

CRISWELL COLLEGE



2016–2017 CATALOG

VOLUME 42

This catalog describes the policies and academic programs of Criswell College in effect at the time of publication. The information contained herein is for planning purposes only and is subject to change without notice.

All applicants desiring admission to Criswell College will be considered without regard to race, nationality, ethnicity, gender, or disability.

Criswell College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award Associate of Arts, Bachelor of Arts, Master of Arts, and Master of Divinity degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Criswell College.

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MESSAGE FROM THE PRESIDENT DR. BARRY CREAMER

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Since its establishment in 1970, Criswell College has played a unique and important role in Baptist and church life. Thankful for that legacy, we continue to build an institution of higher learning that is devoted to academic excellence and spiritual vitality.

Many of our graduates describe their time at Criswell as one of the most transformational periods of their lives; years spent in an academically rigorous environment, meeting apt and creative peers with whom they connect, grow, and maintain lifelong contact. At the close of their course of study, our graduates are well equipped for further study and are poised to meet challenges in whatever field they choose to pursue.

Criswell maintains a credentialed and experienced faculty who are devoted to ministry and to the church. The college's relatively small size enables professors not only to instruct but also mentor, providing students the opportunity to explore theological issues both safely and deeply, and obtain the skills necessary to influence society.

We are honored by your interest in Criswell College. We choose our students carefully as we are invested in their academic and spiritual development and the contributions to society they will offer. We hope you will consider joining us in the scholarly and community experience that constitutes the pursuit of a Criswell College degree.



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“ It is to be an institution whose purpose is to prepare men and women for the work of the christian ministry, church-wide and kingdom-wide. This includes lay people and those called by the Holy Spirit to be pastors, missionaries, and kingdom workers. ”

— W. A. CRISWELL (1909 - 2002)
FOUNDER AND CHANCELLOR

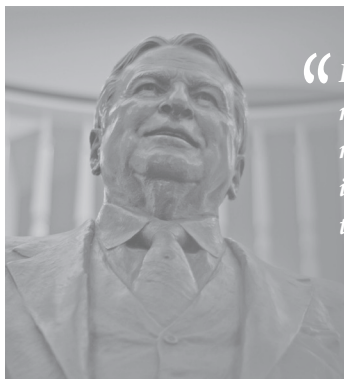


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2016–2017 ACADEMIC CALENDAR

2016 Fall Semester

August 1-5	Registration week
August 15	First day of classes
August 15	Late registration begins
August 19	Late registration ends
August 26	Last day to add
September 5	Labor Day/Holiday
October 21	Last day to drop – W
November 21-25	Fall break
November 24-25	Thanksgiving/Holiday
December 1	Institutional aid application deadline for spring 2017—all students
December 5-9	Final exams
December 9	SP-17 graduation application deadline
December 26-30	Christmas/Holiday
January 2	New Year's Day observed

2017 Spring Semester

January 3-6	Registration week
January 16	Martin Luther King Day/Holiday
January 17	First day of classes
January 17	Late registration begins
January 20	Late registration ends
January 27	Last day to add
February 7	Fall 2016 incomplete coursework due
March 24	Last day to drop – W
March 13-17	Spring break*
April 14	Good Friday/Holiday
April 15	Federal and institutional aid application deadline for 2017-18 returning students
May 8-12	Final exams
May 13	Graduation

2016 Fall 8-Week Terms

Term 1

August 15	First day of classes
September 16	Last day to drop – W
October 7	Final exams

Term 2

October 10	First day of classes
November 4	Last day to drop – W
December 9	Final exams

2017 Spring 8-Week Terms

Term 1

January 17	First day of classes
February 17	Last day to drop – W
March 10	Final exams

Term 2

March 20	First day of classes
April 21	Last day to drop – W
May 12	Final exams

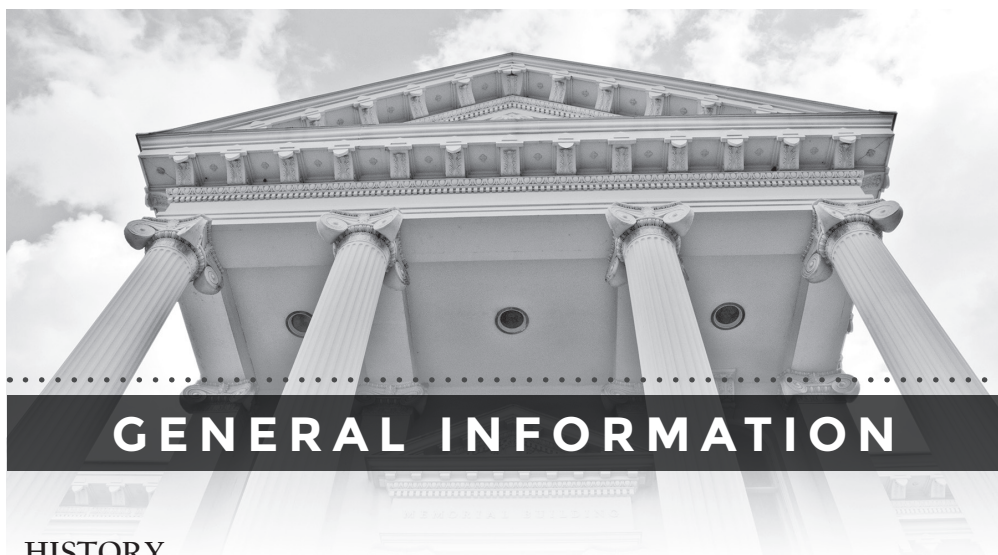
2016 Winter Term

December 12	First day of classes
December 12	Late registration
December 28	Last day to drop – W
January 6	Final exams

2017 Summer Term

May 22	First day of classes
May 22	Late registration
May 26	Last day to add
June 23	Last day to drop – W
July 11	Spring 2017 incomplete coursework due
July 14	Final exams
July 15	Federal and institutional aid application deadline for 2017-18 new students

*Dates subject to change.



HISTORY

Founding and Development

On October 5, 1969, his twenty-fifth anniversary as the pastor of First Baptist Dallas, Dr. W. A. Criswell presented to the church his vision for an institute that would provide biblical teaching for lay people that would be both intellectually and spiritually sound. The church enthusiastically approved the recommendation on October 7, 1970, and began developing the curriculum that would reflect the nature of the lifelong ministry of W. A. Criswell: teaching centered on the Bible, with an evangelical theology and evangelistic passion.

Classes began on January 12, 1971 with two certificate programs consisting of twelve semester hours of study in theology and the Old and New Testaments. On the first night, 329 students enrolled. For the next two years the institute operated as a night school, providing working lay people with an education previously unavailable to them at a convenient time.

By 1973 a three-year diploma program had been established, and by 1977 both a bachelor's and master's program were instituted. The American Association of Bible Colleges (AABC) accredited the undergraduate programs in 1979, and in 1985 the Southern Association of Colleges and Schools (SACS) accredited all programs of study. At that time the name of the institute changed to Criswell College. Since its founding the institute had been housed in the facilities of First Baptist Church, but in 1989 prayers for a dedicated campus were answered and the Gaston Avenue property was acquired. The property was remodeled and in January 1991, the college moved onto its own campus just minutes from Downtown Dallas.

Since that time the college has created and maintained a governing board independent from First Baptist Church Dallas, and developed other undergraduate and graduate pro-

grams, diversifying its curriculum to include various majors in addition to the biblical studies major. The college has also established several online graduate degree programs.

Although the organization has developed from an institute for lay people to an accredited college, its distinctives have not changed: an uncompromising commitment to the inerrancy of Scripture, expository preaching, the study of biblical languages, personal evangelism, international missions, and hands-on practical ministry training. Each student who graduates from Criswell has some training in all of these areas, equipping them to influence the culture for Christ in whichever field they pursue.

Historical Timeline

1970	W. A. Criswell and First Baptist Church Dallas found Criswell Bible Institute
1971	Evening classes begin with 329 students
1972	Dr. H. Leo Eddleman becomes the first full-time President and Dr. Criswell is named Chancellor
1973	Day classes begin
1974	Three-year diploma program initiated
1975	Dr. Paige Patterson becomes President
1975	Bachelor's program introduced
1977	Criswell Graduate School of the Bible opens
1979	Undergraduate programs accredited by the American Association of Bible Colleges
1985	All programs accredited by Southern Association of Colleges and Schools (SACS)
1985	Criswell Bible Institute becomes Criswell College
1990	Criswell College moves to its Gaston Avenue campus
1992	Dr. Richard Melick, Jr. becomes President
1996	Dr. C. Richard Wells becomes President
2001	Criswell College becomes affiliated with the Southern Baptists of Texas Convention
2002	Founder and Chancellor, W. A. Criswell, laid to rest
2003	Dr. Jerry A. Johnson becomes President
2010	Criswell College creates a new governing board
2010	Dr. Jerry A. Johnson returns as President
2014	Dr. Barry Creamer becomes President

ACCREDITATION, AFFILIATIONS, AND MEMBERSHIPS

Criswell College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award the Associate of Arts, Bachelor of Arts, Master of Arts, and Master of Divinity degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Criswell College.

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Criswell College participates in the Title IV federal funding program which provides financial aid to eligible students. The college is also approved for the training of eligible veterans under the GI Bill education benefits, Title 38, U.S. Code. Interested parties should contact the Department of Veterans' Affairs or the college's veterans' representative in the Registrar's Office.

Criswell College is authorized by the U.S. Department of Homeland Security, under Federal law, to enroll non-immigrant international students.

The administrators of the college maintain memberships in the following professional and academic officers' regional and national associations: the Association for Governing Boards, College and University Personnel Association, Evangelical Council for Financial Accountability, National Association of Christian College Admissions Personnel, Texas Association of Collegiate Registrars and Admissions Officers, Southern Association of Collegiate Registrars and Admission Officers, National Research Center for College and University Admissions, North American Coalition for Christian Admissions Professionals, Association for Institutional Research, Association of Christian Librarians, and Texas Association of Collegiate Registrars and Admission Officers.

The faculty of the college hold memberships with professional and scholarly societies, including the Evangelical Theological Society, Evangelical Philosophical Society, Evangelical Missiological Society, Institute for Biblical Research, Society of Biblical Literature, American Schools of Oriental Research, Language Association of America, The Evangelical Homiletics Society, Near Eastern Archaeology Society, Biblical Archaeology Society, Association for Christians in Student Development, American Association of Christian Counselors, Christian Association for Psychological Studies, Texas Psychological Association, Dallas Psychological Association, and others.

MISSION STATEMENT

The mission of Criswell College is to provide ministerial and professional higher education for men and women preparing to serve as Christian leaders throughout society, while maintaining an institutional commitment to biblical inerrancy.

COMMUNICATIONS

Criswell College strives to maintain a presence in all forms of new media. Through the use of social media platforms such as Facebook, Twitter, and Instagram, the college speaks to thousands of people from churches to students to atheists. The purpose of these endeavors is to keep the public apprised of what God is doing at the college and to educate and inspire the broader culture with the good news of Jesus Christ.

Five days per week, Criswell College broadcasts on KCBI-FM the program *Coffee with Creamer*, hosted by the President and Professor Dr. Barry Creamer. Each day KCBI-FM features America's favorite Bible teaching and Christian music, along with award-winning news and information programs. The radio station has broadcast hope and

help for thirty-five years and is on the air twenty-four hours a day. KCBI is supported by voluntary contributions from thousands of believers, with membership in over 1,000 different churches. More than a radio station, KCBI-FM is a full-time ministry, touching lives here and around the world.

ENDOWED CHAIRS

Hope for the Heart Chair of Biblical Counseling

The purpose of the bachelor's psychology major and master's counseling degree programs at Criswell College is to train biblical counselors to minister effectively to the needs of the hurting within a distinctly Christian worldview.

Dr. June Hunt is founder of Hope for the Heart, a worldwide biblical counseling broadcast heard daily across America (90.9 KCBI in Dallas) and a live two-hour call-in counseling program heard each week night. She has developed Counseling Through the Bible, a scripturally-based counseling course addressing one hundred topics in her "reality counseling" format. Dr. Hunt has also authored the Biblical Counseling Keys—a curriculum designed to teach healthy thinking and living patterns. These Counseling Keys have become the foundation for the Biblical Counseling Institute for Hope, initiated by Criswell College, where Dr. Hunt earned her Master of Arts degree in counseling. The Hope for the Heart Chair for Biblical Counseling was established to train future leaders to apply God's truth to today's problems.

W. A. Criswell Chair of Expository Preaching

In 1970, out of his deep concern over liberalism seeping into the pulpits of America, Dr. Criswell founded Criswell College in Dallas to train a new generation of expository preachers who would stand confidently on the inerrancy and authority of the Bible as the Word of God. What Spurgeon was to the nineteenth century, W. A. Criswell was to the twentieth. An expositor and orator without peer, he had a scholar's mind, a pastor's heart, and a missionary's zeal. He was devoted to the church of the Lord Jesus Christ, and longed to see preachers prepared to preach the Bible for the salvation of the lost and growth in grace of the saved.

The Criswell Foundation, under Mr. Jack Pogue's leadership, leaves this legacy through the W. A. Criswell Chair of Expository Preaching for new generations of Christian leaders that is captured in the closing line of Dr. Criswell's weekly "Pastor's Pen" column in which he stated, "I'll see you Sunday with a Bible in my hand, and a message from God in my heart."

W. A. Criswell – Jack Pogue Chair of Evangelism

"This above all else: the saving of the lost!" was Dr. Criswell's primary aspiration for Criswell College. While the school expands its degree offerings, it will never lose its focus on local church ministry, biblical inerrancy, and the need for people personally

to repent of sin and trust the Lord Jesus Christ for salvation. Supported by the W. A. Criswell Foundation and the guidance of Mr. Pogue, the W. A. Criswell – Jack Pogue Chair of Evangelism helps support ministry training in areas such as church planting and revitalization, evangelism, and missions. Each semester at Criswell College students and professors engage in personally sharing the gospel with unbelievers. Dr. Criswell himself modeled such commitment, not only from the pulpit with every sermon he preached, but in his day-to-day personal life as well, sharing the good news of Jesus' death, burial, and resurrection, and the hope only He can bring. Mr. Pogue carries on this legacy in his own ministry in many ways, not least by managing the funding for the Chair of Evangelism, which ultimately results in people hearing and being changed by the gospel.

