis

This course is designed to prepare the student for planning, conducting and evaluating quantitative, qualitative and mixed method research. It will build on previous knowledge of analysis, interpretation, and decision making in educational leadership and school improvement roles by connecting research methods to the scholastic K-12 educational settings.

K-12 Leadership Cognate Courses

EDDS 7315 (3-3-0) Budgeting and Finance Principles

This course is designed to provide the graduate student with a practical knowledge of the business and financial aspects of K-12 education administration. Students will gain an understanding of terminology, concepts, issues, and standard practices related to K-12 education budgeting and finance. Students will participate in a variety of applicable and research-based activities designed to provide the budgeting and finance knowledge and skills necessary to lead a school or school district. The content of the course will be discussed and applied from a Christ-centered servant leadership perspective.

EDDS 7320 (3-3-0) Internship in K-12 Leadership (S-L)

Students will participate in a collaboratively developed, field-based internship experience in district level school leadership. These experiences are under the joint supervision of a district level leader and a university professor. Activities and experiences will align with the Texas State Board for Educator Certification standards, domains, and competencies. Application for the internship must be made one semester prior to enrollment. *This course contains a field-based service-learning component.*

EDDS 7355 (3-3-0) Advanced School Law (K-12)

Students will participate in a variety of authentic and research-based activities designed to provide the legal knowledge and skills necessary to lead school districts. Issues of local, state, and federal laws and policies will be addressed and applied from a servant leadership perspective.

EDDS 7362 (3-3-0) Human Resource Management and Development

The purpose of this course is the practical study of personnel administration in the Texas public school system, aka human resources. All aspects will be explored, including legal issues, staffing, contracts, benefits, compensation, evaluations, leaves, labor, staff development, etc.

EDDS 7364 (3-3-0) The Superintendency

Students will participate in a variety of authentic and research-based activities designed to provide the global overview of superintendency state and national standards, domains, and competencies necessary to lead school districts from a servant-leadership perspective.

EDDS 7373 (3-3-0) Supervision and Staff Development Training

This course explores the models, management techniques, and group process of supervision and staff development including an analysis of staffing patterns and organizational structure that support teaching and learning in K-12 education settings.

EDDS 7378 (3-3-0) Curriculum Design and Administration

This course explores current and classical theories of curriculum development with an analysis of the various determinants of, approaches to, and the systematic evaluation of curriculum in K-12 education settings.

Educational Leadership K-12 Treatise Courses

EDDL 7335 (3-3-0) Treatise Research and Prospectus Design

This course is designed to provide the student with the academic foundation and practical research skills essential to successfully plan, write, defend, and complete a scholarly treatise. The course incorporates decision-making in the areas of topic refinement, related literature research and development, research methodology and statistical design and scholarly writing. The course is appropriate for students that are completing their course work, have selected a topic and are moving into the research and treatise phase of their study. *Prerequisite: EDDL 7333, Quantitative and Qualitative Methods and Analysis.*

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EDDL 7388 (3-3-0) Treatise I (Research and Prospectus)

Doctoral students will be guided and assisted in the development of their treatise proposals, writing treatise 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 Treatise Committee members. *Prerequisites: Students must have their treatise 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.*

EDDL 7389 (3-3-0) Treatise II

A continuation of Treatise Seminar I, doctoral students will be guided and assisted in the development of their treatise, writing treatise 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 Treatise Committee members. *Prerequisite: Treatise Seminar I.*

Ph.D. in Leadership Studies Course Descriptions

Core Leadership Seminars

PHDL 7300 (3-3-0) Dallas Institute: Leadership Experiences and Development (LEAD)

In this seminar, students will receive orientation to the Ph.D. program, take personality and leadership inventories, and develop a professional plan (which they will continue to develop throughout their degree program) based on what they have learned in their own self-discovery. They will attend a technology workshop to hone their computer and presentation skills, and be introduced to the academic expectations of conducting research, prospectus, and dissertation writing, and contributing to a chosen guild as a life-long learner. They will also attend formal dining protocol and business and professional dress seminars, where they will enhance already existing competencies related to professional appearance and behavior in multiple settings. Summer.

