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# Academic Catalog

Volume 17

*B.H. Carroll*  
THEOLOGICAL INSTITUTE

**B. H. Carroll Theological Institute**  
**Academic Catalog**  
**Volume 17**  
**June 30, 2019**

**Disclaimer**

While this Catalog was prepared on the best information available as of June 2019, all information, including statements of fees, course offerings, and admission and graduation requirements, is subject to change without notice or obligation. This catalog should not be construed as a contract between B. H. Carroll Theological Institute and any potential, current, or former students.

Information contained in this catalog is subject to change at the discretion of the B. H. Carroll Theological Institute.

Unless specifically stated otherwise in a particular Catalog policy, in the event of any inconsistency or conflict between the information contained in this catalog and any other material, the information contained in the catalog shall take precedence.

B. H. Carroll Theological Institute is not responsible for information or claims made by individuals not affiliated with the Institute that is contrary to B. H. Carroll Theological Institute published material.

## **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.

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## **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](http://www.abhe.org)



B. H. Carroll Theological Institute is accredited by the Association for Biblical Higher Education Commission on Accreditation 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](http://www.ats.edu)



B. H. Carroll Theological Institute is accredited by the Commission on Accrediting of the Association of Theological Schools.

The following degree programs are approved by the Commission on Accrediting:

Master of Divinity

Doctor of Ministry

Master of Arts in Christian Education

Doctor of Philosophy

Master of Arts in Counseling

Master of Arts in Worship

Master of Arts (Religion)

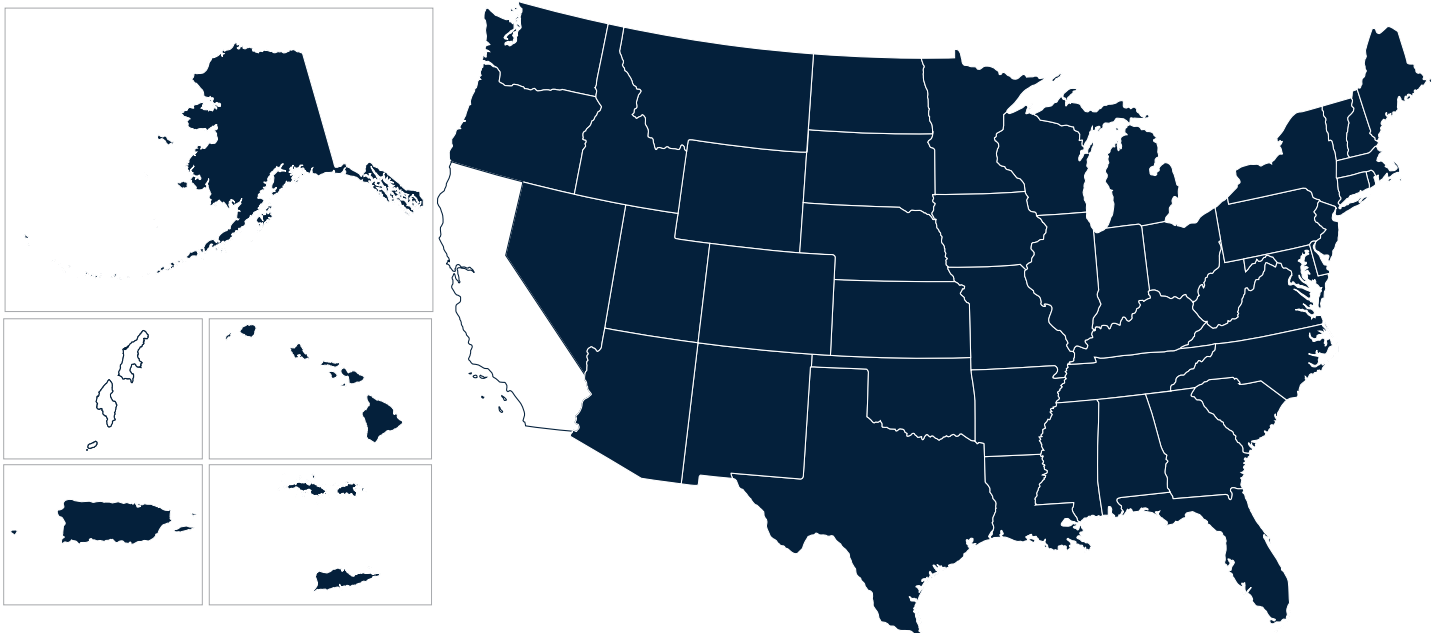
Master of Arts (Theology)

# State Authorization for Distance Education

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 dark shading on the map below indicates states participating in NC-SARA as of May 2018. 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. Prospective students living in a state that is not a member of NC-SARA, or current students 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.

## **Texas**

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 (THECB), 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. Subsequently, the Master of Arts in Counseling was added to Carroll Institute's degree program offerings. Since students who complete the licensure track of the MA in Counseling program and then go on to complete other requirements set forth by the state may apply for professional licensure, Carroll Institute applied for and was granted authorization from the THECB to offer the MA in Counseling degree.

## **Arkansas**

Carroll Institute has exemption from certification in the state of Arkansas for the following degree programs: Master of Divinity, Master of Arts in Christian Education, Master of Arts (Theology), Master of Arts (Religion), Master of Arts in Worship, Doctor of Ministry, and Doctor of Philosophy. In order to comply with Arkansas regulations, Carroll Institute does not enroll students residing in Arkansas in its Master of Arts in Counseling program.

## **History Related to Accreditation Processes**

On March 1, 2010, Carroll Institute was granted "Applicant Status" with the Association for 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. Carroll Institute completed the reaffirmation process with ABHE in 2016 and was granted reaffirmation of accreditation for a period of ten years on February 8, 2017.



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. 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. After receiving candidacy, Carroll Institute faculty and staff began the self-study process for initial accreditation. The self-study was submitted to ATS in the fall of 2016 and an evaluative visit was conducted in the spring of 2017. At its June 2017 meeting, the ATS Board of Commissioners voted to grant initial accreditation to Carroll Institute for the maximum allowable time, a period of seven years.

The leaders of 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 and ATS. 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 and ministry opportunities, 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:

<b>Grades</b>	<b>Quality Points</b>
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

## Course Drop and Withdrawal Policy

Any master-level or diploma student needing to drop *before or during* the first week of class should submit the Course Drop and Withdrawal form. Any master-level or diploma student needing to drop after the first week of class 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 then complete the Course Drop and Withdrawal form and submit all paperwork to the Registrar's office. During the second, third, and fourth weeks of the term, this will be recorded as Withdrawal, "W" on transcript. During the fifth week of the term, this will be recorded as Withdraw Pass, "WP" or Withdraw Fail, "WF" according to the student's current grade in the course. During or after the sixth week of the term, the student will receive the grade that will be earned by the end of the term.

For extenuating circumstances, and only upon approval from the instructor, a student may be given the option to request an incomplete grade and allowed extra time to complete the course. See the Incomplete Policy for details.

Refunds of tuition due to an official course drop or withdrawal will be made according to the refund schedule below. The request must be officially made through the Course Drop and Withdrawal form to receive a partial or full refund of tuition, or a credit against an amount owed. Technology fees are not refundable.

### Refund Schedule

**Week 1:** 100% Refund of tuition only, less a \$30 per course drop fee. Course not listed on transcript.

**Week 2:** 75% Refund of tuition only, less a \$30 per course withdrawal fee. Course recorded as Withdrawal, "W" on transcript.

**Week 3:** 50% Refund of tuition only, less a \$30 per course withdrawal fee. Course recorded as Withdrawal, "W" on transcript.

**Week 4:** 0% Refund, \$30 per course withdrawal fee. Course recorded as Withdrawal, "W" on transcript.

**Week 5:** 0% Refund. Student will receive either a Withdraw Pass or Withdraw Fail, according to their current grade in the course. \$30 per course withdrawal fee, and course recorded as, "WP" or "WF" on transcript.

**Week 6 or later:** 0% Refund. Student will receive the grade that will be earned by the end of the term.

## **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 an 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 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.

## **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 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.

## **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**

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## 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.