INSTITUTES

Church Planting and Revitalization Center

The Church Planting and Revitalization Center at Criswell exists to educate students in church planting and church revitalization principles, and place students in local church planting and church revitalization efforts. Through the Center's tiered scholarship program, students gain at least three semesters of practical experience in church planting or church revitalization efforts, preparing them for practical ministry in the world. The Center is funded through private donors, local churches, local associations, and the Southern Baptists of Texas Convention.

Criswell Institute for Philosophy, Politics, and Economics

The purpose of the Criswell Institute for Philosophy, Politics, and Economics is to help develop critical, Christian thought concerning these three areas. It does so through research, writing, education, outreach, and praxis, exploring how the disciplines may effect positive change locally, nationally, and globally. The institute's vision is to connect Christian believers with specific vocations, activities, and resources related to the fields of philosophy, politics, and economics, interacting and connecting with activities and entities like churches and ministries, graduate schools and law schools, elected and appointed officials, business, microfinance, and community development, non-profit institutes, centers, and foundations, media outlets and publishers, cultural events and the arts, and policy formation and analysis. The institute's core principles include the belief that truth, goodness, and beauty exist and are grounded in God's nature and character, that power tends to corrupt, that limited government and the rule of law are foundational, that utopian schemes tend toward more harm than good, and that private property, entrepreneurship, free markets, and no unnecessary regulation are the ideal.

Hope For The Heart Counseling Institute

Criswell College partners with Hope for the Heart, a nationwide radio ministry featuring Dr. June Hunt. The college offers the choice of a psychology major in its B.A. degree and a Master of Arts in Counseling. This relationship with Hope for the Heart Counseling Institute offers student opportunities for in-service practicums at the Master's level and observational opportunities for undergraduates.

CRISWELL COLLEGE ARTICLES OF FAITH

Criswell College operates under a confessional statement. In keeping with a long tradition, the college has adopted the Southern Baptist Convention's Baptist Faith and Message (2000) doctrinal statement, with several amendments added (in italics) to make it more consistent with Dr. Criswell's theology:

I. The Scriptures

The Holy Bible was written by men divinely inspired and is God's revelation of Himself to man. It is a perfect treasure of divine instruction. It has God for its author, salvation for its end, and truth, without any mixture of error, for its matter. *It is inerrant and infallible in its original manuscripts which are to be taken as verbally inspired.* Therefore, all Scripture is totally true and trustworthy. It reveals the principles by which God judges us, and therefore is, and will remain to the end of the world, the true center of Christian union, and the supreme standard by which all human conduct, creeds, and religious opinions should be tried. All Scripture is a testimony to Christ, who is Himself the focus of divine revelation.

Exodus 24:4; Deuteronomy 4:1-2; 17:19; Joshua 8:34; Psalm 19:7-10; 119:11,89,105, 140; Isaiah 34:16; 40:8; Jeremiah 15:16; 36:1-32; Matthew 5:17-18; 22:29; Luke 21:33; 24:44-46; John 5:39; 16:13-15; 17:17; Acts 2:16ff.; 17:11; Romans 15:4; 16:25-26; 2 Timothy 3:15-17; Hebrews 1:1-2; 4:12; 1 Peter 1:25; 2 Peter 1:19-21.

II. God

There is one and only one living and true God. He is an intelligent, spiritual, and personal Being, the Creator, Redeemer, Preserver, and Ruler of the universe. God is infinite in holiness and all other perfections. God is all powerful and all knowing; and His perfect knowledge extends to all things, past, present, and future, including the future decisions of His free creatures. To Him we owe the highest love, reverence, and obedience. The eternal triune God reveals Himself to us as Father, Son, and Holy Spirit, with distinct personal attributes, but without division of nature, essence, or being.

A. God the Father

God as Father reigns with providential care over His universe, His creatures, and the flow of the stream of human history according to the purposes of His grace. He is all powerful, all knowing, all loving, and all wise. God is Father in truth to those who become children of God through faith in Jesus Christ. He is fatherly in His attitude toward all men.

Genesis 1:1; 2:7; Exodus 3:14; 6:2-3; 15:11ff.; 20:1ff.; Leviticus 22:2; Deuteronomy 6:4; 32:6; 1 Chronicles 29:10; Psalm 19:1-3; Isaiah 43:3,15; 64:8; Jeremiah 10:10; 17:13; Matthew 6:9ff.; 7:11; 23:9; 28:19; Mark 1:9-11; John 4:24; 5:26; 14:6-13; 17:1-

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8; Acts 1:7; Romans 8:14-15; 1 Corinthians 8:6; Galatians 4:6; Ephesians 4:6; Colossians 1:15; 1 Timothy 1:17; Hebrews 11:6; 12:9; 1 Peter 1:17; 1 John 5:7.

B. God the Son

Christ is the eternal Son of God. In His incarnation as Jesus Christ, He was conceived of the Holy Spirit and born of the virgin Mary. Jesus perfectly revealed and did the will of God, taking upon Himself human nature with its demands and necessities and identifying Himself completely with mankind yet without sin. He honored the divine law by His personal obedience and, in His substitutionary death on the cross, He made provision for the redemption of men from sin. He was raised from the dead with a glorified body and appeared to His disciples as the person who was with them before His crucifixion. He ascended into heaven and is now exalted at the right hand of God where He is the One Mediator, fully God, fully man, in whose Person is effected the reconciliation between God and man. He will return in power and glory to judge the world and to consummate His redemptive mission. He now dwells in all believers as the living and ever present Lord.

Genesis 18:1ff.; Psalms 2:7ff.; 110:1ff.; Isaiah 7:14; 53; Matthew 1:18-23; 3:17; 8:29; 11:27; 14:33; 16:16,27; 17:5; 27; 28:1-6,19; Mark 1:1; 3:11; Luke 1:35; 4:41; 22:70; 24:46; John 1:1-18,29; 10:30,38; 11:25-27; 12:44-50; 14:7-11; 16:15-16,28; 17:1-5,21-22; 20:1-20,28; Acts 1:9; 2:22-24; 7:55-56; 9:4-5,20; Romans 1:3-4; 3:23-26; 5:6-21; 8:1-3,34; 10:4; 1 Corinthians 1:30; 2:2; 8:6; 15:1-8,24-28; 2 Corinthians 5:19-21; 8:9; Galatians 4:4-5; Ephesians 1:20; 3:11; 4:7-10; Philippians 2:5-11; Colossians 1:13-22; 2:9; 1 Thessalonians 4:14-18; 1 Timothy 2:5-6; 3:16; Titus 2:13-14; Hebrews 1:1-3; 4:14-15; 7:14-28; 9:12-15,24-28; 12:2; 13:8; 1 Peter 2:21-25; 3:22; 1 John 1:7-9; 3:2; 4:14-15; 5:9; 2 John 7-9; Revelation 1:13-16; 5:9-14; 12:10-11; 13:8; 19:16.

C. God the Holy Spirit

The Holy Spirit is the Spirit of God, fully divine. He inspired holy men of old to write the Scriptures. Through illumination, He enables men to understand truth. He exalts Christ. He convicts men of sin, of righteousness, and of judgment. He calls men to the Savior and effects regeneration. At the moment of regeneration, He baptizes every believer into the Body of Christ. He cultivates Christian character, comforts believers, and bestows the spiritual gifts by which they serve God through His church. He seals the believer unto the day of final redemption. His presence in the Christian is the guarantee that God will bring the believer into the fullness of the stature of Christ. He enlightens and empowers the believer and the church in worship, evangelism, and service.

Genesis 1:2; Judges 14:6; Job 26:13; Psalms 51:11; 139:7ff.; Isaiah 61:1-3; Joel 2:28-32; Matthew 1:18; 3:16; 4:1; 12:28-32; 28:19; Mark 1:10,12; Luke 1:35; 4:1,18-19; 11:13; 12:12; 24:49; John 4:24; 14:16-17,26; 15:26; 16:7-14; Acts 1:8; 2:1-4,38; 4:31;

5:3; 6:3; 7:55; 8:17,39; 10:44; 13:2; 15:28; 16:6; 19:1-6; Romans 8:9-11,14-16,26-27; 1 Corinthians 2:10-14; 3:16; 12:3-11,13; Galatians 4:6; Ephesians 1:13-14; 4:30; 5:18; 1 Thessalonians 5:19; 1 Timothy 3:16; 4:1; 2 Timothy 1:14; 3:16; Hebrews 9:8,14; 2 Peter 1:21; 1 John 4:13; 5:6-7; Revelation 1:10; 22:17.

III. Man

Man is the special creation of God, made in His own image. He created them male and female as the crowning work of His creation. The gift of gender is thus a part of the goodness of God's creation. In the beginning, man was innocent of sin and was endowed by his Creator with freedom of choice. By his free choice, man sinned against God and brought sin into the human race. Through the temptation of Satan, man transgressed the command of God, and fell from his original innocence, whereby his posterity inherited a nature and an environment inclined toward sin. Therefore, as soon as they are capable of moral action, they become transgressors and are under condemnation. Only the grace of God can bring man into His holy fellowship and enable man to fulfill the creative purpose of God. The sacredness of human personality is evident in that God created man in His own image, and in that Christ died for man; therefore, every person of every race possesses full dignity and is worthy of respect and Christian love.

Genesis 1:26-30; 2:5,7,18-22; 3; 9:6; Psalms 1; 8:3-6; 32:1-5; 51:5; Isaiah 6:5; Jeremiah 17:5; Matthew 16:26; Acts 17:26-31; Romans 1:19-32; 3:10-18,23; 5:6,12,19; 6:6; 7:14-25; 8:14-18,29; 1 Corinthians 1:21-31; 15:19,21-22; Ephesians 2:1-22; Colossians 1:21-22; 3:9-11.

IV. Salvation

Salvation involves the redemption of the whole man, and is offered freely to all who accept Jesus Christ as Lord and Saviour, who by His own blood obtained eternal redemption for the believer. In its broadest sense, salvation includes regeneration, justification, sanctification, and glorification. There is no salvation apart from personal faith in Jesus Christ as Lord.

- A. Regeneration, or the new birth, is a work of God's grace whereby believers become new creatures in Christ Jesus. It is a change of heart wrought by the Holy Spirit through conviction of sin, to which the sinner responds in repentance toward God and faith in the Lord Jesus Christ. Repentance and faith are inseparable experiences of grace. Repentance is a genuine turning from sin toward God. Faith is the acceptance of Jesus Christ and commitment of the entire personality to Him as Lord and Savior.
- B. Justification is God's gracious and full acquittal, upon principles of His righteousness, of all sinners who repent and believe in Christ. Justification brings the believer unto a relationship of peace and favor with God.
- C. Sanctification is the experience, beginning in regeneration, by which the believer is set apart to God's purposes, and is enabled to progress toward

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moral and spiritual maturity through the presence and power of the Holy Spirit dwelling in him. Growth in grace should continue throughout the regenerate person's life.

- D. Glorification is the culmination of salvation and is the final blessed and abiding state of the redeemed.

Genesis 3:15; Exodus 3:14-17; 6:2-8; Matthew 1:21; 4:17; 16:21-26; 27:22-28:6; Luke 1:68-69; 2:28-32; John 1:11-14,29; 3:3-21,36; 5:24; 10:9,28-29; 15:1-16; 17:17; Acts 2:21; 4:12; 15:11; 16:30-31; 17:30-31; 20:32; Romans 1:16-18; 2:4; 3:23-25; 4:3ff.; 5:8-10; 6:1-23; 8:1-18,29-39; 10:9-10,13; 13:11-14; 1 Corinthians 1:18,30; 6:19-20; 15:10; 2 Corinthians 5:17-20; Galatians 2:20; 3:13; 5:22-25; 6:15; Ephesians 1:7; 2:8-22; 4:11-16; Philippians 2:12-13; Colossians 1:9-22; 3:1ff.; 1 Thessalonians 5:23-24; 2 Timothy 1:12; Titus 2:11-14; Hebrews 2:1-3; 5:8-9; 9:24-28; 11:1-12:8,14; James 2:14-26; 1 Peter 1:2-23; 1 John 1:6-2:11; Revelation 3:20; 21:1-22:5.

V. God's Purpose of Grace

Election is the gracious purpose of God, according to which He regenerates, justifies, sanctifies, and glorifies sinners. It is consistent with the free agency of man, and comprehends all the means in connection with the end. It is the glorious display of God's sovereign goodness, and is infinitely wise, holy, and unchangeable. It excludes boasting and promotes humility.

All true believers endure to the end. Those whom God has accepted in Christ, and sanctified by His Spirit, will never fall away from the state of grace, but shall persevere to the end. Believers may fall into sin through neglect and temptation, whereby they grieve the Spirit, impair their graces and comforts, and bring reproach on the cause of Christ and temporal judgments on themselves; yet they shall be kept by the power of God through faith unto salvation.

Genesis 12:1-3; Exodus 19:5-8; 1 Samuel 8:4-7,19-22; Isaiah 5:1-7; Jeremiah 31:31ff.; Matthew 16:18-19; 21:28-45; 24:22,31; 25:34; Luke 1:68-79; 2:29-32; 19:41-44; 24:44-48; John 1:12-14; 3:16; 5:24; 6:44-45,65; 10:27-29; 15:16; 17:6,12,17-18; Acts 20:32; Romans 5:9-10; 8:28-39; 10:12-15; 11:5-7,26-36; 1 Corinthians 1:1-2; 15:24-28; Ephesians 1:4-23; 2:1-10; 3:1-11; Colossians 1:12-14; 2 Thessalonians 2:13-14; 2 Timothy 1:12; 2:10,19; Hebrews 11:39-12:2; James 1:12; 1 Peter 1:2-5,13; 2:4-10; 1 John 1:7-9; 2:19; 3:2.

