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Academic Catalog

Volume 14

B.H. Carroll
THEOLOGICAL INSTITUTE

B. H. Carroll Theological Institute
Academic Catalog
Volume 14
July 30, 2016

Disclaimer

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Reinventing Theological Education

B. H. Carroll Theological Institute is reinventing theological education in innovative, creative ways that make ministerial training more relevant, practical, effective, as well as affordable and accessible to all Christian workers. Using a nexus of scholars, teaching churches, and learning centers, Carroll Institute mobilizes the Body of Christ to minister and serve an increasingly lost and needy world. With a focus on the Great Commission, this approach commits a minimum of resources to buildings and a maximum of resources to intellectual capital and learning technologies. It operates from a center in Irving, Texas where professors (Senior Fellows) with a depth and breadth of experience in theological disciplines plan curricula. They also teach and coordinate the work of academically qualified scholars (Resident Fellows and Fellows) in teaching churches across the nation and ultimately around the world. Carroll Institute uses a broad range of media to connect with the churches and provide theological education that is biblically based and practically oriented.

Table of Contents

Mission Statement	1
Vision Statement	1
Values	2
Philosophy	3
Heritage & Identity	4
Accreditation and Authorization	6
Policies	10
Standards of Conduct	10
Academic Year and Credit Units	11
Course Load	11
Time Limits for Degree Completion	12
Grading System	13
Withdrawal Policy	15
Incomplete Policy	15
Attendance Policy	16
Online Participation Policy	16
Transfer Credit	17
Transcript Request	17
Inclement Weather Policy	17
Nondiscriminatory Policy	18
Special Needs / Disabilities	18
Copyright Policy	18
Spiritual Formation	20

Programs of Study	21
Learning Clusters	21
Scripture and Witness (SW)	22
Faith and Heritage (FH)	23
Ministry and Formation (MF)	24
Worship and Mission (WM)	25
Master's Degrees Courses of Study	26
Master's Degrees Course Descriptions	28
Core	28
Language	28
Scripture and Witness (SW)	30
Faith and Heritage (FH)	47
Ministry and Formation (MF)	51
Worship and Mission (WM)	67
Praxis	74
Doctoral Degrees Courses of Study	78
Doctor of Ministry	78
Doctor of Ministry Course Descriptions	78
Doctor of Philosophy	84
Doctor of Philosophy Course Descriptions	84
Diploma Courses of Study	92
Diploma Course Descriptions	92
Scripture and Witness (SW)	93
Faith and Heritage (FH)	96
Ministry and Formation (MF)	98
Worship and Mission (WM)	99

Programs at International Sites	101
Admissions	102
Application & Registration	105
Inactivity and Subsequent Readmission for Diploma and Master-level Students	106
Student Fees	107
Refund Policy	111
Scholarship Assistance	111
Graduation	111
Graduation Dates	112
Student Resources	114
Online Library	114
Custom Software	116
Print Book Collections	117
Directory	118
Teaching Sites	118
Supporting Sites	120
Offices	125
Board of Governors	126
Administrative Staff	128
Senior Fellows	132
Fellows	135
Distinguished Fellows	138
Resident Fellows	148

Mission Statement

B. H. Carroll Theological Institute is a graduate-level community of faith and learning that equips men and women called to serve Christ in the diverse and global ministries of His church.

We equip missional leaders

Vision Statement

Through an integrated network of Fellows, Teaching Churches, and Learning Centers, the Institute seeks to mobilize the priesthood of believers for service in society. It provides, through appropriate media, theological education that is both biblically based and praxis oriented. The Institute develops Christ-centered leaders who are committed to academic excellence, life-long learning, and transformational ministry. The Institute works collegially with other evangelical Christians. Its confessional basis is the consensus of opinion concerning those articles of the Christian faith and practice that have been most surely held and expressed in historic Baptist principles and practices.

We will deliver accredited theological education to Christ-centered leaders in their contexts through a network of ministry partners.

Values

- Christ-centered, Spirit-led character
- Bible-based, world-engaged curriculum
- Historic Baptist identity and principles
- Intellectual energy interacting with effective praxis
- Vulnerable, responsive, and relevant to a changing world
- Accessible and affordable to all believers
- Collegial, collaborative, and encouraging environment
- Diverse and inclusive community with a global impact
- Linked with and mutually accountable to the churches
- Individual attention to and respect for students
- Synergistic dialogue between Senior Fellows and field-based Resident Fellows
- Intentional, holistic formation of all persons, faculty and students
- Perpetual education: lifelong and mutual learning between faculty and students
- Model and guide students in development of a mature and balanced biblical worldview

Affordable

Accessible

Achievable

Accountable

Philosophy

B. H. Carroll Theological Institute differs from other theological institutions in the scope of its philosophy of education, its approach to resources, and its relationship with churches and other educational institutions. Carroll Institute does not accept certain implicit but persistent assumptions about ministerial training. Theological education does not have to be highly competitive. By enlarging incentives and opportunities for learning, the entire student base is expanded to such a degree that other institutions will benefit as well.

The cost of theological education does not have to escalate perpetually. The expanding student base and revenue from ancillary activities enable Carroll Institute to lower costs of tuition for students.

Theological education does not have to be restricted by institutional location. Instead of building a large central campus, Carroll Institute distributes learning and makes it accessible at the grass roots level through a nexus of Teaching Churches. Although Carroll Institute uses innovative technologies and many of its classes are connected electronically, it is not primarily a “distance-learning” or “online” seminary. Rather, it is essentially a network of Teaching Churches where scholars meet face-to-face in learning clusters. In many instances new technology expedites the accomplishment of the goal to make theological education more accessible and affordable, and global electronic technology enables the Institute to access first-rate resources and world-class scholars. However, the primary goal is to provide a congregational-based laboratory that makes theological education more relevant and effective. Professors throughout the network of Teaching Churches conduct local classes at set times within small groups of students. Emphasis is placed on academic excellence, practical training, and personal contact with qualified mentors in peer learning clusters.

Current theological education often fails to integrate praxis with academics in a meaningful way. In fact, there are marked indicators that the trend is to move away from this integration, thus emphasizing classical over practical studies and giving students only token training in the churches. Recognizing that the best theological education does not exclude practical application from academic excellence, Carroll Institute reestablishes the vital relationship with the local church and uses it as a laboratory for ministerial training. It uses a broad range of media to reconnect with churches to provide theological education and real-world assistance that is biblically based, academically sound, and practically oriented.

Carroll Institute synergizes the resources of innovative technology, a pool of mentor-scholars, the facilities and human resources of churches, a “cutting-edge” generation of students, assessment tools and ministerial programs, and creative use of financial resources. Our philosophy not only harnesses ingredients essential for effective and efficient theological education, it also pioneers a twenty-first century seminary that will mobilize, train, and unleash an incredibly large and potent army of servants for God’s kingdom.

Heritage & Identity

Identity

B. H. Carroll Theological Institute is a free-standing community of Christian scholars with multiple sources of funding and a self-perpetuating board of governors. It is distinctively Baptist. It affirms those articles of Christian faith and practice which have been surely held and expressed in historic Baptist principles and practices. It operates in cooperation primarily with, but not limited to, Baptist churches. It also cooperates with other Great Commission Christians who are on the cutting edge of ministry.

B. H. Carroll

B. H. Carroll (1843-1914) was a giant among Baptist leaders. While pastor of First Baptist Church of Waco for almost thirty years, he strengthened the Baptist witness and profoundly influenced the social life and political structures across Texas and the South. He became a legendary expositor. He was involved at every level of Baptist life. Other denominational leaders consulted with him on all important decisions. Yet, Carroll's most enduring legacy was in theological education. In his pastoral study, he tutored Baylor ministerial students and developed theological courses that were put into the university curriculum. Carroll chaired the Baylor board of trustees, served on its faculty, and was Dean of the Bible Department. He led the trustees to start Baylor Theological Seminary (1905) and later convinced the BGCT to separate it as a free-standing institution (1907). In 1908 he chartered it as Southwestern Baptist Theological Seminary. Altogether, Carroll taught for forty-three years. By publishing his curriculum in the Baptist Standard, he extended his influence across the South. He did more to form the theology and shape the ideals of preachers than any other person of his generation. George W. Truett said this was Carroll's crowning work and his real passion: "No other task in all his life seemed so completely to enthrall his thoughts and energies as the task of Ministerial Education...this man, in season, out of season, pleaded forever for the better education of God's preachers."

Legacy

Carroll emphasized two dimensions of theological education as equally important: academic excellence and practical application. He challenged students to develop keen intellects, but he also showed them how to apply knowledge in meaningful ways. His desire was for leaders in the churches to be equipped with all the tools for ministry and to know how to use them effectively. Carroll's vision was to make this theological education accessible and affordable to all Christian leaders - to every worker and teacher in the church, in addition to those persons called to full-time vocational ministry. In 1905, he put it this way:

If we ever intend to make the Texas Baptists the greatest spiritual force in the world and to be potential in shaping the destiny of our state and nation, we must provide at home for the right and adequate training of a great host of spiritual leaders. Not to do it is a sin. We may not devolve this responsibility on others, nor can we safely postpone the work.

Carroll Institute perpetuates and extends this legacy. We will provide accredited theological education that is academically excellent and practically applicable in a way that it is accessible and affordable to every Christian leader. This is a vocational school: we will train professional ministers. Yet, in a fuller sense, this is a theological institution: we will "institute," or invest persons with a spiritual charge. That charge is not limited to full-time ministers but will be shared with all Christian leaders called to prepare for ministry.

Carroll Institute is non-traditional and innovative, but it will sustain the DNA of Carroll's legacy, as defined by L. R. Scarborough: it will be denominationally anchored as a distinctively Baptist institution responsible to Baptist churches; it will teach the Word of God; and it will magnify both scholarship and spiritual life. We will use creative approaches to theological education and its delivery. At the same time, we are reviving a heritage and perpetuating a legacy for those who remain loyal - loyal to historic Baptist principles - loyal to our Lord, His Word, and His commission - loyal to our and future generations. We hope that by providing a common ground for those who remain loyal, this new seminary also might help to bring healing to a wounded denomination.

Accreditation and Authorization

Statements on Accredited Status

Association for Biblical Higher Education

5850 T.G. Lee Blvd, Suite #130

Orlando, FL 32822

+1.407.207.0808

www.abhe.org



B. H. Carroll Theological Institute is accredited by the Commission on Accreditation of the Association for Biblical Higher Education to grant degrees at the master's and doctoral levels.

The Association of Theological Schools in the United States and Canada

10 Summit Park Drive

Pittsburgh, PA 15275-1110

+1.412.788.6505

www.ats.edu



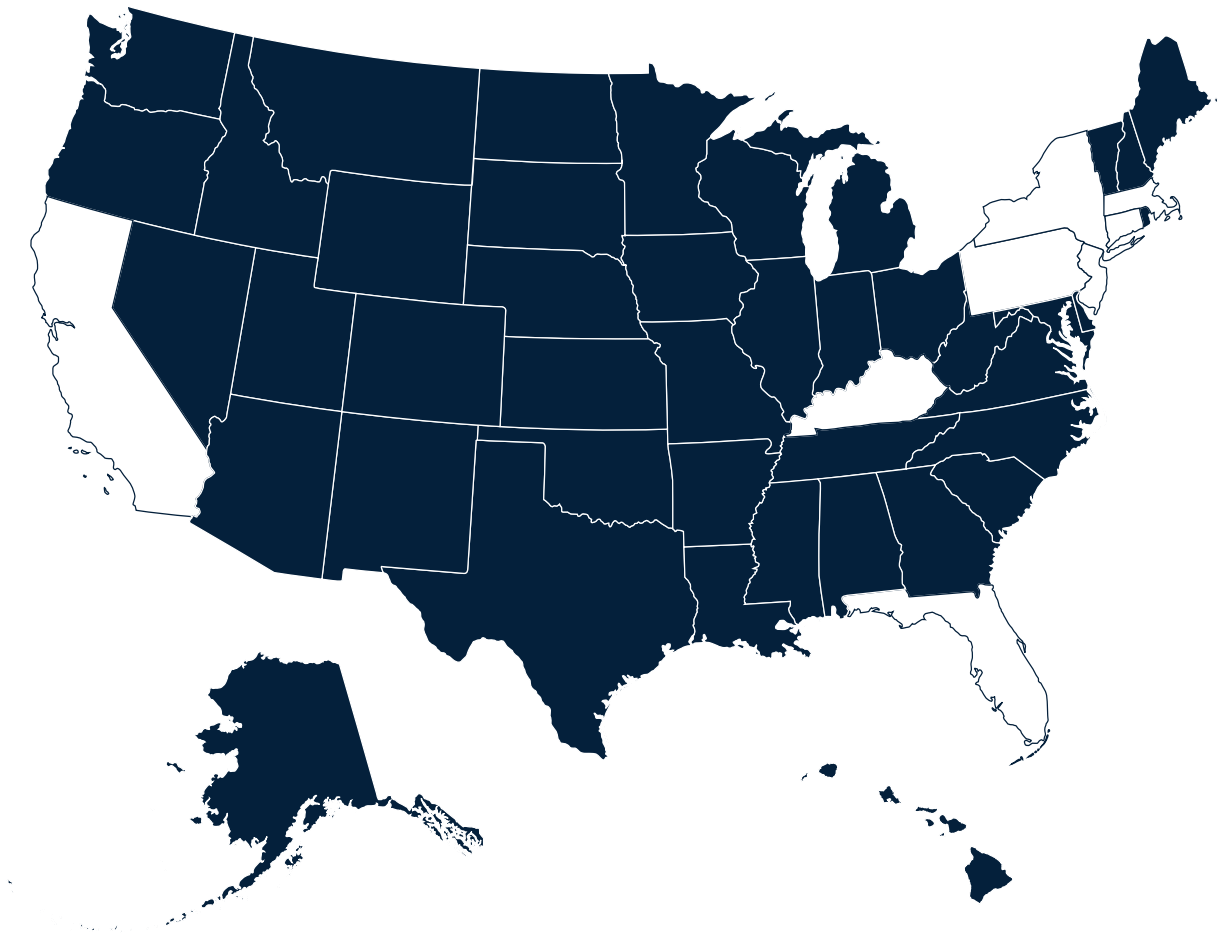
B. H. Carroll Theological Institute holds Candidate for Accredited Member status with the Commission on Accrediting of the Association of Theological Schools.

State Authorization

B. H. Carroll Theological Institute is a member of the National Council for State Authorization Reciprocity Agreements (NC-SARA). This consortium provides reciprocity to member states, allowing individuals residing in those states to take distance education courses provided by member institutions.



The map below indicates states participating in NC-SARA (as of June 2016). For more information, please visit: <http://nc-sara.org/>.



Since the regulatory landscape related to state authorizations changes often, students are encouraged to contact Carroll Institute personnel for clarification or further information. If you are a prospective student living in a state that is not a member of NC-SARA, or a current student considering relocation to a state that is not a member of NC-SARA, please contact the Registrar's Office to request additional information about how state authorization may impact your ability to complete coursework with Carroll Institute.

History Related to Certification and Accreditation Processes

B. H. Carroll Institute has initiated procedural steps with those boards and associations that certify and accredit schools of higher education: the Texas Higher Education Coordinating Board (THECB), the Association of Biblical Higher Education (ABHE), the Association of Theological Schools (ATS), and the National Association of Schools of Music (NASM). Certification by the state of Texas is one of the prerequisites to apply for accreditation with the regional and national associations. Having met the standards of the Texas Higher Education Coordinating Board, the Institute was granted a Certificate of Authority, effective January 2007, to offer master's and doctoral degrees. In the fall of 2008, the Texas Higher Education Coordinating Board ceased regulating the activities of degree-granting religious institutions, and Carroll Institute was granted exemption from the THECB on December 3, 2008.

On March 1, 2010, the Carroll Institute was granted "Applicant Status" with the Association of Biblical Higher Education (ABHE). The Association for Biblical Higher Education is a national accrediting association officially recognized by the U.S. Department of Education and by the Council for Higher Education Accreditation (CHEA). ABHE comprises approximately 200 postsecondary institutions throughout North America specializing in biblical ministry formation and professional leadership education. The accrediting process with ABHE is in three stages: Applicant, Candidacy, and Accreditation Status. The Carroll Institute hosted a two-day site visit in the spring of 2010 with a representative of the ABHE Commission on Accreditation who outlined the process for Carroll to attain Candidacy and then full Accreditation Status. Carroll Institute received full "Accreditation Status" from ABHE on February 23, 2012.

In 2012, Carroll Institute began the formal process of seeking accreditation with the Association of Theological Schools (ATS). The first step of that process was to achieve Associate Membership status. To this end, application materials were submitted on July 30, 2013, and a staff visit was conducted December 2-3 of the same year. In February and March of 2014, six institutions provided to ATS letters of support on behalf of Carroll Institute: Austin Presbyterian Theological Seminary, Baptist Missionary Association Theological Seminary, Canadian Southern Baptist Seminary and College, Dallas Theological Seminary, Lincoln Christian University, and Logsdon Seminary. The Carroll Institute is profoundly grateful for the support of these sister institutions. On June 25, 2014, ATS member schools voted to approve the ATS Board's recommendation to grant Carroll Institute Associate Membership status. Next, the institution began the work necessary for candidacy. This included the submission of a readiness report (January 2015) and the completion of a staff visit which occurred April 12-14, 2015. The ATS Board, at its meeting in June 2015, voted to grant Carroll Institute Candidate for Accredited Membership status. The next step of the process is to achieve full accreditation, which involves the completion of a self-study report and an evaluative visit. Presently, the institution is engaged in a season of self-study as it works to complete the remaining requirements necessary for full accreditation.

The leaders of the Carroll Theological Institute have over 300 years of combined experience in graduate

theological education. That experience includes multiple self-studies and accrediting processes along with proficiency in graduate-level teaching, curriculum design, and competency-based education. From the beginning the Institute has demanded high standards of academic work that will meet or exceed all criteria necessary for accreditation. Because peer evaluation and accreditation are essential and valuable to the effective training of ministers, the quality of the faculty, the effectiveness of the curriculum, and the competencies of the graduates must be validated through accreditation by ABHE, ATS, and NASM. Therefore, academic excellence, effectiveness in ministry, and building the kingdom of God will be ultimate goals for every student.

Policies

Standards of Conduct

As a community of Christian leaders, Carroll Institute seeks to maintain high standards of integrity in all areas of life, including academic work, ministry, and community relationships. Given these objectives, students are expected to maintain appropriate personal standards and use wise judgment in matters pertaining to personal conduct. Any set of community conduct standards may contain elements with which some of its members disagree. Nevertheless, out of a desire to encourage an environment appropriate to its purposes, respect for its heritage, and concern for the values of its constituency, B. H. Carroll Theological Institute has established the following behavioral guidelines for all students.

Practices that are not in keeping with Scriptural teachings and wholesome Christian lifestyle, such as dishonesty, theft, sexual misconduct and harassment, use of pornography, profanity, racism, and infringement on the rights of others are considered serious violations of the standards of conduct and will not be condoned. In a Christian academic community, academic dishonesty, including cheating, plagiarism, and misappropriation of library materials, is regarded as a serious violation of standards of conduct.

Abuse of one's body is inappropriate for any Christian. Students will refrain from the possession or use of harmful substances, intoxicants, and all illegal drugs.

Christians are expected to show respect for governmental authority. Students are therefore expected to uphold the laws of the local community, the state, and the nation.

Students are expected to refrain from all practices that are questionable and encourage exposure to demeaning social relationships.

Carroll Institute values a community environment that is free from all forms of discrimination and harassment. Therefore, discrimination and harassment of any type will not be tolerated by the institution. Those found in violation will be subject to disciplinary action.

In order to facilitate orderly community life, students are expected to abide by other procedural rules and regulations as announced.

Academic Year and Credit Units

The academic year at Carroll Institute runs from early August to the end of July. The year is divided into five, 8-week terms for master-level students and into two, 16-week semesters for doctoral students. See the following chart for term names and approximate dates.

Master-Level Courses (8 weeks)

Alpha Term (Aug-Sept)

Emmanuel Term (Oct-Nov)

Paschal Term (Jan-Mar)

Omega Term (Apr-May)

Summer Term (Jun-Jul)

Doctoral-Level Courses (16 weeks)

Fall Semester (Aug-Nov)

Spring Semester (Jan-May)

The unit of measure for the valuation of courses is the credit unit. Carroll awards one credit unit for every fourteen hours of classroom instruction and evaluations. Evaluations are normally administered outside of classroom instruction time and are submitted electronically through the Carroll Online Learning Center. Online learning activities and resources are available for all in-class and online courses.

Students are expected to study at least two hours outside of class for every hour of instruction/learning activities. Online or blended courses cover the same competencies as in-class courses.

Course Load

The normal load is eight to ten courses per year. Students are considered full time if enrolled in two or more courses per term. It is recommended that a student not take more than three courses per term. Students are encouraged to consider the challenging demands of professional level theological education at Carroll Institute, along with demands of work, ministry opportunities, and commuting when establishing an appropriate course load in any term. Students are encouraged to discuss their schedules with their advisors.

Time Limits for Degree Completion

Master's Degree Programs

All academic credit completed at Carroll Institute and applied toward requirements for a master's degree should be earned within ten years of the awarding of the degree.

Doctor of Ministry Degree Program

The D.Min. degree program's design is a three-year, full-time program of study. A student must complete all program requirements within a six year time frame. (For further information, see the *Sequence of Studies* section of the D.Min. Handbook.)

Doctor of Philosophy Degree Program

The Ph.D. degree program's design is a four-year, full-time, non-residential model. The maximum allowable time for a student's completion of the degree is seven years. (For further information, see the *Program Length* section of the Ph.D. Handbook.)

Grading System

Grades at Carroll Institute indicate performance with respect to the quality of work at the professional level. Evaluation of course grades is the responsibility of the Fellow as described in each course syllabus. Carroll Institute uses the following description of grades and grading scale:

A	student has evidenced exceptional knowledge and skill
B	student has evidenced above average knowledge and skill
C	student has evidenced acceptable knowledge and skill
D	student has evidenced minimal knowledge and skill
F	student has failed to acquire the necessary knowledge and skill
I	Incomplete
WD	Withdraw/Drop
WP	Withdraw Passing
WF	Withdraw Failing
CR	Credit
NC	No Credit
P	Pass

Quality points and the Grade Point Average are determined on the following basis:

	Quality Points
A+	4.33
A	4.00
A-	3.66
B+	3.33
B	3.00
B-	2.66
C+	2.33
C	2.00
C-	1.66
D+	1.33
D	1.00
D-	0.66
F	0.00
I	NA
W	NA
P	NA

Withdrawal Policy

Any master-level or diploma student needing to withdraw from one or more classes should communicate the intent to withdraw with his or her instructor(s) and obtain documentation of the instructor's awareness of the student's plans. The student should also complete the Request for Course Withdrawal form available online and then submit all paperwork to the Registrar. During the third or fourth week of the term, a student may withdraw passing (WP) or withdraw failing (WF), based upon the instructor's evaluation of the student's work. After 4 weeks a student may withdraw failing (WF). A student who considers withdrawing after the fourth week may be given the option to request an Incomplete grade (I) and may be allowed up to an additional four weeks beyond the end of the term to complete the course. An Incomplete is given only for extenuating circumstances and only upon the approval of the instructor. A Request for Incomplete Grade form must be submitted by the student and approved by the instructor before the Incomplete will be assigned (review the Incomplete grade policy for additional information). If the course is not completed by the deadline specified by the instructor, the student may request an extension of up to 60 days. If the student fails to finish course requirements by the extension deadline granted by the instructor, the incomplete automatically becomes a failing grade (F).