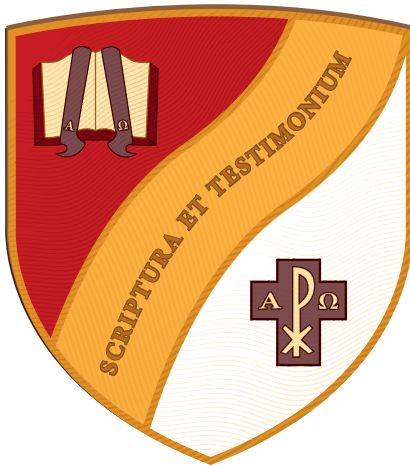
Special emphasis and concentrated evaluation will be given to spiritual formation in the wrap-up course taken by every student at Carroll Institute. This can be found in the following:

<b>Course Title</b>	<b>Course Number</b>
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:



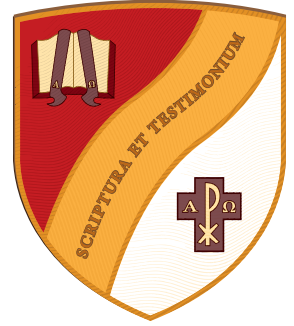
## Scripture and Witness (SW)

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

## 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](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](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 facilitates students to develop knowledge, attitudes, and skills needed to provide counseling services in churches, counseling centers, and in a wide array of community agencies. The MA in Counseling-Licensure Track allows graduates to pursue state counseling licensure in Texas. The MA in Counseling-Ministry track prepares graduates to do counseling in churches or in other areas of ministry where licensure is not required.

### Licensure Track

Designed for those desiring LPC licensure in Texas. This 76-hour track assists students in obtaining all the academic and practicum requirements for LPC licensure in Texas and meets the new academic and hour requirements implemented by the state on August 1, 2017.

**Units:** 76

**Program Details:** <http://www.bhcarroll.edu/academics/masters-programs/master-of-arts-in-counseling/licensure-track/guide/>

### Ministry Track

Designed for those who want a counseling degree, but desire to use it in ministry settings where licensure is not required. This 58-hour track provides a substantive counseling degree, but does not require some of the technical, upper-level courses that are necessary for licensure.

**Units:** 58

**Program Details:** <http://www.bhcarroll.edu/academics/masters-programs/master-of-arts-in-counseling/ministry-track/guide/>

## **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](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](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](http://www.bhcarroll.edu/wp-content/uploads/2015/06/MA-in-Theology_rev-2015.pdf)

## Advanced Track Degree Options

Carroll Institute offers Advanced Track options for the Master of Divinity, the Master of Arts in Christian Education, and the Master of Arts in Worship. These programs are available to qualified students who have significant preparation in biblical, theological, or applied Christian studies at the bachelor's level. Such students may want to customize their academic program in a way that allows them to avoid redundancy and build upon previous learning.

The **Master of Divinity Advanced Track** requires a minimum of **54 hours** for degree completion.

The **Master of Arts in Christian Education Advanced Track** requires a minimum of **46 hours** for degree completion.

The **Master of Arts in Worship Advanced Track** requires a minimum of **36 hours** for degree completion.

Entrance to an Advanced Track program will be considered only after the student has met the general B. H. Carroll Theological Institute admission requirements. Students must have a minimum overall grade point average (GPA) of 3.0 in their undergraduate courses presented to satisfy requirements for Advanced Track studies. Students interested in pursuing an Advanced Track program must submit a written request for evaluation of undergraduate work during their first two terms of enrollment (generally by October 1 for Fall entry or March 1 for Spring entry).

Students interested in pursuing an Advanced Track degree option are encouraged to contact the Director of Master's Programs for further information and instructions.

# Master's Degrees Course Descriptions

## Core

### Gateway

**BHCTI5000**

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 continue studies at Carroll.

**Credits:** 2.00

---

### Advanced Statistics I

**LSTAT5201**

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, Advanced Statistics II will address parametric statistical procedures, and Advanced Statistics III will address nonparametric statistical procedures.

**Credits:** 2.00

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### Advanced Statistics II

**LSTAT5202**

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, Advanced Statistics II will address parametric statistical procedures, and Advanced Statistics III will address nonparametric statistical procedures.

**Credits:** 2.00

---

## Advanced Statistics III

**LSTAT5203**

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, Advanced Statistics II will address parametric statistical procedures, and Advanced Statistics III will address nonparametric statistical procedures.

**Credits:** 2.00

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## Language

### Basic Theological French I

**LFREN5201**

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:** 2.00

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### Basic Theological French II

**LFREN5202**

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:** 2.00

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### Intermediate Theological French I

**LFREN5203**

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

**Credits:** 2.00

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## Basic Theological German I

**LGERM5201**

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:** 2.00

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## Basic Theological German II

**LGERM5202**

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:** 2.00

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## Intermediate Theological German I

**LGERM5203**

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:** 2.00

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## Intermediate Theological German II

**LGERM5204**

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:** 2.00

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## Advanced Theological German

**LGERM5205**

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

**Credits:** 2.00

---



### Biblical Interpretation

**SWBIT5111**

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:** 2.00

---

### Biblical Backgrounds

**SWBIT5211**

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:** 2.00

---

### Jewish and Hellenistic Backgrounds to the New Testament

**SWBIT5213**

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:** 2.00

---

### Holy Land Survey

**SWBIT5214**

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:** 2.00

---

## Elementary Greek I

SWBLA4211

Two accelerated courses combined as an introduction to the Greek language in preparation for the exegesis of the Greek New Testament. **\*Note: Language courses are demanding and may require significantly more individual study time.\***

**Credits:** 3.00

---

## Elementary Greek II

SWBLA4212

Two accelerated courses combined as an introduction to the Greek language in preparation for the exegesis of the Greek New Testament. **\*Note: Language courses are demanding and may require significantly more individual study time.\***

**Credits:** 3.00

---

## Introduction to Biblical Languages

SWBLA5011

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:** 2.00

---

## Old Testament Hebrew I

SWBLA5111

The fundamentals of biblical Hebrew including vocabulary, pronunciation, grammar, and syntax for the purpose of translating and interpreting the Old Testament text. **\*Note: Language courses are demanding and may require significantly more individual study time.\***

**Credits:** 2.00

---

## Old Testament Hebrew II

SWBLA5112

The fundamentals of biblical Hebrew including vocabulary, pronunciation, grammar, and syntax for the purpose of translating and interpreting the Old Testament text. **\*Note: Language courses are demanding and may require significantly more individual study time.\***

**Credits:** 2.00

---

## Old Testament Hebrew III

SWBLA5113

The fundamentals of biblical Hebrew including vocabulary, pronunciation, grammar, and syntax for the purpose of translating and interpreting the Old Testament text. **\*Note: Language courses are demanding and may require significantly more individual study time.\***

**Credits:** 2.00

---

## New Testament Greek I

SWBLA5211

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

**Credits:** 2.00

---

## New Testament Greek II

SWBLA5212

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

**Credits:** 2.00

---

## New Testament Greek III

SWBLA5213

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

**Credits:** 2.00

---

## Biblical Languages I

SWBLA5311

The purpose of this course is to introduce the student to Biblical Hebrew (HB). This course includes a basic introduction to the Hebrew language, emphasizing understanding the basic building blocks (alphabet, elements of the verbs, nouns, adjectives, adverbs, and other ancillary parts of speech) of a sentence as well as syntax. The use of language resources and tools will be covered so that each student will be able to use these tools in doing exegesis in both languages.

**Credits:** 2.00

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## Biblical Languages II

SWBLA5312

The purpose of this course is to introduce the student to Biblical Koiné Greek (GNT). This course includes a basic introduction to the Greek language, emphasizing understanding the basic building blocks (alphabet, elements of the verbs, nouns, adjectives, adverbs, and other ancillary parts of speech) of a sentence as well as syntax. The use of language resources and tools will be covered so that each student will be able to use these tools in doing exegesis in both languages.

**Credits:** 2.00

---

## Old Testament I

SWBLI5111

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

**Credits:** 2.00

---

## Old Testament II

SWBLI5112

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:** 2.00

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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:** 2.00

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## The Book of Genesis

SWBLI5120

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:** 2.00

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## Genesis 1-11

SWBLI5121

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:** 2.00

---

## Exodus

SWBLI5123

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:** 2.00

---

## Ruth

SWBLI5127

An exegetical study of Ruth 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:** 2.00

---

## The Book of Psalms

SWBLI5133

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:** 2.00

---

## Survey of Wisdom Literature

SWBLI5134

A study of the development of Israel's wisdom movement from its beginning (clan wisdom) to its codification (royal wisdom). A close reading of Job, Proverbs, selected wisdom Psalms, and Ecclesiastes will constitute the biblical text for this class. The content of these books shall be examined critically for their role and formation--in terms of their significance for wisdom theology--within Israel.

