Returning Theological Education
back to the Local Church
Earn your degree where you live, work, and serve

Academic Catalog & Student Handbook
2021-2022

B. H. Carroll
THEOLOGICAL INSTITUTE

B. H. Carroll Theological Institute
Academic Catalog & Student Handbook
Volume 19 for Academic Year 2021-2022
May 1, 2021

Disclaimer

While this Catalog/Handbook was prepared on the best information available as of May 1, 2021, all information, including statements of fees, course offerings, and admission and graduation requirements, is subject to change without notice or obligation. This catalog/handbook 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/handbook 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/handbook and any other material, the information contained in the catalog/handbook 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 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) across the nation and ultimately around the world. Carroll Institute uses a broad range of media to connect with the churches and provide theological education that is biblically based and practically oriented.

Table of Contents

B. H. Carroll Theological Institute • 6500 N. Belt Line Rd, Suite 100 • Irving, Texas 75063-6056
p: 972.580.7600 • f: 972.756.0600 • bhcarroll.edu

v

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 community of Fellows and the Carroll Teaching Network, 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. Carroll Institute is primarily a distancelearning or online seminary, using innovative technologies and connecting its classes electronically. The 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.

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 establishes a vital relationship with the local church to enhance its ministerial training. It uses a broad range of media to connect 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."

B. H. Carroll Theological Institute · 6500 N. Belt Line Rd, Suite 100 · Irving, Texas 75063-6056
p: 972.580.7600 · f: 972.756.0600 · bhcarroll.edu

4

Legacy

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

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

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

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

Accreditation and Authorization

Statements on Accredited Status

Association for Biblical Higher Education

5850 T.G. Lee Blvd, Suite #130
Orlando, FL 32822
+1.407.207.0808
www.abhe.org

B. H. Carroll Theological Institute is accredited by the 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

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

Master of Arts in Christian Education

Master of Arts in Counseling

Master of Arts in Worship

Master of Arts (Religion)

Master of Arts (Theology)

Doctor of Ministry

Doctor of Philosophy

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: nc-sara.org.
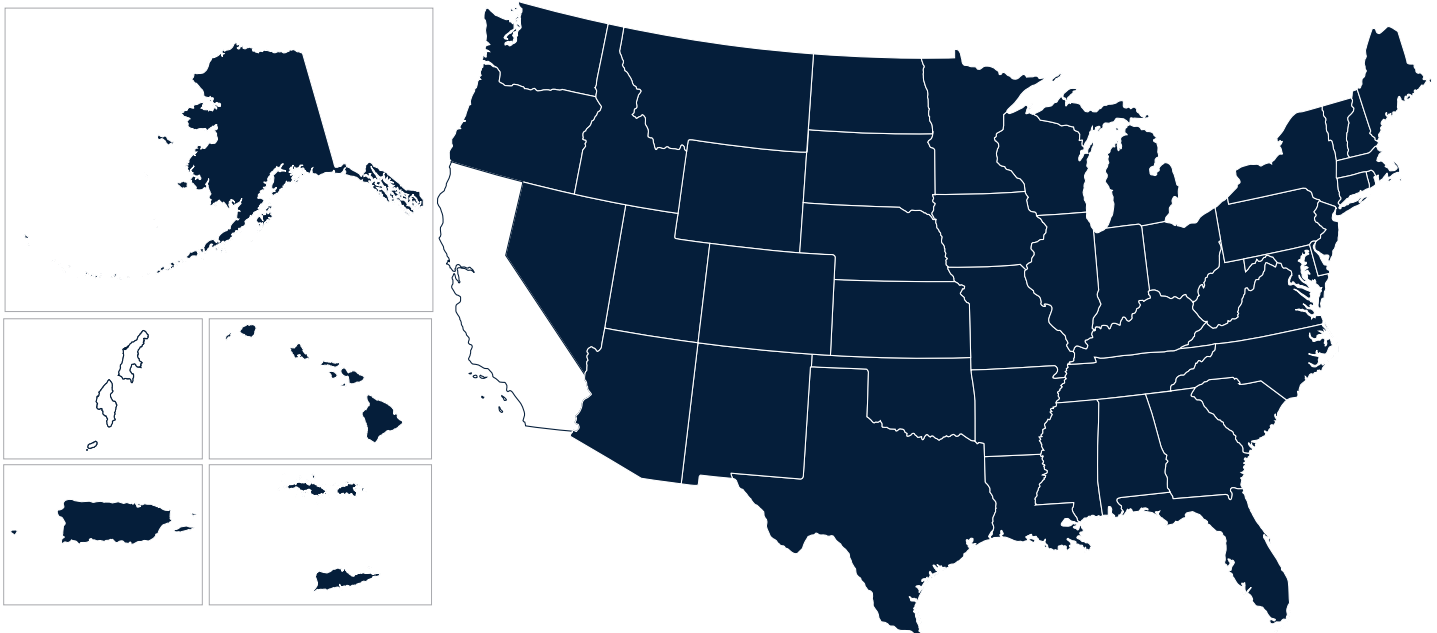
Since the regulatory landscape related to state authorizations changes often, students are encouraged to contact Carroll Institute personnel for clarification or further information. Prospective students living in a state that is not a member of NC-SARA, or current students considering relocation to 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.

B. H. Carroll Theological Institute • 6500 N. Belt Line Rd, Suite 100 • Irving, Texas 75063-6056
p: 972.580.7600 • f: 972.756.0600 • bhcarroll.edu

7

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.

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.

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.

Ministry Certificate

The Ministry Certificate is a non-accredited program designed to provide preparation for graduate-level study for students who do not hold a bachelor's degree. Applicants must be at least 25 years of age.

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 at apply.bhcarroll.edu.

2. Submission of supplemental documentation. As part of the online application, the applicant will be given detailed instructions regarding the following supplemental documents:

    • Copy of an earned High School diploma or GED

    • Copy of transcripts of any undergraduate level work

    • Pastoral recommendation

    • Statement of past Christian experience

    • A digital photograph

    • Application fee

Graduate Certificate

Carroll's Graduate Certificates provide master level education for people engaged in specific areas of ministry, but not interested in seeking a degree. A Graduate Certificate consists of four (4) courses within a cluster, corresponding to an area of study. The Graduate Certificates are transcriptable, i.e., the courses are taken for academic credit and are recorded on a student transcript to be applied to a degree program at Carroll or transferred to another institution. Please know that no guarantee is made that another institution would apply these courses to one of their degrees.

Applicants for the Graduate Certificate should 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 are required to apply:

1. Submission of an online application at apply.bhcarroll.edu.

2. Submission of supplemental documentation. As part of the 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.
   • Pastoral recommendation
   • Statement of past Christian experience
   • A digital photograph
   • Application fee

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:

1. Submission of an online application at apply.bhcarroll.edu.

2. Submission of supplemental documentation. As part of the online application, the applicant will be given detailed instructions regarding the following supplemental documents:

   • Three letters of recommendation
   • Church endorsement
   • Statements of past Christian experience and call to ministry
   • A digital photograph
   • Application fee

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:

1. Submission of an online application at apply.bhcarroll.edu.

2. Submission of supplemental documentation. As part of the online application, the applicant will be given detailed instructions regarding the following supplemental documents:

   • Official transcripts from all earned baccalaureate and master's degrees. Applicants will also be considered who have a comparable degree from a recognized institution outside the US. The degree must be evaluated by a recognized credentials evaluation service such as World Education Services (WES), P.O. Box 745, Old Chelsea Station, New York, NY 10113-0745, phone +1 900-937-3895, www.wes.org.

   • Three letters of recommendation. Recommendation forms will be supplied when an online application is submitted. Recommendations should be from a current and/or former professor with whom the applicant studied at the master's level or above. All references should attest to the applicant's potential to engage in doctoral-level study.

   • Church endorsement

   • Statements of past Christian Experience and call to ministry

   • A digital photograph

   • Application fee

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 Academic, Programs of Study, Doctoral Degree).

Application & Registration

Application

To apply to become a student at Carroll Institute, please visit the website at www.bhcarroll.edu and complete the Application for Admission. 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 application and required supplemental documents.

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

Website: www.bhcarroll.edu

Registration

Once admitted, students can register for classes by following these instructions:

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

Registration for a course will begin 30 days before the first day of each term/semester and close at 5 PM (Central Time) the day before 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 Readmission for Certificate and Master-level Students

Certificate 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.

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

Student Fees

Student fees are subject to change without notice.