PHDL 7301 (3-3-0) Leadership Through the Ages: Part One: Foundations – Theory Model

This seminar is designed to give students an understanding in the concepts of leadership historically, philosophically, psychologically, and morally, and to test these understandings against the students' own values and experiences. Fall.

PHDL 7302 (3-3-0) Leadership Through the Ages: Part Two: Biblical – Servant Leadership Model

This seminar introduces the nature and purpose of spirituality from the biblical perspective as it relates to leadership, assisting students in constructing and refining those spiritual principles that are philosophically, theologically, and pastorally relevant to the human condition within the Christian community and other religious traditions. Fall.

PHDL 7303 (3-3-0) Leadership Through the Ages: Part Three: Classical Leadership – Educational Model

This seminar addresses the educational models of leadership within institutions of learning. It also addresses the “ways of knowing” as leaders teach learning in the classrooms, seminars, and virtual discussions in the present global climate. Founded on the belief that all persons are both teachers and learners, this seminar explores learning styles, issues concerning adult learners, and strategies for teaching and working with adults in organizational settings. The seminar also explores multiple intelligences, spiritual intelligence, women's ways of knowing, mentoring, and social constructionism. Spring.

PHDL 7304 (3-3-0) Leadership Through the Ages: Part Four: Political Leadership – Power and Influence

This seminar includes a trip to Washington, D.C. Students address the themes of justice, diversity, and human relationships within the context of power in civic and government structures and organizations. It also challenges students to develop a compelling personal vision that will engage others by offering meaning, dignity, and purpose. Leaders possess qualities that support a hardy persistence in the face of adversity. This seminar will emphasize the resilience necessary for successful adaptation and transformation despite risk and adversity. Summer.

PHDL 7305 (3-3-0) Cultural and Global Leadership

With a Christ-centered perspective, this seminar explores the phenomenon of globalization and the study of leadership from a global perspective, with an emphasis on historical leadership within English history, examining the role of the United Kingdom as a former global empire. In addition, the course will not only take into account the impact of Western leadership on the non-Western world, but it will also examine non-Western leadership in its own particular contexts. Attention will also be paid to modern challenges posed by globalization, both on leaders and on various cultures. Summer.

PHDL 7306 (3-3-0) Organizational Leadership

In this seminar students will examine organizations from a sociological perspective and gain a comprehensive understanding of both the classical and contemporary theoretical and practical workings of organizations. Chaos, complexity theory, and appreciative theory will also be addressed, along with the common and diverse elements of structures, rational, natural, and open systems perspectives, and applications to business, public bureaucracies, hospitals, and schools. Summer.

PHDL 7307 (3-3-0) Leadership for the Future (Capstone Seminar)

This seminar will synthesize the interdisciplinary content of the leadership core with an emphasis upon understanding the changing landscape in which leaders will practice. Students and faculty will explore issues associated with the utilization of power, as well as the various types of power in a twenty-first century context. In order to better grasp the context, students will study the nuances of particular cultures, as well as the commonalities that exist between them. This will be done in an effort to prepare the student to be effective across the various cultural contexts, albeit national, ethnic, organizational, generational, or ideological. With the assumption that the world is changing, the student will be able to comprehend interplay between technological and demographic trends and how geopolitical dynamics will shape the twenty-first century. This seminar is part of the Oxford Institute. Class sessions will take place on DBU's main campus and in Oxford, England. Summer.

Leadership Studies Seminars

PHDL 7308 (3-3-0) Readings Course: Great Books/Biographies

This seminar is based on the reading, writing, study, and discussion of the primary texts related to the academic fields pertaining to leadership studies. Interdisciplinary in its approach, the course will cover an extensive bibliography, compiled by the faculty of the Ph.D. program, with the intent to deepen and broaden the student's comprehension of the literature of the major field. The approach used in this seminar will be text-centered, student-focused, and writing-intensive, with dialogue sessions employed to develop competencies in critical thinking skills and effective communication. Fall or Spring.