**Credits:** 2.00

---

## Isaiah

SWBLI5138

An exegetical study of Isaiah 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:** 2.00

---

## Jeremiah

SWBLI5139

An exegetical study of Jeremiah 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:** 2.00

---

## Amos-Hosea

SWBLI5142

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:** 2.00

---

## Eighth-Century Old Testament Prophets

SWBLI5143

A study of the rise and development of the Hebrew prophecy within Israel. A close reading of Amos, Hosea, Micah and selected portions of Isaiah along with historical narrative (1 Kings 17-2 Kings 13 the Elijah and Elisha narratives) will constitute the biblical text for this class. The content of these books shall be examined critically for their role and formation - in terms of their significance of prophecy - within Israel and Judah.

**Credits:** 2.00

---

## Seventh-Century Old Testament Prophets

SWBLI5144

A study of the continuance of the prophetic movement within Judah and the further development of Hebrew prophecy. A close reading of Joel, Jonah, Nahum, Habakkuk, Zephaniah with selected portions of Isaiah (40-66), and Jeremiah will constitute the biblical text for this class. The content of these books shall be examined critically for their role and formation - in terms of their significance of prophecy - within Judah.

**Credits:** 2.00

---

## Sixth-Century Old Testament Prophets

SWBLI5145

A study of the continuance of the prophetic movement within Judah and the further development of Hebrew prophecy. Attention will be given to the prophetic movement during the pre and post-exilic movement. Therefore, a close reading of selected portions of Jeremiah, Ezekiel, Daniel, Haggai, Zechariah, and Malachi are presented. These prophets will constitute the biblical text portion for this class. The content of these books shall be examined critically for their contributions to the nature and theology of the exilic and restoration period.

**Credits:** 2.00

---

## Haggai Zechariah Malachi

SWBLI5146

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:** 2.00

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## Theology of the Old Testament

SWBLI5160

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:** 2.00

---

## New Testament I

SWBLI5211

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:** 2.00

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## New Testament II

SWBLI5212

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:** 2.00

---

## New Testament III

SWBLI5213

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:** 2.00

---

## Matthew

SWBLI5220

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:** 2.00

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## Mark

SWBLI5221

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:** 2.00

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## Luke

SWBLI5222

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:** 2.00

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## John

SWBLI5223

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:** 2.00

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## Acts

SWBLI5224

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:** 2.00

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## Romans

SWBLI5225

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:** 2.00

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# I Corinthians

SWBLI5226

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:** 2.00

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# Galatians

SWBLI5228

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:** 2.00

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# Philippians

SWBLI5230

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:** 2.00

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# 1 and 2 Thessalonians

SWBLI5232

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:** 2.00

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## Pastoral Epistles

SWBLI5233

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:** 2.00

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## Book of Hebrews

SWBLI5234

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:** 2.00

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## James

SWBLI5235

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:** 2.00

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## The Petrine Epistles

SWBLI5236

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:** 2.00

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## Johannine Epistles

SWBLI5237

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:** 2.00

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## Revelation

SWBLI5238

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:** 2.00

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## Prison Epistles

SWBLI5239

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:** 2.00

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## The Parables of Jesus

SWBLI5240

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:** 2.00

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# Theology of the New Testament

SWBLI5260

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:** 2.00

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## Biblical Perspectives on Contemporary Views of Jesus

SWBLI5261

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:** 2.00

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## New Testament Eschatology

SWBLI5262

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:** 2.00

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## Biblical Preaching I

SWBPR5111

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:** 2.00

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## Biblical Preaching II

**SWBPR5112**

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:** 2.00

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## Narrative in Biblical and Cultural Contexts

**SWBPR5211**

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:** 2.00

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## Using Biblical Storytelling in Church and Community

**SWBPR5212**

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

**Credits:** 2.00

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## Faith and Heritage

### Christian Theology I

**FHBTH5111**

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

**Credits:** 2.00

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## Christian Theology II

FHBTH5112

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

**Credits:** 2.00

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## Christian Theology III

FHBTH5113

The nature, sources, and scope of systematic theology: the Christian life, the Church, and the consummation.

**Credits:** 2.00

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## The Doctrine of God

FHBTH5121

This course addresses biblical, theological and philosophical issues arising from the basic problem of theodicy: the existence and consequences of evil and suffering in a world created and sustained by God, who is both omnipotent and good.

**Credits:** 2.00

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## New Testament Eschatology

FHBTH5122

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:** 2.00

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## Christian Heritage I

FHCHS5111

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

**Credits:** 2.00

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## Christian Heritage II

**FHCHS5112**

A general survey of the history of Christianity the Reformation.

**Credits:** 2.00

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## Christian Heritage III

**FHCHS5113**

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

**Credits:** 2.00

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## The Reformation

**FHCHS5140**

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:** 2.00

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## John Calvin and Calvinism

**FHCHS5142**

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

**Credits:** 2.00

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## Baptist Heritage

**FHCHS5211**

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

**Credits:** 2.00

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## Baptist Distinctives

**FHCHS5213**

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:** 2.00

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## Christian Ethics

**FHETH5111**

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:** 2.00

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## Christian Decision Making

**FHETH5112**

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:** 2.00

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## Philosophy of Religion

**FHPHI5111**

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:** 2.00

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## Pain and Suffering

**FHPHI5120**

This course addresses biblical, theological and philosophical issues arising from the basic problem of theodicy: the existence and consequences of evil and suffering in a world created and sustained by God, who is both omnipotent and good.

**Credits:** 2.00

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## Apologetics

**FHPHI5211**

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:** 2.00

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## Religious Landscape

**FHPHI5213**

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:** 2.00

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## Ministry and Formation

### The Functioning Church

**MFADM5111**

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:** 2.00

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## Administration of the Church Family

**MFADM5112**

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:** 2.00

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## Administration for Chaplains

**MFADM5611**

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:** 2.00

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## The Teaching Church

**MFFND5111**

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:** 2.00

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## History and Philosophy of Christian Education

**MFFND5112**

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:** 2.00

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## Educational Psychology

**MFFND5113**

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:** 2.00

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## Principles of Teaching

**MFFND5115**

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:** 2.00

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## Foundations in Children's and Family Ministry

**MFFND5121**

This course explores the biblical and theological foundations of ministry to children and families. It surveys what the church can do to minister to marriages and families as a unit. Current trends in Family Ministry are explored, including Family-Integrated Ministry, Family-Based Ministry and Family-Equipping Ministry. These learning experiences guide students in developing a personal philosophy of family ministry.

**Credits:** 2.00

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## Parenting and Faith Development

**MFFND5122**

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:** 2.00

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## Ministry to Children and Families

**MFFND5123**

This course explores the dynamics of family ministry as it relates to the spiritual formation of children. Its distinctive feature is the focus on parents as catalysts of spiritual development. Resources are introduced to strengthen the family unit and emphasize home discipleship as well as spiritual formation in the church. Students identify strategies to recruit, train and sustain their ministry team.

**Credits:** 2.00

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## Leadership in Children and Family Ministry

**MFFND5124**

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:** 2.00

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## Contemporary Youth Issues

**MFFND5131**

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:** 2.00

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## The Church's Ministry with Older Persons

**MFFND5141**

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:** 2.00

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## Small Groups Ministry

**MFFND5151**

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:** 2.00

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## Human Growth and Development

**MFFND5211**

A study of the spiritual, emotional, social, physical, and mental development of persons, birth through adulthood. The student will study and apply principles of development to practical area of ministry.

**Credits:** 2.00

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# Principles of Teaching for Chaplains

**MFFND5611**

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:** 2.00

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# Leadership in Ministry

**MFLDS5111**

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:** 2.00

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# Pastoral Leadership

**MFLDS5211**

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:** 2.00

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# Leadership for Chaplains

**MFLDS5611**

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:** 2.00

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# Pastoral Care

**MFPMN5111**

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:** 2.00

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## Crisis Counseling for Church Leaders

**MFPMN5112**

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:** 2.00

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## The Interim Pastor

**MFPMN5113**

This course introduces students to the practice and tenets of interim ministry, with applications that can be applied in a broader pastoral ministry setting, as well. An interim pastor's practices and lifestyle are covered, as well as the best practices of interim churches for using the interim time and for seeking a new pastor. A major emphasis is given to critical church issues that need addressing before a new pastor is called, as well as possible methodologies for addressing those issues. [This course allows the student to apply for membership in the Baptist General Convention of Texas' professional network of interim pastors. It also fulfills the prerequisite training needed before applying in the Intentional Interim Ministry training at the Baptist General Convention of Texas.]