Ministry and Graduate Certificates

Application Fee (Application fee must be paid prior to processing submitted documentation)	$25 (non-refundable)
Tuition Fee	$350 per credit unit
Technology Fee	$95 per term
Graduation Fee	$50
Late Registration Fee (per course)	$50
Late Payment Fee (See payment terms)	$50

Master's Degrees (MDIV, MACE, MAC, MAR, MAT, MAW)

Application Fee (Application fee must be paid prior to processing submitted documentation)	$50 (non-refundable)
Tuition Fee	$350 per credit unit
Technology Fee	$95 per term
Graduation Fee	$50
Late Registration Fee (per course)	$50
Late Payment Fee (See payment terms)	$50

Doctor of Ministry Degree (DMin)

Application Fee (Application fee must be paid prior to processing submitted documentation)	$100 (non-refundable)
Matriculation	$1,925 per semester
Technology Fee	$180 per semester
Continuing Enrollment Fee	$962.50 per semester
Graduation Fee	$200
Late Registration Fee (per course)	$50
Late Payment Fee (See payment terms)	$50

Doctor of Philosophy Degree (PhD)

Application Fee (Application fee must be paid prior to processing submitted documentation)	$100 (non-refundable)
Matriculation	$2,660 per semester
Technology Fee	$180 per semester
Language Competency Exam Fee	$150
Continuing Enrollment Fee	$1,330 per semester
Graduation Fee	$200
Late Registration Fee (per course)	$50
Late Payment Fee (See payment terms)	$50

Transient Students (transfer credit only)

Application Fee (Application fee must be paid prior to processing submitted documentation)	$25 (non-refundable)
Tuition Fee	$350 per credit unit
Technology Fee	$95 per term
Late Registration Fee (per course)	$50
Late Payment Fee (See payment terms)	$50

Auditors

Tuition Fee	$25 (per credit unit)

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 & Certificate), 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.

Other Fees

Course Add	No Charge
Course Drop Fee (Drop fee assessed after classes have begun)	$30
Transcript Evaluation Fee (transfer of credit)	$100
Advanced Standing Fee	$100
Transcript Processing Fee	$5
Carroll Online Library Fee (for those not enrolled in Carroll Institute classes)	$340 per year

B. H. Carroll Theological Institute • 6500 N. Belt Line Rd, Suite 100 • Irving, Texas 75063-6056
p: 972.580.7600 • f: 972.756.0600 • bhcarroll.edu

18

Refund Policy

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.

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 MA 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 MA in Counseling degree.

Texas Veterans Commission

Master's programs approved for the use of VA Educational Benefits for eligible veterans and dependents.

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: student.bhcarroll.edu/form/graduation-application

Graduation Dates

2020–21 Academic Year	May 28, 2021
2021–22 Academic Year	May 27, 2022
2022–23 Academic Year	May 26, 2023
2023–24 Academic Year	May 24, 2024
2024–25 Academic Year	May 23, 2025

NOTE: Students graduating in the Summer Term are eligible to participate in the May Graduation Ceremony the following year.

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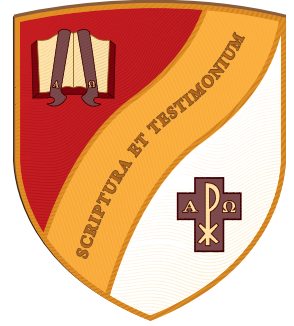
Reliance upon the Scripture as the Word of God and the indispensable role of biblical truth for faith and ministry; communication of the message of the Bible centered in the proclaimed gospel, addressed in relevant terms to contemporary culture, and reflected in the tasks of preaching, teaching, and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

B. H. Carroll Theological Institute • 6500 N. Belt Line Rd, Suite 100 • Irving, Texas 75063-6056
p: 972.580.7600 • f: 972.756.0600 • bhcarroll.edu

26

Courses of Study

Ministry Certificate

The Ministry Certificate is a 16-unit program of study which initiates the process of theological education for those without an undergraduate degree, but who are leading churches and community ministries. In the program, students are exposed to a Gateway Course (2 units) followed by seven courses (14 units) from the B. H. Carroll core. Students are enrolled in master's-level courses with no differentiation in the work required. Students who maintain a 3.0 GPA (B average) may be evaluated, upon completion of the 8 credits of coursework, for potential admission into a master's program. A letter of recommendation from a faculty member is also required. Though this program is unaccredited, master's-level courses successfully completed are transcripted and may apply toward a degree upon admission to a master's program.

Program Details: www.bhcarroll.edu/academics/ministry-certificate/

Graduate Certificates

Carroll's Graduate Certificates provide master level education for people engaged in specific areas of ministry, but not interested in seeking a degree. The Graduate Certificates are transcriptable, i.e., the courses are taken for academic credit and are recorded on a student transcript to be applied to a degree program at Carroll or transferred to another institution. Please know that no guarantee is made that another institution would apply these courses to one of their degrees.

At B. H. Carroll, courses are grouped into learning clusters. These clusters are natural convergences of the functional roles in ministry. The four clusters are as follows:

- **Scripture and Witness (SW)** – This cluster includes courses in Biblical studies, New Testament, Old Testament, Biblical Languages, Preaching, and Interpretation.
- **Ministry and Formation (MF)** – This cluster includes courses in Education, Leadership, Church Administration, and Pastoral Ministry.
- **Worship and Mission (WM)** – This cluster includes courses in Worship, Missions, and Evangelism
- **Faith and Heritage (FH)** – This cluster includes courses in Christian Heritage (Christian History), Theology, Philosophy, Ethics, and Apologetics.

A Graduate Certificate consists of four (4) courses within a cluster, corresponding to an area of study.

Program Details: www.bhcarroll.edu/academics/graduate-certificates/

Master's Degrees

Master of Divinity

The Master of Divinity degree is designed to train pastors with the biblical, theological, and practical knowledge needed to equip those who are in the church in order to build up the church. The MDiv degree may also prepare a student to pursue admission to the Doctor of Ministry and Doctor of Philosophy degree programs.

Biblical Languages Track

This track includes three courses in New Testament Greek and three courses in Old Testament Hebrew (12 total credit hours) designed for students interested in enhancing their capacity for study and interpretation of the biblical texts by acquiring the language knowledge to learn to read the New and Old Testaments in their original languages.

Units: 72

Non-Biblical Languages Track

This track includes 2 courses in Basic Skills in New Testament Greek and Old Testament Hebrew (4 total credit hours), designed for students interested in enhancing their capacity for study and interpretation of the biblical texts by learning basic grammatical forms and functions of Biblical New Testament Greek and Old Testament Hebrew, and the use of helpful lexical and exegetical tools for translating biblical texts.

Units: 72

Program Details: www.bhcarroll.edu/academics/masters-programs/master-of-divinity/

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.

Biblical Languages Track

This track includes 3 courses in New Testament Greek and 3 courses in Old Testament Hebrew (12 total credit hours) designed for students interested in enhancing their capacity for study and interpretation of the biblical texts by acquiring the language knowledge to learn to read the New and Old Testaments in their original languages.

Units: 76

Non-Biblical Languages Track

This track includes 2 courses in Basic Skills in New Testament Greek and Old Testament Hebrew (4 total credit hours), designed for students interested in enhancing their capacity for study and interpretation of the biblical texts by learning basic grammatical forms and functions of Biblical New Testament Greek and Old Testament Hebrew, and the use of helpful lexical and exegetical tools for translating biblical texts.

Units: 74

Program Details: www.bhcarroll.edu/academics/masters-programs/master-of-divinity-in-chaplain-ministry/

B. H. Carroll Theological Institute · 6500 N. Belt Line Rd, Suite 100 · Irving, Texas 75063-6056
p: 972.580.7600 · f: 972.756.0600 · bhcarroll.edu

29

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 academic and hour requirements implemented by the state on August 1, 2017.

Units: 76

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: www.bhcarroll.edu/academics/masters-programs/master-of-arts-in-counseling/

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: www.bhcarroll.edu/academics/masters-programs/master-of-arts-in-christian-education/

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: www.bhcarroll.edu/academics/masters-programs/master-of-arts-in-worship/

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: www.bhcarroll.edu/academics/masters-programs/master-of-arts-religion/

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 MDiv 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: www.bhcarroll.edu/academics/masters-programs/master-of-arts-theology/

Advanced Track Degree Options

Carroll Institute offers Advanced Standing options for the Master of Divinity, the Master of Arts in Christian Education, the Master of Arts in Worship and Master of Arts in Counseling. These programs are available to qualified students who have significant preparation in biblical, theological, or applied Christian studies at the bachelor's level.

The student may add up to 24 credit units to the Master of Divinity Advanced Track.

The student may add up to 20 credit units to the Master of Arts in Christian Education Advanced Track.

The student may add up to 16 credit units to the Master of Arts in Worship Advanced Track.

The student may add up to 14 credit units to the Master of Arts in Counseling Advanced Licensure or Ministry Tracks.

Students interested in pursuing an Advanced Standing degree option must request it submit the online form, as well as payment of the $100 non-refundable fee associated with this process. A minimum grade of B (3.0) or better in their undergraduate courses presented is required to satisfy requirements for Advanced Standing. Upon approval, the Director of Master's Degree Programs will send the student and the Registrar a customized degree plan.

Doctoral Degrees

Doctor of Ministry

The Doctor of Ministry (DMin) 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 DMin degree is designed to enhance professional competence in ministry and therefore will require both research and praxis. The DMin 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: www.bhcarroll.edu/academics/doctoral-programs/doctor-of-ministry/

Doctor of Philosophy

The PhD 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: www.bhcarroll.edu/academics/doctoral-programs/doctor-of-philosophy/

Academic Advising

As a student at Carroll Institute an advisor will be assigned to you at the moment of admission. You are encouraged to consult with your academic advisor for the duration of your program of study. Your advisor will assist you in designing the most advantageous program of study in order to meet your ministry goals. Before registration each term, you are encouraged to consult with your advisor for the selection of courses that might be in question. For questions about advisement contact the Director of the Master's Degree Programs at Carroll Institute.