VI. The Church

A New Testament church of the Lord Jesus Christ is an autonomous local congregation of baptized believers, associated by covenant in the faith and fellowship of the gospel; observing the two ordinances of Christ, governed by His laws, exercising the gifts, rights, and privileges invested in them by His Word, and seeking to extend the gospel to the ends of the earth. Each congregation operates under the Lordship of Christ through democratic processes. In such a congregation, each member is responsible and accountable to Christ

as Lord. Its scriptural officers are pastors and deacons. While both men and women are gifted for service in the church, the office of pastor is limited to men, as qualified by Scripture. The New Testament speaks also of the church as the Body of Christ which includes all of the redeemed of all the ages, believers from every tribe, and tongue, and people, and nation.

Matthew 16:15-19; 18:15-20; Acts 2:41-42,47; 5:11-14; 6:3-6; 13:1-3; 14:23,27; 15:1-30; 16:5; 20:28; Romans 1:7; 1 Corinthians 1:2; 3:16; 5:4-5; 7:17; 9:13-14; 12; Ephesians 1:22-23; 2:19-22; 3:8-11,21; 5:22-32; Philippians 1:1; Colossians 1:18; 1 Timothy 2:9-14; 3:1-15; 4:14; Hebrews 11:39-40; 1 Peter 5:1-4; Revelation 2-3; 21:2-3.

VII. Baptism and the Lord's Supper

Christian baptism is the immersion of a believer in water in the name of the Father, the Son, and the Holy Spirit. It is an act of obedience symbolizing the believer's faith in a crucified, buried, and risen Saviour, the believer's death to sin, the burial of the old life, and the resurrection to walk in newness of life in Christ Jesus. It is a testimony to his faith in the final resurrection of the dead. Being a church ordinance, it is prerequisite to the privileges of church membership and to the Lord's Supper.

The Lord's Supper is a symbolic act of obedience whereby members of the church, through partaking of the bread and the fruit of the vine, memorialize the death of the Redeemer and anticipate His second coming.

Matthew 3:13-17; 26:26-30; 28:19-20; Mark 1:9-11; 14:22-26; Luke 3:21-22; 22:19-20; John 3:23; Acts 2:41-42; 8:35-39; 16:30-33; 20:7; Romans 6:3-5; 1 Corinthians 10:16,21; 11:23-29; Colossians 2:12.

VIII. The Lord's Day

The first day of the week is the Lord's Day. It is a Christian institution for regular observance. It commemorates the resurrection of Christ from the dead and should include exercises of worship and spiritual devotion, both public and private. Activities on the Lord's Day should be commensurate with the Christian's conscience under the Lordship of Jesus Christ.

Exodus 20:8-11; Matthew 12:1-12; 28:1ff.; Mark 2:27-28; 16:1-7; Luke 24:1-3,33-36; John 4:21-24; 20:1,19-28; Acts 20:7; Romans 14:5-10; 1 Corinthians 16:1-2; Colossians 2:16; 3:16; Revelation 1:10.

IX. The Kingdom

The Kingdom of God includes both His general sovereignty over the universe and His particular kingship over men who willfully acknowledge Him as King. Particularly the Kingdom is the realm of salvation into which men enter by trustful, childlike commitment to Jesus Christ. Christians ought to pray and to labor that the Kingdom

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may come and God's will be done on earth. The full consummation of the Kingdom awaits the return of Jesus Christ and the end of this age.

Genesis 1:1; Isaiah 9:6-7; Jeremiah 23:5-6; Matthew 3:2; 4:8-10,23; 12:25-28; 13:1-52; 25:31-46; 26:29; Mark 1:14-15; 9:1; Luke 4:43; 8:1; 9:2; 12:31-32; 17:20-21; 23:42; John 3:3; 18:36; Acts 1:6-7; 17:22-31; Romans 5:17; 8:19; 1 Corinthians 15:24-28; Colossians 1:13; Hebrews 11:10,16; 12:28; 1 Peter 2:4-10; 4:13; Revelation 1:6,9; 5:10; 11:15; 21-22.

X. Last Things

God, in His own time and in His own way, will bring the world to its appropriate end. According to His promise, Jesus Christ will return personally and visibly in glory to the earth; *the dead in Christ will rise first, then we who are alive and remain until the coming of the Lord shall be caught up together with them in the clouds to meet the Lord in the air. After the judgments of God upon this sinful world in the Great Tribulation, Jesus our Lord will come with his saints to establish His millennial kingdom.* Christ will judge all men in righteousness. The unrighteous will be consigned to Hell, the place of everlasting punishment. The righteous in their resurrected and glorified bodies will receive their reward and will dwell forever in Heaven with the Lord.

Isaiah 2:4; 11:9; Matthew 16:27; 18:8-9; 19:28; 24:27,30,36,44; 25:31-46; 26:64; Mark 8:38; 9:43-48; Luke 12:40,48; 16:19-26; 17:22-37; 21:27-28; John 14:1-3; Acts 1:11; 17:31; Romans 14:10; 1 Corinthians 4:5; 15:24-28,35-58; 2 Corinthians 5:10; Philippians 3:20-21; Colossians 1:5; 3:4; 1 Thessalonians 4:14-18; 5:1ff.; 2 Thessalonians 1:7ff.; 2; 1 Timothy 6:14; 2 Timothy 4:1,8; Titus 2:13; Hebrews 9:27-28; James 5:8; 2 Peter 3:7ff.; 1 John 2:28; 3:2; Jude 14; Revelation 1:18; 3:11; 20:1-22:13.

XI. Evangelism and Missions

It is the duty and privilege of every follower of Christ and of every church of the Lord Jesus Christ to endeavor to make disciples of all nations. The new birth of man's spirit by God's Holy Spirit means the birth of love for others. Missionary efforts on the part of all rests thus upon a spiritual necessity of the regenerate life, and is expressly and repeatedly commanded in the teachings of Christ. The Lord Jesus Christ has commanded the preaching of the gospel to all nations. It is the duty of every child of God to seek constantly to win the lost to Christ by verbal witness, undergirded by a Christian lifestyle, and by other methods in harmony with the gospel of Christ.

Genesis 12:1-3; Exodus 19:5-6; Isaiah 6:1-8; Matthew 9:37-38; 10:5-15; 13:18-30, 37-43; 16:19; 22:9-10; 24:14; 28:18-20; Luke 10:1-18; 24:46-53; John 14:11-12; 15:7-8,16; 17:15; 20:21; Acts 1:8; 2; 8:26-40; 10:42-48; 13:2-3; Romans 10:13-15; Ephesians 3:1-11; 1 Thessalonians 1:8; 2 Timothy 4:5; Hebrews 2:1-3; 11:39-12:2; 1 Peter 2:4-10; Revelation 22:17.

XII. Education

Christianity is the faith of enlightenment and intelligence. In Jesus Christ abide all the treasures of wisdom and knowledge. All sound learning is, therefore, a part of our

Christian heritage. The new birth opens all human faculties and creates a thirst for knowledge. Moreover, the cause of education in the Kingdom of Christ is co-ordinate with the causes of missions and general benevolence, and should receive, along with these, the liberal support of the churches. An adequate system of Christian education is necessary to a complete spiritual program for Christ's people.

In Christian education, there should be a proper balance between academic freedom and academic responsibility. Freedom in any orderly relationship of human life is always limited and never absolute. The freedom of a teacher in a Christian school, college, or seminary is limited by the pre-eminence of Jesus Christ, by the authoritative nature of the Scriptures, and by the distinct purpose for which the school exists.

Deuteronomy 4:1,5,9,14; 6:1-10; 31:12-13; Nehemiah 8:1-8; Job 28:28; Psalms 19:7ff.; 119:11; Proverbs 3:13ff.; 4:1-10; 8:1-7,11; 15:14; Ecclesiastes 7:19; Matthew 5:2; 7:24ff.; 28:19-20; Luke 2:40; 1 Corinthians 1:18-31; Ephesians 4:11-16; Philippians 4:8; Colossians 2:3,8-9; 1 Timothy 1:3-7; 2 Timothy 2:15; 3:14-17; Hebrews 5:12-6:3; James 1:5; 3:17.

XIII. Stewardship

God is the source of all blessings, temporal and spiritual; all that we have and are we owe to Him. Christians have a spiritual debtorship to the whole world, a holy trusteeship in the gospel, and a binding stewardship in their possessions. They are, therefore, under obligation to serve Him with their time, talents, and material possessions, and should recognize all these as entrusted to them to use for the glory of God and for helping others. According to the Scriptures, Christians should contribute of their means cheerfully, regularly, systematically, proportionately, and liberally for the advancement of the Redeemer's cause on earth. *The tithe is to be considered the starting place of Christian stewardship.*

Genesis 14:20; Leviticus 27:30-32; Deuteronomy 8:18; Malachi 3:8-12; Matthew 6:1-4,19-21; 19:21; 23:23; 25:14-29; Luke 12:16-21,42; 16:1-13; Acts 2:44-47; 5:1-11; 17:24-25; 20:35; Romans 6:6-22; 12:1-2; 1 Corinthians 4:1-2; 6:19-20; 12; 16:1-4; 2 Corinthians 8-9; 12:15; Philippians 4:10-19; 1 Peter 1:18-19.

XIV. Cooperation

Christ's people should, as occasion requires, organize such associations and conventions as may best secure cooperation for the great objects of the Kingdom of God. Such organizations have no authority over one another or over the churches. They are voluntary and advisory bodies designed to elicit, combine, and direct the energies of our people in the most effective manner. Members of New Testament churches should cooperate with one another in carrying forward the missionary, educational, and benevolent ministries for the extension of Christ's Kingdom. Christian unity, in the New Testament sense, is spiritual harmony and voluntary cooperation for common ends by various groups of Christ's people. Cooperation is desirable between the various Christian denominations, when the end to be attained is itself justified, and when such cooperation involves no violation of conscience or compromise of loyalty to Christ and

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His Word, as revealed in the New Testament.

Exodus 17:12; 18:17ff.; Judges 7:21; Ezra 1:3-4; 2:68-69; 5:14-15; Nehemiah 4; 8:1-5; Matthew 10:5-15; 20:1-16; 22:1-10; 28:19-20; Mark 2:3; Luke 10:1ff.; Acts 1:13-14; 2:1ff.; 4:31-37; 13:2-3; 15:1-35; 1 Corinthians 1:10-17; 3:5-15; 12; 2 Corinthians 8-9; Galatians 1:6-10; Ephesians 4:1-16; Philippians 1:15-18.

XV. The Christian and the Social Order

All Christians are under obligation to seek to make the will of Christ supreme in our own lives and in human society. Means and methods used for the improvement of society and the establishment of righteousness among men can be truly and permanently helpful only when they are rooted in the regeneration of the individual by the saving grace of God in Jesus Christ. *Therefore, the greatest contribution the church can make to social betterment is to bring individual men to a heart-changing encounter with Jesus Christ.* In the spirit of Christ, Christians should oppose racism, every form of greed, selfishness, and vice, and all forms of sexual immorality, including adultery, homosexuality, and pornography. We should work to provide for the orphaned, the needy, the abused, the aged, the helpless, and the sick. We should speak on behalf of the unborn and contend for the sanctity of all human life from conception to natural death. Every Christian should seek to bring industry, government, and society as a whole under the sway of the principles of righteousness, truth, and brotherly love. In order to promote these ends, Christians should be ready to work with all men of good will in any good cause, always being careful to act in the spirit of love, without compromising their loyalty to Christ and His truth.

Exodus 20:3-17; Leviticus 6:2-5; Deuteronomy 10:12; 27:17; Psalm 101:5; Micah 6:8; Zechariah 8:16; Matthew 5:13-16, 43-48; 22:36-40; 25:35; Mark 1:29-34; 2:3ff.; 10:21; Luke 4:18-21; 10:27-37; 20:25; John 15:12; 17:15; Romans 12:14; 1 Corinthians 5:9-10; 6:1-7; 7:20-24; 10:23-11:1; Galatians 3:26-28; Ephesians 6:5-9; Colossians 3:12-17; 1 Thessalonians 3:12; Philemon; James 1:27; 2:8.

XVI. Peace and War

It is the duty of Christians to seek peace with all men on principles of righteousness. In accordance with the spirit and teachings of Christ, they should do all in their power to put an end to war. The true remedy for the war spirit is the gospel of our Lord. The supreme need of the world is the acceptance of His teachings in all the affairs of men and nations, and the practical application of His law of love. Christian people throughout the world should pray for the reign of the Prince of Peace.

Isaiah 2:4; Matthew 5:9, 38-48; 6:33; 26:52; Luke 22:36, 38; Romans 12:18-19; 13:1-7; 14:19; Hebrews 12:14; James 4:1-2.

XVII. Religious Liberty

God alone is Lord of the conscience, and He has left it free from the doctrines and commandments of men, which are contrary to His Word or not contained in it.

Church and state should be separate. The state owes to every church protection and full freedom in the pursuit of its spiritual ends. In providing for such freedom, no ecclesiastical group or denomination should be favored by the state more than others. Civil government being ordained of God, it is the duty of Christians to render loyal obedience thereto in all things not contrary to the revealed will of God. The Church should not resort to the civil power to carry on its work. The gospel of Christ contemplates spiritual means alone for the pursuit of its ends. The state has no right to impose penalties for religious opinions of any kind. The state has no right to impose taxes for the support of any form of religion. A free church in a free state is the Christian ideal, and this implies the right of free and unhindered access to God on the part of all men, and the right to form and propagate opinions in the sphere of religion without interference by the civil power.