**Credits:** 2.00

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## Pastoral Care of Persons in Crisis and Grief

**MFPMN5211**

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:** 2.00

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## Conflict Ministry

**MFPMN5221**

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:** 2.00

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## Chaplain Ministry

**MFPMN5611**

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:** 2.00

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## Pastoral Care of the Family in Institutional Settings

**MFPMN5621**

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:** 2.00

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## Clinical Pastoral Education (CPE)

**MFPMN5622**

Clinical Pastoral Education

**Credits:** 4.00

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## Crisis Ministry Certification

**MFPMN5631**

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:** 0.00

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## Disaster Spiritual Care

**MFPMN5632**

This course prepares and certifies ministers to respond to the emotional and spiritual needs of survivors of disasters and other traumatic events and to work with organizations of the Emergency Management Community to assist survivors.

**Credits:** 2.00

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## Spirituality and Counseling

**MFPSY5511**

This course examines the Christian Counseling field, including the history of Christian Counseling, an investigation of issues of integrating psychology and theology, and the development of a Christian worldview as a part of the counseling process. This course is a prerequisite to Practicum I (MFPSY5541).

**Credits:** 3.00

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## Personality and Counseling Theory

**MFPSY5512**

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 (MFPSY5541).

**Credits:** 3.00

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## Basic Skills in Christian Counseling

**MFPSY5513**

This course is an introduction to basic counseling skills necessary for various counseling settings. Students will examine underlying theoretical assumptions and theology applicable to counseling skills and will develop and apply these skills in a counseling setting. This course is an introduction to basic counseling skills necessary for various counseling settings. Students will examine underlying theoretical assumptions and theology applicable to counseling skills and will develop and apply these skills in a counseling setting. This course provides the experiential foundation for all practicum courses and is a prerequisite to Practicum I (MFPSY5541).

**Credits:** 3.00

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## Premarital and Marriage Counseling

**MFPSY5514**

This course introduces and focuses on various theories and methods of premarital and marriage counseling. Students will consider the biblical foundation for marriage, common problems faced by couples in marriage, principles of systems relationships, and techniques for effective pre-engagement, pre-marital, and marriage counseling. This course is a prerequisite to Practicum I (MFPSY5541).

**Credits:** 3.00

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## Crisis and Trauma Counseling

**MFPSY5515**

This course prepares students for counseling opportunities following crisis and trauma events by exploring the essentials of diagnosing and treating acute and post-traumatic stress symptoms, along with related loss and grief processes. This course provides a biblical basis for crisis intervention and a context for treatment of trauma-related disorders as well as best practices in the treatment of trauma with individuals, families, and communities.

**Credits:** 3.00

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## Family Ministry and Counseling in the Church

**MFPSY5516**

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:** 3.00

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## Counseling Ethics I

**MFPSY5517**

This course introduces students to basic ethical and legal aspects of the counseling field as well as standards for professional conduct. Students will study professional socialization, the role of the counselor, basic legal responsibilities and functioning, and counselor self-care. The emphasis of the course is on developing professional identity and attitudes as a Christian counselor. This course is a Prerequisite to Practicum I (MFPSY5541).

**Credits:** 3.00

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## Human Growth and Development

**MFPSY5521**

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 across the lifespan. Students will consider applicability of life stage development and transitions to various counseling and ministry settings.

**Credits:** 3.00

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# Abnormal Psychology

MFPSY5522

This course surveys historical and modern methods of studying abnormal human behavior. It includes a focus on etiology of abnormal behavior, categories of pathology, and general treatment approaches. Students will consider the relationship between religion and mental health/mental illness and best methods of treatment in a counseling setting or referral in a ministry setting. This course is a Prerequisite to Psychopathology (MFPSY5535).

**Credits:** 3.00

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# Group Dynamics and Counseling

MFPSY5523

This course includes a study of group development, processes of group interaction, and basics of conducting counseling in a group setting. Students will consider how to begin a counseling group, methods of effective group leadership and facilitation, evaluating the therapeutic results of group interaction, and ethical issues related to group process and intervention.

**Credits:** 3.00

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# Research and Statistics

MFPSY5524

This course studies research design and statistical analysis as applied to counseling, behavioral science, and ministry research fields. Students will examine topics including research methodology, design, measurement, sampling, data gathering, and interpretation. Statistical analysis includes descriptive and inferential procedures for analyzing data. Students will acquire the necessary skills to integrate research into their professional decision-making process.

**Credits:** 3.00

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# Testing and Assessment

MFPSY5525

Students will examine the use of assessment techniques and tools, particularly in relationship to individual, marriage, and family counseling. Students will learn to use selected evaluation and testing measures, along with ethical methods of instrument development, administration, and interpretation of results. (Prerequisite: MFPSY5512)

Additional fees may be applied at time of registration.

**Credits:** 3.00

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## Vocational Guidance

**MFPSY5526**

This course investigates the history of vocation along with major theories and techniques used in counseling individuals in career-related decisions. 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.

**Credits:** 3.00

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## Family Systems and Therapy

**MFPSY5527**

This course examines conceptual, theoretical, and theological issues related to family, along with issues of family health and development. The course provides a substantive understanding of the major theories of systems function and change and the applied family therapy approaches evolving from each orientation. (Prerequisite: MFPSY5514)

**Credits:** 3.00

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## Counseling and Addictive Processes

**MFPSY5528**

This course examines the origins and trends of addictive and compulsive behaviors, treatment options, and potential barriers to treatment. Behaviors associated with substance and alcohol abuse and addictions, compulsive gambling, sexual addictions, and eating disorders are explored within a cultural and theological framework.

**Credits:** 3.00

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## Counseling Ethics II

**MFPSY5531**

This course considers further ethical and legal aspects of the counseling field as well as standards for professional conduct. The course will additionally focus on records management, professional organizations, inter-professional cooperation in the counseling field, licensure processes, current LPC board functioning and rules, and other state laws that regulate the counseling field. This course is taught as a capstone course and, as such, should be taken in the student's final year of study.

(Prerequisite: MFPSY5543)

**Credits:** 3.00

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## Cross-Cultural Counseling

MFPSY5532

This course investigates the multiple dimensions related to competent multicultural counseling. Major ethnic groups are studied along with associated counseling approaches. Theories of multicultural counseling and systems-oriented intervention strategies (couple, family, group, and community) are examined as well as the overarching cultural context of relationships, religious and spiritual values, mental and physical characteristics, education, family values, and socioeconomic status. Attention is given to developing awareness of one's own values, attitudes, and beliefs related to counseling in a diverse society. (Prerequisite: MFPSY5541)

**Credits:** 3.00

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## Counseling and Human Sexuality

MFPSY5533

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: MFPSY5541)

**Credits:** 3.00

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## Therapy with Children and Adolescents

MFPSY5534

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. Diagnosis and treatment of psychological disorders common to childhood and adolescents will also be addressed.

**Credits:** 3.00

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## Psychopathology

MFPSY5535

In this course, students will study diagnosis of mental disorders, the criteria for these diagnoses, psychotropic pharmacology, and the development of treatment planning skills utilized in professional/clinical mental health settings. Students will learn appropriate use of the current version of the Diagnostic and Statistical Manual of Mental Health, along with understanding uses and misuses of psychotropic medications.

**Credits:** 3.00

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## Independent Study

**MFPSY5539**

Independent Study

**Credits:** 3.00

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## Practicum I

**MFPSY5541**

This course offers experiential training under the guidance of an LPC-Supervisor, preparing students to provide counseling services in their remaining practicum semesters. Students will further refine basic counseling skills, will gain additional preparation in counseling ethics and professionalism, and will identify and make arrangements with their practicum placement site. (Prerequisites: MFPSY5511, MFPSY5512, MFPSY5513, MFPSY5514, MFPSY5517)

**Credits:** 3.00

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## Practicum II

**MFPSY5542**

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: MFPSY5541).