New Student Orientation

New students at Carroll Institute receive a general orientation to the academic, spiritual, and practical aspects of relationship within the Institute. This orientation will take place in the first term and is designated in the course offerings as:

Course Title	Course Number
Gateway	BHCTI5000

Spiritual Formation

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

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

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

Course Title	Course Number
Capstone	BHCTI5211

Student Advisory Council

Carroll Institute developed the Student Advisory Council in 2013. The purpose of the Student Advisory Council is to give students a voice with the administration as well as to help keep the school community aware of specific issues in the lives of Carroll students. The council is made up of representatives from each of Carroll's educational programs, and the group meets at least twice annually to discuss issues related to the student body so that all students might have the best experience possible during their studies at Carroll Institute. Key issues discussed during council meetings are brought before the Senior Fellows and other appropriate personnel for review and follow-up action.

Students who have an issue they would like the council to discuss may contact any member of the council. The current list of council representatives is available on the Carroll Institute website at www. bhcarroll.edu/faculty/student-advisory-council. Additionally, the e-mail address studentcouncil@ bhcarroll.edu is available for students to contact the council directly.

The council is designed to address issues related to the student body, and is the appropriate channel for addressing some concerns faced by Carroll students. However, some specific matters may fall outside the scope of the council's work. Carroll students who have a specific complaint or grievance are urged to review the Grievance Policy outlined in the following section to help them determine the appropriate way to bring a matter to the attention of Carroll Institute's administration. Carroll Institute's faculty and staff stand ready to walk alongside students throughout their courses of study and desire to honor Christ in how student difficulties are addressed when problems arise.

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.

<table>
<tr><td>Master-Level Courses (8 weeks)</td><td>Doctoral-Level Courses (16 weeks)</td></tr>
<tr><td>Alpha Term (Aug-Sept)</td><td>Fall Semester (Aug-Nov)</td></tr>
<tr><td>Emmanuel Term (Oct-Nov)</td><td></td></tr>
<tr><td>Paschal Term (Jan-Mar)</td><td>Spring Semester (Jan-May)</td></tr>
<tr><td>Omega Term (Apr-May)</td><td></td></tr>
<tr><td>Summer Term (Jun-Jul)</td><td></td></tr>
</table>

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 Policies

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 DMin 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 DMin Handbook.)

Doctor of Philosophy Degree Program

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

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

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

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.

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.

Attendance Policy

Course attendance 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. 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.

Repeating a Course

A student may repeat a course for which the student has received the grade of "D" or "F." The course may only be retaken once with the grade received in the second attempt used for purposes of calculating the GPA. The first grade will remain on the student's transcript. Courses for which the grade received is above a "D" cannot be repeated for credit.

Directed Study

In special cases when a student needs a course listed in the catalogue but not currently available, the student may request to take the course by means of an independent, directed study (tutorial) with a Teaching Fellow who is qualified to teach in the area of the course. The character of the work and the way of reporting it will be left to the Teaching Fellow, but all directed study courses must be approved by the Senior Fellow who is Director of the Cluster within which the course is included. The directed study must be completed within the term in which it is started. The normal tuition rate is charged for all directed study courses.

Grade Reports

Grade reports are posted online under the protection of the student's security code within two weeks of the completed term.

Grade Appeals Process

A student who believes that the grading policy for a class has been unfairly administered, resulting in a course grade lower than expected, has the right to appeal the Fellow's decision on the grade. The following process is for appealing a course grade only, not for grades on individual projects or tests.

For an appeal to be considered valid, each of the following steps must be taken in the order listed:

- The student will discuss the matter with the Fellow. If at all possible, the matter should be reconciled a this point. The student should also complete the Request for Grade Change form (available online) and submit it to the Registrar's Office. The Registrar will review the form and obtain a documented recommendation from the Fellow regarding the grade change request.

- If dissatisfied with the outcome, the student will voice the concern to the Senior Fellow of the Cluster in a conference scheduled by the student. The Senior Fellow will discuss the matter with the Fellow. Another attempt will be made to reconcile the matter.

- If the issue is not resolved to the student's satisfaction, the student will submit a formal, written appeal to the Council of Senior Fellows of Carroll Institute. The following elements must be included in the appeal:

  1. A cover letter requesting reconsideration of the grade,
  2. A straightforward narrative (1-3 pages) detailing the circumstances surrounding the contested grade, with special emphasis on the reasons why the student believes the grade is unwarranted,
  3. All graded projects in the class – tests, essays, projects, etc. – that are in the student's possession, and
  4. The student's personal record of attendance in the class.

- The Senior Fellow will forward a recommendation on the matter to the Council of Senior Fellows upon notification that the student has filed a grievance.

- In writing, the Council of Senior Fellows will formally apprise the Fellow of the student's grievance and give a summary of the points of concern.

- The Fellow will submit a written response to the Council of Senior Fellows, which will include the projects in the Fellow's possession, grades on all work done in the course, and a copy of the class syllabus with the contested policy highlighted.

- The Council of Senior Fellows will meet with each party separately and may schedule a joint appointment with the two parties in order to attempt a solution.

- The Council of Senior Fellows is the last line of appeal and decisions made by the Council are final to the appeal process.

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, the maximum amount of transfer credits accepted may not exceed two-thirds of the program's total credits. (ATS 3.12) Students must complete the Request for Transcript Evaluation form located on Carroll Institute web site.

Statute of Limitations on Changes in an Academic Record

The statute of limitations for any change in an academic record is one year from the date of the closing term in question. Included are such matters as grade changes and incompletes.

NOTE: No student may graduate with an "I" on the transcript. Any grade changes must be reported to the Registrar at least two weeks prior to the end of the term before graduation. It is the responsibility of a candidate for graduation to complete any course in which an Incomplete was given in sufficient time for the faculty member to grade the student's work.

Transcript Request

Students may obtain an official academic record by submitting a Request for Transcript form, available on the Carroll Institute web site.

Student Records and Right of Privacy

The policy of Carroll Institute regarding accessibility to and confidentiality of student records complies with the Family Educational Rights and Privacy Act of 1974 (Buckley Amendment).

Carroll Institute will not permit access to or release educational records or personally identifiable information, other than the institute's directory information, without the written consent of the student. Directory information is information which is customarily made public without the written consent of the student.

Students who prefer not to have their directory information disclosed without consent should inform the Registrar at registrar@bhcarroll.edu

Grievance Policy

The purpose of the grievance policy is to provide the procedure for students to lodge a complaint regarding issues at Carroll Institute. The desire is for students to know they have a voice at the institutional level. As a theological institute, the ultimate purpose is to honor Christ in how Christians deal with their differences and disappointments. The general guidelines will follow the biblical mandates given in Matthew 18 as to how to process concerns personally and corporately.

Context

There are two primary contexts in Carroll Institute within which complaints are lodged. One is the area of academic and/or administrative concerns. In this context, policies and procedures that deal with academic concerns and financial issues will be consulted.

The second context has more to do with things that involve the community as a whole. This context would include attitudes and actions that affect individuals or groups within the Carroll Institute community. Code of conduct issues are addressed in the catalog and this Student Handbook and are used in responding to grievances expressed within the second context.

Guidelines

There are three basic steps to bringing a grievance to Carroll Institute:

In the academic realm:

1. Go to the Teaching Fellow to express the concern.
2. If a second party is necessary the Senior Fellow of the Cluster is available to assist.
3. A formal grievance is to be put in writing and submitted to the Council of Senior Fellows and a copy sent to the President of Carroll Institute. A Grievance Submission form can be submitted on the Carroll website.

The same process is to be followed in the non-academic realm:

1. Go to the person or parties and express the concern.
2. The Senior Fellow of the Cluster is available to assist.
3. A formal grievance can be put in writing and presented to the Council of Senior Fellows and a copy sent to the President of Carroll Institute. A Grievance Submission form can be submitted on the Carroll website.

Conclusion

The Council of Senior Fellows is to be seen as the umbrella for addressing all complaints. Information regarding the process of filing a grievance and an informal context to discuss the issue are important beginnings to the process. Every effort should be made to handle a grievance at the informal level before filing an official, formal grievance.

Special Note for M.A. in Counseling Students

M. in Counseling students who are residents of Texas have the option to file a complaint with the Texas Higher Education Coordinating Board (THECB). A description, instructions, and forms related to the complaint procedure may be found at: www.thecb.state.tx.us/studentcomplaints. Rules governing student complaints may be found at: www.highered.texas.gov/links/student-complaints/.

Academic Integrity Policy

Bases for probation, suspension, or dismissal include deficiencies in academic performance, compromise of the principles of academic integrity, serious breach of the regulations established for the health and well-being of the Carroll Institute community, and persistence in a manner of life incompatible with Carroll Institute standards for professional leadership in ministry. Enforcement of these policies is under the immediate jurisdiction of the Council of Senior Fellows.

Students are expected to do their own academic work; therefore, academic dishonesty will not be tolerated.