PHDL 7310 (3-3-0) Mentored Leadership Internship (S-L)

The student will complete a 120-hour mentored internship. The successful completion of the required internship with a designated mentor, in an area determined by the student and his or her supervisor, will result in 3 hours credit. The internship is designed to enhance the student's areas of personal strength and to define and evoke deep change in areas where transformation is needed for greater leadership competency. *This course contains a field-based service-learning component.* Summer.

Research and Statistics Seminars

PHDL 7320 (3-3-0) Statistics I – Prerequisite Course (LEAD 7320)

If students did not have a course in statistics in their graduate degree, then they must choose to take this statistics foundational course. Statistics is the science of conducting studies to collect, organize, summarize, present, analyze, and draw conclusions from data. Descriptive statistics consists of the collection, organization, summarization, and presentation of data. Inferential statistics consists of the analysis of data in order to draw conclusions when generalizing from a sample to a population. Students in this course will study both descriptive and inferential statistics, elements of probability which support statistical theory, and theoretical distributions. Tests of hypotheses will include z-tests, t-tests, chi-square tests, one-way and two-way analysis of variance, and nonparametric tests. Other topics are confidence intervals, correlation, linear regression, and multiple regression. Students will apply statistics to the decision making process for leadership position holders and will design, conduct, and report a study that demonstrates their statistical skills. Spring.

PHDL 7330 (3-3-0) Statistics II – Advanced Graduate-Level Statistics

In this course the student will build upon his previous knowledge. With structured opportunities to analyze, interpret, and report quantitative research, using their own or sample data, students will be able to demonstrate coding, use quantitative software for analysis, and demonstrate skills in interpreting and writing the results of quantitative data. Spring.

PHDL 7340 (3-3-0) Research I – Research Principles and Critical Thinking

This course will teach research principles and critical thinking skills that apply toward advanced research methods, quantitative and qualitative study, data collection, research analysis, and writing for publication. Summer.

PHDL 7350 (3-3-0) Research II – Advanced Research and Prospectus Design

In this class students identify their research question and begin to chart their research methodology toward the completion of their prospectus. The students and their faculty advisors will also decide upon and finalize the students' supervisor and Dissertation Committee. Fall.

PHDB 7315 (3-3-0) Qualitative Research in Business

This course will allow the student to apply advanced, qualitative research principles, data collection and analysis methods as well as writing for publication in the area of Business.

PHDG 7315 (3-3-0) Qualitative Research in General Leadership

This course will allow the student to apply advanced, qualitative research principles, data collection and analysis methods as well as writing for publication in the area of General Leadership.

PHDH 7315 (3-3-0) Qualitative Research in Higher Education

This course will allow the student to apply advanced, qualitative research principles, data collection and analysis methods as well as writing for publication in the area of Higher Education.

PHDM 7315 (3-3-0) Qualitative Research in Ministry

This course will allow the student to apply advanced, qualitative research principles, data collection and analysis methods as well as writing for publication in the area of Ministry.

Concentration Courses

Business Concentration

PHDB 7309 (3-3-0) Special Topics in Business (PHDG, PHDH, and PHDM 7309)

The student will read widely and deeply from selective readings comprising bibliographies from the student's Business concentration area. 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. Spring.

PHDB 7310 (3-3-0) Leadership and Technology

Leadership responsibilities in organizations will increasingly influence, and be influenced by technology. This course is designed to provide an enhanced understanding of the global environment of information technology and its impact in today's societies. The course will provide students with a framework for understanding ways in which human societies and organizations transform themselves through technological innovation and for assessing the social and ethical issues associated with technological change. Recognizing the ubiquitous nature of technology this course will provide foundational vocabulary, an examination of current and emerging concepts, and critical evaluation of the implications of technology for leaders and their role as agents of change. Spring.