Incomplete Policy

A grade of "I" indicates that the work required for the course was not completed. It is given only when special extenuating circumstances beyond the student's control (such as illness, death of a family member, etc.) prevent the student from completing the work or taking the exam. A request for an extension must be submitted to the Fellow teaching the course prior to the due date of the work concerned. To obtain an acceptable grade in the course, the student must complete all requirements specified by the Fellow, and will have up to an additional four weeks beyond the end of the term to complete the course. An "I" grade must be removed within the extension time granted; otherwise it will be changed to an "F". Under very unusual circumstances, a Teaching Fellow may extend an "I" for a maximum of 60 days. After that, any grade changes must be handled as a petition to the Master's Program Council.

Attendance Policy

Course attendance (whether in a classroom or online) is for the purpose of preparation for the gospel ministry. Students are therefore expected to take attendance seriously. Not only are students expected to attend all classes but they are also responsible for all material presented or assigned for courses whether present or absent. Regular and punctual attendance is essential to the learning process and is foundational to the interaction that is characteristic of courses within Carroll Institute. Each Fellow has the prerogative to outline class attendance policies for his or her class in the course syllabus. However, absence from more than two sessions scheduled for a course is regarded as excessive, and a grade of "F" may be assigned as deemed appropriate by the Fellow.

Any student whose absence was acceptable by the Fellow, will be given an opportunity to make up, in a manner acceptable to the Fellow, any deficiencies which may have resulted from the absence. The Fellow has the prerogative of determining whether or not a student may rectify deficiencies occasioned by absences for other reasons. It is the student's responsibility to inform the Fellow of the reason for an absence and to do so in a timely manner. In certain exceptional cases, such as extended illness or family crisis, in which it is impossible for students to complete a term's work, they may present a request to the Master's Program Council for permission to withdraw from all courses in the term without penalty.

Online Participation Policy

Weekly student participation and response in online courses is a necessary component of the learning process. In this form of internet based learning, weekly course participation is equivalent to class attendance. Online participation may include any of the following: e-mail to professors or other class members, responses to a discussion forum posting, an assignment being submitted, or an exam or quiz being completed. If no student response occurs during a week of the term, the student is considered absent. Class participation is a necessary factor in the learning process. Therefore, absences must be kept to a minimum. Students are held responsible for all academic work scheduled during any time of absence.

Transfer Credit

A student may transfer eligible graduate course work into Carroll Institute. Work accepted for transfer credit must be completed with a grade of "C" or better in an approved institution, be recorded on an official transcript which must be on file with Carroll Institute, and be applicable to a Carroll Institute Program of Study. However, not more than one-half of any Program of Study can be satisfied by transfer work and not more than one-half of the credits earned in the completion of another graduate degree can be transferred into any Program of Study. Students must complete the Request for Transcript Evaluation form located on the Carroll Institute web site.

Transcript Request

Students may obtain an official academic record by submitting a Request for Transcript form (available on the Carroll Institute web site) to:

The Registrar

B. H. Carroll Theological Institute

6500 N Belt Line Road, Suite 100

Irving, Texas 75063

Inclement Weather Policy

In the event inclement weather, such as excessive ice, snow, or rain, makes travel hazardous, it may be necessary for classes scheduled at a particular Teaching Church location within the Nexus to suspend operations and cancel or postpone classes. The official decision to close is made based upon the decision of the independent school district where the Teaching Church is located. Generally students will find that notification on local news media.

Nondiscriminatory Policy

In compliance with federal law, including provisions of Section 504 of the Rehabilitation Act of 1973 and Title IX of the education Amendments of 1972, Carroll Institute does not discriminate on the basis of race, color, national origin, sex, age, or disability in admissions and in the administration of its education policies, programs, and activities. Persons who believe their rights under this policy have been violated should contact the Council of Senior Fellows of Carroll Institute.

Special Needs / Disabilities

In compliance with federal law, including provisions of Section 504 of the Rehabilitation Act of 1973 and Title IX of the education Amendments of 1972, Carroll Institute does not discriminate on the basis of race, color, national origin, sex, age, or disability in admissions and in the administration of its education policies, programs, and activities. Persons who believe their rights under this policy have been violated should contact the Council of Senior Fellows of Carroll Institute.

Copyright Policy

B. H. Carroll Theological Institute prohibits faculty, staff, and students from violating applicable copyright laws when using protected resources for any institute function including classroom and administrative purposes. Use of copyright materials must be in compliance with licenses, exemptions, exclusions, and Fair Use exceptions.

Respecting Copyright

B. H. Carroll Theological Institute respects the rights of any material protected by copyright laws of the United States. The institute encourages the use of materials that will enhance learning and further the educational goals of the school. Faculty, staff, and students are to abide by the licenses, exemptions, exclusions, and Fair Use exceptions when using copyrighted works. When no exception allows for the use of a specific copyrighted work, permission must be obtained from the copyright holder prior to using the work in any setting.

Author-Created Works

Students, faculty, and staff retain the rights to any educational works they produce at the school. This includes the rights to research projects, books, journal articles, poems, manuals, tests, instructional materials, bibliographies, musical works, dramatic works, audiovisual works, and other similar materials.

Institutional Works

B. H. Carroll Theological Institute retains the rights to any institutional works created by students, faculty, or staff. These works include any official policies, procedures, research projects, manuals, and other similar works commissioned by the institution or intended for use by the institution.

Recorded Materials

B. H. Carroll Theological Institute retains the rights to any recorded materials in the classroom, learning management system, or special functions for the institute.

Online Courses

Instructors retain the rights to materials they create for use in online teaching. B. H. Carroll Theological Institute has the right to make online materials available to instructors other than the person(s) responsible for creating those materials for the purpose of student instruction.

For More Help:

Reproduction of Copyrighted Works by Educators and Librarians

<http://www.copyright.gov/circs/circ21.pdf>

Spiritual Formation

Because Carroll Institute is a community of faith and learning dedicated to providing leadership for Christian ministry by equipping men and women called to serve Christ in the diverse and global ministries of His church, preparing and mobilizing disciples for more effective ministry through His church, and assisting leaders in identifying and addressing issues that affect the life and health of the church, every effort of the academic and praxis process will be devoted to the development of spiritual formation of students. It is the very nature of the Nexus that all academic processes take place in the context of local churches under the mentoring of seasoned professional ministers and mature church leaders. Theological education within the Carroll Institute structure is “theological education within the context of the local church”.

Students are also encouraged to participate in spiritual formation development provided during week-long Colloquies twice each year. This involvement is encouraged not only during the period of time students are participating in formal classes, but for the life-long learning of every student.

Special emphasis and concentrated evaluation will be given to spiritual formation in the wrap-up course taken by every student at Carroll Institute. This can be found in the following:

Course Title	Course Number
Capstone	BHCTI5211

Programs of Study

Learning Clusters

The curriculum design for the Institute is built around the organizing principle of four Learning Clusters. These clusters are natural convergences of the functional roles in ministry. Each cluster develops a set of skills and synthesizes learning for ministers to use in planning and exercising the responsibilities related to the calling and mission of the church. The four clusters collectively form a continuum of practical learning built upon the academic subjects, which are arranged as follows:



Scripture and Witness (SW)

Biblical Languages - SWBLA

Biblical Literature - SWBLI

Biblical Interpretation - SWBIT

Biblical Preaching - SWBPR

Reliance upon the Scripture as the Word of God and the indispensable role of biblical truth for faith and ministry; communication of the message of the Bible centered in the proclaimed gospel, addressed in relevant terms to contemporary culture, and reflected in the tasks of preaching, teaching, and witness that lead to such competencies as:

- To engage reading strategies in the use of Scripture that enhance personal growth, critical awareness, and lifelong learning
- To appropriate the historic witness of the Scripture in its ancient setting by adequate study of the literature, history, and culture of the Bible
- To access the Hebrew and Greek texts of the Scripture using linguistic skills to prepare biblical sermons and to teach biblical content
- To expound the meaning of biblical texts using proper methods and principles of exegesis informed by historic Christian practice and responsive to current needs
- To interpret diverse portions of the biblical canon in terms of the whole of Scripture, seeking unity between the two testaments, so that the Bible may function properly in theological reflection and worship by the church
- To construct and deliver sermons that are biblical and homiletically sound, setting a program of self-critique for improvement and interchange with those who hear
- To communicate biblical truth through preaching, teaching, writing, and personal witness, or through music, worship, and other appropriate modes

Faith and Heritage (FH)

Theology - FHBTH

Church History - FHCHS

Ethics - FHETH

Philosophy - FHPHI

The historic formulations and confessions of the Christian faith; the impact of philosophical and ethical traditions and Christian truth on the history of Christianity; and the distinctive role of Baptists in shaping faith and practice that lead to such competencies as:

- To develop a working knowledge of the major historical periods, movements, persons, and issues, as well as the political, social, and religious influences in the development of Christianity and Baptist history that provide a basis for the beliefs and practices of the church in relation to the world
- To deal critically with historical evidence, sequence, generalization, and analogy with regard to the history of Christianity and Baptists, and to communicate insight from historical explanation in relating the past to the present
- To communicate the confessional development of Christianity and Baptist heritage in the context of theology, philosophy, history, and in conversation with the current human experience
- To model a working theology in one's ministry that reflects an awareness of Christian doctrine in light of its biblical, confessional, philosophical, and historical development. To lead the whole church toward a working theology that gives attention to content, methodology, and process by which Christian theology continues to be formulated and developed within the life of the congregation
- To demonstrate how understanding of Scripture, history, philosophy, and theological foundations of Christian ethics informs the construction of one's own beliefs and convictions, and how it expresses itself in action
- To develop within the church an awareness of how understanding of Scripture, theology, philosophy, history, and principles of Christian ethics lead to development of values, moral perspectives, ethical behavior, and sound decision making
- To develop a personal worldview relevant to Christian ministry taking into consideration other contemporary worldviews, philosophical issues, major religions, religious sects, culture, and science
- To lead a congregation to develop an adequate defense of the Christian faith against arguments from non-Christian belief systems

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Ministry and Formation (MF)

Pastoral Ministry - MFPMN

Leadership - MFLDS

Foundations of Education - MFFND

Administration - MFADM

Psychology & Counseling - MFPSY

Essential ministries of character and leadership that nurture faith in Christ, build and develop churches, meet human needs at every level, and transform situations to God's purposes; principles, methods, and resources that equip teachers and leaders for the development of educational programs in congregations and denominations that lead to such competencies as:

- To train and develop church leaders in the proper interpretation of the Bible and application of its truth within the life and ministry of the church
- To model effective leadership skills and appropriate relationships with the staff, church members and other members of the community, and to develop these skills in other church leaders by helping them to be motivated, communicate effectively, resolve conflicts, and develop ongoing leadership improvement plans
- To demonstrate pastoral care that is both skilled and relational and serves the ministry needs of church members and other members of the community in administering and conducting the ordinances, hospital visits, various counseling opportunities, weddings, and funerals
- To function as curriculum coordinator of the church, assisting in the adoption of a philosophy of teaching and training that reflects an understanding of the functions of the church integrated with a curriculum plan that identifies ministry needs, and effects specific strategies for reaching learning goals
- To lead the church to adopt a working model for calling out, training, equipping, and developing church leaders in the areas of teaching skills and age-appropriate methods for the church's educational programs
- To reflect and develop a biblical view of Christian stewardship within the church and to give leadership to budgeting and responsible operation and control of finances

Worship and Mission (WM)

Worship - WMWOR

Evangelism - WMEVA

Missions - WMMIS

Church Music - WMCMU

Practice and forms of public and private worship, music in the Christian experience, the church's mission in a global context, and the formative disciplines of Christian character and devotion that lead to such competencies as:

- To plan and lead worship services that are built on biblical principles and patterns, that are shaped by essential Christian doctrines, and that exhibit sound principles of design and function
- To teach others the biblical, theological, historical, and cultural dimensions of worship and the implications of these for planning, leading, and experiencing worship
- To lead the church to understand the various elements of worship and appreciate diverse styles and expressions of worship
- To model awe and love for God and educate the congregation in personal, family, and corporate worship
- To model openness to the broad spectrum of worship experiences in history and in various cultural contexts, and lead a congregation to explore ways these may be used in planning and leading worship
- To teach the biblical and theological foundations for evangelism and missions and the various ways the church has grown and spread
- To communicate biblical truth through personal witness, preaching, teaching, music, and other appropriate means
- To lead the congregation to have a passion for sharing the Gospel of Christ
- To lead the congregation to have respect for persons of diverse cultures and backgrounds, and demonstrate sacrificial love for people

Master's Degrees Courses of Study

Master of Divinity

The Master of Divinity degree prepares persons for ordained ministry and for general pastoral and religious leadership responsibilities in congregations and other settings. It is the required degree for admission to the Doctor of Ministry degree program, and the recommended first theological degree for admission to the Doctor of Philosophy degree program.

Units: 80

Program Details: http://www.bhcarroll.edu/wp-content/uploads/2015/05/Course-Guide-MDiv_rev-2015.pdf

Master of Divinity in Chaplain Ministry

The Master of Divinity in Chaplain Ministry degree prepares persons for ordained ministry and for general pastoral and religious leadership responsibilities in institutional, congregational, and public settings. It is designed to prepare persons for ministry in pluralistic environments such as: institutions associated with the military, health care, correctional facilities, and corporate or industrial settings; disaster scenes and other catastrophic events requiring crisis intervention and spiritual leadership; locations identified with transitory populations such as airports, seaports, recreational venues, and national parks; and special interest groups such as civic clubs, sports teams, truckers and bikers.

Units: 84

Program Details: http://www.bhcarroll.edu/wp-content/uploads/2015/05/MDiv-in-Chaplain-Ministry_rev-2015.pdf

Master of Arts in Counseling

The Master of Arts in Counseling degree allows students to pursue state counseling licensure and to work in church related settings as well as in agencies, hospitals, and counseling centers. By combining solid theology with an understanding of the human relations fields, students will have a thorough foundation for providing counseling to individuals, couples, and families in need.

Units: 67

Program Details: http://www.bhcarroll.edu/wp-content/uploads/2015/05/MA-in-Counseling_rev-2015.pdf

Master of Arts in Christian Education

The Master of Arts in Christian Education degree prepares persons for competent leadership in various forms of educational ministry in congregations and other religious institutions.

Units: 60

Program Details: <http://www.bhcarroll.edu/wp-content/uploads/2015/05/Master-of-Arts-in-Christian-Education20151.pdf>

Master of Arts in Worship

The Master of Arts in Worship degree prepares persons for competent leadership in worship ministry in congregations and other settings.

Units: 48

Program Details: http://www.bhcarroll.edu/wp-content/uploads/2015/05/MA-in-Worship_rev-2015.pdf

Master of Arts (Religion)

The Master of Arts (Religion) degree is a non-biblical language program of study to provide a basic understanding of theological disciplines for general theological education purposes. Through a core of theological studies, it prepares persons for both ordained and non-ordained ministry and for general pastoral and religious leadership responsibilities in congregations and other settings.

Units: 48

Program Details: http://www.bhcarroll.edu/wp-content/uploads/2015/06/MA-in-Religion_rev-2015-1.pdf

Master of Arts (Theology)

The Master of Arts (Theology) degree provides a fuller mastery of one area or discipline of theological study than is normally provided at the M.Div. level. The program may serve a variety of aims: further graduate study, preparation for the doctoral level, preparation for some forms of teaching, the scholarly enhancement of ministerial practice, or disciplined reflection on a specialized function in ministry. This degree is built upon a baccalaureate degree in religion or theology. Click on the following attachment to see prerequisites for each of the cluster majors and a course completion guide.

Units: 34

Program Details: http://www.bhcarroll.edu/wp-content/uploads/2015/06/MA-in-Theology_rev-2015.pdf

Master's Degrees Course Descriptions

Core

BHCTI 5000

Gateway

An introduction and orientation to B. H. Carroll Theological Institute's distinctive competency-based curriculum with its core ingredients. The scope of the course will deal with the nexus and teaching church concepts, accession of all online data, navigation through the online library, and guidance to research and writing. Students must pass the Gateway Course in order to enroll in subsequent courses.

Notes: Additional \$50 fee for instrumentation of testing and evaluation

Credits: 2.0

Language

LFREN 5201

Basic Theological French I

A study of the basic grammatical forms and functions of the French language, including the acquiring of a basic vocabulary through reading cultural, historical, and religious texts.

Credits: 2.0

LFREN 5202

Basic Theological French II

A study of the basic grammatical forms and functions of the French language, including the acquiring of a basic vocabulary through reading cultural, historical, and religious texts.

Credits: 2.0

LFREN 5203

Intermediate Theological French I

A study of principles of more accelerated reading and critical analysis of simple to intermediate level theological texts in French.

Credits: 2.0

LGERM 5201

Basic Theological German I

A study of the basic grammatical forms and functions of the German language, including the acquiring of a basic vocabulary through reading cultural, historical, and religious texts.

Credits: 2.0

LGERM 5202

Basic Theological German II

A study of the basic grammatical forms and functions of the German language, including the acquiring of a basic vocabulary through reading cultural, historical, and religious texts.

Credits: 2.0

LGERM 5203

Intermediate Theological German I

A study of principles of more accelerated reading and critical analysis of simple to intermediate level theological texts in German, including some Fraktur and middle German texts.

Credits: 2.0

LGERM 5204

Intermediate Theological German II

A study of principles of more accelerated reading and critical analysis of simple to intermediate level theological texts in German, including some Fraktur and middle German texts.

Credits: 2.0

LGERM 5205

Advanced Theological German

A development of skills in more accelerated reading and critical analysis of intermediate to advanced level theological texts in German.

Credits: 2.0

Scripture and Witness (SW)

SWBIT 5111

Biblical Interpretation

An introduction to the nature of the Bible; the definition of and need for hermeneutics; a survey of historical and contemporary hermeneutical approaches; the principles of a grammatical-historical-theological-practical approach; and case studies of biblical passages that illustrate the principles.

Credits: 2.0

SWBIT 5211

Biblical Backgrounds

A study of the geography, history, and archaeology of the biblical world intended to provide a cultural and chronological framework for further study of both the Old and New Testaments.

Credits: 2.0

SWBIT 5213

Jewish and Hellenistic Backgrounds to the New Testament

An examination of Jewish and Graeco-Roman society and culture, history, literature, philosophies, and religious beliefs and practices, as it provides background to the study of the writings of the New Testament.

Credits: 2.0

SWBIT 5214

Holy Land Survey

This course surveys the Holy Land through visits to traditional historical sites in Israel coupled with lectures related to the history and geography of Israel from the time of the Exodus to the first century C.E.

Credits: 2.0

SWBLA 4211

Elementary Greek I

Two accelerated courses combined as an introduction to the Greek language in preparation for the exegesis of the Greek New Testament.

Notes: *Language courses are demanding and may require significantly more individual study time.*

Credits: 3.0

SWBLA 4212

Elementary Greek II

Two accelerated courses combined as an introduction to the Greek language in preparation for the exegesis of the Greek New Testament.

Notes: *Language courses are demanding and may require significantly more individual study time.*

Credits: 3.0

SWBLA 5011

Introduction to Biblical Languages

An introduction to the elementary characteristics of the biblical languages of Hebrew and Greek, including the alphabets, basic grammatical forms, essential vocabulary, and the linguistic tools available to study biblical texts.

Credits: 2.0

SWBLA 5111

Old Testament Hebrew I

The fundamentals of biblical Hebrew including vocabulary, pronunciation, grammar, and syntax for the purpose of translating and interpreting the Old Testament text.

Notes: *Language courses are demanding and may require significantly more individual study time. For students taking this course online, a PC computer with one of the following Windows operating systems is required: Windows 98, 2000, NT, ME, XP, Vista, or Windows 7. The software used in this course requires a PC operating system.*

Credits: 2.0

SWBLA 5112

Old Testament Hebrew II

The fundamentals of biblical Hebrew including vocabulary, pronunciation, grammar, and syntax for the purpose of translating and interpreting the Old Testament text.

Notes: *Language courses are demanding and may require significantly more individual study time. For students taking this course online, a PC computer with one of the following Windows operating systems is required: Windows 98, 2000, NT, ME, XP, Vista, or Windows 7. The software used in this course requires a PC operating system.*

Credits: 2.0

SWBLA 5113

Old Testament Hebrew III

The fundamentals of biblical Hebrew including vocabulary, pronunciation, grammar, and syntax for the purpose of translating and interpreting the Old Testament text.

Notes: *Language courses are demanding and may require significantly more individual study time. For students taking this course online, a PC computer with one of the following Windows operating systems is required: Windows 98, 2000, NT, ME, XP, Vista, or Windows 7. The software used in this course requires a PC operating system.*

Credits: 2.0

SWBLA 5211

New Testament Greek I

Advanced grammar with exegesis of the Greek New Testament. Three consecutive terms must be taken to receive credit for this course. Student should stay in the same section for all three terms.

Notes: *Language courses are demanding and may require significantly more individual study time.*

Credits: 2.0

SWBLA 5212

New Testament Greek II

Advanced grammar with exegesis of the Greek New Testament. Three consecutive terms must be taken to receive credit for this course. Student should stay in the same section for all three terms.

***Notes:** Language courses are demanding and may require significantly more individual study time.*

Credits: 2.0

SWBLA 5213

New Testament Greek III

Advanced grammar with exegesis of the Greek New Testament. Three consecutive terms must be taken to receive credit for this course. Student should stay in the same section for all three terms.

***Notes:** Language courses are demanding and may require significantly more individual study time.*

Credits: 2.0

SWBLI 5111

Old Testament I

An introduction to each Old Testament book with emphasis on historical issues, theological interpretations, and contemporary applications. Pentateuch, Joshua, and Judges.

Credits: 2.0

SWBLI 5112

Old Testament II

An introduction to each Old Testament book with emphasis on historical issues, theological interpretations, and contemporary applications. The historical books from Ruth through Esther, and the Wisdom Literature from Job through the Song of Solomon.

Credits: 2.0

SWBLI 5113

Old Testament III

An introduction to each Old Testament book with emphasis on historical issues, theological interpretations, and contemporary applications. The prophetic books from Isaiah through Malachi.

Credits: 2.0

SWBLI 5120

Genesis

An exegetical study of Genesis designed to enable the student to understand and interpret the biblical message. Primary attention will be given to the form and content of the text itself: its background and history, distinctive literary traits, the flow of the argument, and the application of its truths in the contemporary setting.

Credits: 2.0

SWBLI 5121

Genesis 1-11

An exegetical study of Genesis 1-11 designed to enable the student to understand and interpret the biblical message. Primary attention will be given to the form and content of the text itself: its background and history, distinctive literary traits, the flow of the argument, and the application of its truths in the contemporary setting.

Credits: 2.0

SWBLI 5122

Genesis 12-50

An exegetical study of Genesis 12-50 designed to enable the student to understand and interpret the biblical message. Primary attention will be given to the form and content of the text itself: its background and history, distinctive literary traits, the flow of the argument, and the application of its truths in the contemporary setting.

Credits: 2.0

SWBLI 5123

Exodus

An exegetical study of Exodus designed to enable the student to understand and interpret the biblical message. Primary attention will be given to the form and content of the text itself: its background and history, distinctive literary traits, the flow of the argument, and the application of its truths in the contemporary setting.