Students are expected to take responsibility for all inappropriate academic behavior. Academic dishonesty occurs when a student submits the work of someone else as his or her own or has special information for use in an evaluation activity that is not available to other students in the same activity. Students who observe or become aware of violations of academic integrity are urged to report these violations to the Fellow in whose course the dishonest acts occur. Examples include but may not be limited to the following:

- Cheating on an examination:

  1. Copying from another student's examination

  2. Possessing or using during an examination material not authorized by the person giving the exam

  3. Collaborating with or seeking aid from another student during an exam without permission from the Fellow

  4. Knowingly using, buying, selling, stealing, transporting, or soliciting in whole or in part the contents of an examination before it is administered

  5. Substituting for another student or permitting another student to substitute for one's self to take a test

  6. Obtaining a test or information about a test before it is administered

- Plagiarism is the appropriation, buying, receiving as a gift, or obtaining by any means another person's work and the unacknowledged submission or incorporation of it as one's own work. This could include the failure to cite sources.

Penalties for the violation of academic integrity may range from dismissal from Carroll Institute to a lesser penalty. If the penalty is an F for the course in which the violation occurred, the F will count in the computation of the student's GPA even if the course is repeated.

The only adequate defense for a student accused of an academic integrity violation is that the work in question does not, in fact, constitute a violation. Neither the defense that the student was ignorant of the regulations concerning academic violations nor the defense that the student was under pressure at the time the violation was committed is considered an adequate defense.

Academic Probation

In order to make satisfactory progress toward the completion of his or her degree, a master-level student should maintain an overall GPA of 2.0 or higher. If a student's academic performance is adjudged by the Master's Program Council to be deficient, for any reason that causes the student to fail to maintain "satisfactory progress," but the Council believes that suspension or dismissal is yet unwarranted in light of the total situation, it may proceed to place the student on academic probation for a maximum of four terms. Academic probation thus instituted serves both as a warning to the student and as an occasion for the Master's Program Council to provide special guidance concerning a student's performance and program.

Suspension

Suspension is a temporary interruption of a student's enrollment in Carroll Institute, imposed by action of the Master's Program Council. It may be for a fixed or an indefinite period. If suspension is imposed for a fixed period, the student shall have an automatic right to resume study at the expiration of the suspension. If suspension is imposed for an indefinite period, the student shall have the right to resume study upon presentation of reliable evidence that the reasons for the suspension have been effectively treated. A student who wishes to resume work after a period of suspension should request a meeting

with the Master's Program Council for consideration of resuming work, but a new application for admission shall not be required. If the student under indefinite suspension does not, within a reasonable period, give evidence of making a serious effort to deal with the bases for the suspension, the Master's Program Council may proceed to dismissal.

Dismissal

Dismissal is the termination of a student's enrollment in Carroll Institute, imposed by action of the Master's Program Council. Where dismissal is ordered, return to Carroll Institute may be affected only by the filing of a new application for admission. Such applications are rarely approved.

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

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

Author-Created Works

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

Institutional Works

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

Recorded Materials

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

Online Courses

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

For More Help:

Reproduction of Copyrighted Works by Educators and Librarians

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

Student Resources

Online Library

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

- Integrate the best resources and make them available to students, readers, and patrons at remote access and at minimal cost.

- Enhance research and writing by developing user-friendly methods in scholarship.

- Support a global mission with evangelical partners to deliver essential resources at the points of greatest need.

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

Archives online

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

Database resources

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

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

- ATLA Religion Database is an essential tool for the study of religion. It is the premier index to journal articles, book reviews, and collections of essays in all fields of religion.

- ATLA Serials (ATLAS) is an online collection of major religion and theology journals selected by leading religion scholars and theologians. Users can read articles or research the history of a topic from as early as 1924 to the present. Currently, researchers are able to use ATLAS as a search tool to retrieve images of the pages in more than 80 different journals.

- New Testament Abstracts indexes and abstracts 500 journalism biblical studies

- Old Testament Abstracts indexes and abstracts 450 journals in biblical studies

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

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

Electronic Books

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

- ProQuest is the world's largest online library (72,000 full-text books, 1.5 million articles) with applications

- for note taking and style guides. Approximately one-fourth 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 Oxford Dictionary of the Christian Church, The Oxford English Dictionary, and over 200 other reference titles from Oxford University Press into a single interface. Oxford Biblical Studies Online combines the Oxford Bible Commentary with a variety of full text reference materials from the publisher.

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 web pages.

Custom Software

Carroll recommends software bundles of basic reference and theological resources for purchase by students from a variety of Software companies as the foundation of a personal professional library. Teaching materials included within the Carroll Learning Center such as attachments to course syllabi, provided reading materials and other items offered within the context of Carroll coursework, can 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 30,000 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.

Information Services

Purpose

B. H. Carroll Theological Institute provides access to information in order to further its mission while maintaining the privacy and accuracy of that information. The Institute is composed of various constituencies that include faculty, staff, students, and guests. It is important to fulfill the information needs of these groups while, at the same time, protecting the data. This policy outlines the rights and responsibilities of the individual as well as those of Carroll Institute pertaining to information access, storage and delivery. In addition this policy contains references to related policies, procedures and guidelines that specify in more detail how these rights and responsibilities are to be carried out.

Responsibilities

Every individual is responsible for the information that he/she controls. Each individual is responsible for the confidentiality, integrity, and availability of that information. The scope of this may range from responsibility for the information of large groups to the protection of a single individual' s password. Every user is responsible for following all relevant security policies and procedures involving electronic information and for protecting the resources under his/her control.

Network and Computer Usage Policy

The following are references, policies, and procedures that pertain to information access, network usage, storage and dissemination of information, and the security of computing equipment.

Introduction

Carroll Institute provides technology to help facilitate the academic, research, and administrative needs of students, faculty and staff, permitting the quick and efficient access and exchange of information, both within the Carroll Hub and around the globe. This valuable resource is provided as a privilege, and with that privilege comes the responsibility of all users to conduct themselves in a manner consistent with the mission, purposes and values of the Institute. It is the responsibility of every person who uses Carroll Institute Computing Resources to read and abide by this Network and Computer Usage Policy.

Applicability

This policy is applicable to the entire Carroll Institute community (students, faculty, staff and other authorized users) and to all Carroll Institute Computing Resources, whether owned, leased, contracted or managed by Carroll Institute. Carroll Institute Computing Resources include, but are not limited to: hardware (e.g. computers, mobile computing devices, servers, network devices), telecommunication equipment (e.g. phone systems, traditional phones, cell phones, smartphones), storage media (e.g. discs, flash drives, external drives), peripheral devices (e.g. printers, scanners, monitors), networks, software, electronic data.

Appropriate Use

All users of Carroll Institute Computing Resources are expected to respect the rights and privacy of other users, respect the integrity of physical facilities and controls, and respect the ownership and usage rights for digital media. Use of Carroll Institute Computing Resources must not violate any applicable laws, rules or policies, and must adhere to the Institute's Code of Conduct policy, posted in its respective Administrative, Student and Faculty Handbooks. Carroll Institute Computing Resources are intended to be used for Institute-related activities and, depending upon the circumstances, reasonable personal use. Improper use of Carroll Institute Computing Resources can result in disciplinary action. The following list, while not exhaustive, contains examples of what Carroll Institute deems to be improper use: using Carroll Institute Computing Resources for personal commercial or financial gain, consuming a significant amount of bandwidth or network resources that adversely affect the Institute's normal operation, any activity that compromises network security, knowingly installing or distributing a program, such as a computer virus, intended to damage or strain a computer or network, allowing unauthorized users to access any Carroll Institute network, using another person's account without proper authorization, using or disclosing another person's password, connecting personal computers or devices to the Carroll Institute network without prior authorization, using unauthorized network devices, such as routers, firewalls, and wireless access points, manually assigning an unauthorized IP address to a network device, attempting to access any data or information by breaching or circumventing security measures, attempts to monitor, analyze, or tamper with network data packets, personal use of Carroll Institute Computing Resources during working hours by an employee of the Institute that interferes with the employee's job performance.

In addition to violations of Carroll Institute rules, certain computer misconduct is prohibited under federal and state laws. Such misconduct can lead to a civil lawsuit and/or criminal prosecution. Examples of such misconduct include: using Carroll Institute Computing Resources to conduct illegal activity, to promote or advocate illegal activity, or to discuss illegal activities with the intent to commit them, using Carroll Institute Computing Resources to harass, defame, abuse, or threaten others, falsely obtaining electronic services or data without payment of required charges, knowingly accessing a computer or network without the effective consent of the owner, accessing, copying, transporting (to another person or location), modifying, or destroying programs, records, or data belonging to Carroll Institute or

B. H. Carroll Theological Institute • 6500 N. Belt Line Rd, Suite 100 • Irving, Texas 75063-6056
p: 972.580.7600 • f: 972.756.0600 • bhcarroll.edu

52

another user without authorization, whether such data is in transit or storage, physical theft, relocation, modification, or damage to any Carroll Institute computer or network equipment, facilities, or property.

Copyright and Intellectual Property

Unauthorized duplication of copyrighted works, such as books, movies, photographs, video games, music and software, is a violation of federal copyright law. Carroll Institute supports strict compliance with federal laws regarding copyright infringement. Anyone who engages in illegal copying shall be subject to disciplinary action under Carroll Institute's policies and may be sued in federal court by the copyright owner.