PHDB 7311 (3-3-0) Organizational Theory/Design

This seminar will examine the key issues and perspectives in organization theory. The objective of the course is to provide increased knowledge, including classic and contemporary theories, ongoing controversies, and groundbreaking empirical studies in the area of organizational theory and design. In a single semester it is impossible to complete an exhaustive tour of the field, thus students will explore select research domains that will provide a sufficient balance overall.

PHDB 7312 (3-3-0) Emerging Trends in Business Leadership

This seminar will examine specific topic(s) chosen in response to critical issues that are currently under discussion and perceived to be of broad interest to a large number of seminar participants. Topics may include but not limited to Financial and Economic issues in Leadership, Marketing Thought, Outsourcing, Sustainability, Entrepreneurship and Business Formation, Women in Leadership, Multi-Generational Leadership, Social Networking, and Research in International Business and change year to year with each offering of the course. The course content will concentrate on recent academic research in the chosen area.

PHDB 7313 (3-3-0) Financial Issues in Leadership

This course addresses theory and application of financial management systems and techniques in organizations and explores frameworks for financial decision making through the application of analytical concepts and decision techniques to a variety of situations. Major topics include decision-making under uncertainty, accounting procedures, techniques for financial analysis, investment in long-term assets, budgeting systems, cash management, resource allocation, risk management, debt management, and international finance.

PHDB 7314 (3-3-0) Leadership, Ethics, and Social Responsibility

An in-depth investigation of the characteristics and relationships between ethical and moral practices and effective leadership. This course will explore the nature of ethical leadership through a consideration of the ethical foundation of leadership principles. The curriculum will consider a variety of moral dilemmas that exist in societies and organizations. Attention will be given to how the leader's values and beliefs affect decision making along with the key factors involved in ethical decision-making. Students will develop an understanding of the complexity of the moral dilemmas through a crucial analysis and application of ethical principles.

PHDB 7315 (3-3-0) Qualitative Research in Business

This course will allow the student to apply advanced, qualitative research principles, data collection and analysis methods as well as writing for publication in the student's area of Business concentration.

PHDB 7316 (3-3-0) Jerusalem, Israel, and the World: Identity, Faith, and Leadership (PHDG, PHDH, PHDM, EDDH, and EDDM 7316)

This seminar includes a trip to Israel in order to explore the issues associated with the impact of globalization, faith, and identity in leadership development. Readings and assignments before the trip will have prepared the students to engage in the application of knowledge regarding spiritual leadership and global influences on the identity of the leader as it relates to the student's specific concentration area.

General Leadership Concentration

PHDG 7309 (3-3-0) Special Topics in General Leadership (PHDB, PHDH, and PHDM 7309)

The student will read widely and deeply from selective readings comprising bibliographies from the student's General Leadership concentration area. 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. Spring.

PHDG 7310 (3-3-0) Leadership in Practice: People, Conflict, and Problem Solving

Interpersonal relationships within an organization are critical to success. Although leaders must often focus on articulating the mission and vision of an organization to external constituents, this emphasis may lead to underdeveloped structures and undernourished personnel within the organization. Leading in community will provide students with multiple frameworks within which to analyze their own leadership styles, characteristics, and effectiveness for the purpose of cultivating community within an organization. In addition, this course will focus on the role of Human Relations within an organization. By the completion of the course, students will develop an ethical framework to identify organizational systems and processes for increasing communication, solving problems, and reducing conflict.

PHDG 7311 (3-3-0) Leadership Development and Succession

This course focuses on how organizations and leaders strategically provide for leadership succession at all organizational levels through intentional leadership development. There will be an examination of the alignment of the goals of succession planning with the mission and strategic plan of the organization. Attention will be given to the internal and external processes required to ensure effective talent selection among a generationally diverse workforce, while increasing employee competence and enhancing organizational effectiveness.