Genesis 1:27; 2:7; Matthew 6:6-7,24; 16:26; 22:21; John 8:36; Acts 4:19-20; Romans 6:1-2; 13:1-7; Galatians 5:1,13; Philippians 3:20; 1 Timothy 2:1-2; James 4:12; 1 Peter 2:12-17; 3:11-17; 4:12-19.

XVIII. The Family

God has ordained the family as the foundational institution of human society. It is composed of persons related to one another by marriage, blood, or adoption. Marriage is the uniting of one man and one woman in covenant commitment for a lifetime. It is God's unique gift to reveal the union between Christ and His church and to provide for the man and the woman in marriage the framework for intimate companionship, the channel of sexual expression according to biblical standards, and the means for procreation of the human race.

The husband and wife are of equal worth before God, since both are created in God's image. The marriage relationship models the way God relates to His people. A husband is to love his wife as Christ loved the church. He has the God-given responsibility to provide for, to protect, and to lead his family. A wife is to submit herself graciously to the servant leadership of her husband, even as the church willingly submits to the headship of Christ. She, being in the image of God, as is her husband, and thus equal to him, has the God-given responsibility to respect her husband and to serve as his helper in managing the household and nurturing the next generation.

Children, from the moment of conception, are a blessing and heritage from the Lord. Parents are to demonstrate to their children God's pattern for marriage. Parents are to teach their children spiritual and moral values and to lead them, through consistent lifestyle example and loving discipline, to make choices based on biblical truth. Children are to honor and obey their parents.

Genesis 1:26-28; 2:15-25; 3:1-20; Exodus 20:12; Deuteronomy 6:4-9; Joshua 24:15; 1 Samuel 1:26-28; Psalms 51:5; 78:1-8; 127; 128; 139:13-16; Proverbs 1:8; 5:15-20; 6:20-22; 12:4; 13:24; 14:1; 17:6; 18:22; 22:6,15; 23:13-14; 24:3; 29:15,17; 31:10-31; Ecclesiastes 4:9-12; 9:9; Malachi 2:14-16; Matthew 5:31-32; 18:2-5; 19:3-9; Mark 10:6-12; Romans 1:18-32; 1 Corinthians 7:1-16; Ephesians 5:21-33; 6:1-4; Colossians 3:18-21; 1 Timothy 5:8,14; 2 Timothy 1:3-5; Titus 2:3-5; Hebrews 13:4; 1 Peter 3:1-7.



ENROLLMENT SERVICES

PHILOSOPHY OF ENROLLMENT

In keeping with the mission of Criswell College, the Office of Enrollment Services recruits and admits qualified students who seek a professional and applied educational experience based on an explicitly biblical Christian worldview. The final decision to admit a student rests with the Admission Committee, which comprises faculty and staff. Since its inception, Criswell College has focused on training scholars for leadership roles related to Christian ministry. Currently, in light of the emerging educational needs of Christian leadership, the college is expanding its vision through the mission statement to include persons who desire to be involved in Christian service and may not be preparing for vocational ministry per se, yet desire an educational foundation based on the inerrant Word of God.

DISTINCTIVES OF CRISWELL COLLEGE

Criswell College welcomes prospective students to apply who can meet the college's admission criteria, and who value a distinctively Christian, biblically-based philosophy of education founded in God's inerrant Word taught by faculty candidly affirming this core pedagogical model. All applications for admission to Criswell College are considered without regard to race, nationality, ethnicity, gender, or disability.

VISIT CRISWELL COLLEGE

Prospective students are encouraged to visit the campus, sit in on classes, attend chapel, and meet with an Admission Coordinator. To arrange your visit, contact the Office of Enrollment Services at 214-821-5433 or by e-mail at admission@criswell.edu.

ADMISSION PROCESS

To begin the application process, applicants will go to application.criswell.edu. Each applicant for admission must submit the appropriate forms and materials accompanied by a non-refundable application fee.

APPLICANT EVALUATION

Applicants are evaluated for admission according to academic background, moral character, and personal testimony of a saving relationship with the Lord Jesus Christ. In considering applicants, the Admission Committee reviews the prospective student's complete school record, personal essay, church endorsement, recommendations, personal information, and standardized test results.

If a prospective student meets the required standards, full acceptance status is offered. Criswell College reserves the right to deny admission to any student for any reason at the discretion of the Admissions Committee. Criswell College does not discriminate based on race, nationality, ethnicity, gender, or disability. Applicants denied admission must wait one calendar year before reapplying to Criswell College.

APPLICATION PROCESS

Applicants seeking to earn a degree are required to complete and submit the following forms and documentation to be considered for full acceptance. All admission documentation becomes the property of Criswell College and will not be transferred or returned.

Application for Admission

All applicants must submit a completed, official Application for Admission, located at application.criswell.edu, as well as a non-refundable application fee.

Personal Essay

All applicants must submit an essay, which should discuss the following:

1. How and when did you come to know Christ?
2. How would you describe your personal relationship with God at this present time?
3. How do you feel God has called you to serve him in the church or in society?

Church Endorsement Form

The applicant must secure the official endorsement of his local church regarding his or her intent to study at Criswell College. This endorsement must be submitted on the official Church Endorsement Form.

Recommendation Form

Each applicant must submit one recommendation attesting to good moral character. This form should go to individuals other than the applicant's family, preferably a pastor and a former teacher or employer. Confidentiality requires the recommendation be sent directly from individuals to the Office of Enrollment Services.

Official Transcript(s)

Applicants are responsible for providing official transcripts from all previously attended educational institutions. High school and/or college transcripts from diploma mills will not be eligible to fulfill this requirement. Students who have earned a GED may apply to Criswell. If the student has not graduated from high school, he should speak with their state education agency about obtaining a GED. Full acceptance is not granted until this requirement is fulfilled.

Graduate Applicants

Entering Applicants

Graduate school applicants must submit official transcript records of all undergraduate credits. Any applicant seeking admission must possess an accredited Bachelor of Arts, or its equivalent, and meet applicable minimum GPA requirements to be granted full acceptance (2.5 for M.A.C.L., M.A.C.S., and M.Div. degrees, and 2.75 for M.A.C. and M.A.T.B.S. degrees).

Transfer Applicants

Transfer applicants for the graduate school must submit official transcripts from every post-secondary school attended, even if there is no transferable credit. Transfer applicants must meet applicable minimum GPA requirements to be granted full acceptance (2.5 for M.A.C.L., M.A.C.S., and M.Div. degrees, and 2.75 for M.A.C. and M.A.T.B.S. degrees).

Undergraduate Applicants

Entering Applicants

Undergraduate applicants must submit an official high school transcript certifying graduation and credits completed. Applicants who have not completed high school must submit the official report of the General Education Development Test (GED).

Applicants desiring to pursue the B.S. in Education degree should see the program requirements under the “Programs of Undergraduate Study” section of this catalog, or visit www.criswell.edu/education for more information.

Transfer Applicants

Transfer students must submit official transcripts from every post-secondary school attended. Transfer students with less than 15 hours of transferable credit are also required to submit high school transcripts. Undergraduate applicants must enroll with at least a 2.0 CGPA to receive full acceptance.

Applicants desiring to pursue the B.S. in Education degree should see the program requirements under the “Programs of Undergraduate Study” section of this catalog, or visit www.criswell.edu/education for more information.

Standardized Test Results

Undergraduate Applicants

Entering freshmen and transfer students must submit official results of the ACT or SAT, unless the student has 15 hours or more of transferable credit.

Graduate Applicants

Applicants must submit official results of the Graduate Record Exam (GRE) prior to the first semester of matriculation if they desire admission to the Master of Arts degrees in Counseling or Theological and Biblical Studies. The minimum cumulative score for full acceptance is 139 Verbal, 139 Quantitative, and 3.0-6.0 Analytical Writing.

Applicants desiring admission to the Master of Arts in Christian Leadership, Master of Arts in Christian Studies, Master of Divinity, and Master of Divinity Advanced Standing degree programs are not required to submit GRE scores since these are graduate level professional degrees, not graduate level academic degrees.

Vaccinations

Criswell College requires all incoming students under the age of 22 to provide documentation or proof that they have had the Bacterial Meningitis Vaccination within the last 5 years. This must be submitted along with the Application for Enrollment in order to be granted acceptance into the college.

APPLICATION ACCEPTANCE

After the Application for Admission has been received, the applicant will be notified concerning his or her status and any received/missing admission documentation. Admission Coordinators send periodic letters and e-mails to update/remind an applicant about the status of his or her progress toward full acceptance.

The college reviews admission applications on a regular basis. Files are kept active for one year. Admission Coordinators in the Office of Enrollment Services maintain regular contact with these prospective students.

ADMISSION STATUSES

The following statuses apply to both undergraduate and graduate applicants accepted for admission:

Full Acceptance

The applicant has submitted all documentation necessary and meets all admission requirements of the college.

Full Acceptance under Academic Warning

Students are encouraged to apply for admission even if they do not meet the college's full acceptance standards due to deficiencies in high school or previous college GPA and/or SAT/ACT scores. In such cases, students will be fully accepted under academic warning. On par with currently enrolled students who are placed under academic warning, the new undergraduate students may take only up to 12 credit hours (graduate students may take up to nine) during their first semester and must meet the following cumulative grade point average (CGPA) standards during their first semester:

- 2.0 for A.A. and B.A. students
- 2.75 for B.S.Ed. students
- 2.5 for M.A.C.L., M.A.C.S., and M.Div. students
- 2.75 for M.A.C. and M.A.T.B.S. students

Failure to meet these academic standards in the student's first semester will result in further academic disciplinary action in accordance to the "Academic Standing" section of this catalog.

Provisional Acceptance

Applicants may be eligible for provisional acceptance wherein they begin classes while having pending documentation, if they meet the academic admissions standards. The outstanding documentation must be submitted during the first semester of attendance. If the documents are not submitted during the first semester, the college reserves the right to withhold grades and deny approval to return the following semester.

Conditional Acceptance

The applicant may be eligible for conditional acceptance if he or she meets the academic admissions standards but has evidenced prior behavior that is inconsistent with the college's standards but which the college views as being corrected by the applicant. The conditions for the acceptance will be decided by the Admissions Committee and will allow the applicant to register for and begin classes for the upcoming term.

INTERNATIONAL STUDENTS

Criswell College is authorized under federal law to enroll non-immigrant alien students. Qualified international students, defined as all students who are not United States citizens and who are in the United States legally, are encouraged to contact the Enrollment Services office for special forms and instructions for admission to Criswell College.

The Enrollment Services Coordinator and the Vice President of Enrollment Services are responsible to the Department of Homeland Security for ongoing reporting of the status of non-immigrant students attending Criswell College and reserves the right to recommend the denial of admission or suspension from classes of any international student failing to meet non-immigrant requirements. Applications must be received by the Office of Enrollment Services by the first Monday in May for the fall semester and the first Monday in October for the spring semester. All admission documentation remains the property of Criswell College and cannot be transferred or returned.

Academic Standards

The Department of Homeland Security requires that international applicants enroll as full-time, degree-seeking students. Therefore, undergraduate students must carry a minimum of 12 credit hours every semester, and graduate students must carry a minimum of nine credit hours every semester. International students are also required by the college to meet minimum requirements for academic progress, as indicated in the "Academic Policies" section of this catalog.

International Student Application Process

To be considered for full acceptance, international students seeking to earn a degree are required to complete and submit the same documentation and recommendations

enumerated in the “Application Process” section of this catalog. International students must also meet the following standards and submit the documentation listed below:

1. A certified English transcript evaluation of all foreign language transcripts, included with the original transcript. Currently the college uses Josef Silny & Associates for this service. The international applicant must ensure that these documents are sent directly to Josef Silny, 7101 SW 102 Avenue, Miami, FL 33173, USA; telephone: (305) 273-1616; www.jsilny.com or email info@jsilny.com.
2. An official TOEFL score. Criswell College requires the TOEFL with a minimum iBT (internet based TOEFL) test score of 80. “Full admission” may also be granted for those students who graduated from a U.S. institution. Regardless of “admission status” all students with F-1 student visas are required to complete ENG 090 Developmental English upon arrival. If an international applicant graduates from a U.S. high school, official results of the ACT or SAT must be submitted in lieu of the iBT TOEFL.
3. A Financial Guarantee Form, supporting bank statement(s), and/or other financial documents showing the ability to finance annual expenses to complete the degree at Criswell College. Single undergraduate applicants are required to document financial support of at least USD \$23,584 per year and single graduate applicants are required to document financial support of at least \$23,224 per year. Married applicants are required to document additional financial support of USD \$1,000 for each dependent (spouse/child). All documentation, including copies of supporting bank statements showing the availability of funds, must be received by the Enrollment Services office prior to full acceptance.
4. The applicant or sponsor must have on deposit USD \$1,000 for himself or herself and USD \$200 per dependent at Criswell College. These funds must be in U.S. dollars and deposited with the college prior to acceptance.
5. Copy of Passport photo page from the prospective student and each dependent planning on traveling to the U.S.

International Student Visa (F-1 Status) and I-20 Form

After all documents required for admission are received and reviewed, and the applicant is approved for full acceptance, the Certificate of Eligibility for Nonimmigrant Student status (Form I-20) will be issued to the new student. If the international student applicant is in his country of home residence, the I-20 must be presented to the United States consular official before a student visa (F-1) can be issued.

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As a general rule, the Department of Homeland Security regulations do not permit international students (F-1) to work off-campus or engage in business in order to support themselves. Dependents (F-2) of the student may not work under any circumstances or receive compensation for services.

It is the responsibility of the international student to maintain his/her legal immigration status with the Department of Homeland Security and to fulfill IRS (Internal Revenue Service) requirements.

AUDIT

Applicants may be admitted to Criswell College on an audit only basis for on-campus courses only and should read the “Academic Policies” section of this catalog pertaining to audit credit. To be considered for audit admission, applicants must file a completed Application for Admission with the Office of Enrollment Services, along with a non-refundable application fee and Church Endorsement form.