E-Mail | Electronic Communications | Social Networks

Electronic communications (e-mail, text messages, social networks, blogs, etc.) enjoy tremendous popularity in our society. Much of the communication between Carroll Institute staff, administration and students will be electronic. The informality and immediacy of electronic communications can, however, lead to content abuse. Carroll Institute neither sanctions nor censors individual expression of opinion in electronic communications, but Carroll Institute expects appropriate etiquette and civility in these communications. Electronic communications must not: contain profanity, obscenity or inappropriate jokes, harass, defame or intimidate others; misrepresent the identity of the sender; or be broadcast indiscriminately to a large number of recipients. Use common sense when communicating electronically. A good rule of thumb is to assume that any message one sends will be forwarded to other unknown persons. Never send confidential information electronically unless one uses appropriate electronic security measures, such as encryption.

Users who make use of social networks, forums and other public sites do so voluntarily, with the understanding that they may encounter material they deem offensive. Use of Carroll Institute Computing Resources to post or display offensive materials on social networks and forums may subject you to discipline by Carroll Institute. Users who subscribe, post messages, or simply browse through such sites must abide by the rules governing each in addition to Carroll Institute's policies.

Privacy | Access | Disclosure of Information

In general, information stored on a computer or sent electronically over a network is considered private and confidential, unless the owner or sender makes that information available to others. All users must respect this right of privacy. Examination of private information without authorization from the owner is a violation of this policy. Merely attempting to circumvent security measures protecting the information will be treated as a violation and may subject you to discipline.

On shared and networked computer systems, certain information about users and their activities is visible to others. Users are cautioned that certain accounting and directory information (for example, user names and electronic mail addresses), certain records of file names and executed commands, and

information stored in public areas, are not private. Nonetheless, such unsecured information about other users must not be manipulated in ways that they might reasonably find intrusive; for example, eavesdropping by computer and systematic monitoring of the behavior of others are likely to be considered invasions of privacy that would be cause for disciplinary action.

Carroll Institute will exercise reasonable security measures to protect private files and data. Nonetheless, users should understand that no security mechanisms are perfect, and the potential for unauthorized access to private information does exist. Exercise caution when creating digital files or messages containing personal or sensitive information. Shut down or lock your computer before leaving it unattended. Do not share your network password or leave it displayed on or near your computer. Many instances of unauthorized access are attributable to the careless actions of the owner.

Even though Carroll Institute deems your electronically stored information to be private, users must understand that in certain situations, such information may be accessed, reviewed and/or disclosed by Carroll Institute. If you request technical assistance, technical staff may need to view specific data in order to investigate, diagnose, or correct a problem. Carroll Institute logs network activity on a routine basis, and these logs are reviewed periodically by the system administrator. The logs include a record of user processes. The system administrator may access and review users' files and communications when it is necessary to maintain or prevent damage to systems. Carroll Institute may access the computer and electronic data of an employee who is absent or unavailable if such access is necessary to carry out the employee's job responsibilities during the absence.

Electronic data left behind by a former student or employee, excluding retirees, becomes the property of the Institute and may be accessed, archived and/or deleted, at the discretion of system administrator. Electronic data will be accessed and disclosed in connection with authorized Carroll Institute investigations of policy violations. Carroll Institute will comply with any lawful administrative or judicial order, warrant or subpoena requiring the production of electronic files or data. Carroll Institute may preserve and/or disclose any communications and/or documents in connection with civil lawsuits. These disclosures may occur even if one is not a party to the lawsuit. All such disclosures will be coordinated through legal counsel. In some situations, the law may require that Carroll Institute provide advance notice that data or files may be disclosed to a third party. Even if legal notice is not required, Carroll Institute will attempt to inform the affected persons of a data disclosure unless the circumstances warrant otherwise.

To access, review and/or disclose electronic data and information, Carroll Institute may access discs, tapes, drives and other storage media, and electronic communications, whether in transit or storage. Keep in mind that even if one deletes files or electronic communications stored on a Carroll Institute server, copies of the data may still persist on backup media and may therefore be subject to access and disclosure in the situations described above.

B. H. Carroll Theological Institute • 6500 N. Belt Line Rd, Suite 100 • Irving, Texas 75063-6056
p: 972.580.7600 • f: 972.756.0600 • bhcarroll.edu

54

Enforcement

Suspected violations of this policy will normally be handled through Carroll Institute disciplinary procedures applicable to the relevant user. Carroll Institute may suspend a user's access to Carroll Institute Computing Resources, prior to the initiation or completion of such disciplinary procedures, when it reasonably appears necessary to preserve the integrity, security, or functionality of Carroll Institute Computing Resources or to protect Carroll Institute from liability. Carroll Institute may also refer suspected violations of applicable laws to appropriate law enforcement agencies.

The Institute's system administrator shall be the primary contact for the interpretation, enforcement and monitoring of this policy and the resolution of problems concerning it. Any legal issues concerning the policy shall be referred to the appropriate officials for advice. Employees may appeal the resolution of problems in regarding this policy via the Institute's Grievance Policy.

Web Pages | Domain Names | E-Mail Addresses | Account Names

Carroll Institute maintains certain domain names and web pages considered to be "official" pages of the Institute. These official web pages are to be used for Carroll Institute business and may only be modified by authorized individuals. Using or displaying Carroll Institute logos on other web pages without the express written permission of Carroll Institute is prohibited. Additionally, users must not maintain any website, web page or internet domain name purporting or suggesting to be "official" pages of the Institute. If confusion is possible, an appropriate disclaimer should be displayed.

Carroll Institute owns all account names as well as e-mail addresses having the bhcarroll.edu domain. Carroll Institute may revoke or modify your bhcarroll.edu e-mail addresses or account names at any time. Therefore, using Carroll Institute email for personal communications is done at your own risk. Upon your separation from the Institute, excluding retirement, your right to send and receive e-mail through your bhcarroll.edu address will cease.

Security | Network Issues

Since computer systems and networks are imperfect, users are strongly requested to report any bugs or security holes to the Carroll Institute system administrator.

Likewise, users should not disseminate to others any information that could jeopardize, circumvent, or degrade system security or integrity.

B. H. Carroll Theological Institute • 6500 N. Belt Line Rd, Suite 100 • Irving, Texas 75063-6056
p: 972.580.7600 • f: 972.756.0600 • bhcarroll.edu

55

Users recognize that systems and networks are imperfect and waive any responsibility for lost work or time that may arise from their use. Carroll Institute will not compensate users for degradation or loss of personal data, software, or hardware as a result of their use of Institute-owned systems or networks, or as a result of assistance they may seek from Carroll Institute technical staff.

Carroll Institute must ensure that academic work takes precedence at all times over other computing activities in its facilities.

Data Retention and Destruction

Carroll Institute systems are backed up on a routine basis to ensure the ability to recover from computer or network failures or disturbances. Carroll Institute cannot, however, guarantee the restoration of any lost or deleted information stored on its servers.

Further, at the point in time that one's relation with Carroll Institute ends, one's access to Carroll Institute Computing Resources terminates. Therefore, a user who leaves or separates from the Institute or its employment will not necessarily have access to Institute property or any personal files, email or other data stored on Institute property. Should one utilize Carroll Institute Computing Resources to store personal files, documents and communications, he/she does so at personal risk. Carroll Institute recommends that personal data be stored on personally-owned storage media. At a minimum, one should maintain a backup copy of his/her personal data.

At no time does the Institute accept liability for the maintenance, backup, security or loss of personal data.

Rights

Carroll Institute respects the rights of the individual and the concept of "Academic Freedom." Carroll Institute provides access to information, the Carroll Institute network, the Internet, computing facilities and equipment as described above in order to help further the mission of the Institute. In addition the following policies discuss specific rights of the user.

Privacy of Information Policy

Information stored on a computer system or sent electronically over a network is the property of the individual who created it. Examination of that information without authorization from the owner is a violation of the owner's rights to control his or her own property. Systems administrators, however, may gain access to user's files when it is necessary to maintain or prevent damage to systems or to ensure compliance with other Institute rules.

Computer systems and networks provide mechanisms for the protection of private information from examination. These mechanisms are necessarily imperfect and any attempt to circumvent them in

order to gain unauthorized access to private information (including both stored computer files and messages transmitted over network) will be treated as a violation of privacy and may subject a violator to disciplinary action.

In general, information that the owner would reasonably regard as private must be treated as private by other users. Examples include the contents of electronic mail boxes, the private file storage areas of individual users, and information stored in other areas that are not public. That measures have not been taken to protect such information does not make it permissible for others to inspect it.

On shared and networked computer systems certain information about users and their activities is visible to others. Users are cautioned that certain accounting and directory information (for example, user names and electronic mail addresses), certain records of file names and executed commands, and information stored in public areas, are not private. Nonetheless, such unsecured information about other users must not be manipulated in ways that they might reasonably find intrusive; for example, eavesdropping by computer and systematic monitoring of the behavior of others are likely to be considered invasions of privacy that would be cause for disciplinary action.

Technology Resources Incident Response Policy

The purpose of this policy is to define the procedures that are to be followed when an incident is reported to, or discovered by, Carroll Institute Technology Resources. When an incident is reported through any means to the system administrator, the matter is referred t o the Institute's President or his designee. A determination is made as to the scope of the incident and the matter forwarded by Technology Resources as follows:

- Legal matter – Irving Police

- Solely a breach of the Computer Resources Policy – Technology Resources

- Student Code of Conduct or other student issue – Senior Fellows Council

- Faculty/Staff Code of Conduct issue or other faculty/staff issue – Senior Fellows Council

If the incident is handed off to outside authorities, the President or his designee will act as Institute liaison.