**Credits:** 3.00

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## Practicum III

**MFPSY5543**

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: MFPSY5542).

**Credits:** 3.00

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## Clinical Training and Internship

**MFPSY5544**

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: MFPSY5543).

**Credits:** 3.00

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## Clinical Training

**MFPSY5545**

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:** 1.00

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## Clinical Training

**MFPSY5546**

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:** 3.00

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## Clinical Training

**MFPSY5547**

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:** 1.00

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## Clinical Training

**MFPSY5548**

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:** 1.00

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## Basic Skills in Christian Counseling

**MFPSY5553**

This course is an introduction to basic counseling skills necessary for various counseling settings. Students will examine underlying theoretical assumptions and theology applicable to counseling skills and will develop and apply these skills in a counseling setting.

**Credits:** 2.00

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## Relationships in Chaplain Ministry

**MFPSY5611**

A study of human relations in institutional ministry. Attention will be given to understanding the chaplains 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:** 2.00

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## Group Dynamics in Institutional Structures

**MFPSY5612**

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:** 2.00

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## Basic Christian Counseling

**MFPSY5621**

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:** 2.00

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### Christian Witness

WMEVA5111

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:** 2.00

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### Christian Witness to Roman Catholics

WMEVA5112

This course guides students to gain an understanding of the history, teachings, and practices of the Roman Catholic Church, to develop a commitment to sharing the Gospel of Christ with Roman Catholics and to master a detailed plan for delivering an effective witness to Roman Catholics.

**Credits:** 2.00

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### Narrative in Biblical and Cultural Contexts

WMEVA5211

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:** 2.00

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### Using Biblical Storytelling in Church and Community

WMEVA5212

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:** 2.00

---

# Missiology I

WMMIS5111

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:** 2.00

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## Growing Healthy Churches

WMMIS5121

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

**Credits:** 2.00

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## Christian Community Development

WMMIS5122

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:** 2.00

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## Music in Missions

WMMIS5123

A study of the role and functions of music in missions and evangelism. Emphasis will be given to biblical and theological foundations, communication methods, indigenous music, and developing strategies for using music in missions and evangelism.

**Credits:** 2.00

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## Introduction to Church Planting

WMMIS5124

Introduction to Church Planting Introduction to Church Planting consists of an examination of the various methods for discovering places where new congregations are needed strategies for starting these

**Credits:** 2.00

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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:** 2.00

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## The Gospel and Islam

**WMMIS5131**

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:** 2.00

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## Directed Study in Missions I

**WMMIS5132**

A study of Christian missions in a specific region or people group.

**Credits:** 2.00

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## Directed Study in Missions II

**WMMIS5133**

A study of Christian missions in a specific region or people group.

**Credits:** 2.00

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## Ethnodoxology in Christian Ministry

**WMMIS5214**

A foundational course introducing theoretical and practical tools for church planters and worship facilitators to serve more effectively.

**Credits:** 2.00

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# Introduction to World Religions

WMMIS5215

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 of one of the religions.

**Credits:** 2.00

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## Guiding Churches to Missional Ministry

WMMIS5222

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:** 2.00

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## Worship and Mission Practicum I

WMPRC5201

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:** 2.00

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## Worship and Mission Practicum II

WMPRC5202

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:** 2.00

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## Christian Worship

**WMWOR5111**

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:** 2.00

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## Foundations of Christian Worship

**WMWOR5112**

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

**Credits:** 2.00

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## Worship Planning and Design

**WMWOR5113**

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:** 2.00

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## Worship and Missions

**WMWOR5114**

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:** 2.00

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## Worship Leadership and Technology

**WMWOR5115**

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:** 2.00

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## Worship, Context, and the Witness of Christian Community

**WMWOR5116**

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:** 2.00

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## Christian Disciplines

**WMWOR5211**

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:** 2.00

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## Ethnodoxology in Christian Ministry

**WMWOR5214**

A foundational course introducing theoretical and practical tools for church planters and worship facilitators to serve more effectively.

**Credits:** 2.00

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## Liturgy and Ceremony

**WMWOR5611**

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:** 2.00

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## Capstone - M.Div., M.A.C.E., M.A.W.

**BHCTI5211**

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., and M.A.W. degree programs.

**Credits:** 0.00

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## Capstone - M.A.R.

**BHCTI5212**

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 in Religion (M.A.R.) degree program.

**Credits:** 2.00

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## Thesis - M.A.T.

**BHCTI5213**

The thesis is a formal research paper in the field of biblical, theological, or ministry studies. A thesis prospectus must be approved by the assigned supervisor before the student begins research and writing. For students in the Master of Arts in Theology (M.A.T.) degree program.

**Credits:** 4.00

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## Thesis - M.A.T. Continuous Enrollment

**BHCTI5216**

Continuous enrollment is required along with payment of the technology fee. (M.A.T.)

**Credits:** 0.00

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## Project - M.A.T.

**BHCTI5223**

The Master of Arts (Theology) Project fulfills the capstone requirement and is awarded four credit units in the 34 credit-unit degree program. In contrast to a thesis, the project engages objectives in the areas of praxis and skills rather than the primary cognitive domain. The project option for the M.A.T. will not lead to further advanced study.

**Credits:** 4.00

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## Project - M.A.T. Continuous Enrollment

**BHCTI5226**

Continuous enrollment is required along with payment of the technology fee. (M.A.T.)

**Credits:** 0.00

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## Supervised Ministry I

**BHCTI5311**

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)

**Credits:** 2.00

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## Supervised Ministry II

**BHCTI5312**

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)

**Credits:** 2.00

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## Supervised Ministry III - M.Div.

**BHCTI5313**

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)

**Credits:** 2.00

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## Supervised Ministry IV - M.Div.

**BHCTI5314**

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)

**Credits:** 2.00

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## Supervised Ministry - M.A.W.

**BHCTI5321**

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.A.W. degree, two term course)

**Credits:** 2.00

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# 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

### Basic Core Cluster Reading Program I

**CCRDA 6201**

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:** 2.00

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### Basic Core Cluster Reading Program II

**CCRDA 6202**

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:** 2.00

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## First Year Fall Colloquy/Praxis

**COLQY 6101**

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:** 1.00

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## First Year Spring Colloquy/Praxis

**COLQY 6102**

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:** 1.00

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## Second Year Fall Colloquy/Praxis

**COLQY 6103**

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:** 1.00

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## Second Year Spring Colloquy/Praxis

**COLQY 6104**

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:** 1.00

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## Directed Study I

**DSXXX 6201**

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:** 2.00

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## Directed Study II

**DSXXX 6202**

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:** 2.00

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## Ministry Project and Oral Defense

**MPPRO 8653**

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

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## Advanced Orientation Seminar

**ORSEM 6100**

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:** 1.00

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## Prospectus Preparation and Submission

**PPREP 8251**

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:** 2.00

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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:** 1.00

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## First Year Fall Round Table

RTXXX 6201

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:** 2.00

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## First Year Spring Round Table

RTXXX 6202

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:** 2.00

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## Second Year Fall Round Table

RTXXX 6203

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:** 2.00

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## Second Year Spring Round Table

**RTXXX 6204**

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:** 2.00

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## 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-r20180124.pdf>

## Doctor of Philosophy Course Descriptions

### Institutional Systems Seminar

**ACINS 7201**

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:** 2.00

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### Learning Systems and Teaching Skills Seminar

**ACLNS 7201**

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:** 2.00

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## Professional Development Seminar

**ACPDV 7201**

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:** 2.00

---

## Advanced Research and Writing

**ACRES 7201**

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:** 2.00

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## Written Examination

**BHCTI 8100**

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:** 1.00

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## Proposal Preparation and Hearing

**BHCTI 8101**

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:** 1.00

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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:** 6.00

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## Colloquy I

**COLQY 7201**

**Credits:** 0.50

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## Colloquy II

**COLQY 7202**

**Credits:** 0.50

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## Colloquy III

**COLQY 7203**

**Credits:** 0.50

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## Colloquy IV

**COLQY 7204**

**Credits:** 0.50

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## Colloquy V

**COLQY 7205**

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

**Credits:** 1.00

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## Colloquy VI

**COLQY 7206**

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

**Credits:** 1.00

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## Guild Publication or Presentation