SIT-IN

Applicants may be admitted to Criswell College on a sit-in only basis for on-campus courses only. To be considered for sit-in admission, applicants must file a completed Sit-in Application for Admission with the Office of Enrollment Services. For more information regarding sit-in status, please refer to the “Academic Policies” section of this catalog.

NON-DEGREE

Individuals may enroll as non-degree seeking students. This status affords a person access to the college curriculum, usually on a part-time basis, at the current per credit hour rates. Applicants will need to follow the steps outlined in the “Application Process” section of this catalog.

In most cases, a non-degree student is not eligible for financial assistance from the college. A non-degree student may move to degree seeking status upon completion of all applicable admission requirements.

CODE OF CONDUCT

Students who are admitted must agree to abide by the rules and regulations as set forth in the *Student Handbook* which is available at www.criswell.edu. Students should carefully read the Criswell College “Articles of Faith,” which are subscribed annually by all faculty, administrators, and trustees.

CREDIT TRANSFERS

Transfer students must provide the Office of Enrollment Services with an official copy of transcripts from every higher education institution previously attended. All credits for courses received from institutions which are accredited by regional accrediting associations, The Association for Biblical Higher Education (ABHE), The Association of Theological Schools (ATS), and the Transnational Association of Christian Schools (TRACS), which have a grade of “C” or better, are accepted at full value, to the extent that the courses are comparable to the college’s stated requirements.

A limited amount of undergraduate transfer credit may be accepted from schools without regional, ABHE, or TRACS accreditation, provided the grade for such credit is a “B” or higher and the work was done in residence. No more than 30% of the total credit hours required for a Criswell College degree may be from these types of institutions.

Transfer students are required to take Criswell College Systematic Theology courses. Other theology courses may be transferred in for open elective credit per academic administrative approval.

NOTE: The total of all transfer credits may not exceed 50% of the earned hours required for a degree. See “Residency Requirement” in the “Academic Policies” section of this catalog.

For information regarding the application of College Level Examination Program (CLEP) credits, see the “Academic Policies” section of this catalog.

Educational programs and courses sponsored by non-degree-granting organizations may be evaluated for transfer according to the recommendations of guides published by the American Council on Education, the American Association of Collegiate Registrars and Admissions Officers, and the National Association for Foreign Student Affairs.

DISTANCE EDUCATION

The Department of Distance Education at Criswell College works to develop online courses and degree programs. Our goal is to provide students with quality education that is equivalent to what they would experience in the traditional classroom. The courses offered at various time intervals (e.g., 4 weeks, 8 weeks, 16 weeks) are designed as three credit-hour courses where students may work on each week’s assignments at their convenience so long as they are submitted by the due dates provided in the course schedule. These courses offer students greater flexibility without sacrificing quality. Students will still interact with other students in their courses and will have the opportunity to know each of their professors. Class sizes are limited to 25 students. The library and the writing center will also provide support to distance students as needed for research and writing.

DUAL ENROLLMENT

Students may be eligible to enroll in college courses at Criswell College while still attending high school. Eligible students should exhibit maturity and superior academic achievement. Authorization for admission must be granted by the student's high school counselor and parent(s) or legal guardian(s). In most cases, dual enrollment credit is limited to one or two courses per semester and may be applied toward a Criswell degree, and with the high school counselor's approval, toward high school graduation requirements. Interested students should contact the Office of Enrollment Services for more information.

EARLY ADMISSION

Applicants may be admitted to Criswell College and begin their college careers at the end of their junior year of high school according to these criteria: (1) If their academic achievement through grade eleven is superior; (2) If they have the recommendations of their principal, guidance counselor, and parents; and (3) If they show evidence of maturity necessary for college life. Regular admission procedures are required depending on the applicant's desire to study as a degree seeking or non-degree seeking student.

FINANCIAL AID

In addition to participating in post-secondary government funding (FAFSA), there is a privately funded Financial Aid Program. For more information, please see the "Financial Information" section of this catalog. Criswell College is approved for veterans' benefits.

GRADUATE STUDIES FOR CRISWELL COLLEGE ALUMNI

Alumni of Criswell College applying for admission into a graduate program will be required to submit a new application fee, Application for Admission, and a new Church Endorsement form. If the applicant is applying for either the Master of Arts in Counseling or the Master of Arts in Theological and Biblical Studies, a GRE (Graduate Record Exam) score will need to be submitted as well.

NEW STUDENT CLASSES AND REQUIREMENTS

English Proficiency

Students can be exempted from ENG 090 Developmental English, a remedial English course, if they have a validated score of at least 60% national percentile on the English Achievement section of the SAT, an 18 on the ACT, or if they have taken a course at another institution which transfers in for ENG 101 or ENG 201, having completed the course with passing grade.

New Student Orientation

New Student Orientation is designed to familiarize the student with campus facilities, college personnel, academic policies, student life, and student services. This required Orientation event also serves to advise students in course selection. All on-campus, degree-seeking students are required to attend Orientation the first semester of their enrollment. Non-degree seeking and re-admit students are encouraged to attend Orientation as well, and will find the fellowship and instruction highly beneficial. New students initiating their programs during summer terms are required to attend Orientation in the fall.

READMISSION

Students seeking readmission after an absence of three consecutive semesters (excluding summer and winter terms) must follow the procedures as stated under the “Application Process” section of this catalog. Readmission cannot be considered unless former students have met all previous obligations with the college, including the Business Office, Financial Aid Office, Academic Affairs, Office of Enrollment Services, Student Services, and the Wallace Library. If readmitted, former students enter under the requirements of the current academic year catalog.

TRANSIENT STUDIES

Criswell College accepts as transient students those who are enrolled in degree programs at other colleges, universities, and seminaries. Transient students should obtain approval from the institutions in which they are enrolled. Applicants will need to follow the steps outlined in the “Application Process” section of this catalog. Applicants must also submit a letter of good standing from the institution at which they are currently enrolled. Transient students are typically not eligible for institutional financial aid and scholarships, and study is usually limited to nine semester hours in fall/spring semesters and six semester hours in winter/summer terms.

VETERANS BENEFITS

Criswell College is an approved institution for veterans training. Veterans eligible for Veterans Affairs (VA) benefits must be certified by the certifying official on-campus (Registrar’s Office) to receive educational benefits. Eligible veterans must also meet Criswell College admission requirements. Course approval and certification is required each semester. Application for VA benefits should be started as soon as possible as approval of benefits can take as long as 90 days.

Admission Requirements

In addition to the admission requirements outlined under the “Application Process” section of this catalog, students receiving military benefits are required to submit the following documents: (1) CCAF and/or Joint Military Transcript; (2) DD-214;

(3) all official transcripts; (4) VA Form 28-1905 (chapter 31 only); and (5) Certificate of Eligibility.

Credit for Previous Training

Students receiving VA educational benefits do not have the “option” of having prior credit reviewed. All previous education and training must be provided to the school for review. This includes all credits from postsecondary institutions and military credits.

Educational Benefits

The Montgomery GI Bill (Chapter 30) provides benefits for veterans with at least twenty-four months of service after June 30, 1985, with an honorable discharge who elected the \$100 deduction in monthly pay for those educational benefits; also certain veterans with Chapter 34 eligibility left beyond December 31, 1989, who remained on active duty after June 30, 1985.

The Montgomery GI Bill Selected Reserve (Chapter 1606) provides educational benefits for members of the Selected Reserve. Applicants must have a six-year obligation and must remain in good standing with a Reserve unit.

Post-Vietnam Era Veterans (Chapter 32) provides educational benefits to veterans who satisfy eligibility (1) if they established a contributory fund during active duty, with the VA and Department of Defense matching the funds 2-1, or (2) by use of a test or pilot program based on Public Law 96-342, Section 901 or 903, which was offered to some veterans who entered the service between November 1980-1981. Any person presently on active duty in the Armed Forces of the United States who has served on active duty for at least 181 days may be eligible for educational benefits.

Public Law 634 (Chapter 35) Title 38, U.S. Code, provides educational assistance to sons, daughters, and the spouse of a veteran who (1) died of a service-connected disability, (2) is 100% disabled as the result of a service-connected disability, or (3) while on active duty was killed in action (KIA), or had been listed for a total of more than 90 days as missing in action (MIA) or as a prisoner of war (POW).

Public Law 894 (Chapter 31) Title 38, U.S. Code, provides educational benefits to veterans, who as a result of a service-connected disability require retraining or other vocational rehabilitation, may be entitled to educational assistance.

Post - 9/11 GI Bill (Chapter 33) is a new education benefit program for individuals who served on active duty on or after September 11, 2001.

All application forms can be found at: <http://www.gibill.va.gov/>. Further information on these benefits is available through the Registrar's Office, Criswell College, 4010 Gaston

Ave., Dallas, Texas 75246-1537, or by calling the Department of Veterans Affairs' toll-free number, 800-827-1000.

Program Length and Course Approval

All degree programs are approved for a specific number of credit hours. Eligible veterans will not be certified to the VA or paid by the VA for courses past the approved length. The VA will pay only for required courses in an approved program. Veterans will be required to pay out-of-pocket for courses not required by their program. The VA limits payment for repeated courses (see VA Certifying Official for details).

Satisfactory Progress and Standards of Progress

All veteran students receiving benefits under all VA programs must comply with the academic and conduct standards of Criswell College, as well as those of the Department of Veterans Affairs, in order to maintain satisfactory progress in the pursuit of the approved program of choice. Students who fail to maintain satisfactory progress are not permitted to continue in their program and will not be eligible to receive benefits. The veteran student who experiences difficulty in a course should contact the instructor as early as possible in the semester. If the instructor believes that tutorial assistance will benefit the student, then recommendations will be made for suitable assistance times. Criswell College does not have paid tutors, nor is reimbursement offered to veterans who attain outside tutoring services. Receipt of veteran educational benefits typically disqualifies a student from receiving other student aid or benefits; however, the student must meet the qualifications of the other programs.



FINANCIAL INFORMATION

TUITION AND FEES

Criswell College's tuition and fees structure reflects a commitment to provide a superior Christian and Bible-centered education at a reasonable cost. Due to the generosity of many friends, past and present, the tuition and fees itemized below mark Criswell College as one of the most affordable, regionally accredited, four-year private and graduate colleges in America. A full-time undergraduate student (12 hours per semester) can expect to pay approximately \$4,475 in tuition and required fees per semester. A full-time graduate student (9 hours per semester) can expect to pay approximately \$4,430 in tuition and required fees per semester. Full payment of tuition and fees is required each semester for all part-time and full-time students.

While the costs provided fairly represent the intent of Criswell College at the time of the printing of this catalog, the college reserves the right to change tuition and fees without notice to applicants, new, returning, or readmitted students.

Undergraduate Students

Tuition (Per Credit Hour)	\$ 345
Fees Required Each Fall/Spring Semester (Non-Refundable)	\$ 335
Fees Required (Winter and Summer Terms)	\$ 85

Graduate Students

Tuition (Per Credit Hour)	\$ 455
Fees Required Each Fall/Spring Semester (Non-Refundable)	\$ 335

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Fees Required (Winter and Summer Terms)	\$ 85
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Additional Fees

Application Fee	\$ 35
Audit Course Fee (Includes Registration Fee)	\$ 635
Change of Course Fee (Per Course Added and Dropped)	\$ 40
Distance Education Fee/Online Fee Per Course	\$ 150
Graduation Fee (Undergraduate Programs)	\$ 95
Graduation Fee (Graduate Programs)	\$ 125
Graduation Postponement Fee	\$ 75
Independent Study Fee	\$ 300
Lab Fee	\$ 100
Late Official Registration Fee	\$ 110
Late Graduation Application Fee	\$ 85
Official Transcript Fee (no personal checks)	\$ 7
Returned Check Fee	\$ 40
Sit-in Course Fee	\$ 185
Student ID Replacement Fee	\$ 15
Thesis Binding Fee	\$ 60

PAYMENT INFORMATION

Students should be prepared to pay their account at official registration (prior to attending the first class).

Payment of tuition and fees is due in full at official registration. Payments may be made using cash, personal check, cashier's check, money order, debit card, Discover, MasterCard, or Visa. Accounts not settled by the last day of official registration will be assessed a late registration fee (see Catalog for rates and dates).

The following options are available with the Chief Business Officer's approval:

Criswell College Payment Plan

The college payment plan is available for credit courses in the fall and spring semesters only. Audit and sit-in courses are not eligible. The payment plan is paid in four

installments, has a service fee, and is for a single semester. The first month's payment and service fee are due during registration. The other three payments are due on the 18th of September, October, and November for the fall semester, and the 18th of February, March, and April for the spring semester. Contracts must be paid in full before the end of the semester. Late fees are assessed for payments five calendar days late and will recur each month until payment is received. Students will not be allowed to register with any financial obligation owed to the college. Contact the Students Accounts Office to request a payment plan or with any questions.

Employer Tuition Reimbursement

Tuition reimbursement may be available as an employee benefit through the student's employer. Students should contact Human Resources at their place of employment for more information.

Federal and Private Loans

Federal loans may be available to qualified students. Contact Financial Aid for more information. Private loans may be available through your bank or credit union. Private loans are not student loans, and payments are non-deferrable. Contact your personal banking institution for more information.

DELINQUENT ACCOUNTS

It is the responsibility and duty of each student to ensure that all school related debts are properly paid. All accounts at the college must be paid in full by the end of the agreed upon payment schedule. It is the policy of Criswell College that students with unpaid balances will be subject to the following:

- grades withheld,
- transcript request denied,
- future enrollment refused,
- financial aid eligibility removed,
- payment plan eligibility removed,
- student services access restricted and/or removed (CAMS, Blackboard, wireless internet, and library),
- restriction of participation in mission trips, seminars, and other college related trips/conferences,
- graduation postponed or denied, and/or
- other disciplinary actions taken.