If the issue is deemed to be an immediate threat to the security or stability of Carroll Institute information resources such as the network or servers, Technology Resources may take immediate action to isolate the problem. Under these circumstances Technology Resources staff may disable network or account access for persons or equipment inside or outside Carroll Institute without prior notice. This action will be reported to the President as soon as is possible.

If the incident is investigated initially by Technology Resources and it is discovered that there are legal issues involved, or possible violations of any policies concerning Carroll Institute students, faculty or staff then the incident will be handed to the local police and/or Senior Fellows Council along with any evidence collected to that point. From that point on Technology Resources will assist the entity now responsible for the investigation.

During an investigation by the Senior Fellows Council or the local police, personal information including traffic logs, email, files etc. may be requested through the President. If information is requested for any other reasons it will be provided only after the approval of the President, or in his absence the Senior Fellows Council. In any case personal or private information will be protected in accordance with the Carroll Institute Privacy of Information Policy and the Computing Resource Policy as well as other applicable policies.

Academic Calendar

Academic Year 2021-2022

Alpha

July 5	Registration opens
	Application deadline for Admission
August 4	Registration closes
August 5	Classes begin
August 12	Last day to add class
Sept 29	Classes end
October 1	Application Deadline for Graduation

Emmanuel

August 30	Registration opens
	Application deadline for Admission
Sept 29	Registration closes
Sept 30	Classes begin
October 1	Application Deadline for Graduation
October 7	Last day to add class
Nov 24	
Classes end	

Paschal

December 10	Registration opens
	Application Deadline for Admission
January 9	Registration closes
January 10	Classes begin
January 17	Last day to add class
February 1	Application Deadline for Graduation
March 4	Classes end

Omega

February 1	Application Deadline for Graduation
February 14	Registration opens
	Application Deadline for Admission
March 13	Registration closes
March 14	Classes begin
March 21	Last day to add class
April 11 - 15	Holy Week Break
May 13	Classes end
May 27	Graduation 2022 (Convocation)

Summer

May 6	Registration opens
	Application Deadline for Admission
June 5	Registration closes
June 6	Classes begin
June 13	Last day to add class
July 1	Application Deadline
July 29	Classes end

Academic Year 2022-2023

Alpha

July 4	Registration opens
	Application deadline for Admission
August 3	Registration closes
August 4	Classes begin
August 11	Last day to add class
Sept 28	Classes end
October 1	Application Deadline for Graduation

Emmanuel

August 29	Registration opens
	Application deadline for Admission
Sept 28	Registration closes
Sept 29	Classes begin
October 1	Application Deadline for Graduation
October 6	Last day to add class
Nov 23	Classes end

Paschal

December 9	Registration opens
	Application Deadline for Admission
January 8	Registration closes
January 9	Classes begin
January 16	Last day to add class
February 1	Application Deadline for Graduation
March 3	Classes end

Omega

February 1	Application Deadline for Graduation
February 13	Registration opens
	Application Deadline for Admission
March 12	Registration closes
March 13	Classes begin
March 20	Last day to add class
April 3-7	Holy Week Break
May 12	Classes end
May 26	Graduation 2023 (Convocation)

Summer

May 5	Registration opens
	Application Deadline for Admission
June 4	Registration closes
June 5	Classes begin
June 12	Last day to add class
July 1	Application Deadline
July 28	Classes end

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

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

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

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

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

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

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

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

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

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

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

Scripture and Witness

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

Ugaritic
SWBLA5114

This course will consist of the reading of Ugaritic texts, systematic vocabulary acquisition, and the mastery of certain aspects of the morphology (verb paradigms, noun paradigms), phonology, and syntax of the Ugaritic language. Substantial attention will also be given to comparative philology (e.g., thus providing a window into Hebrew and Aramaic). Substantial emphasis will be placed each class period on the vocalization of the text.
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

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

Old Testament III
SWBLI5113

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

The Book of Genesis
<div align="right">**SWBLI5120**</div>

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

Genesis 1-11
<div align="right">**SWBLI5121**</div>

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
<div align="right">**SWBLI5123**</div>

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
<div align="right">**SWBLI5127**</div>

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
<div align="right">**SWBLI5133**</div>

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
<div align="right">**SWBLI5134**</div>

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

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

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

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

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

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

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

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

1 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

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

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

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 begiven 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

Pastoral Epistles
SWBLI5233

An exegetical study of 1 and 2 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

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

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

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

Johannine Epistles   SWBLI5237

An exegetical study of 1, 2, and 3 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

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

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

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

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

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

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

Theology of Paul   **SWBLI5263**

Theology of Paul
Credits: 2.00

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

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

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

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. Prerequisite: SWBPR 5211 Narrative in Biblical and Cultural Contexts.
Credits: 2.00

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

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

Christian Theology III   FHBTH5113

The nature, sources, and scope of systematic theology: the Christian life, the Church, and the consummation.
Credits: 2.00

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

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

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

Christian Heritage II
FHCHS5112

A general survey of the history of Christianity the Reformation.

Credits: 2.00

Christian Heritage III
FHCHS5113

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

Credits: 2.00

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

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

Revivals and Revivalism   **FHCHS5143**

This course is a focused study of the history of Christian revivals from the 1740s to present day.
It covers the First and Second Great Awakenings, the revival of 1857-58 (a possible Third Great
Awakening), the rise of Pentecostal Revivalism through Azusa Street and the Four Square Gospel
Church, the Welsh Revival of 1904, and modern revivalism (even the Jesus Movement). Special attention
is given to prominent personalities such as Gilbert Tennent, Jonathan Edwards, Barton Stone, Alexander
Campbell, Charles G. Finney, Dwight L. Moody, Billy Sunday, Charles Parham, William Seymour, Aimee
Semple McPherson, and Billy Graham.
Credits: 2.00

Baptist Heritage   **FHCHS5211**

A general survey of Baptist History in Britain and America from the 17th century through the modern
era.
Credits: 2.00

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Technology in Ministry   **MFLDS5311**

This course will explore and evaluate technology as it relates to churches and ministry organizations. Topics will include websites, online giving, internet safety and security, child protection, appropriate social media habits, streaming services, future technology trends, and ethics in technology.
Credits: 2.00

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

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

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

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

Clinical Pastoral Education   MFPMN5116

One unit (440 hours) of supervised pastoral care in a clinical setting under guidance of a supervisor certified by the Association for Clinical Pastoral Education (ACPE). It is recommended that student completes Pastoral Care (MFPMN5111) before entering a CPE program.
Credits: 0.00

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

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

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

Chaplain Ministry Research
MFPMN5612

Students will do in-depth reading and research in assigned topics designed to enhance learning from the prerequisite course, Chaplain Ministry (MFPMN5611)
Credits: 2.00

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

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

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

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

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

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 provides the experiential foundation for all practicum courses and is a prerequisite to Practicum I (MFPSY5541).
Credits: 3.00

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

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

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

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

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

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

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

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

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)

An additional materials fee will be charged at time of registration.
Credits: 3.00

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

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

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

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

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

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

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

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

Independent Study   MFPSY5539

Independent Study
Credits: 3.00

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

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

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

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

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

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

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

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

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

Advance Couples Counseling I   **MFPSY5554**

This course introduces students to advanced counseling techniques and methods used in helping couples manage marital conflicts, deepen their friendships, and increase intimacy based on the Sound Relationship House Theory. Various marital assessments and interventions will also be explored. Students will have an opportunity to earn Level One Gottman Certification at the conclusion of this course. This course has a prerequisite MFPSY5514 Premarital and Marriage Counseling Note: This course will be taught June 4-5, 2021.
Credits: 1.00

Relationships in Chaplain Ministry   **MFPSY5611**

A study of human relations in institutional ministry. Attention will be given to understanding the chaplain's identity and relationship to God, other individuals, groups, and the institution within which the chaplain ministers. Students will also learn about peer relationships and collegiality, as well as relationships of protégés with mentors, and supervisors with subordinates.
Credits: 2.00

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

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

Worship and Mission

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

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

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

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   **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

Issues in Contemporary Missiology   **WMMIS5112**

An introduction to the cultural, religious, and strategic elements in Christian missions. The study includes the cultural milieu for, the strategies of, and relationship with other religions involved in the mission. The study presents the teaching of Jesus as the only Savior.
Credits: 2.00

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

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

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

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 and strategies for starting these.
Credits: 2.00

New Paradigm Church

WMMIS5125

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

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

Directed Study in Missions I

WMMIS5132

A study of Christian missions in a specific region or people group.
Credits: 2.00

Directed Study in Missions II   **WMMIS5133**

A study of Christian missions in a specific region or people group.
Credits: 2.00

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

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, 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

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

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

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

Foundations of Christian Worship   **WMWOR5112**

A study of the biblical, theological, and historical foundations of Christian worship.
Credits: 2.00

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

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

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

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

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

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

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

Praxis

Directed Study   **BHCTI5100**

Credits: 2.00

Ministry Practicum   **BHCTI5200**

A vocationally relevant, experientially based supervised internship in the praxis of ministry.

Credits: 4.00

Capstone - MDiv, MACE, MAW   **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 student writes a reflective paper based on competency statements related to their corresponding degree. This document is part of the student's academic file. This course is a requisite for the completion of a student's course of study.