PHDG 7312 (3-3-0) Followership

While the leadership literature is saturated with books on becoming better leaders, there is a dearth of awareness concerning finding and supporting those who follow leadership effectively. This course will examine both personal and professional behaviors that constitute effective followership as well as provide an intellectual understanding of the follower phenomenon – its origins and functions, its evolution over time, its distinctions, and its relation to the leader phenomenon.

PHDG 7313 (3-3-0) Leadership in Practice: People, Conflict, and Problem-Solving

This course will focus on the role of human relations and developing community within an organization including managing talent and performance, training and coaching followers, increasing communication, solving problems, and reducing conflict. Interpersonal relationships within an organization are critical to effectiveness. At times leaders can focus on articulating the mission and vision of an organization to external constituents to the detriment of developing structures and nourishing followers within the organization. Students will develop skills in leading in community using multiple frameworks within which to analyze their own leadership styles, characteristics, and effectiveness for the purpose of cultivating community within an organization. Spring.

PHDG 7314 (3-3-0) Leadership, Ethics, and Social Responsibility

An in-depth investigation of the characteristics and relationships between ethical and moral practices and effective leadership. This course will explore the nature of ethical leadership through a consideration of the ethical foundation of leadership principles. The curriculum will consider a variety of moral dilemmas that exist in societies and organizations. Attention will be given to how the leader's values and beliefs affect decision making along with the key factors involved in ethical decision-making. Students will develop an understanding of the complexity of the moral dilemmas through a crucial analysis and application of ethical principles.

PHDG 7315 (3-3-0) Qualitative Research in General Leadership

This course will allow the student to apply advanced, qualitative research principles, data collection and analysis methods as well as writing for publication in the student's area of General Leadership concentration.

PHDG 7316 (3-3-0) Jerusalem, Israel, and the World: Identity, Faith, and Leadership (PHDB, PHDH, PHDM, EDDH, and EDDM 7316)

This seminar includes a trip to Israel in order to explore the issues associated with the impact of globalization, faith, and identity in leadership development. Readings and assignments before the trip will have prepared the students to engage in the application of knowledge regarding spiritual leadership and global influences on the identity of the leader as it relates to the student's specific concentration area.

Higher Education Concentration**PHDH 7309 (3-3-0) Special Topics in Higher Education (PHDB, PHDG, and PHDM 7309)**

The student will read widely and deeply from selective readings comprising bibliographies from the student's Higher Education concentration area. 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. Spring.

PHDH 7310 (3-3-0) College and University Leadership

This seminar allows students to 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 liaison of student personnel with other administrative and leadership functions will be analyzed and evaluated.

PHDH 7311 (3-3-0) Budget/Finance in Higher Education

This course is designed to provide the graduate student with a practical knowledge of the business and financial aspects of higher education administration. Students will gain an understanding of terminology, concepts, issues, and standard practices related to higher education budgeting and finance. Students will participate in a variety of applicable and research-based activities designed to provide the budgeting and finance knowledge and skills necessary to lead a college or university. The content of the course will be discussed and applied from a Christ-centered servant leadership perspective.

PHDH 7312 (3-3-0) 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 facts and patterns commonly presented to various academic administrators.

PHDH 7313 (3-3-0) Academic Affairs Leadership

This seminar explores 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.

PHDH 7314 (3-3-0) Student Services Leadership

This seminar provides 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 student services departments will be discussed and applied through problem-based learning.

PHDH 7315 (3-3-0) Qualitative Research in Higher Education

This course will allow the student to apply advanced, qualitative research principles, data collection and analysis methods as well as writing for publication in the student's area of Higher Education concentration.

PHDH 7316 (3-3-0) Jerusalem, Israel, and the World: Identity, Faith, and Leadership

(PHDB, PHDG, PHDM, EDDH, and EDDM 7316)

This seminar includes a trip to Israel in order to explore the issues associated with the impact of globalization, faith, and identity in leadership development. Readings and assignments before the trip will have prepared the students to engage in the application of knowledge regarding spiritual leadership and global influences on the identity of the leader as it relates to the student's specific concentration area.