Credits: 2.0

SWBLI 5133

Psalms

An exegetical study of Psalms designed to enable the student to understand and interpret the biblical message. Primary attention will be given to the form and content of the text: its background and history, distinctive literary traits, the flow of the argument, and the application of its truths in the contemporary setting.

Credits: 2.0

SWBLI 5142

Amos - Hosea

An exegetical study of Hosea, Joel, and Amos designed to enable the student to understand and interpret the biblical message. Primary attention will be given to the form and content of the text itself: its background and history, distinctive literary traits, the flow of the argument, and the application of its truths in the contemporary setting.

Credits: 2.0

SWBLI 5146

Haggai, Zechariah, Malachi

An exegetical study of Haggai, Zechariah, and Malachi designed to enable the student to understand and interpret the biblical message. Primary attention will be given to the form and content of the text itself: its background and history, distinctive literary traits, the flow of the argument, and the application of its truths in the contemporary setting.

Credits: 2.0

SWBLI 5160

Theology of the Old Testament

This course defines Old Testament theology and surveys the various scholarly approaches used to develop Old Testament theologies since the Enlightenment; examines the historical narrative of the Old Testament in order to discern important theological ideas and themes; and examines the possible relationships between the Old and New Testaments in order to assess the relevance and use of the Old Testament within the New Testament church.

Credits: 2.0

SWBLI 5211

New Testament I

An introduction to the Gospels. These writings will be studied in terms of historical setting, religious background, literary composition, theological message, and interrelationship with the Old Testament.

Credits: 2.0

SWBLI 5212

New Testament II

An introduction to Acts and the Pauline Letters. These writings will be studied in terms of historical setting, religious background, literary composition, theological message, and interrelationship with the Old Testament.

Credits: 2.0

SWBLI 5213

New Testament III

An introduction to the General Letters and Revelation. These writings will be studied in terms of historical setting, religious background, literary composition, theological message, and interrelationship with the Old Testament.

Credits: 2.0

SWBLI 5220

Matthew

An exegetical study of Matthew designed to enable the student to understand and interpret the biblical message. Primary attention will be given to the form and content of the text itself: its background and history, distinctive literary traits, the flow of the argument, and the application of its truths in the contemporary setting.

Credits: 2.0

SWBLI 5221

Mark

An exegetical study of Mark designed to enable the student to understand and interpret the biblical message. Primary attention will be given to the form and content of the text itself: its background and history, distinctive literary traits, the flow of the argument, and the application of its truths in the contemporary setting.

Credits: 2.0

SWBLI 5222

Luke

An exegetical study of Luke designed to enable the student to understand and interpret the biblical message. Primary attention will be given to the form and content of the text itself: its background and history, distinctive literary traits, the flow of the argument, and the application of its truths in the contemporary setting.

Credits: 2.0

SWBLI 5223

John

An exegetical study of John designed to enable the student to understand and interpret the biblical message. Primary attention will be given to the form and content of the text itself: its background and history, distinctive literary traits, the flow of the argument, and the application of its truths in the contemporary setting.

Credits: 2.0

SWBLI 5224

Acts

An exegetical study of Acts designed to enable the student to understand and interpret the biblical message. Primary attention will be given to the form and content of the text itself: its background and history, distinctive literary traits, the flow of the argument, and the application of its truths in the contemporary setting.

Credits: 2.0

SWBLI 5225

Romans

An exegetical study of Romans designed to enable the student to understand and interpret the biblical message. Primary attention will be given to the form and content of the text itself: its background and history, distinctive literary traits, the flow of the argument, and the application of its truths in the contemporary setting.

Credits: 2.0

SWBLI 5226

1 Corinthians

An exegetical study of 1 Corinthians designed to enable the student to understand and interpret the biblical message. Primary attention will be given to the form and content of the text itself: its background and history, distinctive literary traits, the flow of the argument, and the application of its truths in the contemporary setting.

Credits: 2.0

SWBLI 5228

Galatians

An exegetical study of Galatians designed to enable the student to understand and interpret the biblical message. Primary attention will be given to the form and content of the text itself: its background and history, distinctive literary traits, the flow of the argument, and the application of its truths in the contemporary setting.

Credits: 2.0

SWBLI 5230

Philippians

An exegetical study of Philippians designed to enable the student to understand and interpret the biblical message. Primary attention will be given to the form and content of the text itself: its background and history, distinctive literary traits, the flow of the argument, and the application of its truths in the contemporary setting.

Credits: 2.0

SWBLI 5232

1 and 2 Thessalonians

An exegetical study of 1 and 2 Thessalonians designed to enable the student to understand and interpret the biblical message. Primary attention will be given to the form and content of the text itself: its background and history, distinctive literary traits, the flow of the argument, and the application of its truths in the contemporary setting.

Credits: 2.0

SWBLI 5233

Pastoral Epistles

An exegetical study of I and II Timothy and Titus, designed to enable the student to understand and interpret the biblical message. Primary attention will be given to the form and content of the text itself: its background and history, distinctive literary traits, the flow of the argument, and the application of its truths in the contemporary setting.

Credits: 2.0

SWBLI 5234

Hebrews

An exegetical study of Hebrews designed to enable the student to understand and interpret the biblical message. Primary attention will be given to the form and content of the text itself: its background and history, distinctive literary traits, the flow of the argument, and the application of its truths in the contemporary setting.

Credits: 2.0

SWBLI 5235

James

An exegetical study of James designed to enable the student to understand and interpret the biblical message. Primary attention will be given to the form and content of the text itself: its background and history, distinctive literary traits, the flow of the argument, and the application of its truths in the contemporary setting.

Credits: 2.0

SWBLI 5236

Petrine Letters

An exegetical study of 1 and 2 Peter designed to enable the student to understand and interpret the biblical message. Primary attention will be given to the form and content of the text itself: its background and history, distinctive literary traits, the flow of the argument, and the application of its truths in the contemporary setting.

Credits: 2.0

SWBLI 5237

Johannine Epistles

An exegetical study of I, II, and III John designed to enable the student to understand and interpret the biblical message. Primary attention will be given to the form and content of the text itself: its background and history, distinctive literary traits, the flow of the argument, and the application of its truths in the contemporary setting.

Credits: 2.0

SWBLI 5238

Revelation

An exegetical study of Revelation designed to enable the student to understand and interpret the biblical message. Primary attention will be given to the form and content of the text itself: its background and history, distinctive literary traits, the flow of the argument, and the application of its truths in the contemporary setting.

Credits: 2.0

SWBLI 5239

Prison Epistles

An exegetical study of Philippians, Ephesians, Colossians, and Philemon, designed to enable the student to understand and interpret the biblical message. Primary attention will be given to the form and content of the text itself: its background and history, distinctive literary traits, the flow of the argument, and the application of its truths in the contemporary setting.

Credits: 2.0

SWBLI 5240

The Parables of Jesus

An exegetical study of the parables of Jesus in the Synoptic Gospels. Primary attention will be given to the form and content of the texts themselves: their historical-cultural context, distinctive literary traits, theological significance, and application of their truths in the contemporary setting.

Credits: 2.0

SWBLI 5260

Theology of the New Testament

A study of the nature, history, and methods of New Testament theology emphasizing the biblical contexts and their central themes. Primary attention will be given to the exegesis of key texts in their respective biblical contexts relating to God, creation, redemption, and eschatology. The study focuses on the core of biblical theology and Christian preaching; moreover it emphasizes and renews the Old Testament roots of Christian faith as proclaimed by Jesus and his earliest followers. New Testament elective courses feature the reading of selected portions or books of the New Testament in English translation. They seek to interpret the primary writings of the New Testament canon at an intensive level, emphasizing the historical intention of the text and its theological message. These courses require no competence in the Greek New Testament.

Credits: 2.0

SWBLI 5261

Biblical Perspectives on Contemporary Views of Jesus

An examination of historical reliability of the canonical Gospels in light of recent skepticism about the uniqueness of Jesus and the reliability of the New Testament (e.g., Dan Brown's *The Da Vinci Code* or Bart Ehrman's *Misquoting Jesus*).

Credits: 2.0

SWBLI 5262

New Testament Eschatology

An exegetical study of the central New Testament texts related to eschatology designed to enable the student to understand and interpret the biblical message. Primary attention will be given to the form and content of the text itself: its background and history, distinctive literary traits, the flow or argument, the theological relationship to other eschatological texts, and the application of its truths in the contemporary setting.

Credits: 2.0

SWBPR 5111

Biblical Preaching I

A study of the principles of sermon construction: the interpretation of text, the formulation of idea, the definition of objective, the development of material, the arrangement of structure, the improvement of style, and the preaching of the sermon.

Credits: 2.0

SWBPR 5112

Biblical Preaching II

A study and practice of the preparation, delivery, and evaluation of the sermon. Sermons will be prepared and delivered. Components of sermon delivery will be studied and practiced for improvement. A lifelong strategy for self-evaluation and critique of sermon content and delivery will be practiced.

Credits: 2.0

SWBPR 5211

Narrative in Biblical and Cultural Contexts

Understanding the role narrative plays in shaping cultures, worldview, beliefs, values, and behaviors. Particular attention is given to the way the overarching biblical narrative and individual biblical stories can interact with various cultures to bring transformation in individuals, churches, and communities.

Credits: 2.0

SWBPR 5212

Using Biblical Storytelling in Church and Community

Developing skill in selecting, preparing, and telling biblical stories to communicate Scriptural truth effectively in a particular church, cultural group or other ministry context. .

Notes: *prerequisite: SWBPR 5211 Narrative in Biblical and Cultural Contexts*

Credits: 2.0

Faith and Heritage (FH)

FHBTH 5111

Christian Theology I

The nature, sources, and scope of systematic theology; the doctrines of revelation and the Bible, God, creation and providence, man and sin.

Credits: 2.0

FHBTH 5112

Christian Theology II

The nature, sources, and scope of systematic theology; the person of Jesus Christ, the work of Christ, and the Holy Spirit.

Credits: 2.0

FHBTH 5113

Christian Theology III

The nature, sources, and scope of systematic theology; the Christian life, the church, and the consummation.

Credits: 2.0

FHBTH 5122

New Testament Eschatology

An exegetical study of the central New Testament texts related to eschatology designed to enable the student to understand and interpret the biblical message. Primary attention will be given to the form and content of the text itself: its background and history, distinctive literary traits, the flow or argument, the theological relationship to other eschatological texts, and the application of its truths in the contemporary setting.

Credits: 2.0

FHCHS 5111

Christian Heritage I

A general survey of the history of Christianity from the New Testament period to the Carolingian Renaissance (800 AD).

Credits: 2.0

FHCHS 5112

Christian Heritage II

A general survey of the history of Christianity; the Reformation.

Credits: 2.0

FHCHS 5113

Christian Heritage III

A general survey of the history of Christianity; the early modern era to the present.

Credits: 2.0

FHCHS 5140

The Reformation

A study of the Protestant Reformation from 1517 to 1648, including the lives, writings, theology and influence of the major Reformers: Martin Luther, Ulrich Zwingli, John Calvin, key Anabaptists, and leading English Reformers.

Credits: 2.0

FHCHS 5142

John Calvin and Calvinism

A study of the life, writings, theology, and influence of John Calvin and other key leaders of the Reformed tradition.

Credits: 2.0

FHCHS 5211

Baptist Heritage

A general survey of Baptist History in Britain and America from the 17th century through the modern era.

Credits: 2.0

FHCHS 5213

Baptist Distinctives

A practical study of the beliefs and practices of Baptists that make them a distinctive community of faith. This course examines the historical and contemporary Baptist identity and compares it with those of other Christian denominations. Students will learn “why Baptists do what they do” and develop ways to communicate these principles to others in local church settings.

Credits: 2.0

FHETH 5111

Christian Ethics

This course explores the biblical, historical, and theological foundations of Christian ethics. It also equips the student to apply these foundational elements in decision making on current issues such as substance abuse, family, race, biomedical ethics, economics, and politics.

Credits: 2.0

FHETH 5112

Christian Decision Making

This course guides Christians in the study of the biblical materials relating to how Christians decide about issues of everyday living. Ethical analysis and decision-making will be examined within the context of a Christian worldview. Several decision-making models will be reviewed as well as the use of the Bible in decision making. Application will be made to several contemporary ethical issues, such as: forgiveness, bioethics, gender, race, and sexuality and marriage.

Credits: 2.0

FHPHI 5111

Philosophy of Religion

An introductory study of contemporary worldviews and philosophical issues relevant to Christian ministry (e.g. religious pluralism, the problem of evil, the relationship between faith and reason).

Credits: 2.0

FHPHI 5211

Apologetics

A study of various approaches to a defense of Christianity. Emphasis will be placed upon developing an apologetic method appropriate to the cultural context in which the student ministers.

Credits: 2.0

Religious Landscape

A survey of major religious groups, including their heritage beliefs, and practices. Attention will be given to major Protestant denominations, Roman and Orthodox Catholicism, Judaism, Islam, Hinduism, Buddhism, East Asian religions, other religious sects and non-Christian cults. This course will focus on how to relate to other religious groups and how to minister in a diverse setting to persons from these religious backgrounds.

Credits: 2.0

Ministry and Formation (MF)

MFADM 5111

The Functioning Church

A study of the biblical and theological basis for the administration ministry of the church. Focus will be given to the biblical principles of enlisting, training, and supervising leaders for church ministries.

Credits: 2.0

MFADM 5112

Administration of the Church Family

A study of the need for developing a theology of service for church leaders that includes church polity and organization. Focus on discovering leaders through spiritual gifts, qualifications for service, proper ways of enlisting and equipping people to serve.

Credits: 2.0

MFADM 5611

Administration for Chaplains

A study of the biblical and theological basis for administrative ministry and of practical principles for effective management in institutional settings. Attention will be given to organizational structures, personnel administration, resource management, program development, operations, training, supervision and leadership development.

Credits: 2.0

MFFND 5111

The Teaching Church

A study of the biblical and theological basis for the teaching ministry of the church. Emphasis will be given to the purposes of education in New Testament churches and principles related to application.

Credits: 2.0

MFFND 5112

History and Philosophy of Christian Education

A study of the ideas and events that have shaped educational thought with an analysis of the influence of these ideas on contemporary Christian educational practice. The student will develop a personal philosophy of education that integrates the Christian experience.

Credits: 2.0

MFFND 5113

Educational Psychology

An analysis of educational theories in the context of Christian education. Studies in theories of learning, motivation for learning, classroom management, and effective testing practice. Attention will be given to the teaching method of Jesus.

Credits: 2.0

MFFND 5115

Principles of Teaching

A study of the principles and methods of effective Christian teaching, including the development of presentation skills. Approaches include planning and teaching for knowledge/ understanding, development of values, and development of skills which enhance personal Christian ministry.

Credits: 3.0

MFFND 5121

Foundations in Children's and Family Ministry

A study of the biblical foundation for family ministry. Emphasis will be placed on the distinct roles of church and family. Attention will be given to ministry to marriages. Students will research family ministry topics.

Credits: 2.0

MFFND 5122

Parenting and Faith Development

A study of the role of parents as spiritual shepherds of their children. Emphasis will be placed on developing the habit of family worship. Attention will be given to prayer, blessing and instruction in the home. Students will develop a parenting philosophy.

Credits: 2.0

MFFND 5123

Ministry to Children and Families

A study of Gospel-driven ministry to children. Emphasis will be placed on establishing parent-church partnerships to meet the spiritual needs of children. Attention will be given to conversion and evidence of faith. Students will develop a ministry plan.

Credits: 2.0

MFFND 5124

Leadership in Children and Family Ministry

A study of leadership in family ministry. Emphasis will be placed on family ministry implementation. Attention will be given to character development and spiritual leadership qualities. Students will develop a ministry philosophy.

Credits: 2.0

MFFND 5131

Contemporary Youth Issues

An analysis of the contemporary issues facing youth and society suggesting implications to a church's ministry with youth and families within the larger context of the mission of the church.

Credits: 2.0

MFFND 5141

The Church's Ministry with Older Persons

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.

Credits: 2.0

MFFND 5151

Small Groups Ministry

This course provides an introductory study of the development, training, implementation, and evaluation of small group ministry. Students will be equipped to lead churches in the use of small groups for spiritual formation and evangelism.

Credits: 2.0

MFFND 5611

Principles of Teaching for Chaplains

A study of how to teach effectively both in a Christian context and in the religious diversity of institutional settings. This will include principles and methods of teaching, curriculum design, planning of classes, and development of delivery skills. It will focus on conveying knowledge/understanding, articulating values, and developing skills which enhance personal Christian ministry.

Credits: 2.0

MFLDS 5111

Leadership in Ministry

A study of the principles and practices of leadership for Christian ministry. It includes reflections on the role and ministry of leaders within church, community, and denomination.

Credits: 2.0

MFLDS 5211

Pastoral Leadership

An analysis of emerging issues in current Christian leadership. Models of current leadership theory and practice will be examined and suggestions made for integrating leadership models and Christian faith.

Credits: 2.0

MFLDS 5611

Leadership for Chaplains

A study of the principles and practices of ministerial leadership in a Christian context and in institutions with diverse religious settings. This includes reflections on the identity, calling, roles and character of chaplains as Christian leaders in community. Models of leadership theory and practice will be examined, emerging challenges for leaders in institutional settings will be discussed, and suggestions will be made for integrating leadership models with biblical principles.

Credits: 2.0

MFPMN 5111

Pastoral Care

An introduction to Christian ministry in contemporary culture. Studies in the nature of the church and its ministry, styles of ministry in varied contexts, and practice of ministry skills.

Credits: 2.0

MFPMN 5112

Crisis Counseling for Church Leaders

This course presents theories, strategies, and skills and an overall introduction to crisis intervention. Historical and current models for assessing and responding to crises are presented. Topics such as medical and psychological traumas including relationship loss, chronic illness, and personal transgressions, and post traumatic stress disorder are part of the curriculum. Theoretical and ethical implications are addressed. Special emphasis is given to disaster psychology, church violence, terrorism and military combat, school violence, and suicidology.

Credits: 2.0

MFPMN 5211

Pastoral Care of Persons in Crisis and Grief

A study of ministry to persons in acutely stressful situations. Attention will be given to the pastoral care of individuals suffering personal trauma such as disease, abuse, depression, and bereavement. Students will learn about the dynamics of the grief process, critical incident and post-traumatic stress, and suicide awareness and intervention. They will also learn basic principle of ministry in mass-casualty situations.

Credits: 2.0

MFPMN 5221

Conflict Ministry

A study of how to minister in discordant situations. Attention will be given to dynamics of personal and systemic conflict. Students will learn about models for effective intervention and resolution of conflict.

Credits: 2.0

MFPMN 5611

Chaplain Ministry

A study of Christian ministry in institutional settings. Focus will be on the identity, vocation, roles, skills, qualifications, and endorsement of chaplains in military, health-care, correctional, corporate, veterans, law enforcement, fire department, and disaster relief settings. Attention will be given to issues such as free exercise of religion, role conflict, institutional duality, ministerial collegiality, and ministry in pluralistic settings.

Credits: 2.0

MFPMN 5621

Pastoral Care of the Family in Institutional Settings

A study of human development and relationships within families in institutional, religiously diverse, secular and transitory settings. Attention will be given to family systems, marital and inter-generational relationships, stages of the life cycle, parenting issues, basic marriage and family counseling, and coping with the unique pressures of institutional life.

Credits: 2.0

MFPMN 5631

Crisis Ministry Certification

Students will become certified in at least two nationally recognized programs of training for ministry in emergency or disaster situations, such as Critical Incident Stress Management (CISM) and NOVA (National Organization for Victim Assistance) training.

Credits: 0.0

MFPSY 5511

Spirituality and Counseling

This course is an overview of the Christian Counseling field, including the history of Christian Counseling, issues of integrating psychology and theology, and developing a Christian world view as a part of the caregiving ministries. This course is a prerequisite to Practicum I (MFPSY 5541).

Credits: 3.0

MFPSY 5512

Personality and Counseling Theory

This course surveys the major theories of personality and the associated classical and contemporary counseling theories with particular reference to how these theories are applied in the Christian counseling setting. This course is a prerequisite to Practicum I (MFPSY 5541).

Credits: 3.0

MFPSY 5513

Basic Skills in Christian Counseling

This course is an introduction to basic counseling skills necessary for various counseling venues. Students will learn underlying assumptions and theology applicable to counseling skills and will work on developing and applying these skills in a counseling setting. This course is a prerequisite to Practicum I (MFPSY 5541).

Credits: 3.0

MFPSY 5514

Premarital and Marriage Counseling

This course introduces and focuses on various theories and methods of premarital and marriage counseling. Students will consider the biblical foundations for marriage, common problems faced by couples in marriage, and techniques for effective marital and premarital counseling. This course is a prerequisite to Practicum I (MFPSY 5541).

Credits: 3.0

MFPSY 5515

Crisis and Trauma Counseling

This course is designed to prepare students for ministry and counseling opportunities following crisis or trauma events. Students will study the biblical basis for crisis caregiving and practical, effective ways to intervene when an individual, family, or community experiences traumatic circumstances.

Credits: 3.0

MFPSY 5516

Family Ministry and Counseling in the Church

This course is a comprehensive study of meeting family-related needs of individuals in the church and community, emphasizing preventative care in working with families. Topics such as designing family ministry conferences, establishing support groups, training lay counselors, and developing a counseling ministry in a church setting are the focus of study.

Credits: 3.0

MFPSY 5521

Human Growth and Development

This course is an overview of developmental process beginning prior to birth and continuing through death, including how individuals develop cognitively, emotionally, physically, spiritually, and relationally. Students will consider applicability of life stage development and transitions to various counseling and ministry settings.

Credits: 3.0

MFPSY 5522

Abnormal Psychology

This course surveys historical and modern methods of studying abnormal behavior. It includes a study of etiology and methods of diagnosis with special attention given to a Christian approach to prevention and treatment. The course will consider counseling and ministry to the individual, the family, and to the broader social context.

Credits: 3.0

MFPSY 5523

Group Dynamics

This course includes a study of group development, processes of interaction, and effects of group membership. Students will experience group interaction in the class environment and will gain an understanding of the dynamics underlying group functioning. Students will relate the knowledge gained to various groups in which they participate including counseling groups and groups in church and social settings.

Credits: 3.0

MFPSY 5524

Research and Statistics

This course studies research design and statistical analysis as applied to counseling and ministry research fields. Research topics include proposal development, measurement, sampling, data gathering, and interpretation. Statistical analysis includes descriptive and inferential procedures for analyzing data.

Credits: 3.0

MFPSY 5525

Testing and Assessment

Students will examine the use of assessment techniques and tools, particularly in relationship to individual, marriage, and family counseling, in both church and community counseling settings. Students will learn to use selected evaluation and testing measures. (Prerequisite: MFPSY 5512)

Notes: *Additional \$75 fee for instrumentation of testing and evaluation*

Credits: 3.0

MFPSY 5526

Vocational Guidance

Consideration is given to methods of decision making and guidance in relation to the Christian concept of vocation. Students study the history, principles, and techniques in the field of vocational or career counseling. Students become familiar with, administer, and interpret assessment instruments related to career interest, career choice, and change of vocation.