**GLDPB 7101**

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:** 1.00

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## Advanced Interdisciplinary Seminar

**IDSEM 7101 - IDSEM**

**7102**

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:** 2.00

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## Advanced Research Methods

**LMETH 7201**

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:** 2.00

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## Advanced Statistics I

**LSTAT 7201**

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:** 2.00

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## Advanced Statistics II

**LSTAT 7202**

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:** 2.00

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## Advanced Statistics III

**LSTAT 7203**

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:** 2.00

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## Teaching Experience

**TCHEx 7101**

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:** 1.00

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## Basic Directed Study and Reading Program I

**XXDSP7201**

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:** 2.00

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## Basic Directed Study and Reading Program II

**XXDSP7202**

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:** 2.00

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## Intermediate Directed Study and Reading Program I

**XXDSP7203**

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:** 2.00

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## Intermediate Directed Study and Reading Program II

**XXDSP7204**

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:** 2.00

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## Advanced Directed Study and Reading Program

**XXDSP7205**

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:** 2.00

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## Advanced Disciplinary Seminar

**XXSEM 7101 - SEM 7103**

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

**Credits:** 2.00

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# Diploma Courses of Study

## Diploma in Christian Ministry

**Units:** 50

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

## Diploma Degrees Course Descriptions

### Core

#### Gateway

**BHCTI2000**

An introduction to Carroll Institute's competency-based curriculum, delivery system, accession of online data, navigation through the online library, and guidance for research and writing.

**Credits:** 2.00

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#### Diploma Portfolio

**BHCTI2001**

This course assists students in assessing prior learning experiences to identify learning that fulfills requirements for the Advanced Diploma. During this course, students may petition for as many as thirty units of credit for prior learning.

**Credits:** 4.00

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### Interpreting Scripture

**SWBIT2110**

An introduction to studying the historical, grammatical, cultural and theological background of biblical texts, understanding their meaning, and applying the results to the teaching and preaching ministry.

**Credits:** 2.00

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### Biblical Interpretation

**SWBIT2111**

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:** 2.00

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### The Holy Land

**SWBIT2210**

A study of the geographical, historical, and archaeological background of the biblical world.

**Credits:** 2.00

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### Biblical Backgrounds

**SWBIT2211**

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:** 2.00

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### Biblical Languages

**SWBLA2011**

An introductory study of basic grammatical forms and functions of biblical Greek and Hebrew, to include use of helpful lexical and exegetical tools for translating biblical texts.

**Credits:** 2.00

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## Old Testament

SWBLI2110

A general introduction to the Old Testament canon, its composition, content, historical background, and theological message.

**Credits:** 2.00

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## Old Testament I

SWBLI2111

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

**Credits:** 2.00

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## Old Testament II

SWBLI2112

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:** 2.00

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## Old Testament III

SWBLI2113

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:** 2.00

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## New Testament

SWBLI2210

A general introduction to the New Testament canon, its composition, content, historical background, and theological message.

**Credits:** 2.00

---

## New Testament I

SWBLI2211

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:** 2.00

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## New Testament II

SWBLI2212

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:** 2.00

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## New Testament III

SWBLI2213

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:** 2.00

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## Pastoral Epistles

SWBLI2233

A study of I and II Timothy and Titus, designed to enable the student to understand and interpret the biblical message.

**Credits:** 2.00

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## Petrine Epistles

SWBLI2236

An exegetical study of I II and III 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:** 2.00

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## Biblical Preaching I

**SWBPR2110**

A study of principles of sermon construction and delivery, to include the preaching and evaluation of a sermon in a ministerial setting.

**Credits:** 2.00

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## Biblical Preaching II

**SWBPR2111**

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:** 2.00

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## Faith and Heritage

### Christian Theology

**FHBTH2110**

A general introduction to the basic doctrines of the Christian faith.

**Credits:** 2.00

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### Christian History

**FHCHS2110**

A general introduction to the history of Christianity from the background and founding of the church to the post-modern era.

**Credits:** 2.00

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### Baptist Distinctives

**FHCHS2210**

An overview of Baptists' doctrine, principles, and practices that identify them with mainstream Christianity and also make them unique.

**Credits:** 2.00

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## Christian Decision-making

**FHETH2110**

A study of the biblical, historical and theological foundations, principles and application of Christian ethics.

**Credits:** 2.00

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## Christian Ethics

**FHETH2111**

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:** 2.00

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## Worldviews/Religions/Cults

**FHPHI2110**

An introductory study of contemporary worldviews, major world religions, religious cults, and philosophical issues relevant to Christian ministry.

**Credits:** 2.00

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## Philosophy of Religion

**FHPHI2111**

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:** 2.00

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## Biblical Apologetics

**FHPHI2210**

An introductory study of various approaches to defending the Christian faith.

**Credits:** 2.00

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## Apologetics

**FHPHI2211**

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:** 2.00

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# Religious Landscape

FHPHI2310

A comparative overview of the beliefs and practices of Christian denominations and of major cultic movements.

**Credits:** 2.00

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## Ministry and Formation

### Church Administration

MFADM2110

A study of principles and methods for organizing a local church, managing its resources, and implementing its ministries.

**Credits:** 2.00

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### The Functioning Church

MFADM2111

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:** 2.00

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### Teaching in the Church

MFFND2110

An overview of the biblical and theological basis for administering the educational work of the church, to include basic principles of effective teaching.

**Credits:** 2.00

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### The Teaching Church

MFFND2111

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:** 2.00

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## Educational Psychology

**MFFND2113**

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:** 2.00

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## Principles of Teaching

**MFFND2114**

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:** 2.00

---

## Christian Leadership

**MFLDS2110**

A study of biblical principles of discipleship, how to develop an integrated church-wide plan for mentoring Christians at each stage of life and maturity, and how to implement small group ministry for spiritual formation, discipleship and evangelism.

**Credits:** 2.00

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## Leadership in Ministry

**MFLDS2111**

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:** 2.00

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## Pastoral Care and Leadership

**MFPMN2110**

An introductory study of pastoral and leadership skills necessary to provide effective Christian ministry in the church and the community.

**Credits:** 2.00

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## Pastoral Care

**MFPMN2111**

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:** 2.00

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## Disaster Spiritual Care

**MFPMN2632**

This course prepares and certifies ministers to respond to the emotional and spiritual needs of survivors of disasters and other traumatic events and to work with organizations of the Emergency Management Community to assist survivors.

**Credits:** 2.00

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## Christian Counseling

**MFPSY2110**

An introduction to theories, methods, skills, techniques and theological principles of counseling, as found in Scripture and integrated with current psychological theories and methods.

**Credits:** 2.00

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## Human Growth and Development

**MFPSY2210**

A study of the stages of spiritual, emotional, social, physical, and mental development of persons from birth through adulthood.

**Credits:** 2.00

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## Worship and Mission

## Christian Evangelism

**WMEVA2110**

A study of the biblical foundations, traditions, and practice of witnessing to share Christ with individuals and the surrounding community.

**Credits:** 2.00

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## Christian Witness

WMEVA2111

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:** 2.00

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## Growing Churches

WMEVA2210

An overview of principles and practices that enable churches to evangelize communities effectively, to sustain healthy growth, and to plant and multiply new churches.

**Credits:** 2.00

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## Christian Missions

WMMIS2110

A study of the biblical and historical foundations of the missional expansion of Christianity, with a view towards developing a strategy for, commitment to, and involvement in the Christian World Mission.

**Credits:** 2.00

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## Missiology I

WMMIS2111

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:** 2.00

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## The Missional Church

WMMIS2210

A study of biblical principles and current practices that show how to mobilize the local church and its members to live with a vision and purpose that daily engages and transforms their community.

**Credits:** 2.00

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## Leading Worship

**WMWOR2110**

An introductory study of the biblical, traditional, and practical foundations of Christian worship, with emphasis on its nature, purpose, forms, planning, and how to lead corporate worship.

**Credits:** 2.00

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## Christian Worship

**WMWOR2111**

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:** 2.00

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## Spiritual Growth

**WMWOR2210**

An introductory study of the biblical foundations, traditions, and practice of spiritual disciplines that contribute to individual Christian growth and maturity.

**Credits:** 2.00

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## Christian Disciplines

**WMWOR2211**

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:** 2.00

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## **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](mailto: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](http://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](http://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.