Ministry Concentration**PHDM 7309 (3-3-0) Special Topics in Ministry**

(PHDB, PHDG, and PHDH 7309)

The student will read widely and deeply from selective readings comprising bibliographies from the student's Ministry concentration area. 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. Spring.

PHDM 7310 (3-3-0) Ministry Leadership for the 21st Century

This seminar examines leadership in development and implementation of current ministry models. These models may reflect ministry in broad church-wide, inter-church, and parachurch contexts; or ministry in narrow age-group, cross-cultural, community, or pastoral contexts. A biblical-theological framework is used to assess strategic leadership of ministry models from vision to implementation to evaluation. Students will discover and evaluate a wide range of current models, develop criteria for models, and project possible models for the future within the student's ministry setting.

PHDM 7311 (3-3-0) Theological Foundations for Contemporary Ministry

In this seminar the study of ecclesiology serves as a starting point for understanding and evaluating patterns and methods of ministry. The seminar uses the classical historical theological disciplines as a framework for exploring contemporary trends in applied practical theology. Emphasis is placed upon developing reflective theological analysis of contemporary ministry praxis as well as the development of tools to evaluate contemporary models for ministry effectiveness.

PHDM 7312 (3-3-0) Leadership for the Emerging Global Church

This seminar explores historic and emerging mission models to discover methods and paradigms that can be applied by Christian leaders today in global and inter-church contexts. Students examine and evaluate strategies recommended by missionaries, evangelists, and church planting leaders for their effectiveness in diverse cultural contexts. Emphasis is placed upon discovering current global mission trends and developing effective models to advance gospel causes around the world today.

PHDM 7313 (3-3-0) Faith Formation and Christian Education Process

Students will research systems of faith formation and Christian education processes with a view toward developing Christian education models for spiritual formation and leader development for preschoolers, children, youth, and adults.

PHDM 7314 (3-3-0) Leadership, Christian History, and Baptist Identity

Students will research leadership theory and practice within the context of Christian history from the New Testament to the present. Special attention is given to Baptist heritage/identity and resulting theologies of leadership.

PHDM 7315 (3-3-0) Qualitative Research in Ministry

This course will allow the student to apply advanced, qualitative research principles, data collection and analysis methods as well as writing for publication in the student's area of Ministry concentration.

PHDM 7316 (3-3-0) Jerusalem, Israel, and the World: Identity, Faith, and Leadership (PHDB, PHDG, PHDH, EDDH, and EDDM 7316)

This seminar includes a trip to Israel in order to explore the issues associated with the impact of globalization, faith, and identity in leadership development. Readings and assignments before the trip will have prepared the students to engage in the application of knowledge regarding spiritual leadership and global influences on the identity of the leader as it relates to the student's specific concentration area.

Comprehensive Examination Courses

PHDL 8300 – 8305 (3-3-0) Continuous Enrollment for Comprehensive Examination Candidacy

Independent study leading to retake of the comprehensive examination for the doctoral degree. To retain classified standing in the Ph.D. program, a student must enroll in a Continuous Enrollment for Comprehensive Examination Candidacy course each semester until all sections of the comprehensive examination are passed. *Prerequisite: Approval of the program director.*

Dissertation Courses

PHDL 8310 – 8316 (3-3-0) Dissertation Proposal/Prospectus

To enroll in this seminar, students must have successfully completed two years of leadership core, the third year of concentration study, and passed the Research and Statistics and the Seminar and Bibliography comprehensive examinations. In this seminar, the student will identify the dissertation research question, select the method of research used to investigate the problem, define, state, and justify the thesis or theory, outline the proposed study, and submit the proposal/prospectus to the Dissertation Committee for formal approval. Students must maintain continuous enrollment in the subsequent dissertation proposal/prospectus course until they have successfully completed and defended their dissertation proposal/prospectus. Fall, Spring, or Summer.