Notes: *Additional \$25 fee for instrumentation of testing and evaluation*

Credits: 3.0

MFPSY 5527

Family Systems and Therapy

This course examines the theology of family, along with issues of family health and development. The course provides a substantive understanding of the major theories of systems functioning and system change and the applied family therapy approaches evolving from each orientation. (Prerequisite: MFPSY 5514)

Credits: 3.0

MFPSY 5531

Counseling Ethics and Professionalism

This course considers ethical and legal aspects of the counseling field as well as standards for professional conduct. Students will study professional socialization and the role of professional organizations, licensure, legal responsibilities, and inter-professional cooperation in the counseling field. The emphasis of the course is on developing a professional identity and attitudes as a professional Christian counselor. This course is taught as a capstone course and, as such, should be taken in the student's final year of study. (Prerequisite: MFPSY 5543).

Credits: 3.0

MFPSY 5532

Cross-Cultural Counseling

This course investigates the impact of ethnic differences on counseling in a church or community setting. Major ethnic groups are studied to determine where and how traditional approaches to counseling must be adapted for effective work with persons of other cultures. (Prerequisite: MFPSY 5541).

Credits: 3.0

MFPSY 5533

Counseling and Human Sexuality

This course surveys the broad spectrum of human sexuality issues, including a biblical basis for sexuality, sexual development, and sexual problems that occur for individuals and in marriage. Students will consider various approaches for treatment of sexual problems and will learn to apply related counseling methodology. (Prerequisite: MFPSY 5541).

Credits: 3.0

MFPSY 5534

Therapy with Children and Adolescents

This course surveys major therapeutic approaches with children and adolescents. Psychological and spiritual development will be examined with a focus on how developmental processes influence counseling. Treatment of psychological disorders common to childhood and adolescents will also be addressed.

Credits: 3.0

MFPSY 5541

Practicum I

Students must spend 5-10 hours in a counseling setting, providing counseling services to actual clients. This must be done under the supervision of an individual licensed at the supervisory level for Texas LPC or LMFT state licensure (or the equivalent). (Prerequisites: See catalogue for courses and GPA requirements necessary for entrance into Practicum I).

Credits: 3.0

MFPSY 5542

Practicum II

Students must spend 5-10 hours in a counseling setting, providing counseling services to actual clients. This must be done under the supervision of an individual licensed at the supervisory level for Texas LPC or LMFT state licensure (or the equivalent). (Prerequisites: MFPSY 5541).

Credits: 3.0

MFPSY 5543

Practicum III

Students must spend 5-10 hours in a counseling setting, providing counseling services to actual clients. This must be done under the supervision of an individual licensed at the supervisory level for Texas LPC or LMFT state licensure (or the equivalent). (Prerequisites: MFPSY 5542).

Credits: 3.0

MFPSY 5544

Clinical Training and Internship

Students must spend 5-10 hours in a counseling setting, providing counseling services to actual clients. This must be done under the supervision of an individual licensed at the supervisory level for Texas LPC or LMFT state licensure (or the equivalent). (Prerequisites: MFPSY 5543).

Credits: 3.0

MFPSY 5545

Clinical Training

This course is for students seeking clinical training beyond the required four semesters. Students must spend 3 or more hours in a counseling setting, providing counseling services to actual clients. This must be done under the supervision of an individual licensed at the supervisory level for Texas LPC or LMFT state licensure (or the equivalent). Admission to this course is by professor permission only. (Prerequisite: MFPSY 5544). One Unit

Credits: 1.0

MFPSY 5546

Clinical Training

This course is for students seeking clinical training beyond the required four semesters. Students must spend 3 or more hours in a counseling setting, providing counseling services to actual clients. This must be done under the supervision of an individual licensed at the supervisory level for Texas LPC or LMFT state licensure (or the equivalent). Admission to this course is by professor permission only. (Prerequisite: MFPSY 5544).

Credits: 3.0

MFPSY 5547

Clinical Training

This course is for students seeking clinical training beyond the required four semesters. Students must spend 3 or more hours in a counseling setting, providing counseling services to actual clients. This must be done under the supervision of an individual licensed at the supervisory level for Texas LPC or LMFT state licensure (or the equivalent). Admission to this course is by professor permission only. (Prerequisite: MFPSY 5544).

Credits: 1.0

MFPSY 5611

Relationships in Chaplain Ministry

A study of human relations in institutional ministry. Attention will be given to understanding the chaplain's identity and relationship to God, other individuals, groups, and the institution within which the chaplain ministers. Students will also learn about peer relationships and collegiality, as well as relationships of protégés with mentors, and supervisors with subordinates.

Credits: 2.0

MFPSY 5612

Group Dynamics in Institutional Structures

A study of the nature, dynamics and interaction of groups in institutional settings. Attention will be given to how religious leaders and other group members interact within formal and informal structures and through formal and informal processes in military, health-care, correctional, corporate, and other community-related structures.

Credits: 2.0

MFPSY 5621

Basic Christian Counseling

An introduction to theories and methods of Christian counseling. Attention will be given to personality theories, counseling techniques, and theology found in Scripture, and to the integration of these principles with current psychological theories and methods. The student will learn basic counseling skills and techniques and will develop a personal model of counseling consistent with Scripture.

Credits: 2.0

Worship and Mission (WM)

WMEVA 5111

Christian Witness

An introductory study of the biblical foundations, traditions, and practice of Christian witness. Emphasis will be given to developing creative methods to share Christ and transform the church and surrounding community.

Credits: 2.0

WMEVA 5211

Narrative in Biblical and Cultural Contexts

Understanding the role narrative plays in shaping cultures, worldview, beliefs, values, and behaviors. Particular attention is given to the way the overarching biblical narrative and individual biblical stories can interact with various cultures to bring transformation in individuals, churches, and communities.

Credits: 2.0

WMEVA 5212

Using Biblical Storytelling in Church and Community

Developing skill in selecting, preparing, and telling biblical stories to communicate Scriptural truth effectively in a particular church, cultural group or other ministry context. . prerequisite: WMEVA 5211 Narrative in Biblical and Cultural Contexts

Credits: 2.0

WMMIS 5111

Missiology I

An introductory study that seeks to stimulate concern about, commitment to, and involvement in the Christian World Mission. The study considers a definition and explanation of the study of missions, the biblical and theological foundations of the mission, and the history of the expansion of the Faith from the New Testament times to the present.

Credits: 2.0

WMMIS 5112

Missiology II

An introduction to the cultural, religious, and strategic elements in Christian missions. The study includes the cultural milieu for, the strategies of, and relationship with other religions involved in the mission. The study presents the teaching of Jesus as the only Savior.

Credits: 2.0

WMMIS 5121

Growing Healthy Churches

A study of traditional teachings, innovative strategies and effective methods that cause churches to grow and strengthen in health.

Credits: 2.0

WMMIS 5122

Christian Community Development

A study of the theological foundations, biblical principles, practical issues, and best practices of Christian community development to help the student and practitioner positively impact blight and systemic decay of urban neighborhoods.

Credits: 2.0

WMMIS 5125

New Paradigm Church

The course will identify and analyze New Paradigm churches. The study will look at the influence these churches have on music, preaching, church structure, evangelism, discipleship, finances, and other church characteristics. The course will help students to understand the place of church growth principles and the reaction of the Emergent Church movement against such a “market-place” mentality.

Credits: 2.0

WMMIS 5131

The Gospel and Islam

The course introduces students to the religion of Islam and guides to understanding of the comparison of the teachings of Islam and Christianity on the subjects of God, Jesus Christ, and salvation. Students will do extensive reading and research on these subjects as well as noting some of the ways of presenting the truth of Jesus Christ to followers of Islam. Students will develop their own approaches to sharing the Good News with Muslims.

Credits: 2.0

WMMIS 5211

Narrative in Biblical and Cultural Contexts

Understanding the role narrative plays in shaping cultures, worldview, beliefs, values, and behaviors. Particular attention is given to the way the overarching biblical narrative and individual biblical stories can interact with various cultures to bring transformation in individuals, churches, and communities.

Credits: 2.0

WMMIS 5212

Using Biblical Storytelling in Church and Community

Developing skill in selecting, preparing, and telling biblical stories to communicate Scriptural truth effectively in a particular church, cultural group or other ministry context. . prerequisite: WMMIS 5211 Narrative in Biblical and Cultural Contexts

Credits: 2.0

WMMIS 5213

Religious Landscape

A survey of major religious groups, including their heritage beliefs, and practices. Attention will be given to major Protestant denominations, Roman and Orthodox Catholicism, Judaism, Islam, Hinduism, Buddhism, East Asian religions, other religious sects and non-Christian cults. This course will focus on how to relate to other religious groups and how to minister in a diverse setting to persons from these religious backgrounds.

Credits: 2.0

WMMIS 5214

Ethnodoxology in Christian Ministry

Ethnodoxology in Christian Ministry is a foundational course introducing theoretical and practical tools for missionaries, church leaders, and worship facilitators to serve more effectively in cross-cultural ministry, whether overseas or in multi-ethnic North American churches. This course outlines a missiological framework for contextualizing music and arts in multicultural and cross-cultural church contexts as well as presenting models and tools for field research and catalyzing local creativity. In addition, students will gain knowledge of a body of worship expressions from diverse world traditions. Music skills not required. .

Credits: 2.0

WMMIS 5215

Introduction to World Religions

Introduction to World Religions considers the origin and meaning of religion among humankind before turning to an introduction to many of the religious expressions various peoples currently observe. The study seeks understanding of the religions that are based on traditional worldview (Traditional Religion, animism); Religions based on a cyclical worldview (Hinduism Buddhism and, and New Age); Religions based on linear worldview (Judaism and Islam); Religions based on secular worldviews (Materialism, Atheism, Secularism). Students will study Christian approaches to followers of these religions and write a paper on ways to share the Gospel with followers on one of the religions.

Credits: 2.0

WMMIS 5222

Guiding Churches to Missional Ministry

Guiding Churches to Missional Ministry introduces students to the concept of the missional church, guides them to comprehend the basic differences in missional congregations and traditional churches, helps them gain basic comprehension of the methods and practices of missional congregations, and develops the passion for leading believers and congregations to missional living and service.

Credits: 2.0

WMPRC 5201

Worship and Mission Practicum 1

This practicum is a guided, independent study that integrates theoretical knowledge with the praxis of worship or missions in local or international settings. Field supervision may be required as well as sponsorship of a sending church or religious entity.

Credits: 2.0

Worship and Mission Practicum 2

This practicum is a guided, independent study that integrates theoretical knowledge with the praxis of worship or missions in local or international settings. Field supervision may be required as well as sponsorship of a sending church or religious entity.

Credits: 2.0

WMWOR 5111

Christian Worship

An introductory study of the biblical foundations, traditions, and practice of Christian worship. Emphasis will be given to the nature, purpose, forms, planning, and leading of corporate worship.

Credits: 2.0

WMWOR 5112

Foundations of Christian Worship

A study of the biblical, theological and historical foundations of Christian worship.

Credits: 2.0

WMWOR 5113

Worship Planning and Design

A study of the principles of worship planning and design with an emphasis on developing services for the church year that are adaptable to various cultural contexts.

Credits: 2.0

WMWOR 5114

Worship and Missions

A study of the intrinsic and cyclical relationship of worship and missions. Attention will be given to the use of music and worship in evangelism, the understanding of communication theory and its application in worship within a global community. The course will also focus on issues related to the use of indigenous music in Christian worship.

Credits: 2.0

WMWOR 5115

Worship Leadership and Technology

A study of the biblical foundations, traditions, and practice of the use of technology in corporate worship. The course will prepare leaders and ministers of music to lead and communicate the Gospel through sound, lighting, visuals, and multi-media forms. The course includes hands on planning and developing of worship services using technology.

Credits: 2.0

WMWOR 5116

Worship, Context, and the Witness of Christian Community

A study of diverse considerations for nurturing the church's full, conscious, and active participation in corporate worship. Emphasis will be given to the interrelationship between the church's worship, its context, and the impact of its communal witness.

Credits: 2.0

WMWOR 5211

Christian Disciplines

An introductory study of the biblical foundations, traditions, and practice of Christian disciplines. Students will be encouraged to enrich their own spiritual lives and to mentor others in the disciplines of the Christian life.

Credits: 2.0

WMWOR 5611

Liturgy and Ceremony

A study of liturgies and ceremonies employed in settings beyond Baptist congregational life. Attention will be given to the liturgical beliefs and practices of Protestant denominations, Roman and Orthodox Catholicism, and other major world religions. Students will learn how to develop and lead: worship in interdenominational and ecumenical settings; religious programs in interfaith settings; and ceremonies in public, secular, and religiously diverse settings.

Credits: 2.0

Praxis

BHCTI 5211

Capstone

The Capstone course is the culminating educational experience designed to evaluate acquired competencies and readiness for ministry of professional ministry students in their field of study. The faculty together with the student may design a variety of capstone experiences. Competency for ministry may be demonstrated by, but not limited to, one or more of the following: research paper, creative project, examinations (written and oral), internship, or a portfolio of work. Affirmation of teachers, mentors, and teaching churches will be included in the overall evaluation. This course is a requisite for the completion of a student's course of study. For students in the M.Div., M.A.C.E., M.M., M.A.W. degree programs.

Credits: 0.0

BHCTI 5212

Capstone

The Capstone course is the culminating educational experience designed to evaluate acquired competencies and readiness for ministry of professional ministry students in their field of study. The faculty together with the student may design a variety of capstone experiences. Competency for ministry may be demonstrated by, but not limited to, one or more of the following: research paper, creative project, examinations (written and oral), internship, or a portfolio of work. Affirmation of teachers, mentors, and teaching churches will be included in the overall evaluation. This course is a requisite for the completion of a student's course of study. For students in the Master of Arts (Religion) (M.A.R.) degree program.

Notes: (M.A.R.)

Credits: 2.0

BHCTI 5214

Thesis I

The thesis is a formal research paper in the field of biblical, theological, or ministry studies. Students begin thesis research and prepare a prospectus to be approved by the assigned supervisor before the student begins research and writing.

Notes: (M.A.T.)

Credits: 2.0

BHCTI 5215

Thesis II

The thesis is a formal research paper in the field of biblical, theological, or ministry studies. Students write a thesis on the basis of an approved prospectus under faculty supervision.

Notes: (M.A.T.)

Credits: 2.0

BHCTI 5216

Thesis Continuous Enrollment

Continuous enrollment is required along with payment of the technology fee.

Notes: (M.A.T.)

Credits: 0.0

BHCTI 5311

Supervised Ministry I

A vocationally relevant, experientially based supervised internship in the praxis of ministry. Under the supervision of an experienced minister, the student will observe, follow guidance, and put into practice good principles of Christian ministry. Supervised Ministry may only be started after the completion of 30 units of study. (M.Div. and M.A.C.E. degrees)

Notes: (M.Div and M.A.C.E. degrees)

Credits: 2.0

BHCTI 5312

Supervised Ministry II

A vocationally relevant, experientially based supervised internship in the praxis of ministry. Under the supervision of an experienced minister, the student will observe, follow guidance, and put into practice good principles of Christian ministry. Supervised Ministry may only be started after the completion of 30 units of study. (M.Div. and M.A.C.E. degrees)

Notes: (M.Div. and M.A.C.E. degrees)

Credits: 2.0

BHCTI 5313

Supervised Ministry III

A vocationally relevant, experientially based supervised internship in the praxis of ministry. Under the supervision of an experienced minister, the student will observe, follow guidance, and put into practice good principles of Christian ministry. Supervised Ministry may only be started after the completion of 30 units of study. (M.Div. degree)

Notes: (M.Div. degree)

Credits: 2.0

BHCTI 5314

Supervised Ministry IV

A vocationally relevant, experientially based supervised internship in the praxis of ministry. Under the supervision of an experienced minister, the student will observe, follow guidance, and put into practice good principles of Christian ministry. Supervised Ministry may only be started after the completion of 30 units of study. (M.Div. degree)

Notes: (M.Div. degree)

Credits: 2.0

BHCTI 5321

Supervised Ministry

A vocationally relevant, experientially based supervised internship in the praxis of ministry. Under the supervision of an experienced minister, the student will observe, follow guidance, and put into practice good principles of Christian ministry. Supervised Ministry may only be started after the completion of 30 units of study. (M.M. and M.A.W. degrees, two term course)

Notes: (M.M. and M.A.W. degrees, two term course)

Credits: 2.0

Doctoral Degrees Courses of Study

Doctor of Ministry

The Doctor of Ministry (D.Min.) degree is a professional program intended for persons who are in full-time vocational Christian ministry, such as pastors, associate pastors, Christian educators, ministers of worship, missionaries, workers in denominational or parachurch organizations, evangelists, etc., both domestic and international. The D.Min. degree is designed to enhance professional competence in ministry and therefore will require both research and praxis. The D.Min. degree is an in-ministry, non-residential program enabling students to complete a course of study in higher education while remaining in full-time ministry.

Units: 30

Program Details: <http://www.bhcarroll.edu/wp-content/uploads/2015/06/DMIN-DEGREE-HANDBOOK.WEBSITE-EDITION.PRE-APPROVED-JULY-2015.pdf>

Doctor of Ministry Course Descriptions

CCRDA 6201

Basic Core Cluster Reading Program I

Under the direction of a Senior Fellow or Fellow, a student will read, study, and critically review key primary and secondary literature sources surveying the core cluster areas of study. The Faith and Heritage and Worship and Mission core clusters will be the areas of cluster focus.

Credits: 2.0

Basic Core Cluster Reading Program II

Under the direction of a Senior Fellow or Fellow, a student will read, study, and critically review key primary and secondary literature sources surveying the core cluster area of study. The Scripture and Witness and Ministry and Formation core clusters will be the areas of cluster focus.

Credits: 2.0

COLQY 6101

First Year Fall Colloquy/Praxis

First-year students will critique the presentations of the Fall Colloquy and complete a theologically reflective and ministry-oriented analysis of the assigned topic. The online praxis learning session will focus on theological reflection.

Credits: 1.0

COLQY 6102

First Year Spring Colloquy/Praxis

First-year students will critique the presentations of the Spring Colloquy and complete a theologically reflective and ministry-oriented analysis of the assigned topic. The online praxis learning session will focus on a plan of ministry.

Credits: 1.0

COLQY 6103

Second Year Fall Colloquy/Praxis

Second-year students will critique the presentations of the Winter Colloquy and complete a theologically reflective and ministry-oriented analysis of the assigned topic. The online praxis learning session will focus on setting project goals and evaluation.

Credits: 1.0

COLQY 6104

Second Year Spring Colloquy/Praxis

Second-year students will critique the presentations of the Spring Colloquy and complete a theologically reflective and ministry-oriented analysis of the assigned topic. The online praxis learning session will focus on the development and presentation of a mini-project.

Credits: 1.0

DSXXX 6201

Directed Study I

Under the direction of a Supervisor, a student will research and write a major paper based on the study of selected primary works in the specialized area of interest or Concentration for the student. This research will lead toward the development of a Professional Project.

Credits: 2.0

DSXXX 6202

Directed Study II

Under the direction of a Supervisor, a student will research and write a major paper based on the study of selected primary works in the specialized area of interest or Concentration for the student. This research will lead to the development of a Professional Project.

Credits: 2.0

MPPRO 8653

Ministry Project and Oral Defense

Under the supervision of a Supervisor, the student will research and design, implement, write, submit, and orally defend a professional ministry project on an approved topic of specialized interest in the student's concentration of study. The oral defense will be conducted at a pre-determined time and place before an approved panel of internal and external examiners as determined by the Director of the D.Min. degree program and the ASC.

Credits: 6.0

ORSEM 6100

Advanced Orientation Seminar

Students will be introduced to the system of instruction and learning utilized by Carroll Institute for Doctor of Ministry studies; they will be introduced to online research as well as traditional approaches of investigation; and they will develop a practical philosophy for evaluating personal ministry skills and church ministries.

Credits: 1.0

PPREP 8251

Prospectus Preparation and Submission

Under the supervision of a Supervisor, the student will prepare a prospectus for the writing of a ministry project on a topic of specialized interest in the student's concentration of study. This prospectus must be approved before the student begins working on the ministry project.

Credits: 2.0

Project Writing Seminar

Students will develop a proposal for a ministry project under the direction of a Supervisor and a Resident Fellow with practical ministry expertise in the area of project focus. They will clarify project goals; establish the scope of the project; select appropriate topics; identify, develop, and use traditional and online bibliographical resources; conduct in- depth research; draw accurate conclusions; cultivate a succinct, lucid writing style; and prepare a prospectus that will lead to a professional ministry project suitable for publication.

Credits: 1.0

RTXXX 6201

First Year Fall Round Table

Students will complete a research/ministry assignment for presentation at a Round Table during the colloquy. Round Tables are completed in sequence so research for this paper research/ministry assignment may be completed either in the area of Concentration or in an Elective Area, depending upon a student's status in the program. Research topics will relate generally to a student's future project.

Credits: 2.0

RTXXX 6202

First Year Spring Round Table

Students will complete a research/ministry assignment for presentation at a Round Table during the colloquy. Round Tables are completed in sequence so research for this paper research/ministry assignment may be completed either in the area of Concentration or in an Elective Area, depending upon a student's status in the program. Research topics will relate generally to a student's future project.

Credits: 2.0

RTXXX 6203

Second Year Fall Round Table

Students will complete a research/ministry assignment for presentation at a Round Table during the colloquy. Round Tables are completed in sequence so research for this paper research/ministry assignment may be completed either in the area of Concentration or in an Elective area, depending upon a student's status in the program. Research topics will relate specifically to a student's future project.

Credits: 2.0

RTXXX 6204

Second Year Spring Round Table

Students will complete a research/ministry assignment for presentation at a Round Table during the colloquy. Round Tables are completed in sequence so research for this paper research/ministry assignment may be completed either in the area of Concentration or in an Elective area, depending upon a student's status in the program. Research topics will relate specifically to a student's future project.

Credits: 2.0

Doctor of Philosophy

The Ph.D. program is designed to equip persons for vocations of research and teaching in theological schools, colleges, universities, and teaching churches, or for scholarly enhancement of ministerial practice. It also enables students to develop a sense of and a commitment to the vocation of theological scholarship in teaching, learning, and research. Admission to this program is extended only to persons who have demonstrated the intellectual ability, preparation, and motivation for a scholarly vocation. Successful completion of this course of study requires the student to demonstrate: a comprehensive knowledge of a selected discipline of religious study; the capacity for critical thinking and evaluation; competence to engage in original research and writing that advances theological understanding for the sake of church, academy, and society; and a breadth of knowledge in associated theological and religious studies and in other related academic disciplines.

Units: 42

Program Details: <http://www.bhcarroll.edu/wp-content/uploads/2015/06/PhD-Handbook.Revised.8-September-2015.pdf>

Doctor of Philosophy Course Descriptions

ACINS 7201

Institutional Systems Seminar

This seminar is a study of leadership in higher education. Students will learn about purposes, missions, organizational structures, governance, administration, resource management, student services, academic operations, faculty responsibilities, financial development, and accreditation of colleges/universities, seminaries, and teaching churches.

Credits: 2.0

ACLNS 7201

Learning Systems and Teaching Skills Seminar

This seminar is a study of institutional learning systems, individual learning styles, and skill employed by teachers in colleges/universities, seminaries, and teaching churches. Students will learn varied methods of delivery and presentation skills; how to develop curriculum plans, course syllabi, notes and lessons; and how to design instruments that accurately measure student learning and teacher performance.

Credits: 2.0

ACPDV 7201

Professional Development Seminar

As an introduction to post-doctoral academic and ministerial career planning, students will identify professional organizations, guild publications, relational networks, financial resources, educational literature, and opportunities for faculty development that will enhance their future performance. They will develop a plan for life-long learning that will help them grow and meet their goals as teachers and ministers.