## **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](http://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
- 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: [admissions@bhcarroll.edu](mailto:admissions@bhcarroll.edu)

Website: [www.bhcarroll.edu](http://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 30 days 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)

Application Fee	\$25 (non-refundable)
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(Application fee must be paid prior to processing submitted documentation)

Tuition Fee	\$315 per credit unit
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Evaluation Instrument Fee	\$50 per course
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(applicable to "Gateway" and/or other courses that utilize specialized evaluation testing instruments)

Technology Fee	\$85 per term
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Graduation Fee	\$50
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Late Registration Fee	\$50
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(per course)

Late Payment Fee	\$50
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(see payment terms.)

## Payment Terms:

Tuition is due at the time classes begin.

Late fees of \$50 will be assessed on any student accounts that are not paid in full by the start of classes.

All accounts must be paid or arrangements must be in place for payment by two weeks after the start of classes (Master's & Diploma), four weeks after the start of classes (PhD or DMin), or students will lose access to the system and online resources in the Carroll Learning Center.

Your account must be cleared in order to access registration for following terms.



## Master's Degrees (M.DIV., M.A.C.E., MAC (Counseling), M.A.R., M.A.T., M.A.W.)

Application Fee	\$50 (non-refundable)
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(Application fee must be paid prior to processing submitted documentation)

Tuition Fee	\$315 per credit unit
-------------	-----------------------

Evaluation Instrument Fee	\$50 per course
---------------------------	-----------------

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

Technology Fee	\$85 per term
----------------	---------------

Graduation Fee	\$50
----------------	------

Late Registration Fee	\$50
-----------------------	------

(per course)

Late Payment Fee	\$50
------------------	------

(see payment terms.)

### Payment Terms:

Tuition is due at the time classes begin.

Late fees of \$50 will be assessed on any student accounts that are not paid in full by the start of classes.

All accounts must be paid or arrangements must be in place for payment by two weeks after the start of classes (Master's & Diploma), four weeks after the start of classes (PhD or DMin), or students will lose access to the system and online resources in the Carroll Learning Center.

Your account must be cleared in order to access registration for following terms.

## Doctor of Ministry Degree (D.Min.)

Application Fee	\$100 (non-refundable)
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(Application fee must be paid prior to processing submitted documentation)

Matriculation	\$1,750 per semester
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Technology Fee	\$170 per semester
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Continuing Enrollment Fee	\$875 per semester
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Graduation Fee	\$200
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Late Registration Fee	\$50
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(per course)

Late Payment Fee	\$50
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(see payment terms.)

### Payment Terms:

Tuition is due at the time classes begin.

Late fees of \$50 will be assessed on any student accounts that are not paid in full by the start of classes.

All accounts must be paid or arrangements must be in place for payment by two weeks after the start of classes (Master's & Diploma), four weeks after the start of classes (PhD or DMin), or students will lose access to the system and online resources in the Carroll Learning Center.

Your account must be cleared in order to access registration for following terms.

## Doctor of Philosophy Degree (Ph.D.)

Application Fee	\$100 (non-refundable)
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(Application fee must be paid prior to processing submitted documentation)

Matriculation	\$2,250 per semester
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Technology Fee	\$170 per semester
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Language Competency Exam Fee	\$150
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Continuing Enrollment Fee	\$1,125 per semester
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Graduation Fee	\$200
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Late Registration Fee	\$50
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(per course)

Late Payment Fee	\$50
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(see payment terms.)

### Payment Terms:

Tuition is due at the time classes begin.

Late fees of \$50 will be assessed on any student accounts that are not paid in full by the start of classes.

All accounts must be paid or arrangements must be in place for payment by two weeks after the start of classes (Master's & Diploma), four weeks after the start of classes (PhD or DMin), or students will lose access to the system and online resources in the Carroll Learning Center.

Your account must be cleared in order to access registration for following terms.

## Transient Students (transfer credit only)

Application Fee	\$25 (non-refundable)
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(Application fee must be paid prior to processing submitted documentation)

Tuition Fee	\$315 per credit unit
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Technology Fee	\$85 per term
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Late Registration Fee	\$50
-----------------------	------

(per course)

Late Payment Fee	\$50
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(see payment terms.)

### Payment Terms:

Tuition is due at the time classes begin.

Late fees of \$50 will be assessed on any student accounts that are not paid in full by the start of classes.

All accounts must be paid or arrangements must be in place for payment by two weeks after the start of classes (Master's & Diploma), four weeks after the start of classes (PhD or DMin), or students will lose access to the system and online resources in the Carroll Learning Center.

Your account must be cleared in order to access registration for following terms.

## Auditors

Tuition Fee	\$50 per credit unit
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## Other Fees

Course Add	No Charge
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Course Drop Fee	\$30
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(Drop fee assessed after classes have begun)

Transcript Evaluation Fee	\$40 to \$100
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(transfer of credit)

Transcript Processing Fee	\$5
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Carroll Online Library Fee	\$340 per year
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(for those not enrolled in Carroll Institute classes)

Late Registration Fee	\$50
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(per course)

Late Payment Fee	\$50
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(see payment terms.)

# Scholarship Assistance

## Tuition Subsidy

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 through indirect scholarship in the form of tuition subsidy. 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.

## Federal Aid

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.

## Snider Scholarship

The Snider Scholarship is designed to provide financial support to a selected female student recipient who is training for an M.A. in Counseling degree at B. H. Carroll. Students may apply during their second year in the counseling program. Selection criteria is based on academic and classroom performance, on potential for leadership and ministry effectiveness, and on overall commitment to the counseling field. Preference will be given to students who are in the Licensure Track program of the M.A. in Counseling degree.

## 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 2018–19 Academic Year

Alpha, Emmanuel, and Fall Terms Graduation October 1, 2018

Application Deadline

Paschal, Omega, and Spring Terms Graduation February 1, 2019

Application Deadline

Graduation Ceremony May 24, 2019

Summer Term Graduation Application Deadline July 1, 2019

(Note: Students graduating in the Summer Term of 2018 are eligible to participate in the May 24, 2019 Graduation Ceremony.)

### Graduation during the 2019–20 Academic Year

Alpha, Emmanuel, and Fall Terms Graduation October 1, 2019

Application Deadline

Paschal, Omega, and Spring Terms Graduation February 1, 2020

Application Deadline

Graduation Ceremony May 22, 2020

Summer Term Graduation Application Deadline July 1, 2020

(Note: Students graduating in the Summer Term of 2019 are eligible to participate in the May 22, 2020 Graduation Ceremony.)



# 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 journalisms 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:** Michael Mills