Credits: 0.00

Capstone - MAR   **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 (MAR) degree program.

Credits: 2.00

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

Thesis I - M.A.T.   BHCTI5214

The thesis is a formal research paper in the field of biblical, theological, or ministry studies. Students begin thesis research and prepare a prospectus to be approved by the assigned supervisor before the student begins research and writing.
Credits: 2.00

Thesis II - M.A.T.   BHCTI5215

The thesis is a formal research paper in the field of biblical, theological, or ministry studies. Students write a thesis on the basis of an approved prospectus under faculty supervision.
Credits: 2.00

Thesis - MAT Continuous Enrollment   BHCTI5216

Continuous enrollment is required along with payment of the technology fee. (MAT)
Credits: 0.00

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

Project - MAT Continuous Enrollment   BHCTI5226

Continuous enrollment is required along with payment of the technology fee. (MAT)
Credits: 0.00

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. (MDiv and MACE degrees)
Credits: 2.00

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

Supervised Ministry III - MDiv
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. (MDiv degree)
Credits: 2.00

Supervised Ministry IV (MDiv)
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. (MDiv degree)
Credits: 2.00

Supervised Ministry MAW
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. (MAW degree, two term course)
Credits: 2.00

Doctor of Ministry Course Descriptions

See DMin Handbook

Doctor of Philosophy Course Descriptions

See PhD Handbook

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.

Carroll Teaching Network (CTN)

Carroll's Teaching Network (CTN) is open to churches who desire to use the seminary's course content as part of their discipleship and leadership development programs. One of Carroll's original goals was to return theological education back to the local church—to make seminary-level education accessible to local church staff and its members. Courses—both in real time and self-paced—are made available over the Zoom platform in the Carroll Teaching Network to domestic and global students and readers.

Special relationships (and pricing) for supporting churches and associations of churches will be made available through Carroll's CTN. A listing of available real-time and self-paced courses is listed on the Teaching Church Network portal linked from the bhcarroll.edu website. Members of local churches can sign up for courses there. Students will continue to seek admission and enroll in courses via the seminary website.

Directory

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

Dr. Leon Leach, *Chairman*
Executive Vice President (Retired),
University of Texas, Tyler

Tyler, TX

Dr. Ken Hugghins, *Secretary*
Pastor, Elkins Lake Baptist Church

Huntsville, TX

Mr. Greg Cathey, *Vice Chair*
Manager of Electronics for Sam's Club

Bentonville, AR

Members

Mr. David Chisum
SVP & CFO, Presco Polymers, L.P.

Frisco, TX

Dr. Bruce Corley, *Chancellor*
B. H. Carroll Theological Institute

Irving, TX

Dr. Russell H. Dilday, *Chancellor Emeritus*
B. H. Carroll Theological Institute

Irving, TX

Dr. Stephen Hatfield, *Founding Governor*
Pastor, First Baptist Church Lewisville

Lewisville, TX

Mr. Edwin Jones
Principal at Ivey Capital Management, LLC

Fairview, TX

Mr. Jason Jones
Chief Technology Officer, SimpleLTC System, Inc.

Richardson, TX

Mr. Neal Knighton
Gift Officer, Buckner International

Dr. Ruth Allen Ollison
Pastor, Beulah Land Church

Houston, TX

Dr. David Ritsema
Pastor, First Baptist Church Waxahachie

Waxahachie, TX

Mr. Wayne Stevenson
Retired businessman and member of several non-profit and ministry boards

Frisco, TX

Dr. C. Gene Wilkes, *President*
B. H. Carroll Theological Institute

Irving, TX

Administrative Staff

Administration

Jolene Crouch
Administrative Assistant, PhD Program

Molly Floyd
Director of Online Learning

Carl Heath
Director of Information Technology

Debra Holder, *Bursar*
Director of Business Affairs

Michelle Martin
Director of Admissions

Scott Shiffer
Student Advisory Council

Jill Varnell
Development Coordinator

Adele Vermillion
Administrative Assistant

President and Senior Fellows

Gene Wilkes
President
Professor of New Testament and Leadership

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

Senior Fellows

Scott Floyd
Psychology and Counseling
Director of Master of Arts in Counseling Program

PhD and MAMFC Degrees from Southwestern Baptist Theological Seminary, Fort Worth, TX; with additional study toward the MDivBL Degree. BA with Honors degree in Psychology from Oklahoma Baptist University, Shawnee, OK.

Stan Moore
Church Music and Worship

DMA degree in Music Ministry and MCM and MM Degrees in Conducting from Southwestern Baptist Theological Seminary, Ft. Worth, TX. BME 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.

Gene Wilkes
New Testament and Leadership

PhD and MDiv degrees from Southwestern Baptist Theological Seminary. BA degree in Greek and Religion from Baylor University.

Carroll Fellows

Karen Bullock
Distinguished Professor of Christian Heritage and Director of PhD Program

PhD and MDiv BL 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. BS degree in Education from University of North Texas, Denton TX.

Joseph Cathey
Associate Professor of 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.

Adlín Cotto
Associate Professor of Christian Education and Director of Master's Degree Programs Director of Hispanic Studies

PhD in Student Ministry and MACE from Southwestern Baptist Theological Seminary, Fort Worth, TX. BS in Biology, with a minor in Psychology from the University of Puerto Rico, Mayagüez Campus.

Don Day
Lecturer in Philosophy of Religion and Director of Library and Information Services

MDiv degree from Midwestern Baptist Theological Seminary, Kansas City MO; a MA in Philosophy from Boston College; and a MS degree in Library and Information Science from Simmons College, Boston MA; BA degree from Ohio University.

Greg Tomlin
Associate Professor of Christian Heritage

MA in Church History and Theology, as well as a PhD from Southwestern Baptist Theological Seminary. He also studied at Baylor University and Boston University's Institute on Culture, Religion and World Affairs. BA in History/English from the University of Arkansas at Little Rock.

Shannon Wolf
Professor of Psychology and Counseling

PhD in Psychology and Counseling and MAMFC Degrees from Southwestern Baptist Theological Seminary, Fort Worth, TX; with a doctoral minor in Foundations of Education.

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

ThD and MDiv degrees from Southwestern Baptist Theological Seminary, Ft. Worth TX. BSEd degree from Northeastern State University, Tahlequah OK. Additional studies include Spurgeon's College London, England and the University of Cambridge, England.

William Fisher
German and French, since 2011

PhD and MDiv from Southwestern Baptist Theological Seminary; BA in French and German from Houston Baptist University.

Margaret Lawson
Principles of Teaching, Doctoral Supervisor, since 2012

PhD in Foundations of Education from Southwestern Baptist Theological Seminary; MARE from Southwestern Baptist Theological Seminary; ThB from Baptist Theological College, Johannesburg, South Africa.

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

DMA degree in Music Ministry and MM degree in Conducting from Southwestern Baptist Theological Seminary, Ft. Worth, TX. BM degree in Piano Performance from Baylor University, Waco TX.

Ebbie Smith
Ethics and Missions, since 2004

PhD in Christian Ethics and MDiv degrees from Southwestern Baptist Theological Seminary; MA Missiology from Fuller Theological Seminary; MA Sociology from the University of Texas in Arlington; BA Bible and English from Hardin-Simmons University.

William A. "Budd" Smith
Foundations of Education, Senior Fellow – Retired

PhD (Foundations of Christian Education & Psychology and Family Counseling) and MA (Religious Education) degrees from Southwestern Baptist Theological Seminary; BA (Psychology and Sociology) from Georgetown College, Georgetown KY.

Larry Standridge
Advanced Statistics, since 2008

PhD in Adult Education from Ohio State University; MRE degree from Southwestern Baptist Theological Seminary; BA in Communications and Bible from Baylor University.

David Strawn
Education and Administration, since 2004

PhD in Adult Education a minor in Foundations and additional studies in New Testament and MRE degrees from Southwestern Baptist Theological Seminary; BA 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.

Robert Williams
New Testament and Historical Theology, Doctoral Supervisor, since 2009

PhD in New Testament and Early Christian Literature from the University of Chicago; MA in New Testament and Early Christian Literature from the University of Chicago; Additional study at Dallas Theological Seminary; BA in English from Rice University.

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 for Carroll. A Resident Fellow is an expert in a special field and is appointed annually to give instruction on a part-time or discontinuous basis. Even though the Resident Fellows do not have administrative responsibilities, they are expected to be in continual dialogue with the Senior Fellows with regard to matters concerning a chosen discipline and ways of improving the delivery of courses.

Ildiko Balla
Psychology and Counseling

PhD in Counseling Psychology (2001) and MAMFC and MARE (1996) from Southwestern Baptist Theological Seminary in Fort Worth, TX, 2001; BA in Mathematics from Babes-Bolyai University, Cluj, Romania.

Don Barrick

Worship, since 2014

DWS from Robert E. Webber Institute for Worship Studies, Florida; MM from Southwestern Baptist Theological Seminary; BM from Wayland Baptist University.

Wade Berry

New Testament, Greek, since 2014

PhD in Biblical Interpretation from Brite Divinity School/Texas Christian University; MA in Theology from Southwestern Baptist Theological Seminary; BA in Christian Ministry from Williams Baptist College.