Credits: 2.0

ACRES 7201

Advanced Research and Writing

In this seminar, students will conduct advanced academic research and write material suitable for publication. They will clarify research goals; establish the scope of research; select appropriate topics; identify, develop, and use traditional and online bibliographical resources; conduct in- depth research; draw accurate conclusions; cultivate a succinct, lucid writing style; and prepare papers that conform to standards of professional journals in their fields of study.

Credits: 2.0

BHCTI 8100

Written Examination

As soon as the end of the second year, the student will pass a written examination testing basic and intermediate knowledge in the student's major field of study.

Credits: 1.0

BHCTI 8101

Proposal Preparation and Hearing

A carefully designed proposal is required of all Ph.D. students. Under the direction of a Supervisor, the student will prepare a proposal for the writing of a dissertation on a topic of specialized interest in the student's major field of study. This proposal must be approved before the student begins working on the dissertation. The purpose of the proposal is to force the student to think through the chosen topic carefully. Close attention should be given to scope, method, and argument, as a well-crafted proposal provides a roadmap for the writing of the dissertation. When the proposal is approved, the student may proceed with the writing of the dissertation.

Credits: 1.0

BHCTI 8602

Dissertation and its Oral Defense

Under the guidance of his or her Supervisor, the student will research, write, and submit a dissertation on an approved topic of specialized interest in the student's major field of study. All scholars need to communicate discoveries; the Ph.D. dissertation provides training for communication with other scholars. Writing a dissertation requires a student to think deeply, to organize discussion, to muster arguments that will convince other scholars, and to follow rules for rigorous, formal presentation of the arguments and discussion. A dissertation is a lengthy, formal document that argues in defense of a particular thesis. Two important adjectives used to describe a dissertation are "original" and "substantial." The research performed to support a thesis must be both, and the dissertation must clearly demonstrate the student's academic contribution to the chosen field of study. When the student reaches the final stage of the dissertation, he or she will defend the dissertation before the Reader Committee and invited faculty.

Credits: 6.0

COLQY 7201

Colloquy I

Credits: 0.5

COLQY 7202

Colloquy II

Credits: 0.5

COLQY 7203

Colloquy III

Credits: 0.5

COLQY 7204

Colloquy IV

Credits: 0.5

COLQY 7205

Colloquy V

Third-year students may be invited to present papers to a plenary session of the colloquy.

Credits: 1.0

COLQY 7206

Colloquy VI

Third-year students may be invited to present papers to a plenary session of the colloquy.

Credits: 1.0

GLDPB 7101

Guild Publication or Presentation

The student will write a research paper in the major field of study and either submit it for publication by a professional journal or present it at a professional meeting of peers.

Credits: 1.0

IDSEM 7101 - IDSEM 7102

Advanced Interdisciplinary Seminar

A student will prepare advanced research papers on topics related to the subject of the Interdisciplinary Seminar. Research for these papers will be conducted in either the student's major or minor field of study.

Credits: 2.0

LMETH 7201

Advanced Research Methods

In this seminar, students will conduct advanced academic research and write material suitable for publication. They will clarify research goals; establish the scope of research; select appropriate topics; identify, develop, and use traditional and online bibliographical resources; conduct in- depth research; draw accurate conclusions; cultivate a succinct, lucid writing style; and prepare papers that conform to standards of professional journals in their fields of study.

Credits: 2.0

LSTAT 7201

Advanced Statistics I

The study of statistics provides a foundation for the student to collect, organize, and analyze research data. Students will be instructed in the use of descriptive and inferential statistics. WINKS, a computer based statistical program, and the Microsoft Excel Spreadsheet will be introduced as tools that will assist in the application of statistical procedures. The study of statistics is presented in three parts: Advanced Statistics I will address basic statistical concepts.

Credits: 2.0

LSTAT 7202

Advanced Statistics II

The study of statistics provides a foundation for the student to collect, organize, and analyze research data. Students will be instructed in the use of descriptive and inferential statistics. WINKS, a computer based statistical program, and the Microsoft Excel Spreadsheet will be introduced as tools that will assist in the application of statistical procedures. Advanced Statistics II will address parametric statistical procedures.

Credits: 2.0

LSTAT 7203

Advanced Statistics III

The study of statistics provides a foundation for the student to collect, organize, and analyze research data. Students will be instructed in the use of descriptive and inferential statistics. WINKS, a computer based statistical program, and the Microsoft Excel Spreadsheet will be introduced as tools that will assist in the application of statistical procedures. Advanced Statistics III will address nonparametric statistical procedures.

Credits: 2.0

Teaching Experience

Under the supervision of a Senior Fellow and either at one of the teaching churches of the Institute or for an online class, the student will teach a course in his or her major field of study.

Credits: 1.0

XXDSP7201

Basic Directed Study and Reading Program I

Under the direction of a Supervisor, the student will read, study, critically review, and write concerning the basic literature surveying a major field of study.

Credits: 2.0

XXDSP7202

Basic Directed Study and Reading Program II

Under the direction of a Supervisor, the student will read, study, critically review, and write concerning the basic literature surveying a major field of study.

Credits: 2.0

XXDSP7203

Intermediate Directed Study and Reading Program I

Under the direction of a Supervisor, the student will read, study, and critically review the secondary sources covering a topic of specialized interest in his or her major field of study. The student will also develop an annotated bibliography of primary resources covering the specialized topic.

Credits: 2.0

XXDSP7204

Intermediate Directed Study and Reading Program II

Under the direction of a Supervisor, the student will read, study, and critically review the secondary sources covering a topic of specialized interest in his or her major field of study. The student will also develop an annotated bibliography of primary resources covering the specialized topic.

Credits: 2.0

XXDSP7205

Advanced Directed Study and Reading Program

Under the direction of a Supervisor, the student will write two research papers based on the study of selected primary works in the specialized area of interest identified in the Intermediate Directed Study and Reading Program.

Credits: 2.0

XXSEM 7101 - SEM 7103

Advanced Disciplinary Seminar

A student will prepare advanced research papers on a selected topic in his or her major field of study.

Credits: 2.0

Diploma Courses of Study

Diploma in Christian Ministry

Units: 50

<http://www.bhcarroll.edu/wp-content/uploads/2015/06/diplomachristianministry.pdf>

Diploma Course Descriptions

Core

BHCTI 5000

Gateway

An introduction and orientation to B. H. Carroll Theological Institute's distinctive competency-based curriculum with its core ingredients. The scope of the course will deal with the nexus and teaching church concepts, accession of all online data, navigation through the online library, and guidance to research and writing. Students must pass the Gateway Course in order to enroll in subsequent courses.

Notes: *Additional \$50 fee for instrumentation of testing and evaluation*

Credits: 2.0

Scripture and Witness (SW)

SWBIT 2111

Biblical Interpretation

An introduction to the nature of the Bible; the definition of and need for hermeneutics; a survey of historical and contemporary hermeneutical approaches; the principles of a grammatical-historical-theological-practical approach; and case studies of biblical passages that illustrate the principles.

Credits: 2.0

SWBIT 2211

Biblical Backgrounds

A study of the geography, history, and archaeology of the biblical world intended to provide a cultural and chronological framework for further study of both the Old and New Testaments.

Credits: 2.0

SWBLI 2111

Old Testament I

An introduction to each Old Testament book with emphasis on historical issues, theological interpretations, and contemporary applications. Pentateuch, Joshua, and Judges. .

Credits: 2.0

SWBLI 2112

Old Testament II

An introduction to each Old Testament book with emphasis on historical issues, theological interpretations, and contemporary applications. The historical books from Ruth through Esther, and the Wisdom Literature from Job through the Song of Solomon.

Credits: 2.0

SWBLI 2113

Old Testament III

An introduction to each Old Testament book with emphasis on historical issues, theological interpretations, and contemporary applications. The prophetic books from Isaiah through Malachi.

Credits: 2.0

SWBLI 2211

New Testament I

An introduction to the Gospels in the first half of the New Testament canon. These writings will be studied in terms of historical setting, religious background, literary composition, theological message, and interrelationship with the Old Testament.

Credits: 2.0

SWBLI 2212

New Testament II

An introduction to Acts and the Pauline Letters. These writings will be studied in terms of historical setting, religious background, literary composition, theological message, and interrelationship with the Old Testament.

Credits: 2.0

SWBLI 2213

New Testament III

An introduction to the General Letters and Revelation. These writings will be studied in terms of historical setting, religious background, literary composition, theological message, and interrelationship with the Old Testament.

Credits: 2.0

SWBPR 2111

Biblical Preaching I

A study of the principles of sermon construction: the interpretation of text, the formulation of idea, the definition of objective, the development of material, the arrangement of structure, the improvement of style, and the preaching of the sermon.

Credits: 2.0

SWBPR 2112

Biblical Preaching II

A study and practice of the preparation, delivery, and evaluation of the sermon. Sermons will be prepared and delivered. Components of sermon delivery will be studied and practiced for improvement. A lifelong strategy for self-evaluation and critique of sermon content and delivery will be practiced.

Credits: 2.0

Faith and Heritage (FH)

FHBTH 2111

Christian Theology I

The nature, sources, and scope of systematic theology; the doctrines of revelation and the Bible, God, creation and providence, man and sin.

Credits: 2.0

FHBTH 2112

Christian Theology II

The nature, sources, and scope of systematic theology; the person of Jesus Christ, the work of Christ, and the Holy Spirit.

Credits: 2.0

FHBTH 2113

Christian Theology III

The nature, sources, and scope of systematic theology; the Christian life, the church, and the consummation.

Credits: 2.0

FHCHS 2111

Christian Heritage I

A general survey of the history of Christianity; the New Testament period.

Credits: 2.0

FHCHS 2112

Christian Heritage II

A general survey of the history of Christianity; the Reformation.

Credits: 2.0

FHCHS 2113

Christian Heritage III

A general survey of the history of Christianity; the early modern era to the present.

Credits: 2.0

FHCHS 2211

Baptist Heritage

basic survey of Baptist history and denominational life in Britain , Europe, and North America with attention focused on the developments relevant for Southern Baptists.

Credits: 2.0

FHETH 2111

Christian Ethics

This course explores the biblical, historical, and theological foundations of Christian ethics. It also equips the student to apply these foundational elements in decision making on current issues such as substance abuse, family, race, biomedical ethics, economics, and politics.

Credits: 2.0

FHPHI 2111

Philosophy of Religion

An introductory study of contemporary worldviews and philosophical issues relevant to Christian ministry (e.g. religious pluralism, the problem of evil, the relationship between faith and reason).

Credits: 2.0

FHPHI 2211

Apologetics

A study of various approaches to a defense of Christianity. Emphasis will be placed upon developing an apologetic method appropriate to the cultural context in which the student ministers.

Credits: 2.0

Ministry and Formation (MF)

MFADM 2111

The Functioning Church

A study of the biblical and theological basis for the administration ministry of the church. Focus will be given to the biblical principles of enlisting, training, and supervising leaders for church ministries.

Credits: 2.0

MFFND 2111

The Teaching Church

A study of the biblical and theological basis for the teaching ministry of the church. Emphasis will be given to the purposes of education in New Testament churches and principles related to application.

Credits: 2.0

MFLDS 2111

Leadership in Ministry

A study of the principles and practices of leadership for Christian ministry. It includes reflections on the role and ministry of leaders within church, community, and denomination.

Credits: 2.0

MFLDS 2211

Pastoral Leadership

Credits: 2.0

Worship and Mission (WM)

WMEVA 2111

Christian Witness

An introductory study of the biblical foundations, traditions, and practice of Christian witness. Emphasis will be given to developing creative methods to share Christ and transform the church and surrounding community.

Credits: 2.0

WMMIS 2111

Missiology I

An introductory study that seeks to stimulate concern about, commitment to, and involvement in the Christian World Mission. The study considers a definition and explanation of the study of missions, the biblical and theological foundations of the mission, and the history of the expansion of the Faith from the New Testament times to the present.

Credits: 2.0

WMWOR 2111

Christian Worship

An intrmoductory study of the biblical foundations, traditions, and practice of Christian worship. Emphasis will be given to the nature, purpose, forms, planning, and leading of corporate worship.

Credits: 2.0

WMWOR 2211

Christian Disciplines

An introductory study of the biblical foundations, traditions, and practice of Christian disciplines. Students will be encouraged to enrich their own spiritual lives and to mentor others in the disciplines of the Christian life.

Credits: 2.0

Programs at International Sites

Carroll Institute offers graduate-level programs of study to students at multiple international sites. These programs are developed and maintained through the Institute's partnerships with Teaching Churches in various locales. Programs of study available to students in international settings are selected based on the needs of students in a particular region and include equivalent programs to those master's programs of study offered to domestic students. Qualified graduates from international programs also may seek admission to Carroll Institute's doctoral programs.

International program records are maintained by the institution and provided to accrediting agencies and other groups as required. Specific details related to these sites will not be published in this Catalog or other widely-publicized institutional documents. Any questions regarding international teaching sites should be directed to international@bhcarroll.edu.

Admissions

Admission to B. H. Carroll Theological Institute is open to qualified persons of all denominations and fellowships, of any race, national or ethnic origin, without regard to gender or handicap.

Master's Degrees

Applicants for the master's degree are required to have completed a baccalaureate degree from an accredited college or university with a minimum grade point average of 2.0 (on a 4.0 scale). The following steps must be taken to apply:

Following submission of the online application, the applicant will be given detailed instructions regarding the following general application requirements:

1. **Submission of an online application.**
2. **Submission of supplemental documentation.** Following submission of an online application, the applicant will be given detailed instructions regarding the following supplemental documents:
 - **Official transcript(s) from an earned baccalaureate degree.** Applicants will also be considered who have a comparable degree from a recognized institution outside the US. The degree must be evaluated by a recognized credentials evaluation service such as World Education Services (WES), P.O. Box 745, Old Chelsea Station, New York NY 10113-0745, phone +1 900-937-3895, www.wes.org.
 - **Three letters of recommendation.** Recommendation forms will be supplied when an online application is submitted. Recommendations must reflect evidence of the applicant's character, commitment, and readiness for master's-level study in ministry preparation.
 - **Church endorsement.** An endorsement form will be supplied when an online application is submitted. The form must be completed by the church of which the applicant is a member.
 - **Personal statements.** Applicants will be required to provide statements of their call to the ministry and their past Christian experience.
 - **A digital photograph.** This does not have to be professional made, but a snapshot will suffice.

Doctoral Degrees

Applicants for the doctoral degree are required to have completed a baccalaureate degree and a master's degree from an accredited college or university. Doctoral applicants are required to meet the general admission requirements before they are considered for the doctoral program. The following steps must be taken to apply:

The general admission requirements are the same as for the master's degree, with the following exceptions:

1. **Submission of an online application.**
2. **Submission of supplemental documentation.** Following submission of an online application, the applicant will be given detailed instructions regarding the following supplemental documents:
 - **Official transcripts** from all earned baccalaureate and master's degrees. (Applicants will also be considered who have a comparable degree from a recognized institution outside the US. The degree must be evaluated by a recognized credentials evaluation service such as World Education Services (WES), P.O. Box 745, Old Chelsea Station, New York, NY 10113-0745, phone +1 900-937-3895, www.wes.org.)
 - **Three letters of recommendation.** Recommendation forms will be supplied when an online application is submitted. Recommendations should be from a *current and/or former professor* with whom the applicant studied at the master's level or above. All references should attest to the applicant's potential to engage in doctoral-level study.
 - **Church endorsement.** An endorsement form will be supplied when an online application is submitted. The form must be completed by the church of which the applicant is a member.
 - **Personal statements.** Applicants will be required to provide statements of their call to the ministry and their past Christian experience.
 - **A digital photograph.** This does not have to be professionally made, but a snapshot will suffice.

Upon completion of the general application, the doctoral applicant must meet additional requirements such as GRE or MAT scores, a research/reflective paper, interview, and qualifying exam. Applicants should consult the appropriate handbook (see Academics, Programs of Study, Doctoral Degrees).

Diplomas

The Diploma Program is a non-degree, non-transferable program of study. Applicants must be at least 25 years of age and are not required to have a baccalaureate degree. The following steps must be taken to apply:

Following submission of the online application, the applicant will be given detailed instructions regarding the following general application requirements:

1. **Submission of an online application.**
2. **Submission of supplemental documentation.** Following submission of an online application, the applicant will be given detailed instructions regarding the following supplemental documents:
 - **Copy of an earned High School diploma or GED** (Graduate Equivalency Diploma)
 - **Three letters of recommendation.** Recommendation forms will be supplied when an online application is submitted. These recommendations must reflect evidence of the applicant's character, commitment, and readiness for diploma-level study in ministry preparation.
 - **Church endorsement.** Endorsement form will be supplied when an online application is submitted. The form must be completed by the church of which the applicant is a member.
 - **Personal statements.** Applicants will be required to provide statements of their call to the ministry and their past Christian experience.
 - **A digital photograph.** This does not have to be professionally made, but a snapshot will suffice.

Readers

Readers are non-credit students who wish to audit a class. Readers are not allowed to take language courses. An online course may be taken only if permission is granted by the teacher. Readers may attend the class sessions, receive class materials, and participate in class discussions and activities. Courses attended by Readers do not apply toward any degree program and are not transcriptable. Individuals who become Readers should only do so after determining that they do not want to apply the course toward a degree. Applicants need only submit the online **Reader Application**.

Application & Registration

If you are ready to apply, complete the following instructions:

If you plan to become a student at Carroll Institute, please visit our website at www.bhcarroll.edu and complete the Application for Admission. Download and print the Church Endorsement form and three Recommendation for Admission Forms. Additional instructions are given online. The Institute admits students year-round and accepts applications at any time. At least six weeks prior to enrollment in a Term, you should submit the following:

- Application form - online or mail-in form
- Church endorsement form
- Official copies of transcripts

You may contact us in one of the following ways:

B. H. Carroll Theological Institute

6500 N Belt Line Rd, Suite 100

Irving, Texas, 75063

Voice: 972-580-7600

Fax: 972-756-7600

E-mail: admin@bhcarroll.edu

Website: www.bhcarroll.edu

If you are ready to register for courses, follow these instructions:

Registration for classes will be possible only after admission has been granted.

Registration for a course will begin four weeks and close at 5 PM (Central Time) prior to the first day of each term/semester. Students may submit an online “Course Add Request” form only through the first seven days of any term/semester. Each “Course Add Request” form will incur a “Late Registration Fee” in the amount of \$50, payable by the end of the second week of the term/semester, coinciding with the final payment deadline listed in the academic catalog. Students will register for courses online. Prior to the beginning of class, all course requirements and textbook lists will be available online.

Regular courses of study at Carroll Institute are conducted in five, eight-week terms (Alpha Term, Emmanuel Term, Paschal Term, Omega Term, and Summer Term). Because of the intense nature of the terms, one would only expect within a single term to complete half the number of courses normally completed in a semester. For example, students who normally take four courses in a semester should divide this load between two terms and take two courses each term.

Inactivity and Subsequent Readmission for Diploma and Master-level Students

Diploma and master-level students who have not registered for any courses for one calendar year will be designated as “Inactive” and will have their student access removed making it impossible for them to register for any further courses at Carroll. Within a one-year period of receiving Inactive status, such students may return to Active Student Status through the READMISSION PROCESS which begins by submitting the online administrative form “Request for Readmission.” The Director of Admissions will perform a thorough review of the student’s file and may request updated documents on a case-by-case basis before granting readmission to Carroll and giving the student access to register for courses. After a two-year period of inactivity, students must complete a new APPLICATION PROCESS to be readmitted to Carroll. Such students will not lose credit for the classes they previously took at Carroll unless, by the time of graduation, 10 or more years have passed since those courses were taken. In such cases, academic credit may be lost for courses taken 10 years or more in the past.

Doctoral students, contact the doctoral office for readmission guidelines at the doctoral level.

Student Fees

Student fees are subject to change without notice.

Diploma in Christian Ministry (DIP) and Master's Degrees (MDIV, MACE, MA in Counseling, MAR, MAT, MAW)

Application Fee

(Application fee must be paid prior to processing submitted documentation)

\$25 (non-refundable) Diploma

\$50 (non-refundable) Master

Tuition Fee

\$295 per credit unit

Evaluation Instrument Fee

(applicable to "Gateway" and/or other courses that utilize specialized evaluation testing instruments)

\$50 per course

Technology Fee

\$75 per term

Graduation Fee

\$50

Late Registration Fee

(per course)

\$50

Late Payment Fee

(see Payment Terms)

\$50

Payment Terms:

The full amount for each term or semester is due within 30 days of registration or by the end of the second week of the term, whichever comes first. Students who fail to clear their outstanding balance by the indicated deadline will be subject to a Late Payment Fee.

Doctor of Ministry Degree (D.Min.)

Application Fee (Application fee must be paid prior to processing submitted documentation)	\$100 (non-refundable)
Matriculation	\$1,500 per semester
Technology Fee	\$150 per semester
Continuing Enrollment Fee	\$750 per semester
Graduation Fee	\$200
Late Registration Fee (per course)	\$50
Late Payment Fee (see payment terms above)	\$50

Payment Terms:

The full amount for each term or semester is due within 30 days of registration or by the end of the second week of the term, whichever comes first. Students who fail to clear their outstanding balance by the indicated deadline will be subject to a Late Payment Fee.

Doctor of Philosophy Degree (Ph.D.)

Application Fee

(Application fee must be paid prior to processing submitted documentation)

\$100 (non-refundable)

Matriculation

\$2,000 per semester

Technology Fee

\$150 per semester

Language Competency Exam Fee

\$150

Continuing Enrollment Fee

\$1,000 per semester

Graduation Fee

\$200

Late Registration Fee (per course)

\$50

Late Payment Fee (see payment terms above)

\$50

Payment Terms:

The full amount for each term or semester is due within 30 days of registration or by the end of the second week of the term, whichever comes first. Students who fail to clear their outstanding balance by the indicated deadline will be subject to a Late Payment Fee.

Other Fees

Course Add

(Student may only Add a class through the end of the first week of classes.)

No Charge

Transcript Evaluation Fee (transfer of credit)

\$40 to \$100

Transcript Processing Fee

\$5

Carroll Online Library Fee for those not enrolled in Carroll Institute classes

\$300 per year

Late Registration Fee (per course)

\$50

Late Payment Fee (see payment terms above)

\$50

Transient Students (transfer credit only)

Application Fee

(Application fee must be paid prior to processing submitted documentation)

\$25 (non-refundable)

Tuition Fee

\$295 per credit unit

Late Registration Fee (per course)

\$50

Late Payment Fee (see payment terms above)

\$50

Readers (auditors)

Tuition Fee

\$40 per course

Refund Policy

Students who drop a course before the first class meeting of a term may choose to receive a full refund of the course fee, or credit towards another term. Students withdrawing within the first two weeks of class may choose to receive a 50% refund of the course fee, or credit towards another term. No refund or credit is given after the second week of a term.

Scholarship Assistance

Most of the cost of preparing students at Carroll Institute for ministry is met by individuals, churches and foundations committed to supporting theological education. All matriculated students, regardless of denominational affiliation, benefit from this financial assistance. The gifts of donors to the general budget and to scholarship funds offset a majority of the educational cost and keep tuition at an affordable level. Since every student already receives an indirect scholarship in the form of tuition subsidy, the Institute does not typically provide individual need-based or academic scholarships. Also, Carroll Institute remains committed to the biblical principle of institutional separation of church and state. Therefore, it accepts no direct government funding and does not participate in federal Title IV financial assistance programs.