NSF/RETURNED CHECK POLICY

A fee will be assessed for all returned checks. For each occurrence the student will be notified to come to the Business Office to fulfill his/her obligations with cash, credit card, or money order. Failure to satisfy payment will result in withholding grades and

transcripts, and even denying graduation. If two or more NSF checks are received, all future payments by that student must be made by cash, cashier's check, money order, or credit card.

TUITION REFUND POLICY

The tuition refund policy applies to students either withdrawing from school or selectively dropping classes after completing the official add/drop process through the Registrar's Office. When there is any course schedule change (classes switched, added, and/or dropped), tuition and financial aid will be recomputed to reflect the new course load. Fees are non-refundable.

Financial aid recipients who withdraw from all classes before 60% of the semester is completed will be required to return a portion of the federal financial aid received.

A class meeting is defined as any official meeting time/day as noted on the semester calendar. Late registration, changes made by a professor to the official meeting dates listed on the semester calendar, and/or absences from class have no bearing on tuition refunds. Students suspended for academic or disciplinary reasons will not be entitled to a refund of tuition or fees. In the case where a course is cancelled by the college, a credit equal to 100% of tuition and fees will be given.

It is the student's responsibility to monitor the process of the Add/Drop Form through each step to completion in the Registrar's office. The refund will be calculated according to the date and time the completed Add/Drop Form is received in the Registrar's Office.

Refunds of credit balances on a student's account will be paid after the student has officially dropped or withdrawn through the Registrar's Office. A credit balance resulting from the receipt of Criswell awards will not be paid to the student. All refunds are mailed.

Tuition Refund Schedule

15 -17 Week Courses	
Prior to the first day of class	100%
During the first week of class	85%
During the second week of class	50%
After the second week of class there is no refund.	
7-10 Week Courses	
Prior to the first day of class	100%
During the first week of class	85%
During the second week of class	50%
After the second week of class there is no refund.	
4-5 Week Courses	
Prior to the first day of class	100%

Before the fourth weekday from the first day of class	85%
Before the eighth weekday from the first day of class	50%
After the second week of class there is no refund.	

2–3 Week Courses

Prior to the first day of class	100%
Before the second meeting of class	85%
Before the third meeting of class	50%
During and after the third meeting of class there is no refund.	

There is no refund or withdrawal from one-day through one-week mini-term courses once the course begins.

FINANCIAL AID

All student financial aid is coordinated through the Financial Aid Office. All requests for student financial aid are reviewed and processed according to the following guidelines.

After the Financial Aid Office has received a student's FAFSA information and a Criswell College Supplemental Application for Financial Aid, the student's financial need and types of awards for which he or she qualifies may then be determined.

A formula established by the U.S. Congress determines the Expected Family Contribution (EFC). The EFC is an amount the student and the student's family are expected to contribute to the cost of the student's education. The EFC is subtracted from the Cost of Attendance to determine Financial Need.

The Financial Aid Office makes every effort to assist the student in meeting his/her need using all resources available. In addition, other "non-need-based" aid is also available.

Award Procedures

Financial Aid awards will be made only after the FAFSA results have been sent to Criswell College, and the Criswell College Supplemental Application for Financial Aid has been completed. (As International Students are typically ineligible for Federal Aid, they should submit the Criswell College Supplemental Financial Aid Application with their International Student Application.) If a student's record is selected for verification (a review of the FAFSA data), all required documentation and corrected FAFSA information must be received before the application process is complete. A student's financial aid file is considered full and complete only after all forms and documentation are submitted.

All application components must be received in the Financial Aid Office according to the following application deadlines:

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1. Free Application for Federal Student Aid (FAFSA) and Criswell Supplemental Application for Financial Aid:
 - a) New Students: July 15 for the fall semester and December 1 for the spring semester
 - b) Continuing Students: April 15
2. Church Matching Grant (Forms/Checks):
 - a) Continuing Students: April 15 for the fall semester
 - b) New Students: July 15 for the fall semester
 - c) All Students: December 1 for the spring semester

Late applicants will not be processed after the deadline dates for Criswell College Supplemental Financial Aid and the Church Matching Grant.

Gift Aid

To those who are eligible, the Federal Pell Grant is applied first to a student's account. After the Federal Pell Grant, other gift aid, such as Criswell Institutional Scholarships, will be applied.

Institutional scholarships include the following:

1. Honors Scholarship: up to \$500 per semester
2. President's Scholarship: up to \$500 per semester
3. Provost's Scholarship: up to \$300 per semester
4. Christian Experience Scholarship: up to \$300 per semester
5. Criswell College Alumni Scholarship: up to \$200 per class
6. Southern Baptists of Texas Convention Scholarship: up to \$200 per class
7. W. A. Criswell Scholarship: up to \$200 per class or \$800 total
8. Criswell Women's Club Scholarship: amount based on available funding
9. Phillip Hallman Scholarship for Widows: amount based on available funding
10. Bethany Baptist Church Graduate Scholarship: amount based on available funding
11. Betty Criswell Scholarship: amount based on available funding
12. Jerry Johnson Scholarship: amount based on available funding
13. Missionary Dependent Grant: up to \$500 per semester
14. Paul Pressler Scholarship: amount based on available funds
15. Homeschool Scholarship: up to \$500 per semester
16. Church Matching Grant: amount based on enrolled credit hours
17. Timothy Project Scholarship: amount based on available funding

For more information on the scholarships listed above, including criteria for eligibility, visit the college's website at <http://www.criswell.edu/admissions/tuition-aid/financial-aid/types-of-financial-aid/> or contact the Financial Aid Office.

It is the student's responsibility to make the Financial Aid Office aware of any outside gift aid the student will receive. It is important to know that aid cannot exceed cost of attendance.

When eligibility for all other scholarships and aid has been exhausted, Federal Loans may be awarded to fill the remaining unmet need or cost of attendance. It is at the discretion of the student whether he or she accepts federal loans for which he or she is eligible.

Process for Accepting Federal Loans

An Award Letter is mailed to the student, and pending aid is posted to the student's account. This Award Letter contains the names and amounts of the financial aid awards that the student is eligible to receive. The notice also contains important information about restrictions and conditions that can affect the ability of the student to receive the amounts awarded. It should be read carefully and signed, and the student should respond by accepting or declining by the stated deadline.

If the student is eligible for loans, the student must submit to the Financial Aid Office, on the appropriate form, the amount that the student would like to receive but not exceeding the approved amount. First-time borrowers will be required to complete entrance counseling and sign a Master Promissory Note

(MPN). Exit counseling is required when the borrowing student graduates, drops below half-time, or withdraws.

For more information about Financial Aid and how to apply, please see the Financial Aid page of the Criswell website at www.criswell.edu.

Satisfactory Academic Progress

Federal and Institutional Satisfactory Academic Progress (SAP) will be reviewed at the end of each payment period and before funds for the next period are awarded. It will be based on the student achieving both a qualitative standard and a quantitative standard, as defined below:

- Qualitative Standard for FAFSA—Cumulative Grade Point Average (CGPA): Undergraduate students must maintain a minimum of 2.0 and graduate students a minimum of 3.0 for all course work completed in order to continue federal financial aid. Qualitative Standard for Criswell Aid—Cumulative Grade Point Average (CGPA): Undergraduate and graduate students must maintain a minimum of 2.5 for all course work completed in order to continue Criswell aid.

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- Quantitative Standard—Pace of Progression: Pace of progression is determined by dividing the cumulative number of credit hours successfully completed by the cumulative number of credit hours attempted, including transfer hours that have been accepted. Students must maintain a pace of progression of 67% for all course work attempted, including transfer credits.
- Program Completion Time Frame: Students may receive financial aid, if they otherwise qualify, if they have not yet attempted 150% of the hours required for their degree program. (See the appropriate academic catalog for the year in which the student enrolled). Attempted hours include all transferred credits and all Criswell courses passed, failed, repeated, or withdrawn.

For budgeting and awarding purposes, student statuses will be determined as follows:

- Undergraduate students taking 12 or more credit hours during a semester or term are considered to be attending full time.
- Undergraduate students taking 9–11 credit hours during a semester or term are considered to be attending three-quarter time.
- Undergraduate students taking 6–8 credit hours during a semester or term are considered to be attending half-time.
- Graduate students taking 9 or more credit hours during a semester or term are considered to be attending full time.
- Graduate students taking 6–8 credit hours during a semester or term are considered to be attending three-quarter time.
- Graduate students taking 5 credit hours during a semester or term are considered to be attending half-time.

If the student drops or withdraws from any classes, ceasing to be enrolled full-time, the Financial Aid Office reserves the right to reduce the student's aid based upon this change in enrollment. Dropping classes after being awarded on a full-time basis may affect eligibility for certain types of aid.

If a student meets all of the above standards, the student will receive an SAP status of Satisfactory and will be able to continue receiving federal and institutional aid at Criswell College.

If a student fails to meet one or more of the above standards, the student will be placed on one of three SAP statuses, as described below, and the student will be notified by e-mail of the change in his/her SAP status:

- Warning status: If the student was previously under a Satisfactory SAP status, the student's status will be moved to a Warning status for one semester, meaning that the student is being warned that he or she is not meeting SAP eligibility and has one semester to correct his or her eligibility before being placed on financial aid suspension. During this semester, the student will continue to be able to receive financial aid. A Warning status cannot be appealed since students are still eligible to receive financial assistance.
- Suspension status: If the student was previously under a Warning or Probation SAP status and fails to meet SAP eligibility requirements during the next semester, the student's status will be moved to a Suspension status and he or she will not be able to receive federal, state, or institutional financial aid during the next semester he or she attends. Students who are placed on financial aid suspension may appeal this decision by completing the SAP Appeal Process (see below). Note: Financial Aid SAP eligibility is different from academic probation or suspension. Students who are on financial aid suspension may be allowed to register for and attend classes in future semesters if they are not also on academic suspension. See the Registrar for more information.
- Probation status: If a student is placed on financial aid suspension, he has the option to appeal this suspension through the SAP Appeal Process. If the appeal is granted, the student will be placed on financial aid probation for the next semester, and he must bring his/her SAP eligibility to Satisfactory during that semester or be placed on financial aid suspension. While on probation, the student may continue to receive federal, state, and institutional aid if he is otherwise eligible.

Appeal Process

A student who has been placed on financial aid suspension for not meeting the required SAP guidelines may appeal his/her suspension if there were unusual or extenuating circumstances that contributed to the student's failure to meet these guidelines. Unusual or extenuating circumstances include:

- serious injury of the student and/or an immediate family member,
- serious extended illness of the student and/or an immediate family member, and
- death of a family member.

If the appeal is granted, the student will be placed on an SAP Probation status and will be allowed to receive financial aid for the next semester only (see “Probation status” above).

To make the appeal, the student should follow the steps outlined on the Appeals Application and submit the Financial Aid Satisfactory Academic Progress Suspension Evaluation and Appeal Request form. All appeal requests will be reviewed by the Financial Aid Appeals Committee. All individuals granted an appeal are typically placed on a one-semester Probation status. All appeal decisions are final. Students will be notified in writing as to the decision regarding their financial aid appeal.

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

Regaining Financial Aid Satisfactory Academic Progress Eligibility

Students who are placed on financial aid suspension for not maintaining the required SAP eligibility standards for CGPA must complete courses at Criswell College at their own expense to regain their eligibility for financial aid. Students who are placed on financial aid suspension for not maintaining the required SAP eligibility standards for pace of progression must complete, at their own expense, courses at Criswell College or courses that transfer in from an accredited institution.

After the student has completed sufficient coursework to remove the suspension status, his/her SAP status will be reevaluated at the end of the following semester, and his/her status will be updated based on current SAP standards. Again, changes in status will be reported to the student via e-mail.

Students who are placed on financial aid suspension because they have not met the program completion time frame requirements and have reached the maximum number of hours or time frame allowed to complete their degree program may not regain eligibility to receive financial aid. In order to complete a degree program and graduate from Criswell College, the student will have to complete those courses without receiving federal financial assistance. If the student feels that these calculations are incorrect, he or she may contact the Director of Financial Aid and ask for a formal review of eligibility.

Other Financial Aid Satisfactory Academic Progress Guidelines

- Dual Enrollment: A student may not receive federal aid from more than one institution at the same time. A student transferring to Criswell College from another institution must have his aid cancelled at the former institution. A “Cancellation of Aid” form may be required.
- Repeat Courses: Students may not receive federal financial aid for repeat courses in which a previous grade of “F” was received. Funding for remedial courses will only be provided once. If a student registers for a course in which he has previously received a grade of D or higher, an evaluation of the student’s history taking that course will be made and aid will be paid accordingly. Institutional scholarships cannot be applied toward any repeat courses regardless of course grade or status.
- Incomplete grades: Courses in which a grade of “I” is received will affect a student’s pace of progression and may lead to the student being placed on financial aid warning or suspension. Once the student has completed the course(s), he may request an evaluation to re-assess his/her SAP status using the Suspension Evaluation and Appeal Request form.
- Second Bachelor’s Degree: Not all financial aid programs are available to students seeking a second bachelor’s degree, including accredited and non-accredited degrees. Students should inquire in the Financial Aid Office for more information.

Return of Title IV Funds (Maintaining Eligibility for Financial Aid)

Under What Circumstances Might a Student Be Expected to Return Federal Aid Funds?

Federal law specifies how schools must determine the amount of Title IV program assistance that is earned when a federal financial aid recipient withdraws from school. Of the various Title IV programs, Criswell College offers the following: Pell; Direct Loans (subsidized and unsubsidized); Parent PLUS; and Graduate PLUS.

When a student withdraws during the payment period, the amount of federal grant and/or loan assistance earned up to that point is determined by a specific formula. If less assistance was received than earned, the student might qualify for those earned funds. If more assistance is received than earned, the unearned funds must be returned by the school and/or student to the appropriate federal program(s). The federal code of regulations 34 CFR 668.22 defines the treatment of withdrawals, the calculation of

earned and unearned aid, the disbursement or return of federal funds, and the timelines for each.