**Website:** <http://agapebaptist.org/>

### Bacon Heights Baptist Church

5110 54th St, Lubbock, Texas 79414

**Phone:** 806-795-5261

**Pastor:** Jason T. Atchley

**Website:** <http://baconheights.com/>

### Church Without Walls

5725 Queenston Blvd, Houston, Texas 77084

**Phone:** 281-649-6800

**Pastor:** Ralph Douglas West

**Website:** <https://churchwithoutwalls.org/>

### First Baptist Church Arlington

301 S. Center St, Arlington, Texas 76010

**Phone:** 817-277-6353

**Pastor:** Dennis R. Wiles

**Website:** <http://www.fbca.org>

### First Baptist Church College Station

2300 Welsh Ave, College Station, Texas, 77845

**Phone:** 979-696-7000

**Pastor:** Troy Allen

**Website:** <http://fbccollegestation.com/>

### First Baptist Church Lewisville

1251 W. Valley Ridge Blvd, Lewisville, Texas 75077

**Phone:** 972-436-5502

**Pastor:** Stephen Hatfield

**Website:** <http://fbclewisville.org/>

### First Baptist Church Midland

2104 W. Louisiana Ave, Midland, Texas 79701

**Phone:** 432-683-0600

**Pastor:** Darin Wood

**Website:** <https://www.fbc-midland.org/>

### First Baptist Church Muskogee

111 S 7th St, Muskogee, Oklahoma 74401

**Phone:** 918-682-3496

**Pastor:** Johnny Derouen

**Website:** <http://fbcmuskogee.org>

**First Baptist Church Saginaw**

300 N. Old Decatur Rd, Saginaw, Texas 76179

**Phone:** 817-232-0560

**Pastor:** Danny Howe

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

**First Baptist Church Waxahachie**

450 East Hwy 287, Waxahachie, Texas 75165

**Phone:** 972-937-1940

**Pastor:** David Ritsema

**Website:** <http://www.fbcwax.org/>

**First Baptist Church Wylie**

100 N. 1st St, Wylie, Texas 75098

**Phone:** 972-442-2261

**Pastor:** Kris Segrest

**Website:** <http://fbw.church/>

**Legacy Church**

5333 Independence Parkway, Plano, TX 75023

**Phone:** 972-618-4600

**Pastor:** Kevin Boyd

**Website:** <http://www.legacychurch.org>

**PaulAnn Church**

2531 Smith Blvd, San Angelo, Texas 76905

**Phone:** 325-655-7552

**Pastor:** Kirt Dauphin

**Website:** <http://paulann.org/>

**Preston Trail Community Church**

8055 Independence Parkway, Frisco, Texas 75035

**Phone:** 972-668-1244

**Pastor:** Paul Basden

**Website:** <https://prestontrail.org/>

**Rural Shade Baptist**

3304 County Rd 2274, Cleveland, Texas 77327

**Phone:** 281-592-6331

**Website:** <https://givelove.church/>

**The Woodlands First Baptist Church**

1801 Grogan's Mill Rd, The Woodlands, Texas 77380

**Phone:** 281-367-4317

**Pastor:** Bruce Webb

**Website:** <http://thewoodlandsfirst.org/>

**Waypoint Christian Church**

Bruchwiesenstraße 12, 66849 Landstuhl, Germany

**Website:** <http://waypointchristian.church/>

**Woodridge Baptist Church**

5707 Kingwood Dr, Kingwood, Texas 77345

**Phone:** 281-361-6800

**Pastor:** Jeremy Evans

**Website:** <http://woodridge.org/>

## Supporting Sites

### Carpenter's Way

5220 Monroe, Groves, Texas 77619

**Phone:** 409-548-0810

**Pastor:** Pat Cammarata

**Website:** <http://www.carpentersway.com/>

### Fairview Baptist Church

969 Illinois St, Rhome, TX 76078

**Phone:** 817-636-2258

**Pastor:** Kenneth Whitt

### First Baptist Church La Feria

208 S. Main St, La Feria, TX 78559

**Phone:** 956-797-1214

### First Baptist Church Willow Park

601 Ranch House Rd, Willow Park, TX 76087

**Phone:** 817-441-7170

**Pastor:** Jonathan Mansur

**Website:** <http://www.fbcwillowpark.com>

### Gambrell Street Baptist Church

1616 W. Gambrell St, Fort Worth, TX 76115

**Phone:** 817-926-1785

**Pastor:** Jim Spivey

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

### Grace Bible Church

4670 N. Loy Lake Rd, Sherman, TX 75092

**Phone:** 903-868-1752

**Pastor:** George Cline

**Website:** <http://www.gbcsherman.com/>

### Haltom Road Baptist Church

3313 Haltom Rd, Fort Worth, TX 76117

**Phone:** 817-834-1916

**Website:** <http://www.carpentersway.com/>

### Lazybrook Baptist Church

1822 W. 18th St, Houston, TX 77008

**Phone:** 713-864-1470

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

### Main Street Baptist Church

1001 S. Main St, Georgetown, TX 78626

**Phone:** 512-869-7854

**Pastor:** Ernest Jones

**Website:** <https://www.msbchurch.com/>

### **Northside Baptist Church**

2800 N. Beaton St, Corsicana, TX 75110

**Phone:** 903-872-5601

**Pastor:** Rick Lamb

**Website:** <http://www.nbchurch.net/>

### **Park Cities Baptist Church**

3933 Northwest Pkwy, Dallas, TX 75225

**Phone:** 214-860-1500

**Pastor:** Jeff Warren

**Website:** <https://www.pcbc.org/>

### **Retta Baptist Church**

13201 Rendon Rd, Burleson, TX 76028

**Phone:** 817-473-6136

**Pastor:** Ed Lowe

**Website:** <http://www.retta.org/>

### **Wynne Baptist Church**

1200 Bridges Ave E, Wynne, AR 72396

**Phone:** 870-697-4001

**Pastor:** Don Dunavant

**Website:** <http://www.wynnebaptist.org/>

## **Offices**

### **B. H. Carroll Theological Institute**

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.

### Officers

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*President*

**Professor of New Testament and Leadership**

**Jim Spivey**

*Senior Fellow*

**Professor of Church History**

**Scott Floyd**

*Senior Fellow*

**Psychology and Counseling**

**Director of Master of Arts in Counseling Program**

**Stan Moore**

*Senior Fellow*

**Professor of Church Music and Worship**

## Fellows

### Karen Bullock

*Fellow*

Professor of Christian Heritage

Director of Ph.D. Program

### Don Day

*Fellow*

Lecturer in Philosophy of Religion

Director of Library and Information Services

### Joseph Cathey

*Fellow*

Professor of Biblical Languages and Literature

### Shannon Wolf

*Fellow*

Associate Director of Counseling Programs

Professor of Psychology and Counseling

### Adlín Cotto

*Fellow*

Associate Professor of Christian Education

Director of Master's Degree Programs

Director of Hispanic Studies Programs

## Administration

### Seth Allen

Director of Online Instruction

### Michelle Martin

Director of Business Affairs

### Jolene Crouch

*Administrative Assistant, PhD Program*

### Scott Shiffer

*Online Training Consultant*

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### Debra Holder

*Bursar*

Director of Information Technology

### Stacey Whitt

Director of Development

### Bridget Lenhardt

Senior Gift Officer

## Senior Fellows

### 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**

### **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.

### **Joseph Cathey**

#### **Biblical Languages and Literature**

Doctor of Philosophy Old Testament/Hebrew Bible and Archaeology from Southwestern Baptist Theological Seminary, Fort Worth, TX (2003). Pursuing a Doctor of Philosophy New Testament/Greek and Hermeneutics from B. H. Carroll Theological Institute, Irving, TX.

Teaching fellow and assistant professor in the Department of Old Testament at Southwestern Baptist Theological Seminary (1998-2007). Adjunct professor at Dallas Baptist University (2002-2017) and Guest professor with the International Theological Seminary in Tanzania, Africa (Summer 2000).

## **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.

## **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.

### **Bruce Corley**

#### **New Testament and Greek, Senior Fellow - Retired**

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.

## **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)

## **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

## **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)

## **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)

## **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

## **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**

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)

## **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.

## **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).

## **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.

## **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)

## **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

## **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)

## **Malinda Fasol-Leewright**

**since 2018**

## **Karl Fickling**

**since 2016**

## **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.

## **Paul Gritz**

### **since 2019**

## **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

## **JoAnna Hoyt**

### **Scripture and Witness, since 2017**

## **Fang-Lan Hsieh**

**since 2018**

## **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)

## **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 Universität, 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)

## **Hongnak Koo**

### **Evangelism, since 2017**

Doctor of Philosophy in Evangelism and New Testament from Southwestern Baptist Theological Seminary, Fort Worth, TX (2008), where he received the W. Fred Swank Evangelism Award in 2009.

Adjunct professor at Midwestern Baptist Theological Seminary, Kansas City, Mo (2012-2015); New Orleans Baptist Theological Seminary, Atlanta, GA (2013 to present); Gateway Seminary in Brea, CA (2017 to present); and, The American Theological Institute in Silver Spring, MD, a school that seeks to train support pastors in French-speaking West Africa (2012 to present). Dr. Koo has taught courses in Evangelism, Church Planting and Growth, Christian Mission, and Discipleship.

## **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).

## **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)

## **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)

## **Albert Reyes**

### **Leadership, since 2018**

## **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

## **Joshua Rose**

### **Ministry and Formation, since 2015**

Ph.D. in Foundations of Education from B. H. Carroll Theological Institute; M.A. in Christian Education from Southwestern Baptist Theological Seminary; B.A. in History from University of Texas at Arlington.

Small Groups Pastor since 2006 serving in various churches in Texas. Group Life Pastor at Rush Creek Church, Arlington TX (2013-present). Adjunct Professor in College of Christian Faith at Dallas Baptist University (2018-present).

## **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).

## **John Swann**

since 2019

## **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.

**Paul Vo**

**Biblical Languages, since 2017**

**Chuck Weber**

**since 2018**

**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).

**Darin Wood**

**Biblical Literature, since 2017**

**H. Stanley Wood****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)