PHDL 8317 (3-3-0) Dissertation Proposal/Prospectus VIII

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. Students must maintain continuous enrollment in the subsequent dissertation proposal/prospectus course until they have successfully completely and defended their dissertation proposal/prospectus. Fall, Spring, or Summer.

PHDL 8318 (3-3-0) Dissertation Proposal/Prospectus IX

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. Students must maintain continuous enrollment in the subsequent dissertation proposal/prospectus course until they have successfully completed and defended their dissertation proposal/prospectus. Fall, Spring, or Summer.

PHDL 8320 - 8326 (3-3-0) Dissertation

Upon completion and successful defense of their dissertation proposal/prospectus, the student will enroll in this seminar. In this seminar, the student will implement and document the research methodology outlined in the dissertation proposal/prospectus. Students must maintain continuous enrollment in the subsequent dissertation course until they have successfully completed and defended their dissertation. Fall, Spring, or Summer.

PHDL 8327 (3-3-0) Dissertation VIII

Upon completion and successful defense of their dissertation proposal/prospectus, the student will enroll in this seminar. In this seminar, the student will implement and document the research methodology outlined in the dissertation proposal/prospectus. Students must maintain continuous enrollment in the subsequent dissertation course until they have successfully completed and defended their dissertation. Fall, Spring, or Summer.

PHDL 8328 (3-3-0) Dissertation IX

Upon completion and successful defense of their dissertation proposal/prospectus, the student will enroll in this seminar. In this seminar, the student will implement and document the research methodology outlined in the dissertation proposal/prospectus. Students must maintain continuous enrollment in the subsequent dissertation course until they have successfully completed and defended their dissertation. Fall, Spring, or Summer.

PHDL 8332 (3-3-0) Dissertation XIII

Upon completion and successful defense of their dissertation proposal/prospectus, the student will enroll in this seminar. In this seminar, the student will implement and document the research methodology outlined in the dissertation proposal/prospectus. Students must maintain continuous enrollment in the subsequent dissertation course until they have successfully completed and defended their dissertation. Fall, Spring, or Summer.

PHDL 8334 (3-3-0) Dissertation XV

Upon completion and successful defense of their dissertation proposal/prospectus, the student will enroll in this seminar. In this seminar, the student will implement and document the research methodology outlined in the dissertation proposal/prospectus. Students must maintain continuous enrollment in the subsequent dissertation course until they have successfully completed and defended their dissertation. Fall, Spring, or Summer.

Graduate Program Administration

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Eric Bruntmyer, Vice President for Financial Affairs
Randy Byers, Vice President for International Affairs
Dr. Dennis Dowd, Provost
Dr. Cory Hines, Vice President for Advancement and Graduate Affairs
Dr. Blake Killingsworth, Vice President for Communications
Dan Malone, General Counsel
Dr. Matt Murrah, Vice President for Technology
Jonathan Teat, Vice President for Administrative Affairs
Dr. Adam Wright, Vice President

ACADEMIC DEANS

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Dr. Bob Brooks, Graduate School of Ministry
Randy Byers, Online Education
Dr. Neil Dugger, College of Education
Dr. Dionisio Fleitas, College of Natural Sciences and Mathematics
Dr. Donovan Fredricksen, College of Professional Studies
Dr. Mark Hale, Assistant Provost
Dr. Gail Linam, Academic Dean
Dr. Steven Mullen, College of Christian Faith
Deemie Naugle, Associate Provost
Dr. Dale Sims, College of Business
Dr. Robert Sullivan, College of Humanities and Social Sciences
Dr. Adam Wright, Gary Cook School of Leadership

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Dr. Sandra Reid, Master of Business Administration
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Dr. Carolyn Spain, Master of Arts in Teaching, Master of Education in Reading and English as a Second Language, Master of Education in Bilingual Education
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