If a recipient of Title IV funds withdraws from school after beginning attendance, the amount of Title IV aid earned by the student must be determined. This applies to any student receiving Title IV aid who officially withdraws, stops attending, is suspended, takes a Leave of Absence (LOA), and/or does not attend at least 60% of each scheduled course.

“Funds Earned” is based on the following formula: percentage of time spent in attendance = percentage of federal funds earned. “Funds Unearned” are funds received for time beyond the percentage of time spent in attendance. Factors considered in this federally mandated calculation include: number of days in the semester; the withdrawal date and/or number of calendar days a student attends before total withdrawal as determined by the Financial Aid office (excluding scheduled breaks of at least five days); the total amount of Title IV aid eligibility; tuition and fee charges; Criswell housing charges (if applicable); and class attendance.

It is possible a student will owe a repayment of unearned financial aid funds to the college if he or she ceases attendance prior to the 60% completion point of any payment period for which he or she received financial aid funds. The completion point is based on the total number of class days in a payment period. If it is determined that a student owes a repayment of funds, the Financial Aid office will notify him or her via email. Students can also check balances owed through the college's student portal. Aid will not be disbursed to students who owe a balance from a previous academic year until the balance is paid.

Other Possible Consequences of Dropping Classes or Withdrawal

If circumstances allow the student to remain in school past the 60% completion point of any payment period, then no return of federal funds is required. There are, however, other consequences to consider. Withdrawing from courses will affect a student's future eligibility for financial aid and possibly affect future scholarship disbursements. Students must meet “sufficient academic progress” (SAP) requirements (i.e., certain progress requirements from one semester or term to the next) to maintain eligibility for financial aid as defined by the Financial Aid office.

Post-Withdrawal Disbursement Conditions

If a student has accepted Title IV aid by the date of the withdrawal, but the aid has not been disbursed, the student may be eligible for a post-withdrawal disbursement. Under the circumstances, a Return to Title IV calculation must be performed to determine whether the student is actually eligible for a post-withdrawal disbursement. Criswell College must make this determination within thirty (30) calendar days after the student withdraws.

The following conditions apply when processing a post-withdrawal disbursement:

- If a student earns a passing grade for the enrolled term in one or more of his classes offered over an entire term, eligibility has been established.
- A student may not owe a prior-year balance or fail to meet SAP according to Criswell College policy.
- A student must have accepted aid by the date of the withdrawal.
- If, before the student's withdrawal date a loan offer has been accepted, the loan must also have been originated by Criswell College.
- The Financial Aid Office sends notification of post-withdrawal disbursement to students by e-mail.
- For students who provide notification back to Criswell College that they want the funds prior to the expiration of the forty-five (45) calendar day time frame allowed in Federal regulations, the Financial Aid Office will request the post-withdrawal disbursement.
- If the amount disbursed to the student is less than the amount the student earned, and for which the student is otherwise eligible, he is eligible to receive a post-withdrawal disbursement for the earned aid that was not received.
- If the amount disbursed to the student is greater than the amount the student earned, unearned funds must be returned.

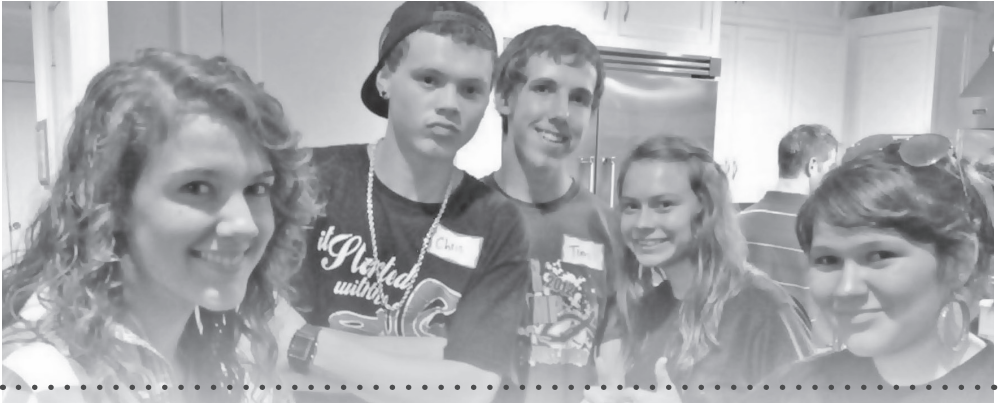
Return of Funds to Federal Programs

Financial Aid Office personnel will apply the federally mandated repayment formula for the return of financial aid funds. Funds will be returned to the programs from which the money was paid to the student in the following order:

- Unsubsidized Federal Direct Stafford Loan Program,
- Subsidized Federal Direct Stafford Loan Program,
- Federal Direct Parent Loan Program (PLUS), and
- Federal Pell Grants.

When Criswell College returns loan funds to the Secretary on behalf of the borrower, the college will provide simultaneous written notice to the borrower in the form of an e-mail notification.

NOTE: In the event Criswell College cannot locate the student (or parent) to whom a Title IV credit balance must be paid, the balance will be returned to the appropriate Title IV programs by the Financial Aid Office.



STUDENT LIFE

Theological and ministerial education is far more than facts and information; the development of the student outside the classroom is equally important. Matters of student life and co-curricular involvement are embraced as significant contributors to the total educational environment.

Student life and student development at Criswell College are primarily the responsibility of the Student Services Office, in cooperation with the Student Development Committee. These entities provide necessary oversight for most student development functions and student life as a whole; however, the college encourages broad involvement from administration, faculty, staff, and volunteer student leaders. Student development involves the physical, spiritual, and communal growth of the student. It is, at its core, a true co-curricular endeavor, helping to synthesize and apply academic principles. The specific mission of the Student Services Office states,

The Student Services Office exists to promote the success of all Criswell College students by providing support programs that foster and encourage the physical, intellectual, spiritual, social and emotional growth of individual students, contributing to their preparation to serve as Christian leaders throughout society.

This mission of service to the student body is exercised through these campus programs, organizations, and services:

LEADERSHIP DEVELOPMENT

The mission of Criswell College is not simply to prepare graduates for leadership positions, but rather to develop leaders who make a difference in the world, for Christ and the gospel. Therefore, leadership is not only a component of the curriculum; it is an integral part of the total Criswell College experience. Leadership training is the development of a person, and no one course can fully develop a person.

Campus Organizations

Great Commission Fellowship

The Great Commission Fellowship (GCF) is designed to build relationships with others who are passionate about missions. Led by faculty who have served as vocational missionaries, students learn and discuss issues related to reaching the world with the Gospel of Jesus Christ. The fellowship often meets in homes creating a casual setting with an opportunity to share a meal together. GCF meets twice a semester and everyone is invited who has a heart for the “Great Commission.”

Greek Reading Society

The Greek Reading Society helps students at all levels improve their comprehension, retention, and use of Koine Greek. The Society also fosters an on-going learning environment by exposing students to Koine texts from both the New Testament and from the broader Greco-Roman world. The organization encourages students to become better biblical scholars regardless of their discipline or major, while providing a fun and collegial context for student fellowship through the study of Ancient Greek texts.

Co-Curricular Learning

The Student Services Office works closely with our faculty and administration to intentionally design programs that enhance classroom learning. These programs encourage greater faculty-student dialogue and provide opportunities to explore specific issues related to Kingdom living.

Student Leadership Team

Student leadership and leadership training are essential components of the Student Leadership Team (SLT). This select body of students serves as official representatives of student governance and student needs, concerns, and issues. The purpose of the SLT is,

*To promote the general spiritual, social, and physical welfare of the student body;
To cooperate with the administration, faculty, and staff in promoting the best interests of
Criswell College.*

The SLT is composed of two elected executive officers. The student body of Criswell College chooses SLT officers during election season each spring semester. The Director of Student Services recruits representatives and delegates from the student body to serve as the selected officers. The various campus groups appoint organizational delegates in the fall semester.

SPIRITUAL ENRICHMENT

Many programs and events are scheduled each semester to specifically nurture our students spiritually and to challenge them to higher levels of Christian maturity. Each semester brings various campus prayer groups and student led Bible study sessions, as well as ongoing Great Commission Chapels where students share ministry experiences, give their testimonies, and pray for one another.

Campus Ministry and Mission

Opportunities for ministry abound in the Dallas Metroplex. Many strong evangelical churches and ministry organizations exist even in the immediate College neighborhood. Students are involved with urban mission sites, jail and prison ministries, street evangelism, social service ministries, overseas mission ventures, and special ministry projects. Many local churches seek volunteer assistance from Criswell College students for community evangelism, pulpit supply, church planting, and worship leadership. Other ministry related events include Mission Practicum and Great Commission Days.

During Great Commission Days (world missions conference) inspirational messages of hands-on missionary experiences are augmented by exposure to, and contact with, selected mission agency representatives in order to supply volunteer and career information to those interested in serving the needs of global evangelization.

Chapel

Criswell College's chapel program is a vital component of the Christ-centered education offered at the college and is designed around a four-fold mission.

- To engage students, faculty, and staff in deliberate and sincere corporate worship
- To endear sound biblical teaching to students, faculty, and staff
- To experience genuine community as a campus family
- To expose students to creative, diverse ministries and ministry callings

Missionaries, pastors, educators, denominational workers, and other special speakers provide inspiration and encouragement through chapel worship. Students are invited to speak in Chapel on various occasions and are encouraged to participate through music and testimony.

Chapel programs are scheduled weekly. Students are required to attend chapel programs, but exemptions are available. Chapel grades are issued each semester on a credit/non-credit basis. For more information, please refer to the *Student Handbook*.

Counseling and Guidance

Each student, upon enrollment, is assigned an academic advisor. Advisors give guidance to students in academic, social, spiritual, and professional ministry areas. Although the college does not sponsor a formal counseling center, the Dean of Students or the Director of Student Services is available to give initial guidance and to make the appropriate referrals to qualified professional counselors.

CAMPUS POLICE

The safety and well-being of our college family is a high priority. Should any emergency or security issue arise, students are requested to immediately contact Campus Police at 214-818-1333 or by dialing 1333 from any campus phone. A red emergency phone is located on the second floor along the south wall and will call Campus Police directly. If there is an emergency requiring medical assistance, students should also call 911.

Campus Police also prepares and provides an annual report, in compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act), which documents public crime statistics for specific types of crimes that have occurred on or around the campus during the previous three calendar years. Contact Campus Police or visit www.criswell.edu for a copy of this report.

COMPLAINTS

A student or parent may, at any time, submit complaints or concerns to the Student Services Office. Complaints can be either formal or informal, with different implications respectively. Details regarding both formal and informal complaints, and their submission and handling, can be located in the *Student Handbook*.

DISABILITIES

Criswell College recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, and similar state laws, which are designed to eliminate discrimination against qualified individuals with disabilities. Students with requests or concerns related to qualifying disabilities should contact the Director of Student Services, who serves as the 504 Representative of the college. For more information, see the Students with Disabilities Policy located on the Criswell College website.

EMPLOYMENT SERVICES

Employment opportunities are posted year-round for students and spouses. Many area businesses and organizations seek specifically to hire Criswell College students. Job listings are made available through the CAMS Student Portal. Church ministry positions are also kept current and posted for student consideration.

IDENTIFICATION CARDS

Student identification cards are issued during registration at no charge and provide various services, including access to the campus. If lost, stolen, or damaged, the student should report it to Student Services and have his/her ID replaced. A replacement fee applies (see fee schedule under “Financial Information” section). More information regarding student identification cards is located in the *Student Handbook*.

PUBLICATIONS

The *Student Handbook* is the primary source for policies, guidelines, and information concerning student life and student issues. It is expected that every student will be familiar with the handbook and conscientiously abide by all college rules, regulations, and policies.

RESIDENCE LIFE

The Criswell Housing Program is at the center of spiritual and student life at Criswell College. Residents live with one to three other students in an apartment and face the challenges and triumphs of daily college life together. It goes far beyond providing convenient, affordable, and quality housing for students. The Criswell Housing Program serves as a vital network to maximize the student life experience as well as provide a framework within which students grow relationally, academically, and spiritually. The college endeavors to support, encourage, and develop students in every area of their lives.

To participate in the Housing Program, students must live in student housing as arranged by Criswell College. The college has an arrangement with a local apartment management company to provide housing for students. See the Student Housing Office for rates and other information.

SOCIAL EVENTS

The Student Leadership Team leads out in planning social events and activities each semester. Often, these events include student families and faculty/staff involvement. Although the college is predominantly a commuter campus, students find time for fellowship and social interaction. Some current semester activities include the Back to School Bash, campus fellowships, a 3-on-3 basketball tournament, worship night, and a talent show.

SPORTS AND RECREATION

Recreational events and sports leagues are scheduled each semester for the entire campus community. Recreational facilities include Pendleton Gym and the Game

Room in Horner Hall. Recreational programming usually includes basketball, softball, volleyball, and indoor soccer. Recreational programming also includes outings to area sporting events for students and their families.

WEATHER POLICY

It is important that students determine their ability to travel safely to the college when weather conditions create road hazards. Students who feel it is not safe to travel to classes should contact their instructors at the earliest possible time. Should the college decide not to hold classes and/or to close all functions of the college due to weather, appropriate announcements will be made on radio station KCBI 90.9 FM and KLTU 94.9 FM, as well as local television stations FOX 4, ABC, 8 NBC 5, CBS 11, and WFAA Channel 8. Announcements will also be posted on the college website and students will be notified via their school issued email addresses. Students who have opted into the Nixil notification program will also be notified via their chosen preferences. For more information regarding Nixil, please visit the Campus Police Office.



ACADEMIC POLICIES

ACADEMIC ADVISING AND CURRICULUM PLANNING

When admitted to Criswell College, each student is assigned an academic advisor, primarily to assist in scheduling courses each semester. In a personal crisis situation, however, academic advisors seek to minister to their advisees as much as practically possible. Advisors are generally assigned according to the student's degree choice.