Graduation

Carroll Institute confers degrees five times each academic year when course requirements are completed for each term -- Alpha, Emmanuel, Paschal, Omega, and Summer. The commencement exercise, however, is held only once each year and coincides with the annual convocation at the end of the Omega term. When a degree has been conferred in a term other than Omega and the convocation exercise, said conferral will be publicly announced at the next convocation, and the recipient may participate in that ceremony.

All coursework must be completed by the end of the term when the student expects to graduate. The ending dates for each term are published in the online Academic Calendar. Therefore, the student who anticipates graduation should contact the Registrar with sufficient advance notice to receive instructions and complete capstone requirements, which for master's degrees normally takes two terms and possibly three, if it is a thesis.

If you are completing coursework for any degree, you must apply for graduation and pay the graduation fees, even if you are not attending the convocation ceremony. Both the application and the fees are required in order to receive your degree and have it entered on your transcript. At the student’s request, a conferred diploma will be mailed, or retained and presented at the next available convocation ceremony in which the student intends to participate.

An Application for Graduation can be found at:
<http://student.bhcarroll.edu/form/graduation-application>

Graduation Dates

Graduation during the 2016–17 Academic Year

Alpha, Emmanuel, and Fall Terms Graduation	
Application Deadline	October 1, 2016
Paschal, Omega, and Spring Terms Graduation	
Application Deadline	February 1, 2017
Graduation Ceremony	May 26, 2017
Summer Term Graduation Application Deadline	
(Note: Students graduating in the Summer Term of 2017 are eligible to participate in the May 25, 2018 Graduation Ceremony.)	July 1, 2017

Graduation during the 2017–18 Academic Year

Alpha, Emmanuel, and Fall Terms Graduation

Application Deadline October 1, 2017

Paschal, Omega, and Spring Terms Graduation

Application Deadline February 1, 2018

Graduation Ceremony May 25, 2018

Summer Term Graduation Application Deadline

(Note: Students graduating in the Summer Term of 2018 are eligible to

participate in the May 24, 2019 Graduation Ceremony.) July 1, 2018

Student Resources

Online Library

From the beginnings of Carroll Institute the vision statement has projected an academic dream, not within reach a few years ago but now quickly coming to pass: To provide for a global community of learners immediate access to a comprehensive library of the Christian faith. There is now, in place, the basic contours of a world-class theological library for online users. The Institute library will accomplish three goals:

- Integrate the best resources and make them available to students, readers, and patrons at remote access and at minimal cost.
- Enhance research and writing by developing user-friendly methods in scholarship.
- Support a global mission with evangelical partners to deliver essential resources at the points of greatest need.

Each student will have user-name and password access to The Carroll Online Library, a next generation of information technology featuring a seamless integration of five resource tiers available to client users by log-in. The infrastructure and parameters of the library were developed and will be expanded in accordance with the Guidelines for Distance Learning Library Services (ACRL, July 2005).

Archives online

The site catalog features online text archives of ancient and modern materials relevant to theological studies offer two kinds of resources: (1) 'gateways' are linked to primary sites which house the databases; menus are arranged according to the major divisions or outline of a discipline (in our present iteration, the Online Resources link in the Carroll Learning Center anticipates the development of such gateways); (2) 'archives' provide actual data, e.g., Greek and Latin texts (such as those available in Google Book Search, available as a link through Carroll Learning Center).

Database resources

Considered primarily as sources for the indexing and abstracting of journals and periodical literature, the online resources highlighted below are significant tools for scholarship by Carroll Students.

Ebsco gives access to major databases (some full text) for scholarly research. Among its resources are included:

- ATLA Religion Database is an essential tool for the study of religion. It is the premier index to journal articles, book reviews, and collections of essays in all fields of religion.
- ATLA Serials (ATLAS) is an online collection of major religion and theology journals selected by leading religion scholars and theologians. Users can read articles or research the history of a topic from as early as 1924 to the present. Currently, researchers are able to use ATLAS as a search tool to retrieve images of the pages in more than 80 different journals.
- New Testament Abstracts indexes and abstracts 500 journalism biblical studies
- Old Testament Abstracts indexes and abstracts 450 journals in biblical studies

OCLC FirstSearch gives access to major databases (some with full text) for scholarly research, including ERIC and WorldCat.

These Database Resources in the Carroll Learning Center also cover a wide range of additional source types, such as book reviews and monograph (book) citations. Additional periodical citation sources more fully discussed in other resource tiers include Questia and Google.

Electronic Books

Full text books available for reading 24/7 are accessible to Carroll students from the following Carroll Learning Center resources:

- Questia is world's largest online library (72,000 full-text books, 1.5 million articles) with applications for note taking and style guides. Approximately one-third of the books relate to religious studies.
- Books.Logos.com (formerly named SeminaryLibrary) is a digitized collection sponsored by Logos, now 8,700 books, that aspires to be the world's largest online library of historic Bible reference books and resources.

- Oxford Reference Online combines the The Oxford Dictionary of the Christian Church, The Oxford English Dictionary, and over 200 other reference titles from Oxford University Press into a single interface.
- Cambridge Histories Online covers 260 specialized volumes from the publisher.
- Oxford Music Online includes the multivolume Grove's Dictionary of Music and specialized Oxford reference titles in a convenient interface.
- Google Book Search hosts a vast number of freely-accessible full text materials, most published before 1924.

Library resource growth and expansion

Additionally, new resources and materials are under development for inclusion in the Carroll Learning Center at the Carroll Library Director's blog and wiki pages.

Custom Software

Carroll offers a software bundle of basic reference and theological resources for purchase by students and placement in Teaching Churches. Through the Logos Bible Software company, Carroll now requires the purchase of an electronic library package consisting of either the Logos Scholar's Library (for both Diploma and Masters degree students) or Scholar's Library Gold (for Doctoral students) as the foundation of a personal professional library.

ELearning Paks are attachments to course syllabuses, providing essential reading materials. These materials, offered within the context of Carroll coursework, become part of the student's personal professional library.

These Custom Software materials, while not strictly part of the Carroll Online Library proper, add value to the academic pursuit of Carroll Students, and supplement its resources.

Print Book Collections

The centerpiece of the Institute's book holdings, now approaching 20,000 volumes in total, is the Newport Collection, the personal library of Dr. John P. Newport, beloved scholar and mentor to many in theological education. The Newport Collection includes 10,000 volumes in biblical, theological, and philosophical studies; archival letters, papers, and memoirs; and a notable array of religious icons. While not strictly part of the electronic offerings of the Carroll Online Library, the Carroll Print collections add value to the academic pursuit of Carroll Students, and supplement its resources.

Directory

Teaching Sites

Agape Baptist Church

3954 Southwest Blvd, Fort Worth, Texas 76116

Phone: 817-923-6800

Pastor: Dean Dickens

Fellowship Church

2401 Pine Street, Arkadelphia, Arkansas 71923

Phone: 870-403-8197

Pastor: Scott Jackson

First Baptist Church, College Station

2300 Welsh Avenue, College Station, Texas 77845

Phone: 979-696-7000

Pastor: Troy Allen

First Baptist Church, Midland

2104 W Louisiana Ave., Midland, Texas 79701

Phone: 800-782-6862

Pastor: Bob Billups

First Baptist Church, Muskogee

111 South 7th Street, Muskogee, Oklahoma 74401

Phone: 918-682-7131

Pastor: Lance Sawyer

First Baptist Church, Saginaw

300 North Old Decatur Road, Saginaw, Texas 76179

Phone: 817-232-0560

Pastor: Danny Howe

First Baptist Church, Waxahachie

315 North Rogers Street, Waxahachie, Texas 75165

Phone: 972-937-1940

Pastor: David Ritsema

Legacy Church

4501 Legacy Drive, Plano, Texas 75024

Phone: 972-618-4600

Pastor: Kevin Boyd

Westbury Baptist Church

10425 Hillcroft Street, Houston, Texas 77096-4798

Phone: 713-723-6428

Pastor: Jeff Berger

Supporting Sites

Bear Valley Community Church

7900 Precinct Line Road, Colleyville, TX 76034

Phone: 817-485-9910

Pastor: Lee Johnson

Website: <http://www.bearvalleychurch.com/>

Beulah Land Community Church

3335 Holman Street, Houston, TX 77004

Phone: 713-440-0575

Pastor: Ruth Allen Ollison

Website: <http://www.beulahlandchurch.org/>

Colonial Baptist Church

4300 Maplewood Ave, Wichita Falls, TX 76308

Phone: 940-691-8568

Pastor: Jim Botts

Website: <http://www.colonialchurch.com/>

Crossroads Baptist Church

8300 Tezel Road, San Antonio, TX 78254

Phone: 210-681-1911

Pastor: Doug Diehl

Website: <http://www.cbcsa.net>

Elkins Lake Baptist Church

206 Highway 19, Huntsville, TX 77340

Phone: 936-295-7694

Pastor: Ken Huggins

Website: <http://www.elbc.org/>

Faith Baptist Church

3001 Southwest Parkway, Wichita Falls, TX 76308-3599

Phone: 940-692-4220

Pastor: Craig Lile

Website: <http://www.faithwf.com/>

First Baptist Church, Athens

105 South Carroll Street, Athens, TX 75751

Phone: 903-675-5135

Pastor: Kyle Henderson

Website: <http://www.lovingtheworld.com>

First Baptist Church, Bryan

200 So. Texas, Bryan, TX 77806

Phone: 979-779-2434

Pastor: Jim Heiligman

Website: <http://www.fbcbyan.org/>

First Baptist Church, Conroe

600 North Main Street, Conroe, TX 77301

Phone: 936-756-6601

Pastor: David Lorenz

Website: <http://www.fbconroe.org/>

First Baptist Church, Corsicana

510 West Collin Street, Corsicana, TX 75110

Phone: 903-874-4177

Pastor: Danny Reeves

Website: <http://www.fbccorsicana.org>

First Baptist Church, Denton

1100 Malone Street, Denton, TX 76201

Phone: 940-382-2577

Pastor: Jeff Williams

Website: <http://www.firstdenton.org>

First Baptist Church, Lewisville

1251 W. Valley Ridge Blvd., Lewisville, Texas 75077

Phone: 972-436-5502

Pastor: Stephen Hatfield

First Baptist Church, Richmond

502 South 5th Street, Richmond, TX 77469

Phone: 281-342-8664

Pastor: John Lockhart

Website: <http://www.fbcrichmond.net>

First Baptist Church, Saginaw

300 North Old Decatur Road, Saginaw, TX 76179

Phone: 817-232-0560

Pastor: Danny Howe

Website: <http://www.fbcsaginaw.org>

First Baptist Church, The Woodlands

11801 Grogan's Mill Road, The Woodlands, Texas 77380

Phone: 281-364-8777

Pastor: Dr. Bruce Webb

Gambrell St. Baptist Church

1616 West Gambrell Street, Fort Worth, TX 76115

Phone: 817-926-1785

Pastor: Jim Spivey, Interim

Website: <http://www.gambrellstreet.org>

Haltom Road Baptist Church

3313 Haltom Road, Haltom City, TX 76117

Phone: 817-834-1916

Pastor: Matt Baird

Website: <http://www.haltomroadbaptist.org>

Lazybrook Baptist Church

1822 West 18th Street, Houston, TX 77008

Phone: 713-864-1470

Pastor: John Neesley

Website: <http://www.lazybrookbaptistchurch.org>

NorthPointe Baptist Church

2001 Brown Blvd., Arlington, TX 76006

Phone: 817-635-0110

Pastor: Linn Self, Interim

Website: <http://www.mynorthpointe.org>

Oak Grove Baptist Church

12351 Oak Grove Road South, Burleson, Texas 76028

Phone: 817-293-1597

Pastor: Steve Beckwith

Park Cities Baptist Church

3933 Northwest Parkway, Dallas, TX 75225

Phone: 214-860-3941

Pastor: Jeff Warren

Website: <http://www.pcbc.org/>

Prairie Creek Baptist Church

3201 West 15th Street, Plano, TX 75075

Phone: 972-596-4805

Pastor: Randall Worley

Website: <http://www.pcbcplano.org>

Sugar Land Baptist Church

16755 Southwest Freeway, Sugar Land, TX 77479

Phone: 281-980-4431

Pastor: Phil Lineberger

Website: <http://sugarlandbaptist.org/>

The Heights Baptist Church

201 West Renner Road, Richardson, TX 75080

Phone: 972-238-7243

Pastor: Gary Singleton

Website: <http://www.theheights.org/>

Woodlawn Baptist Church

4600 Manchaca Road, Austin, TX 78745

Phone: 512-442-7858

Pastor: Lane Northcut

Website: <http://woodlawNBC.org/>

Offices

The Carroll Center

6500 N Belt Line Rd, Suite 100, Irving, TX 75063

Phone: (972) 580-7600

Website: <http://www.bhcarroll.edu>

Board of Governors

The B. H. Carroll Theological Institute is governed by a self-perpetuating Board of Governors — up to fifteen in number. One-third of the Board are patrons or donors to B. H. Carroll Theological Institute; one-third of the Board have educational or corporate experience; and one-third of the Board are from church constituency or cooperative groups.

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President, John & Eula Mae Baugh Foundation

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Pastor, First Baptist Church, Lewisville, TX

Dr. Ken Huggins

Pastor, Elkins Lake Baptist Church, Huntsville, TX

Mr. Jason Jones

Chief Technology Officer at SimpleLTC Systems, Inc.

Mrs. Joan T. Trew

Williams Trew Realty

Dr. David Ritsema

Pastor, First Baptist Church, Waxahachie, TX

Mr. Wayne Stevenson

Retired Businessman and member of several non-profit and ministry boards

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Mr. Jerry Yowell

CLU, State Farm Insurance

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Professor of New Testament and Leadership

Bruce Corley

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Professor of New Testament and Greek

Jim Spivey

Senior Fellow

Professor of Church History

Stan Moore

Senior Fellow

Professor of Church Music and Worship

Scott Floyd

Senior Fellow

Psychology and Counseling

Director of Master of Arts in Counseling Program

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Fellow

Professor of Christian Heritage

Director of Ph.D. Program

Larry Ashlock

Fellow

Professor of Pastoral Leadership and Ethics

Director of D.Min. Program

Don Day

Fellow

Lecturer in Philosophy of Religion

Director of Library and Information Services

Nancy Muskrat

Fellow

Lecturer in Worship and Missions

Director of Promotion and Communications

Adlín Cotto

Fellow

Associate Professor of Christian Education

Director of Master's Degree Programs

Director of Hispanic Studies Programs

Shannon Wolf

Fellow

Associate Director of Counseling Programs

Professor of Psychology and Counseling

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Scott Shiffer

Online Training Consultant

Director of Instructional Services

Carl Heath

IT/Web Design Consultant

Michael McMinn

Social Media Consultant

Michelle Martin

Receptionist/Office Assistant

Senior Fellows

Bruce Corley

New Testament and Greek

Th.D. and M.Div. degrees from Southwestern Baptist Theological Seminary, Ft. Worth TX. B.S.Ed. degree from Northeastern State University, Tahlequah OK. Additional studies include Spurgeon's College London, England and the University of Cambridge, England.

Prior to his appointment to Carroll Institute and election as the Institute's first President (2003-2013), Dr. Corley was Professor of New Testament and Greek (1976-95, 1996-2003) and Dean of the School of Theology (1990-95) at Southwestern Baptist Theological Seminary (Ft. Worth TX). He also served as Professor of Christian Scriptures of the George W. Truett Theological Seminary of Baylor University, Waco TX (1995-96). Prior to his teaching career at Southwestern Seminary, Dr. Corley served pastorates in Jonesboro and Breckenridge TX. He maintains an active schedule in Bible conferences, interim pastorates, and denominational activities. His professional experience includes memberships in the Society of Biblical Literature, the Institute for Biblical Research, and the National Association of Baptist Professors of Religion where he has held elected offices and worked on the editorial boards of two journals. He has lectured in Europe and the United States, delivering the annual lectures at four universities and two seminaries. Dr. Corley has presented nine academic papers in the scholars' guild as well as three series of studies for field missionaries. Among the twenty-five books and essays he has written, there are commentaries on Romans and 2 Corinthians. He is presently completing a commentary on Hebrews and a research book on Paul.

Scott Floyd

Psychology and Counseling, Director of Master of Arts in Counseling Program

Ph.D. and M.A.M.F.C. degrees from Southwestern Baptist Theological Seminary, Fort Worth, TX; with additional study toward the M.Div.B.L. degree. B.A. with Honors degree in Psychology from Oklahoma Baptist University, Shawnee OK.

Prior to his 2010 appointment to Carroll Institute, he taught for twenty years at Southwestern Baptist Theological Seminary and was Professor of Psychology and Counseling (2008-2010). He also served as Assistant Professor of Psychology at Howard Payne University (1988-90). Dr. Floyd taught courses at the Canadian Southern Baptist Seminary, Cochrane, Alberta, Canada, in 1995, 1998, and 2003.

Dr. Floyd serves as Minister of Counseling, Travis Avenue Baptist Church, Fort Worth, and is a frequent speaker for marriage, family, and parenting seminars, conferences, and retreats. He holds licensures as

a Licensed Professional Counselor (Approved Supervisor), and Licensed Marriage and Family Therapist. In addition to professional memberships in the American Association of Christian Counselors and the American Association of Marriage and Family Therapists, he authored *Crisis Counseling: A Guide for Pastors and Professionals* (Kregel Academic & Professional).

Stan Moore

Church Music and Worship

D.M.A. degree in Music Ministry and M.C.M. and M.M. degrees in Conducting from Southwestern Baptist Theological Seminary, Ft. Worth TX. B.M.E. degree in Voice and Conducting from University of New Mexico. Additional studies include Escola de Português e Orientação (Campinas, Brazil), Regent's Park College (Oxford University), St. John's College (Nottingham, England), and conferences under George Barna and Dr. Robert Webber.

Prior to his appointment to Carroll Institute in November 2003, he was the Thad Roberts Professor of Music Ministry at Southwestern Baptist Theological Seminary (2003). Dr. Moore was Chairman of the Music Ministry Department (1990-2002) and Acting Dean of the School of Church Music (2002-03). He was Guest Tutor in Worship Studies and Spiritual Formation at St. John's College (Nottingham, England) in 1993-94. While a missionary to Brazil under appointment of the International Mission Board, SBC (1978-87), he served as Professor of Conducting and Music Ministry of the South Brazil Baptist Theological Seminary (Rio de Janeiro, Brazil), and Director of the seminary's School of Sacred Music (1982-87). Dr. Moore has served as Minister of Music in over fifteen churches in New Mexico, Texas, Arkansas, Louisiana, and Brazil, and was Interim Pastor of the Good News Baptist Church (Rio de Janeiro, Brazil). He currently serves as Interim Minister of Music at FBC Willow Park, TX.

He has led workshops, presentations, and conferences on worship, missions, and music ministry in a number of churches and theological institutes in the United States, Brazil, England, Romania, and Germany. He is a member of the Baptist Church Music Conference, The Hymn Society in the U.S. and Canada, and has served on the Worship and Spirituality Commission 2000-05 (Baptist World Alliance), and the Scarborough Institute of Church Growth (Founding Fellow). In 2003 he co-founded and directed the first Global Consultation on Music and Missions (GCoMM). In 2012-13 he served as the president of the Baptist Church Music Conference. Dr. Moore currently serves as a Catalyst at Large for the LausanneARTS.

Jim Spivey

Church History

D.Phil. degree from the University of Oxford, England. M.Div. degree from Southwestern Baptist Theological Seminary, Ft. Worth TX. B.A. degree in Political Science. He is also a graduate of the U.S. Army Command and General Staff College and the U.S. Army War College.

Prior to his appointment to Carroll Institute in November 2003, he was Associate Professor of Church History, Southwestern Baptist Theological Seminary (1987-2003) and Dean of the seminary's Houston campus (1994-2003).

Dr. Spivey served as pastor of Calvary Baptist Church (Brackley, Northhamptonshire, England and as interim pastor of several Texas Baptist churches. From 1972-2003 he served in the United States Armed Forces, both on active duty (1972-77) and as a reservist in the United States, England, Germany, Turkey, Saudi Arabia, Iraq, Kuwait, and Nicaragua. During 1997-2001, he was Assistant Chief of Chaplains of the U.S. Army (Brigadier General), conducting site visits with unit ministry teams throughout the United States and in Germany, Bosnia, Hungary, and Kosovo. In 2001, Chaplain Spivey was the Deputy Director of the Pentagon Family Assistance Center in Washington DC. He retired from the U.S. Army Reserve in April 2003. His awards and decorations include the Legion of Merit, Bronze Star Medal, Joint Meritorious Service Medal, Army Meritorious Service Medals, Army Commendation Medals, Army Achievement Medals, the Parachute Badge, and other service and campaign ribbons.

Dr. Spivey has held seminars in churches and conferences across the United States, taught courses in England, Romania, Russia, and Turkey. He has written numerous chapters for textbooks and articles for professional and denominational journals. Dr. Spivey is a member of the American Society of Church History and the Southern Baptist Historical Society. He is Vice President of The Military Chaplains Association and sits on the Chaplain Fund Board of M.D. Anderson Cancer Center (Houston TX).

Gene Wilkes

New Testament and Leadership, President

Ph.D. and M.Div. degrees from Southwestern Baptist Theological Seminary. B.A. degree in Greek and Religion from Baylor University.

Prior to his election by the Board of Governors on October 22, 2013 as the second president of B. H. Carroll Theological Institute, he served as Resident Fellow and Professor of New Testament and Leadership, as member of the Board of Governors, and most recently as Vice President for Advancement. That appointment followed his retirement in June 2013 as Senior Pastor of Legacy Church in Plano, Texas, where he and his

wife, Kim, served for 26 years.

He is an adjunct professor at Dallas Baptist University, teaching Biblical Servant Leadership in the Master's and Ph.D. programs. Wilkes has authored eleven books, including *Jesus On Leadership: timeless wisdom on servant leadership* (1996) and *A New Way of Living* (2013). He has led conferences on servant leadership, spiritual gifts, lay mobilization, and making disciples in Albania, Canada, China, Cuba, Greece, Honduras, Russia, and Vietnam.

Fellows

Larry Ashlock

Pastoral Leadership and Ethics, Director of D.Min. Program

Ph.D. degree in Ethics and Medical Ethics from The Whitefield Institute, Oxford, a sponsoring establishment of the Open University (United Kingdom). M.Div. and D.Min. in Theology and Ethics from Southwestern Baptist Theological Seminary, Ft. Worth TX. B.A. degree in Sociology from Baylor University, Waco TX.

Prior to his appointment to Carroll Institute in October 2007, he was Academic Director of the Master of Arts in Worship Leadership and Associate Professor of Leadership Studies and Ethics at Dallas Baptist University. Before going to DBU, he served as Associate Dean for the Doctor of Ministry Program and was Associate Professor of Pastoral Ministry at Southwestern Seminary.

Dr. Ashlock served as pastor for twenty-three years in Texas Baptist churches and is strongly committed to global missions, having preached in Rwanda, Kenya, Uganda, Mexico, South Korea, and Cuba. He serves on the Commission on Christian Ethics of the Baptist World Alliance, Huguley Memorial Medical Center, Plaza Medical Center, John Peter Smith Hospital, and Tarrant County Academy of Medicine Ethics Committees, as well as the T. B. Maston Foundation Ethics Committee. He is widely sought after as a speaker on current moral issues.