William Bryan

Old Testament, since 2004

PhD in Old Testament, B. H. Carroll Theological Institute; DMin in Pastoral Care from Northern Baptist Theological Seminary; MDiv BL from Southwestern Baptist Theological Seminary; MBA from the University of Houston; BS in Aerospace/Ocean Engineering from Virginia Tech.

Mentanna Campbell

Psychology and Counseling

PhD candidate in Counseling and Counselor Education, Current, Texas Christian University; MA in Community Mental Health Counseling, Regent University, 2014; MDiv from Southwestern Baptist Theological Seminary, Fort Worth, TX, 1995; BA Communications, Baylor University, 1992.

Dan Clement

Psychology and Counseling, since 2009

PhD in Psychology and Counseling from Southwestern Baptist Theological Seminary; MA in Religious Education and MRE degrees from Southwestern Baptist Theological Seminary; BS from Southern Colorado University.

Terry Coy

Missions

PhD Theology (1999) and MDiv (1994), Southwestern Baptist Theological Seminary, 1999; BS Psychology, Oklahoma City University, 1980.

Chris Dinwiddie

Psychology and Counseling, since 2011

PhD in Psychology and Counseling and MA in Marriage and Family Counseling from Southwestern Baptist Theological Seminary; BA in Psychology from Langston University.

Paul Dorsey

Administration, Leadership, since 2004

PhD in Adult Education and a minor in Church Administration and MRE degrees from Southwestern Baptist Theological Seminary; BS degree from Troy State University.

Marsha Ellis-Smith

Biblical Backgrounds and Old Testament, since 2010

PhD in Biblical Backgrounds and Archaeology and MDiv from Southwestern Baptist Theological Seminary; BME from Ouachita Baptist University.

William Falkner

Principles of Teaching

EdD, Memphis State University (Now University of Memphis), 1993; MRE, Southwestern Baptist Theological Seminary, Fort Worth, TX 1975; BBA, Baylor University, Waco, TX, 1972.

Malinda Fasol-Leewright

Doctoral Supervisor

PhD in Psychology and Counseling from Southwestern Baptist Theological Seminary in Fort Worth, TX, 2010; MAMFC from New Orleans Baptist Theological Seminary, New Orleans, LA, 2001; BA in Communication and Education from William Jewell College, Liberty, MO, 1993.

Karl Fickling

Director of DMin Program

BA from Baylor University, and an MDiv and PhD from Southwestern Baptist Theological Seminary.

Thomas Gamble

Christian Education, since 2009

PhD in Christian Education and MA in Religious Education from Southwestern Baptist Theological Seminary; BA in Religion and Psychology from Wayland Baptist University.

Sharon Gresham

New Testament

PhD Scripture and Witness: Biblical Theology from B. H. Carroll Theological Seminary, 2018; MAT from Southwestern Baptist Theological Seminary in Fort Worth, TX, 2008.

Paul Gritz

Doctoral Supervisor

PhD (1987) and MDiv (1980) from Southwestern Baptist Theological Seminary in Fort Worth, TX; MA from Oxford University, England, 1974; BA in History from Oklahoma Baptist University, Shawnee, OK, 1972.

Stephen Hatfield

New Testament and Christian Disciplines, since 2004

PhD in New Testament and MDiv degrees from Southwestern Baptist Theological Seminary; BA in English from Ouachita Baptist University.

Rob Hewell

Worship, since 2011

DMin in Worship from San Francisco Theological Seminary; MCM from Southwestern Baptist Theological Seminary; BME from Midwestern State University.

Danny Howe

Theology, since 2014

PhD in Theology and MDiv from Southwestern Baptist Theological Seminary; BA in Bible from Howard Payne University.

Kenneth Hugghins

New Testament, since 2004

PhD in New Testament and MDiv degrees from Southwestern Baptist Theological Seminary; BA in Sociology/Social Work from Baylor University.

Rhonda Johnson

Psychology and Counseling, since 2015

PhD in Psychology/Counseling from Southwestern Baptist Theological Seminary, Fort Worth, Texas; MA in Marriage and Family Counseling and MACE from Southwestern Baptist Theological Seminary; BA from Oklahoma Baptist University.

Rick Johnson

Old Testament, Doctoral Supervisor, since 2007

PhD and MDiv from Southwestern Baptist Theological Seminary; BA from Louisiana College; additional Studies at Eberhard Karls Universitat, Tubingen, Germany.

Hongnak Koo

Evangelism, since 2017

PhD 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.

Milton Lites

Doctoral Supervisor, since 2016

Doctor of Musical Arts (1988) from Southwestern Baptist Theological Seminary in Fort Worth, TX; MA of Music (1962) from Southwestern Baptist Theological Seminary in Fort Worth, TX; BA in Music (1959) from Louisiana Tech University, Ruston, Louisiana.

Denorah Méndez

Doctoral Supervisor

PhD at the Oxford Centre for Missions Studies and University of Wales, Oxford, UK (2005); MDiv with Biblical Languages from Southwestern Baptist Theological Seminary, Fort Worth, TX (1993); BA in Theology and Church History Seminario Teologica Bautista Mexicano, Mexico (1989); BSc in Informatics, Instituto Tecnologico De Durango, Durango, Mexico (1983).

Darren Middleton

Philosophy, Doctoral Supervisor, since 2012

PhD in Literature and Theology at the University of Glasgow, Scotland; MPhil from the University of Oxford, England; BA from the University of Manchester, England in Theology and Religious Studies.

Walter Norvell

Christian Disciplines, since 2008

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

Albert Reyes

Leadership, since 2018

PhD Leadership (Global Leadership Concentration), School of Education, Andrews University, 2009; DMin Missiology and MDiv Theology, School of Theology, Southwestern Baptist Theological Seminary, Fort Worth, TX; BS Administration Management, School of Business, Angelo State University, 1981.

David Ritsema

New Testament, since 2010

PhD in New Testament from B. H. Carroll Theological Institute; MDiv and BA degrees from Baylor University.

Joshua Rose

Ministry and Formation, since 2015

PhD in Foundations of Education from B. H. Carroll Theological Institute; MA in Christian Education from Southwestern Baptist Theological Seminary; BA in History from University of Texas at Arlington.

Lori Ryan
Psychology and Counseling

PhD in Ministry Formation (Counseling) from B. H. Carroll Theological Institute, 2017.

Michelle Salzman
Psychology and Counseling

MAMFC and MARE from Southwestern Baptist Theological Seminary in Fort Worth, TX, 1993.

Todd Saurman
Doctoral Supervisor, since 2016

Robert Schulze
New Testament, since 2011

PhD in New Testament and MDiv degrees from Southwestern Baptist Theological Seminary; BA in Religion from University of Mary Hardin-Baylor.

Scott Shiffer
Christian Theology, since 2011

PhD in Theology from B. H. Carroll Theological Institute (2014); MA in Theology from Southwestern Baptist Theological Seminary (2005); BA in Biblical Studies from Dallas Baptist University (2002).

John Swann
Old Testament, Since 2019

PhD in Old Testament from B. H. Carroll Theological Seminary in Irving, TX, 2015; MA (Theology) from Southwestern Baptist Theological Seminary in Fort Worth, TX, 2002; BA Biblical Studies from Southwest Baptist University, Bolivar, MO, 2000.

Allan Thompson
Leadership, since 2014

PhD in Leadership Studies from Dallas Baptist University; MRE from Southwestern Baptist Theological Seminary; BA in Music Education from McNeese State University.

Justin Tollison
Christian Heritage, since 2013

PhD in Christian Heritage from B. H. Carroll Theological Institute; MDiv from Southwestern Baptist Theological Seminary; BA in Bible at Hardin-Simmons University.

Daniel Tran
Religious Worldviews, (Vietnam), since 2013

DMin and MTh from Dallas Theological Seminary; MCM from Asian Theological Seminary, Philippines; BA in English from the University of Dalat, Vietnam.

Tommy Vaughn
Psychology and Counseling

PhD in Psychology/Counseling from B. H. Carroll Theological Institute, 2016; DEd Min (2003) and MARE(1996) from Southwestern Baptist Theological Seminary; MA in General and Clinical Psychology from East Tennessee State University, 1985; BS Psychology, Wofford College, Spartanburg, SC, 1983.

Paul Vo
Biblical Languages, since 2017

Doctor of Theology from North Central Theological Seminary, Minneapolis MN, 2015; DMin from Mid-America Baptist Theological Seminary, Germantown, TN, 2000; MDiv from New Orleans Baptist Theological Seminary in New Orleans, LA, 1986; BS in Accounting from West Liberty State College, WV, 1978.

Reagan White
Philosophy of Religion, since 2013

PhD in Philosophy of Religion from Southwestern Baptist Theological Seminary; MDiv from Southwestern Baptist Theological Seminary; BA in Journalism from Texas Tech University.

Scott Whitson
Pastoral Ministry

PhD Missional Leadership, B. H. Carroll Theological Institute, 2019; MARE (1994), MAMF (1994), MDiv (1989), Southwestern Baptist Theological Seminary, Fort Worth, TX, 1994 BA Foreign Service, Baylor University, Waco, TX, 1986.

W. Rick Yount
Educational Psychology, since 2012

PhD in Educational Research from University of North Texas; PhD in Foundations of Education from Southwestern Baptist Theological Seminary; MARE from Southwestern Baptist Theological Seminary; BA in Psychology and Counseling from University of Maryland.