Karen Bullock

Christian Heritage, Director of Ph.D. Program

Ph.D. and M.Div.B.L. from Southwestern Baptist Theological Seminary, Fort Worth TX with a double major in Church History and Missions and a minor in Biblical Backgrounds and Archaeology. B.S. degree in Education from University of North Texas, Denton TX.

Prior to her appointment to Carroll Institute, she served for ten years on the theology faculty at Southwestern

(1994-2004), teaching Church History and directing the Ph.D. program as Associate Dean. She went to Dallas Baptist University in 2004 where she taught Christian History and directed the Ph.D. in Leadership Studies program until 2007, when she became a Fellow at Carroll. She has been guest professor at seminaries in Uganda, Canada, and at several Baptist universities across the US, as well as tour guide and professor for Oxford, Reformation, and Great Awakening study programs for twenty years.

Some of Dr. Bullock's professional activities include serving as Chairman of the Heritage and Identity and Religious Freedom commissions of the Baptist World Alliance, and in editorial roles of many historical societies. She is sought after as a public speaker and is author of numerous books, chapters in books, articles, and documentaries. She is also the historian and archivist for Buckner Baptist Benevolences.

Adlín Cotto

Associate Professor of Christian Education, Director of Master's Degree Programs, Director of Hispanic Studies Programs

Ph.D. in Student Ministry and M.A.C.E. from Southwestern Baptist Theological Seminary, Fort Worth, TX. B.S. in Biology, with a minor in Psychology from the University of Puerto Rico, Mayagüez Campus.

Prior to her appointment to Carroll Institute, Adlín has been coordinating the Cuba program for Carroll Institute since 2007, and has been working with Tarrant Baptist Association in the area of Hispanic Leadership Training and administering the Seminary Extension program for Hispanic pastors and lay leaders since June, 1999.

Dr. Cotto serves on a church staff as a volunteer Student Minister at Southwayside Baptist Church since 2004. She also serves with LifeWay's Vacation Bible School Team writing teaching plans and training in Spanish for the national Institutes and Previews. Adlín is a recognized state and national denominational leader, training Hispanic leadership in the areas of Student ministry, Bible study, Discipleship, and Vacation Bible School ministries. She has written articles and Bible study curriculum as well as translated numerous Bible study and Vacation Bible School curriculum to Spanish as well as leadership training and Seminary extension materials.

Don Day

Lecturer in Philosophy of Religion, Director of Library and Information Services

M.Div. degree from Midwestern Baptist Theological Seminary, Kansas City MO; a M.A. in Philosophy from Boston College; and a M.S. degree in Library and Information Science from Simmons College, Boston MA. B.A. degree from Ohio University.

Prior to his appointment to Carroll Institute in October 2007, he was Adjunct Instructor in Philosophy and

Ethics and Reference and Instructional Librarian at the Zanesville campus of Ohio University.

Mr. Day serves as an adult and children's Sunday School teacher, helps with Preschool Worship, and is a supply preacher at Market Street Baptist Church in Zanesville.

Nancy Muskrat

Lecturer in Worship and Missions, Director of Promotion and Communications

M.M. and B.M. degrees in Piano performance from Texas Christian University. Recipient of the Nordan Fine Arts Scholarship and a student of the acclaimed concert-artist Madame Lili Kraus. Awarded the Performer's Certificate for her appearances as piano soloist with the TCU Orchestra. During 1978 she did additional study at the Instituto de la Lengua Española, San José, Costa Rica.

Prior to joining the Carroll Institute staff in August 2006, she was Professor of Church Music and Worship (1978-2006) of the International Baptist Theological Seminary, Buenos Aires, Argentina, serving as a missionary under appointment of the International Mission Board, SBC. She had formerly served as organist of the Western Hills Baptist Church, Fort Worth, and as piano instructor in the Preparatory Department of Texas Christian University.

She has led workshops, presentations, and conferences on worship, missions, and music ministry in addition to an extensive concert and recital outreach ministry in Argentina, Chile, Paraguay, and the United States. Mrs. Muskrat has published choral and instrumental works, including individual titles for handbells, piano, and choral music, in addition to two collections of hymn arrangements for piano: Blessings Unnumbered (Genevox) and Only the Best (Lillenas).

Shannon Wolf

Psychology and Counseling

Ph.D. in Psychology and Counseling and M.A.M.F.C. degrees from Southwestern Baptist Theological Seminary, Fort Worth, TX; with a doctoral minor in Foundations of Education.

Dr. Shannon Wolf is a Licensed Professional Counselor with supervisory status in Texas as well as a Board Certified Professional Christian Counselor. She has served as the director of Southcliff Christian Counseling Center since 2003.

Shannon works with a wide range of client concerns including various types of trauma, depression, anxiety, marriage and family concerns, among other issues. She adjusts her counseling techniques to fit the unique needs of her clients. Shannon's approach to helping people is Christ-centered and biblically-based. She continues to research issues concerning trauma and recovery and is currently focusing on child sex trafficking issues.

Shannon and her family are active members of their local church family. They also served as international missionaries in Eastern Europe. Her love for cultures is reflected in her humanitarian work both nationally and abroad.

Distinguished Fellows

Distinguished Fellows are full-time faculty who, on the bases of earned degrees in their disciplines and their extensive experience, are elected by the Board of Governors; appointed by the president with assigned position descriptions; do not have other professional involvement or responsibilities; teach regularly only for Carroll Theological Institute; are assigned to and teach in one of the four clusters in which they have formal training and teaching experience; are qualified to supervise academic research and writing; are thoroughly versed in Carroll's competency-based curriculum and are available to students to advise in the specific knowledge/understanding, values/attitudes, and skills that are required for the students' areas of study; are expected, in addition to teaching, to be involved in research, writing, or church/community service; and participate in faculty meetings devoted to curriculum design and teaching methodology.

C. L. Bass

Music Theory and Composition Worship, since 2006

B.M.E., Oklahoma Baptist University, M.M., University of Oklahoma, Ph.D., University of North Texas

Southwestern Baptist Theological Seminary (1977-2001); Oklahoma Baptist University (1965-1976); High school: Choral Director Syracuse High School in Kansas (1958-1960); Field Kindley High School in Coffeyville, Kansas (1960-1963); Borger High School, Texas (1963-1965)

Tommy Bridges

Church Administration, Doctoral Supervisor, since 2009

B.A., Ouachita Baptist University, M.R.E. and Ph.D. degrees from Southwestern Baptist Theological Seminary; study: University of Texas at Arlington, University of Dallas Graduate Management School

Southwestern Baptist Theological Seminary (1977-2005), Professor of Administration; Adjunct Professor (2006-2009)

Robert Campbell

New Testament and Greek Pastoral Care, since 2004

Th.D. in New Testament with a minor in Old Testament and Archeology and B.D. degrees from Southwestern Baptist Theological Seminary; B.A. in History and a Religion, Speech and Drama minor from Louisiana College

Howard Payne University (1972-1975); Southwestern Baptist Theological Seminary, Adjunct Professor (1992-1998); New Orleans Baptist Theological Seminary, Adjunct Professor (1988)

Lucien Coleman

Foundations and Adult Education, since 2005

Ed.D. in Religious Education, Th.M. in New Testament, M.R.E. and B.D. in Theology degrees from Southern Baptist Theological Seminary; M.A. in Communication from the University of Kentucky; B.A. in English and Speech from Ouachita Baptist University. Additional studies: Regent's Park College, University of Oxford, England.

Southern Baptist Theological Seminary (1966-1983); Southwestern Baptist Theological Seminary (1983-1993); Hong Kong Baptist Theological Seminary (1988); Korean Baptist Theological Seminary (1989); Midwestern Baptist Theological Seminary (1971).

David Cook

Ethics, since 2009

Russell Dilday

Philosophy of Religion and Preaching, since 2004

Ph.D. in Philosophy and Religion and M.Div. degrees from Southwestern Baptist Theological Seminary; B.S. in English/Religion from Baylor University. Honorary Doctoral degrees in Divinity from Mercer University, Laws from Baylor University, Humane Letters from William Jewell College, and Humanities from Dallas Baptist University.

Southwestern Baptist Theological Seminary (1956, 1978-1994); Baylor University (1957-1958, 1994-2000)

Bert Dominy

Theology, since 2009

B.A. in Religion and German, Baylor University, B.Div and Th.D. degrees from Southwestern Baptist Theological Seminary; additional study at the University of Edinburgh and the University of Cambridge

Wynona Elder

Psychology and Counseling, Doctoral Supervisor, since 2005

Ed. D. in Counseling and M.Ed. in Counseling degrees from the University of North Texas; M.A.R.E. degree from Southwestern Baptist Theological Seminary; B.S. in Secondary Education and Social Science from the University of North Texas

University of North Texas Teaching Fellow (1975-1976); Brookhaven College Adjunct Teacher (1979 – 1980); Professor of Psychology and Counseling at Southwestern Baptist Theological Seminary (1984-1998); Guest Professor at North Brazil Baptist Seminary (1990); Guest Professor at Hong Kong Baptist Seminary (1991)

Al Fasol

Preaching, since 2005

Th.D. degree in Preaching and M.Div. degrees from Southwestern Baptist Theological Seminary; B.S. in Communications from Southern Illinois University. Additional Studies: Princeton Theological Seminary.

Southwestern Baptist Theological Seminary (1973-2005); Guest Professor at Midwestern Baptist Theological Seminary (1995) and Polish Baptist Bible Institute, Warsaw (1995)

Edgar Ferlazzo

Christian Worship, since 2005

D.M.A. Ministry and M.C.M. Ministry from Southwestern Baptist Theological Seminary; B.A. in Voice from Oklahoma Baptist University.

Adjunct Professor of Christian Worship, Southwestern Baptist Theological Seminary (1966-1969)

William Fisher

German and French, since 2011

Ph.D. and M.Div. from Southwestern Baptist Theological Seminary; B.A. in French and German from Houston Baptist University

Harold Freeman

Preaching, since 2004

Th.D. Degree from Southwestern Baptist Theological Seminary; B.A. degree from Baylor University; Postgraduate Studies at Princeton Theological Seminary and Hebrew University.

Southwestern Baptist Theological Seminary (1974-2000)

Clyde Glazener

New Testament, since 2004

Th.D. in New Testament and M.Div. degrees from Southwestern Baptist Theological Seminary; B.A. in Psychology from Oklahoma Baptist University.

Southwestern Baptist Theological Seminary (1974-1980); Southern Seminary, Adjunct Teacher (1981-1982); Grand Canyon University, Adjunct Teacher (1986-1992)

Scotty Gray

Church Music and German, since 2004

D.M.A. in History and Philosophy; M.C.M degree from Southwestern Baptist Theological Seminary; and B.M. in Music Education and Church Music from Baylor University. Post-doctoral study and research: German Music Center for International Music Education and Goethe Institute, German Language Study.

Southwestern Baptist Theological Seminary (1966– 2001)

Houston Greenhaw

Biblical Theology, Doctoral Supervisor, since 2011

Ph.D. in Biblical Theology and M.Div. from Southwestern Baptist Theological Seminary; B.S. in Engineering Physics from the University of Oklahoma; B.A. in Theology from the University of Cambridge.

Faculdade Teológica Batista de São Paulo (1981-1986), Professor of Biblical Theology; Seminário Teológico Batista do Norte do Brasil (1986-2005), Professor of Biblical Theology; Seminário Teológico Batista de Luanda, Angola (2008, 2010, 2013), Guest Professor

Harry Hunt

Old Testament, since 2007

Ph.D. in Old Testament and M.Div. degrees from Southwestern Baptist Theological Seminary; B.S. from Stephen F. Austin State University. Additional studies at the University of Texas at Arlington, Princeton Theological Seminary, and Vanderbilt University.

Southwestern Baptist Theological Seminary (1976-2002); Southwest Baptist College, Associate Professor (1973-1976)

David Kirpatrick

Theology, since 2006

Th.D. in Systematic Theology and M.Div. degrees from Southwestern Baptist Theological Seminary; M.A. in Religion and History from Baylor University; B.A. in Religion and History from Baylor University. Additional study at the University of Cambridge

Southwestern Baptist Theological Seminary, Professor (1980-2006); William Jewel College (1975-1980); Wayland Baptist College, Associate Professor (1971-1975); Dallas Baptist College (1964-1968)

Margaret Lawson

Principles of Teaching, Doctoral Supervisor, since 2012

Ph.D. in Foundations of Education from Southwestern Baptist Theological Seminary; M.A.R.E. from Southwestern Baptist Theological Seminary; Th.B. from Baptist Theological College, Johannesburg, South Africa.

Associate Dean for Masters' Programs, Terry School of Church and Family Ministries, Southwestern Baptist Theological Seminary (2004-2012); Associate Professor of Foundations of Education, Southwestern Baptist Theological Seminary (1999-2012); Adjunct Professor M.A.C.E., Gary Cook School of Leadership, Dallas Baptist University (2004-present); Adjunct Professor Ed.D., Gary Cook Graduate School of Leadership, Dallas Baptist University (2009-present); Minister of Education, Minister of Discipleship and Prayer, Minister of Adults Education for various churches for over 15 years.

Bruce Leafblad

Worship and Mission, Doctoral Supervisor, since 2007

D.M.A. in Church Music from University of Southern California; M.A. in Music Performance/Voice from the University of Northern Colorado; B.D. in New Testament Studies from Bethel Theological Seminary; B. A. in Music Education from Bethel College

Southwestern Baptist Theological Seminary, Professor of Church Music and Worship (1983-2007); Bethel College and Seminary, Director of Graduate Studies in Church Music (1980-83); Adjunct and Guest Professorships at Bethel Theological Seminary, Fuller Theological Seminary, Talbot Theological Seminary, Canadian Theological Seminary, Winnipeg Theological Seminary, Korea Baptist Theological Seminary, and Philippine Baptist Theological Seminary.

Gerald Marsh

Pastoral Ministry, since 2004

Th.D. in Preaching/Pastoral Ministry and B.D. degrees from Southwestern Baptist Theological Seminary; B.B.A. at Baylor University. Additional studies: C.P.E. at the Institute of Religion and Georgia Association for Pastoral Care.

Southwestern Baptist Theological Seminary (1969-1994); Midwestern Baptist Theological Seminary (1995)

Earl Martin

Missions, since 2012

Bruce Muskrat

Church Music and Missions, Bursar and Director of Business Affairs - Retired, since 2006

D.M.A. degree in Music Ministry and M.M. degree in Conducting from Southwestern Baptist Theological Seminary, Ft. Worth TX. B.M. degree in Piano Performance from Baylor University, Waco TX. Additional study at the Instituto de la Lengua Española, San José, Costa Rica 1978.

Administrative Support Leader for the Argentina Baptist Mission, Buenos Aires, Argentina, serving as a missionary under appointment of the International Mission Board, SBC since 1977. Dr. Muskrat was Professor of Church Music (1978-2002) and Director of the Church Music Department (1983-93) of the International Baptist Theological Seminary (Buenos Aires, Argentina). He has served as organist and Minister of Music in churches in Waco, Arlington and Fort Worth TX, and Buenos Aires, Argentina.

Jimmie Nelson

Preaching and Old Testament, since 2004

Th.D. in Old Testament and a minor in Ethics and Preaching from Southwestern Baptist Theological Seminary; B.A. from Baylor University.

Southwestern Baptist Theological Seminary (1972-1998); Canadian Baptist Seminary (2000-2001, 2004); Dallas Baptist University (2005); Taught and preached overseas on short term assignments in Brazil, West Indies, Japan, Romania, Russia, Switzerland, and Ivory Coast

Bill O'Brien

Missions, since 2009

D.Div., Hardin-Simmons University; M.C.M. from Southwestern Baptist Theological Seminary; B.A. from Hardin-Simmons University

Beeson Divinity School, Samford University, Professor of missions; Truett Seminary, Baylor University, visiting scholar; John Leland Center for Theological Studies, Adjunct Teacher; Dallas Baptist University, Adjunct Teacher

Paul Redditt

Old Testament, Doctoral Supervisor, since 2009

Ebbie Smith

Ethics and Missions, since 2004

Ph.D. in Christian Ethics and M.Div. degrees from Southwestern Baptist Theological Seminary; M.A. Missiology from Fuller Theological Seminary; M.A. Sociology from the University of Texas in Arlington; B.A. Bible and English from Hardin-Simmons University.

Baptis Seminari Di Indonesia, Baptist Seminary in Indonesia (1961-1969); Founder and Director of Sekola Alkitab Baptis Se Djwa Timur, Baptist Bible School of East Java (1970-74); Southwestern Baptist Theological Seminary (1975-2000)

William A. "Budd" Smith

Foundations of Education, Senior Fellow – Retired, since 2003

Ph.D. (Foundations of Christian Education & Psychology and Family Counseling) and M.A. (Religious Education) degrees from Southwestern Baptist Theological Seminary; B.A. (Psychology and Sociology) from Georgetown College, Georgetown KY.

Southwestern Baptist Theological Seminary Adjunct Professor, Psychology (1977-78); Adjunct Professor, full teaching load, Foundations (1978-79). Professor, Foundations (1979-2003). He served as director of the seminary's Oxford Study Program (1987-2003) and held the J. M. Price Chair of Religious Education from Fall of 1997 until retirement, January 2004.

Member of the National Association for Professors of Christian Education, Baptist Religious Education Association of the Southwest, Association for Supervision and Development of Curriculum, National Association for Children with Learning Disabilities, and the Juvenile Diabetes Association.

Larry Standridge

Advanced Statistics, since 2008

Ph.D. in Adult Education from Ohio State University; M.R.E. degree from Southwestern Baptist Theological Seminary; B.A. in Communications and Bible from Baylor University.

Professor, Research and Education, Oxford Graduate School, Dayton, Tennessee (1994-present); Associate Professor, Religious Education, Mid-Continent Baptist Bible College, Mayfield, KY (1993-present); Vice President and Dean of Continuing Education, Sterling College (1991-1993); Dean, Continuing Education, University of Tennessee at Martin (1990-1991); Director of Continuing Education, Lansing Community College (1978-1989)

David Strawn

Education and Administration, since 2004

Ph.D. in Adult Education a minor in Foundations and additional studies in New Testament and M.R.E. degrees from Southwestern Baptist Theological Seminary; B.A. in Bible and a minor in Music from Howard Payne University; post-doctoral study at Regents Park College, Oxford, England in 2004 and Regent College, Vancouver, BC, Canada, Spring 2008

Boyce School extension, Little Rock AR (1992-1994); Southwestern Seminary Houston Campus (1997-1998)

William Tolar

Biblical Backgrounds and Archaeology, since 2004

Th.D. in Biblical Studies and M.Div. degrees from Southwestern Baptist Theological Seminary; B.A. in History and Bible and M.A. in Greek and Roman History degrees from Baylor University.

Southwestern Baptist Theological Seminary (1965-2003); Baylor University (1955-1965); Lectured in 53 countries on five continents

Tommy Urrey

New Testament and Greek, since 2004

Ph.D. in New Testament and M.Div. degrees from Southwestern Baptist Theological Seminary; B.A. degree with majors in History and Bible and a minor in Speech from Ouachita Baptist University. Additional study: Perkins School of Divinity, University of Texas-Arlington.

Southwestern Baptist Theological Seminary (1961-1999)

Derrel Watkins

Gerontology Social Ministry, since 2006

Ph.D. in Psychology and Counseling with minors in Social Work, Educational Foundations, and Church Administration and M.R.E. with specializations in Bible, Counseling and Social work from Southwestern Baptist Theological Seminary; M.S.W. with a specialization in Gerontology from the University of Georgia; B.A. in Sociology and Religion from Ouachita Baptist University. Additional Studies: completed eight courses toward a Ph.D. in Human Service Administration from the University of Texas at Arlington; studied Cross-Cultural Psychology at the East-West Center at the University of Hawaii.

Guest Lecturer at the University of Indianapolis (2002-2005); Adjunct professor at the Institute for Gerontological Studies at Baylor University (2000-2005); Saint Paul School of Theology (1994-2001); Professor of Social Work at Southwestern Baptist Theological Seminary (1974-1994)

Janis Watkins

Music Theory, since 2006

D.M.A. from Southwestern Baptist Theological Seminary; B.M. and M.M.E. degrees from Ouachita Baptist College. Additional Studies: Learning Theory Seminar with Edwin Gordon, University of Oklahoma and study with Allen Trubitt at the University of Hawaii.

Vandercook Lake Public Schools (1962-1963); Contract Piano teacher at Ouachita Baptist University (1964-65); Music teacher at Cooke County Jr. College (1965-1967); Class Piano at Dallas Independent School District (1968-1970); Sixth Grade and Elementary Chorus, Monroe Public Schools (1972-1973); School of Church Music adjunct teacher at Southwestern Baptist Theological Seminary (1975-1981), Contract Music Theory teacher (1982-1990), Assistant Professor (1990-1994); and Associate Professor (1994-1995); Visiting Professor of Church Music Education at Midwestern Baptist Theological Seminary (1995-2000); Adjunct Professor of Music Theory, Liaison between Southwestern Baptist Seminary School of Church Music and the Oklahoma City Extension (2000-2004); Adjunct Professor of Music Theory at Dallas Baptist University (2004-2006)

James Williams

Foundations and Adult Education, since 2005

Ph.D. in Foundations of Education and a minor in Adult Education, D.R.E. in Foundations of Education and M.R.E. degrees from Southwestern Baptist Theological Seminary; B.A. in Psychology/Sociology from Southern Illinois University. Additional studies at the University of London and North Texas State University.

Adjunct Professor at Dallas Baptist University (2004-2006); Southwestern Baptist Theological Seminary (1959-1984); Adjunct Professor at the Center for Studies in Aging at North Texas State University (1977-1982); Adjunct Professor at Baylor University Institute of Gerontology (1982-1984); Student assistant at Southern Illinois University (1955-1956). Guest Lecturer in England, Hong Kong, Missouri, Virginia, and North Carolina

Robert Williams

New Testament and Historical Theology, Doctoral Supervisor, since 2009

Ph.D. in New Testament and Early Christian Literature from the University of Chicago; M.A. in New Testament and Early Christian Literature from the University of Chicago; Additional study at Dallas Theological Seminary; B.A. in English from Rice University.

Professor of Biblical Theology, Southwestern Baptist Theological Seminary (1998-2008); Patrick Henry Post-Doctoral Research Fellow, International Institute for the Renewal of Gospel Studies, Perkins School of Theology, Southern Methodist University (1987-88); Adjunct Professor, Dallas Baptist University (1986); Professor, Criswell College, Dallas, TX (1983-86); Assistant Professor, Asbury College, Wilmore, KY (1977-1983); Instructor, Vancouver Bible College, Surrey, British Columbia (1975-1977)

Resident Fellows

Resident Fellows are scholars whose primary places of employment are removed from the administrative hub but who are integral members of the teaching faculty of the Nexus. A Resident Fellow is an expert in a special field and is appointed annually to give instruction on a part-time or discontinuous basis. Duties include teaching students within the Teaching Church setting or online classes across the Nexus, as well as advising and mentoring a cohort of students attached to a Teaching Church. Duties usually do not include administrative responsibilities, but the Resident Fellow is expected to be in continual dialogue with the Senior Fellows and Fellows of the Institute with regard to matters concerning a chosen discipline and ways of improving the delivery of courses to Teaching Churches.

Larry Ballew

since 2016

Raimundo Barreto

Historical Theology, Doctoral Supervisor, since 2014

Ph.D. from Princeton Theological Seminary; M.Div. from McAfee School of Theology/Mercer University; Th.B. from Northern Brazil Baptist Theological Seminary.

Assistant professor of world Christianity at Princeton Theological Seminary. Former director of the Division of Freedom and Justice of the Baptist World Alliance.

Don Barrick

Worship, since 2014

D.W.S. from Robert E. Webber Institute for Worship Studies, Florida; M.M. from Southwestern Baptist Theological Seminary; B.M. from Wayland Baptist University.

Worship Pastor at The Woodlands First Baptist Church, 1995 to present.

Wade Berry

New Testament, Greek, since 2014

Ph.D. in Biblical Interpretation from Brite Divinity School/Texas Christian University; M.A. in Theology from Southwestern Baptist Theological Seminary; B.A. in Christian Ministry from Williams Baptist College.

Eric Black

Philosophy of Education, since 2008

Ph.D. in Ministry and Formation from B. H. Carroll Theological Institute; M.A.C.E. from Southwestern Baptist Theological Seminary; B.S. in Behavioral Science, Hardin Simmons University

Tully Borland

Theology, since 2014

Ph.D. in Philosophy from Purdue University; M.A. in Social and Applied Philosophy from Marquette University; B.A. in Philosophy/Humanities from Mount Vernon Nazarene University.

Darrell Brown

Christian Theology, since 2007

Ph.D. in Theology, Minors in New Testament and Church History and M.Div.B.L. degrees from Southwestern Baptist Theological Seminary; B.A. in Religion from Oklahoma Baptist University

Wayland Baptist University, Assistant Professor (2000-2004); Adjunct Instructor (1996-2000)

William Bryan

Old Testament, since 2004

Ph.D. in Old Testament, B. H. Carroll Theological Institute; D.Min. in Pastoral Care from Northern Baptist Theological Seminary; M.Div.B.L. from Southwestern Baptist Theological Seminary; M.B.A. from the University of Houston; B.S. in Aerospace/Ocean Engineering from Virginia Tech.

West Virginia Baptist Convention School of Christian Studies (1995-1998); Southwestern Baptist Theological Seminary, Adjunct Instructor (1998-2004); Texas Baptist Laity Institute (2000-2006)

Jim Burgin

Ethics, Doctoral Supervisor, since 2009

Ph.D. in Christian Ethics and Philosophy of Religion and M.Div. from Southwestern Baptist Theological Seminary; B.A. in English and Mathematics from Baylor University.

Adjunct Professor, Dallas Baptist University (2006- present).

Samuel Carmack

New Testament and Christian Witness, since 2004

Ph.D. in New Testament and a minor in Philosophy and Biblical Theology and M.Div. degrees from Southwestern Baptist Theological Seminary; B.A. in Koine and Classical Greek from Baylor University

Southwestern Baptist Theological Seminary (1978-79)

Dan Clement

Psychology and Counseling, since 2009

Ph.D. in Psychology and Counseling from Southwestern Baptist Theological Seminary; M.A. in Religious Education and M.R.E. degrees from Southwestern Baptist Theological Seminary; B.S. from Southern Colorado University

Southwestern Baptist Theological Seminary, Professor of Psychology and Counseling; College of Psychology and Behavioral Sciences, Argosy University, Dallas, TX (present), Professor of Psychology and Counseling

Landon Coleman

Evangelism, Missions, since 2015

Ph.D. in Evangelism and Church Growth from Southern Baptist Theological Seminary; M.Div. from Southern Baptist Theological Seminary; B.A. in Business Administration from West Texas A&M University.

Pastor of Immanuel Baptist Church in Odessa, Texas, from 2014 to present.

Joel Comiskey

Small Group, since 2016

Ph.D. in Intercultural Studies from Fuller Theological Seminary; M.A. in Cross-cultural studies from Fuller Theological Seminary; M.P.S. in Professional Studies from Alliance Theological Seminary.

Founder of the Joel Comiskey Group, a resource ministry for the worldwide cell church movement. Coaches pastors to help them plant or make the transition to cell-based ministry.

John Copeland

Pastoral Leadership and Christian Witness, since 2012

D.Min. in Evangelism and Church Growth, Fuller Theological Seminary; M.Div. in Missions/World Religions, Southern Baptist Theological Seminary; M.R.E. from Southern Baptist Theological Seminary; B.S. from North Georgia College.

Coordinator, West Texas, B. H. Carroll (2012-present); Executive Director/Dean, Albuquerque Campus, Wayland Baptist University (2011); Executive Director/Dean, Associate Professor of Religion, Fairbanks Campus, Wayland Baptist University (2002-2011); Over 20 years of pastoral ministry experience.

Chris Dinwiddie

Psychology and Counseling, since 2011

Ph.D. in Psychology and Counseling and M.A. in Marriage and Family Counseling from Southwestern Baptist Theological Seminary; B.A. in Psychology from Langston University

Southwest Baptist University, Assistant Professor of Psychology (2009 – present); Southwestern Baptist Theological Seminary, Teaching Fellow (2004-2006)

Jimmy Dorrell

Christian Community Development, since 2014

D.Min. from Eastern Baptist Theological Seminary, Pennsylvania; M.Div. from Southwestern Baptist Theological Seminary; B.A. in Religion from Baylor University.

Founder/President and Executive Director of Mission Waco/Mission World, 1992 to present. Pastor of Church Under the Bridge, 1992 to present. Adjunct professor at Truett Seminary, 1993-present.

Paul Dorsey

Administration, Leadership, since 2004

Ph.D. in Adult Education and a minor in Church Administration and M.R.E. degrees from Southwestern Baptist Theological Seminary; B.S degree from Troy State University

Scott Duvall

New Testament, since 2004

Ph.D. in New Testament and Biblical Theology and M.Div. degrees from Southwestern Baptist Theological Seminary; B.A. double major in Business Administration & Economics from Ouachita Baptist University.

Ouachita Baptist University (1989-present); Southwestern Baptist Theological Seminary (1986-1989)

Marsha Ellis-Smith

Biblical Backgrounds and Old Testament, since 2010

Ph.D. in Biblical Backgrounds and Archaeology and M.Div. from Southwestern Baptist Theological Seminary; B.M.E. from Ouachita Baptist University

Adjunct Faculty, John Wesley College, High Point, NC (2007 – present); Part-time Faculty in Biblical Studies, Trinity College of the Bible and Theological Seminary (2006); Adjunct Professor in Biblical Studies, Campbellsville University, Louisville Extension Center (2005-present); Adjunct Professor, Boyce College, Southern Baptist Theological Seminary (2002-2003); Adjunct Professor of Christian Ministry and of Biblical Studies, Southern Baptist Theological Seminary (1994-2003); Adjunct Professor, Logsdon School of Theology, Hardin-Simmons University (1988-1990); Adjunct Professor, Religion Department, Texas Christian University (1987); Adjunct Professor, Biblical Backgrounds and Archaeology, School of Theology, Southwestern Baptist Theological Seminary (1985)

David Evans

New Testament, since 2013

Ph.D. in New Testament and Greek from Southwestern Baptist Theological Seminary; M.Div. from Southwestern Baptist Theological Seminary; B.A. in Greek from Baylor University.

Layne Falkenberg

Psychology and Counseling, since 2011

Ph.D. in Christian Psychology from B. H. Carroll Theological Institute; M.A. in Marriage and Family Counseling and A in Christian Education from Southwestern Baptist Theological Seminary; B.S. in Religion from Liberty University.

Director of Alvarado Christian Counseling Center, 2009 to present. Therapist at Promises Counseling Center from 2005 to present.

Thomas Gamble

Christian Education, since 2009

Ph.D. in Christian Education and M.A. in Religious Education from Southwestern Baptist Theological Seminary; B.A. in Religion and Psychology from Wayland Baptist University.

Adjunct Professor of Child Development and Family Studies, San Jacinto Community College (1997-2004)

Sudi Gliebe

Children and Family Ministry, Supervised Ministry, since 2014

Ph.D. In Childhood Education and M. A. in Christian Education from Southwestern Baptist Theological Seminary; B.S. In Christian Education from Crown College.

Kevin Griffith

Hebrew and Biblical Languages, since 2005

M.A. in Religious Studies: Christianity and Judaism in Antiquity from the University of Virginia; M.Div. from Southwestern Baptist Theological Seminary; B.S. in Education with a major in History and a minor in Music. Additional Studies: Rothberg International School Hebrew Summer Program at The Hebrew University of Jerusalem, Archeological Dig at Tel Malhata at Tel Aviv University and Baylor University, Ecumenical Scholar at the University of Tübingen.

Dallas Christian College, Adjunct Professor (2003–present); Albright Middle School (2001-2003); University of Virginia, Teaching and Technology Support Partner (2000-2001), Lecturer and Teaching Assistant, Computer-Based Curriculum Developer (1999-2000), Teaching Assistant (1998, 2000); Kaplan Educational Centers (1998-2000); Baylor University, Academic Advisor (1996-1997)

Sheila Griffith

New Testament Greek and Biblical Languages, since 2004

Ph.D. in Religious Studies; Christianity and Judaism in Antiquity from The University of Virginia; M.Div. from Southwestern Baptist Theological Seminary; B.A. in Psychology, Anthropology, and Behavioral Sciences from Rice University. Additional Studies: Aestivae Romae Latinitatis MCMXCIX, Summer Latin Institute at the University of Virginia, Post Graduate Research at the University of Tübingen.

Dallas Baptist University (2005 – present); Dallas Christian College (2004 – present); Houston Baptist University, Faculty Instructor (2003); The University of Virginia, Faculty Instructor (2000-2001), Teaching Assistant (1998-2000)

Steve Harmon

Theology, Doctoral Supervisor

Ph.D. in Theology/New Testament from Southwestern Baptist Theological Seminary; M.Div. from Southwestern Baptist Theological Seminary; B.A. from Howard Payne University.

Adjunct professor of Christian Theology at the School of Divinity/Gardner-Webb University, 2010 to present.

Godfrey Harold

Theology, since 2012

Ph.D. from University of Western Cape; D.Th. in New Testament and M.R.E. from Trinity Graduate School of Apologetics and Theology; M.Th., B.A. in Communication Science, and Th.B. from the University of Zululand; Advanced Diploma in Theology from Durban Bible College.

Editor of the South African Baptist Journal of Theology from 2012-present. Senior lecturer/Vice Principal/Associate Researcher at Cape Town Baptist Seminary from 2007 to present.

Stephen Hatfield

New Testament and Christian Disciplines, since 2004

Ph.D. in New Testament and M.Div. degrees from Southwestern Baptist Theological Seminary; B.A. in English from Ouachita Baptist University

Southwestern Baptist Theological Seminary Adjunct Teacher (1987-1989)

Rob Hewell

Worship, since 2011

D.Min. in Worship from San Francisco Theological Seminary; M.C.M. from Southwestern Baptist Theological Seminary; B.M.E. from Midwestern State University

Ouachita Baptist University, Professor, Chair – Department of Worship Arts, and Director – Worship Studies Program, 2001-present; Southwestern Baptist Theological Seminary Extension Center, Little Rock.

Danny Howe

Theology, since 2014

Ph.D. in Theology and M.Div. from Southwestern Baptist Theological Seminary; B.A. in Bible from Howard Payne University.

Pastor of First Baptist Church in Saginaw, Texas, from 1989 to present

Kenneth Huggins

New Testament, since 2004

Ph.D. in New Testament and M.Div. degrees from Southwestern Baptist Theological Seminary; B.A. in Sociology/Social Work from Baylor University

Howard Payne University, Adjunct Professor (2001-present); Southwestern Baptist Theological Seminary, Adjunct Professor (1993-2002); Harris-Montgomery County Community College, Adjunct Professor (1997); Houston Baptist Theological Seminary, Adjunct Professor (1992, 1995); Texas Christian University, Adjunct Professor (1984-1986); D. Edwin Johnson Institute, Seminary Extension Instructor (1982-1985); Southwestern Baptist Theological Seminary, Graduate Assistant (1981 -1985) and Teaching Fellow (1980)

Scott Jackson

New Testament, since 2013

Ph.D. in New Testament from B. H. Carroll Theological Institute; D.Min. from Midwestern Baptist Theological Seminary; M.Div. from Southwestern Baptist Theological Seminary; B.A. in Business Administration from Ouachita Baptist University.

Associate Professor of Christian Ministries, Ouachita Baptist University (2002-present); Pastor, Fellowship Church of Arkadelphia, Arkadelphia, AR (2003-present).

Rhonda Johnson

Psychology and Counseling, since 2015

Ph.D. in Psychology/Counseling from Southwestern Baptist Theological Seminary, Fort Worth, Texas; M.A. in Marriage and Family Counseling and M.A.C.E. from Southwestern Baptist Theological Seminary; B.A. from Oklahoma Baptist University

Rick Johnson

Old Testament, Doctoral Supervisor, since 2007

Ph.D. and M.Div. from Southwestern Baptist Theological Seminary; B.A. from Louisiana College; additional Studies at Eberhard Karls Universitat, Tübingen, Germany.

East Texas Baptist University, Professor of Religion (2003-present); Southwestern Baptist Theological Seminary, Associate Professor and Professor of Old Testament (1992-2002); Wayland Baptist University, Instructor, Assistant Professor, Associate Professor and Professor of Religion (1982-92); Southwestern Baptist theological Seminary, Teaching Fellow (1978-82)

James Klassen

Church and Culture, (Vietnam), since 2014

D.Min. in Church and Culture from Truett Seminary in Waco, Texas; M.Div. in Bible and Theology from Anabaptist Mennonite Biblical Seminary in Elkhart, Indiana; B.A. in Mathematics from Bethel College, Kansas.

Pastor of God's Servants Vietnamese Baptist Church, Sachse, TX.

Thomas Le

Pastoral Ministry, since 2016

Milton Lites

Doctoral Supervisor, since 2016

Donovan Martin

Old Testament, since 2014

Ph.D. in Scripture and Witness from B. H. Carroll Theological Institute; M.A. in Religion with Theology emphasis from Wayland Baptist University; B.S. in Occupational Education from Wayland Baptist University. Adjunct professor of Old Testament at Wayland Baptist University (2003-present).

Lee McGlone

Pastoral Leadership

Ph.D. in Preaching from Southern Baptist Theological Seminary; Th.M. from Southern Baptist Theological Seminary; M.Div. from Southern Baptist Theological Seminary; B.S. from Ouachita Baptist University.

Assistant to Director of Supervised Ministry Studies, Southern Baptist Theological Seminary (1978-1980); Professor of Preaching, Boyce Bible School, SBTS, Louisville, KY (1982-1984); Pastor, First Baptist Church, Arkadelphia, AR (2006-present); Pastor of eight churches for over 40 years.

Marsha McQuitty

Childhood Education, Doctoral Supervisor, since 2014

Darren Middleton

Philosophy, Doctoral Supervisor, since 2012

Ph.D. in Literature and Theology at the University of Glasgow, Scotland; M.Phil. from the University of Oxford, England; B.A. from the University of Manchester, England in Theology and Religious Studies.

Honors College Faculty Fellow, John V. Roach Honors College at TCU, Fort Worth, Texas (2013-present).

Shirley Moxley

Psychology and Counseling, since 2010

ABD, Ph.D. in Psychology and Counseling from B. H. Carroll Theological Institute; Ph.D. Resident, Southwestern Baptist Theological Seminary; M.A. in Marriage and Family Counseling and M.A.C.E., Southwestern Baptist Theological Seminary. B.A. in English, University of North Texas

Dallas Baptist University, Adjunct Faculty (2009 – Present); Southwestern Baptist Theological Seminary, Teaching Fellow (2008-2010)

Tan Ngo

Educational Ministry, (Vietnam), since 2013

D.Ed.Min. from Southwestern Baptist Theological Seminary; M.Div. from McMaster University; M.R.E. from Trinity Western University; B.A. in Religion from Taylor University College in Canada.

Senior Pastor of the Vietnamese Community Church in Calgary, Alberta, 2002 to present. President and Founder of Christian Expo from 2011 to present. Vice President, Professor, and Board Trustee of Vietnamese Baptist Theological School from 2004 to present. Founder and Chief Editor of Hope (Hi Vong) Magazine from 2002-present.

An Linh Nguyen

Theology, (Vietnam), since 2014

Doctoral work and M.Div. from Bethel University.

T. A. Nguyen

Pastoral Ministry, (Vietnam)

D.Min. degree from Golden Gate Baptist Theological Seminary; M.Div. from Southwestern Baptist Theological Seminary.

Director of Missions for San Fernando Valley Southern Baptist Association from 2003 to present. Member of the Vietnamese Baptist Theological School Board of Directors and teaching faculty.

Walter Norvell

Christian Disciplines, since 2008

Ph.D. (Major – Foundations of Education, Minors – Youth Ministry and Church Administration) and M.A. in Religious Education degrees from Southwestern Baptist Theological Seminary; M.S. in Counseling and Personnel Services from University of Memphis; B.A. in Sociology from Union University.

Williams Baptist College, Assistant Professor of Christian Ministries (2005 – present); Midwestern Baptist Theological Seminary, Assistant Professor of Christian Education (2002-2005); Dallas Baptist University, Dean of the Weekend College and Assistant Professor of Adult Education (1999-2002); Southwestern Baptist Theological Seminary, Adjunct Instructor (1998-1999) Teaching Assistant (1994-1999) Curriculum Center Director (1995-1996)

Christian Phan

Leadership, (Vietnam), since 2014

Ed.D. in Instructional Leadership from Argosy University; M.Div. from Golden Gate Baptist Theological Seminary; B.S. in Business Administration from California State University.

Senior Pastor at Agape Baptist Church in Renton, Washington, from 2004 to present. Professor at Vietnamese Baptist Theological School from 2005 to present.

Tim Pierce

Old Testament, Doctoral Supervisor, since 2010

Ph.D. in Old Testament and M.A. in Biblical Backgrounds and Archaeology from Southwestern Baptist Theological Seminary; B.A. in Religion from Wayland Baptist University. Additional studies: University of Gloucestershire, Cheltenham, England

Southwestern Baptist Theological Seminary, Assistant Professor of Old Testament (2000–2009)

David Ritsema

New Testament, since 2010

Ph.D. in New Testament from B. H. Carroll Theological Institute; M.Div. and B.A. degrees from Baylor University

Royce Rose

Education, Curriculum, Doctoral Supervisor, since 2014

Ph.D. in Administration and M.R.E. from Southwestern Baptist Theological Seminary; B.A. from Howard Payne University.

Director of the Logsdon Seminary Program in Dallas-Fort Worth, Texas, from 2013 to present.

Parnell Ryan

Psychology and Counseling, since 2012

Ph.D. in Psychology from Southwestern Baptist Theological Seminary; M.A.R.E./M.A.M.F.C. from Southwestern Baptist Theological Seminary; B.A. in Psychology/Sociology from University of New Mexico.

Licensed Psychologist; Licensed Professional Counselor and Supervisor; Licensed Sex Offender Treatment Provider; Counselor in private practice and through contracts for Psychology Consultants of North Texas, Tarrant County Juvenile Services, Weatherford Independent School District, and Safe Havens of Kornerstone, Lutheran Social Services, and Texas Baptist Home for Children (2003-present).

Michelle Salzman

Psychology and Counseling, since 2013

M.A.C.E./M.A.M.F.C. from Southwestern Baptist Theological Seminary.

Adjunct Instructor, Dallas Baptist University (2005-present); Licensed Professional Counselor, Supervisor Status since 1997; Adjunct Instructor, Tarrant County College (1997-2000).

Todd Saurman

Doctoral Supervisor, since 2016

Robert Schulze

New Testament, since 2011

Ph.D. in New Testament and M.Div. degrees from Southwestern Baptist Theological Seminary; B.A. in Religion from University of Mary Hardin-Baylor.

Scott Shiffer

Christian Theology, Director of Instructional Services and Online Training Consultant, since 2011

Ph.D. in Theology from B. H. Carroll Theological Institute (2014); M.A. in Theology from Southwestern Baptist Theological Seminary (2005); B.A. in Biblical Studies from Dallas Baptist University (2002).

Dallas Baptist University, Adjunct Professor in College of Christian Faith (2005 – present); Director of Distance Education and Adjunct Professor of Theology at Criswell College (2012 – Present). Acting Director of Instructional Services and Online Training Consultant (2014-Present).

Timothy Studstill

Worship, since 2014

D.M.A. in Music Ministry and M.M. from Southwestern Baptist Theological Seminary.

Adjunct professor of Worship at Dallas Baptist University, Graduate School of Ministry, from 2014 to present.

Allan Thompson

Leadership, since 2014

Ph.D. in Leadership Studies from Dallas Baptist University; M.R.E. from Southwestern Baptist Theological Seminary; B.A. in Music Education from McNeese State University

Director of Missions at Mountain State Baptist Association in West Virginia from 2013 to present.

Justin Tollison

Theology, since 2013

Ph.D. in Christian Heritage from B. H. Carroll Theological Institute; M.Div. from Southwestern Baptist Theological Seminary; B.A. in Bible at Hardin-Simmons University.

Pastor and Church Planter at Disciple Tree Church in Fort Worth, Texas, from 2013 to present.

Daniel Tran

Religious Worldviews, (Vietnam), since 2013

D.Min. and M.Th. from Dallas Theological Seminary; M.C.M. from Asian Theological Seminary, Philippines; B.A. in English from the University of Dalat, Vietnam.

President of Vietnamese Baptist Theological School and Senior Pastor of Vietnamese Baptist Church in Arlington, Texas.

Tommy Vaughn

Psychology and Counseling, (Ph.D. Student), since 2014

In progress since 2011: Ph.D. in Psychology/Counseling from B. H. Carroll Theological Institute; D.Ed.Min. and M.A. in Religious Education from Southwestern Baptist Theological Seminary; M.A. in General and Clinical Psychology from East Tennessee State University.

Mental Health Counselor for the City of Myrtle Beach, South Carolina, 2007 to present.

Reagan White

Philosophy of Religion, since 2013

Ph.D. in Philosophy of Religion from Southwestern Baptist Theological Seminary; M.Div. from Southwestern Baptist Theological Seminary; B.A. in Journalism from Texas Tech University.

Patient Representative, Cook Children's Hospital; Chaplain Resident, Texas Health Harris Methodist (2010-2011); Pastor, Trader's Village Christian Fellowship, Grand Prairie, TX (1980-1994).

Cheri Wyman

Research and Statistics, since 2011

Ph.D. in Church Growth and M.A.C.E. degrees from Southwestern Baptist Theological Seminary; B.A. in Psychology from Trinity Western University.

Southwestern Baptist Theological Seminary, Adjunct Instructor (2008-2009).

W. Rick Yount

Educational Psychology, since 2012

Ph.D. in Educational Research from University of North Texas; Ph.D. in Foundations of Education from Southwestern Baptist Theological Seminary; M.A.R.E. from Southwestern Baptist Theological Seminary; B.A. in Psychology and Counseling from University of Maryland.

Professor, Foundations of Education, Southwestern Baptist Theological Seminary (1981-2012); Minister of Education and Minister to the Deaf in two churches for over 8 years); Minister of Education interim for over 16 years in various churches. Visiting Professor of Christian Education in various Baptist seminaries and institutes in the former Soviet Union (annual month-long teaching trips 1996-present)