Criswell College uses milestones as part of its guidance philosophy for academic advising and curriculum planning. Students will be advised according to the milestones noted below.

ENG 090, 101, and 201 must be completed within the student's first 30 earned hours of course work, unless transferred credits for these English courses have been accepted by the Registrar for the student's degree plan. English courses must be completed prior to taking foreign language courses.

Students with less than 63 earned hours are advised to complete all 100 and 200 level courses, since the majority of these courses are common to all B.A. degree programs and provide students with the foundation for benefiting from 300 and 400 level courses. Course prerequisites must be followed and recommended course sequences should be observed for taking courses like Systematic Theology I.

Students with more than 63 earned hours (junior standing) are advised to complete (prioritize) 300 and 400 level core requirements and then mix in other course degree requirements offered in a given semester. Course prerequisites must be followed and recommended course sequences should be observed. Ministry practicum courses are reserved for upper level degree program completion.

Masters students must complete all degree prerequisites within the first 50% of course work for each graduate degree. Until the degree prerequisites are satisfied, a prerequisite must be taken each semester in which a student is enrolled. Course prerequisites must be adhered to and recommended course sequences should be observed.

ACADEMIC APPEALS

Students wishing to appeal their grades must follow this sequence and schedule:

1. Begin by consulting the professor(s) involved, seeking to reach an agreement. If that is not possible, the student may appeal in writing to the Academic Cabinet within 60 days from the date the grade was assigned.
2. The Academic Cabinet will collect the relevant evidence. All concerned parties will be given the opportunity to present their case to the Academic Cabinet.
3. Any member of the Academic Cabinet with a prejudiced viewpoint may be excused from the discussion.
4. The Academic Cabinet will provide a decision in writing, copies of which will be available to the student, involved faculty, and the student's permanent file.
5. Appeals of the Academic Cabinet's decisions must be made within 10 days to the Vice President of Academic Affairs, whose decision is final.

ACADEMIC HONESTY

Absolute truth is an essential belief and basis of behavior for those who believe in a God who cannot lie and forbids falsehood. Academic honesty is the application of the principle of truth in the classroom setting. Academic honesty includes the basic premise that all work submitted by students must be their own and any ideas derived or copied from elsewhere must be carefully documented.

Academic dishonesty includes, but is not limited to:

- cheating of any kind,
- submitting, without proper approval, work originally prepared by the student for another course,
- plagiarism, which is the submitting of work prepared by someone else as if it were his/her own, and
- failing to credit sources properly in written work.

Academic dishonesty is an especially serious matter for a Christian, given the significant theological, ethical, moral, and legal aspects of it. In cases of suspected academic dishonesty:

1. The professor seeks to clear the student of the suspected offense through direct interaction with the student.

2. If the student is cleared of any wrong doing by the professor, no action is needed.
3. If academic dishonesty is confirmed the professor must submit the appropriate form to the Academic Affairs office, which will be placed in the student's permanent file. The professor has authority to take whatever academic action he deems suitable, from a significant grade reduction to failure of the course.
4. If the student disagrees with the professor's conclusion, the student may appeal the decision to the Academic Cabinet through the Office of Academic Affairs.
5. The Academic Cabinet will provide a decision in writing, copies of which will be available to the student, involved faculty, and the student's permanent file.
6. A second confirmed offense is considered a sufficient basis for dismissal from the college.

ACADEMIC RECORDS

Consistent with the Family Educational Rights and Privacy Acts of 1974 (FERPA), as amended, Criswell College uses the following guidelines regarding academic records:

Academic Record

When a student enrolls at Criswell College, an official academic record begins with the student's relevant admissions material and is maintained in the Registrar's Office. Necessary documents are added to the file, as they become available. Current or former students may review their records during the operating hours of the college, unless access to a document has been waived, such as with recommendations. Responsible individuals at the college, if determined to possess a legitimate educational interest, may be given access to educational records at the discretion of the Registrar. The educational records of a current or former student may not be released to other parties without the written permission of the student. Other exceptions may be made, consistent with the exceptions noted in FERPA. It should be noted that original documents contained in the student's educational record will not be returned to the student, parent or guardian, or any third party inquiry.

Challenge to Academic Record

Current or former students may challenge their academic records if they believe the record is inaccurate or misleading. To do so, the student must give written notification to the Registrar's Office, indicating which portion of the record is considered inaccurate or misleading, and should include evidence for drawing that conclusion. The Registrar and Vice President of Academic Affairs will consider the challenge and make a decision, which may be appealed to the President or, where appropriate, the Academic Cabinet (see "Academic Appeals" section). Students not satisfied with the outcome of the

challenge have the right to place in their academic record a statement commenting on the issue or decision.

Notification of Rights under FERPA for Postsecondary Institutions

Rights under FERPA

The Family Educational Rights and Privacy Act (FERPA) affords eligible students certain rights with respect to their education records. (An “eligible student” under FERPA is a student who is 18 years of age or older or who attends a postsecondary institution.) These rights include:

1. The right to inspect and review the student’s education records within 45 days after the day Criswell College receives a request for access. A student should submit to the Registrar a written request that identifies the record(s) the student wishes to inspect. The Registrar will make arrangements for access and notify the student of the time and place where the records may be inspected. If the Registrar does not maintain the records, the Registrar shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student’s education records that the student believes is inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA.

A student who wishes to ask the school to amend a record should write the school official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed.

If the school decides not to amend the record as requested, the school will notify the student in writing of the decision and the student’s right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to provide written consent before the university discloses personally identifiable information (PII) from the student’s education records, except to the extent that FERPA authorizes disclosure without consent.

The school discloses education records without a student’s prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by Criswell College in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A

school official also may include a volunteer or contractor outside of Criswell College who performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, or collection agent or a student volunteering to assist another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for Criswell College.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Criswell College to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Directory Information

Criswell College considers the information listed below to be directory information.

- Student's name
- Address listings
- Telephone listings
- College email address
- Date and place of birth/hometown
- Dates of enrollment
- Enrollment status (full-time or part-time)
- Classification
- Major field of study
- Candidacy for degrees/certificates
- Degrees earned and dates conferred
- Awards and honors received
- Photographic, video, and electronic images that are taken and/or maintained by the college
- Participation in officially recognized activities
- Most recent previous educational agency or institution attended

Students who wish to request the withholding of the personally-identifiable information that Criswell College has identified as Directory Information must complete the Directory Opt-Out Form. The form is effective until rescinded by the student. The form must be submitted to the Registrar's Office by the last day of late registration of the semester in which it goes into effect.

Disclosure of Personally Identifiable Information (PII)

FERPA permits the disclosure of PII from students' education records, without consent of the student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the student, §99.32 of FERPA regulations requires the institution to record the disclosure. Eligible students have a right to inspect and review the record of disclosures. A postsecondary institution may disclose PII from the education records without obtaining prior written consent of the student —

- To other school officials, including teachers, within Criswell College whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. (§99.31(a)(1))
- To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))
- To authorized representatives of the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as a State postsecondary authority that is responsible for supervising the university's State-supported education programs. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))

- To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10))
- Information the school has designated as “directory information” under §99.37. (§99.31(a)(11))
- To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the requirements of §99.39. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding. (§99.31(a)(13))
- To the general public, the final results of a disciplinary proceeding, subject to the requirements of §99.39, if the school determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the school’s rules or policies with respect to the allegation made against him or her. (§99.31(a)(14))
- To parents of a student regarding the student’s violation of any Federal, State, or local law, or of any rule or policy of the school, governing the use or possession of alcohol or a controlled substance if the school determines the student committed a disciplinary violation and the student is under the age of 21. (§99.31(a)(15))

ACADEMIC REQUEST FORMS

Special requests regarding a student’s academic program and records are processed by using one of the academic request forms. The Registrar’s Office only processes the request after compliance with all relevant instructions and applicable signatures. The approved original form will be placed in the student’s academic record.

ACADEMIC STANDING

Warning

A student is placed on Academic Warning when either the semester or cumulative grade point average is unsatisfactory.

- Below 2.0 for A.A. and B.A. students
- Below 2.75 for B.S. students
- Below 2.5 for M.A.C.L., M.A.C.S., and M.Div. students
- Below 2.75 for other M.A. students

After being placed on Academic Warning, an undergraduate student cannot take more than 12 hours and a graduate student cannot take more than 9 hours in each of the fall and spring semesters. Students on Academic Warning cannot take more than 3 hours during a winter or summer term.

Progress

Associate of Arts or Bachelor of Arts students must maintain, after the semester being put on warning, a CGPA of at least 2.0 to avoid Academic Probation. Bachelor of Science

in Education students must maintain, after the semester being put on warning, a CGPA of at least 2.75 to avoid Academic Probation.

Graduate students must maintain, after the semester being put on warning, a minimum CGPA of 2.5 for the M.A.C.L., M.A.C.S., and M.Div. degrees. Graduate students in other M.A. degrees must maintain a 2.75 the semester after being put on warning to avoid Academic Probation.

Probation

Any student not meeting minimum standards of Academic Progress (see above) will be placed on Academic Probation. After being placed on Academic Probation, an undergraduate student cannot take more 6 hours and a graduate student cannot take more than 3 hours in each of the fall and spring semesters. Students on Academic Probation cannot take more than 3 hours during a winter or summer term. Students on Academic Probation may also be restricted from college extracurricular activities and forfeit all institutional financial aid.

A student on probation must raise his CGPA (not only his GPA) above the requirements in order to be removed from probation. If the student's GPA rises above the requirements, the student will continue on probation if his CGPA remains below the standard. (International students should also see "International Students/Academic Standards" in the "Enrollment Services" section.)

If a student has a semester GPA and CGPA below the minimum standards after the second semester on probation (or any subsequent semester on probation), then he will be suspended for one semester, unless the Vice President of Academic Affairs concludes there are significant extenuating circumstances.

Suspension

A student who has been academically suspended from the college (i.e., required absence for one regular semester) must apply for readmission. Students readmitted under these circumstances will be on Academic Probation.

Dismissal

After readmission, failure to meet minimum CGPA standards within two semesters will result in permanent dismissal from the college.

NOTE: The academic status and progress of students receiving V.A. benefits will be monitored and reported periodically to the Department of Veteran Affairs.

ADD OR DROP A COURSE

Students making course schedule changes after the semester or term begins must file a

properly approved Add/Drop Form with the Registrar's Office in a timely manner and pay a fee for each change. Deadlines for adding and dropping a course are published on the Academic Calendar.

Students may add a course at any time prior to the end of the second week of the semester. Failure to comply may result in receiving no credit for attending the class.

Students may drop a course at any time prior to the end of the tenth week of the semester. If a course is dropped during the first week of the semester, the course is removed from the student's registration record with no assigned grade. If a course is dropped during the second through tenth weeks, the course will remain on the student's registration record and a grade of "W" will be assigned. Students are not allowed to drop from a course after the tenth week of the semester.

Proportionate deadlines for adding and dropping a course apply to special terms, such as the compressed winter and summer terms. Refund information can be found in the "Financial Information" section of the catalog.

ADVANCED PLACEMENT (AP) CREDIT

Students submitting a score of three or higher on an Advanced Placement (AP) test administered by the College Entrance Examination Board (CEEB) will be awarded credits equal to those of the course equivalent at Criswell College. Such credit will be evaluated upon receipt of an official copy of scores. AP tests must be completed prior to enrollment at the college and cannot be applied as elective credit.

APPLIED MINISTRY PROJECT

The Applied Ministry Project is the required supervised field education part of the curriculum. The Director of Applied Ministry coordinates the program and approves all ministry projects or other missions-related activities each semester.

The Applied Ministry Project is designed to provide the setting in which the student can apply the theoretical material gained in the classroom in actual practical ministry involvement. If taken seriously, the student will have a richer educational experience and will enter vocational ministry, or other vocations, with an enhanced sense of professional confidence.

ATTENDANCE: ON-CAMPUS AND ONLINE

On-Campus Courses

Criswell College is not an attendance-taking institution. Students are responsible for enrolling in courses for which they anticipate being able to attend every class session on the day and time appearing on course schedules, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for

acquiring any information missed. Professors are not obliged to allow students to make up missed work. Per their independent discretion, individual professors may determine how attendance affects students' ability to meet course learning objectives and whether attendance affects course grades. Professors apprise students of such information in course syllabi.

Online Courses

Online students are responsible for enrolling in courses for which they anticipate being able to participate weekly during the weeks appearing on course schedules, and then making every effort to do so. Such participation may include the following: completing quizzes or exams; emailing faculty or class members as part of an assignment; discussion board posting or response; turning in an assignment; or other communication reflecting ongoing learning in the course. When unavoidable situations result in non-participation, students are responsible for acquiring any information missed. Professors are not obliged to allow students to make up missed work. Per their independent discretion, individual professors may determine how participation affects students' ability to meet course learning objectives and whether participation affects course grades. Professors apprise students of such information in course syllabi.

Attendance: Maintaining Eligibility for Financial Aid and Military Benefits

Students receiving grants, loans, or scholarships must meet certain requirements at the college and should consult relevant sections of this catalog. To ensure such funds will not be forfeited, students are responsible for contacting the proper departments at the college to ascertain any specific course participation requirements and consequences of not meeting such requirements. Students receiving grants, loans, or scholarships should consult the Financial Aid office; students receiving military benefits should consult the Registrar's office.

AUDITING A COURSE

Any on-campus course may be audited if there is space available in the classroom. The Registration Fee is required for a student classified as an auditor. After the two-week drop/add period, students may not change status from audit to credit or credit to audit. Audit students do not receive grades from professors. A student's permanent transcript will reflect which courses have been completed as audits. A course may be audited only two times. An audited course may be taken for academic credit at a later time.

BI-LEVEL COURSE DISTINCTIVES

Criswell College offers a limited number of bi-level courses germane to foundational studies for undergraduate and graduate degree program outcomes. Bi-level courses contain a core that benefits undergraduate and graduate students. Syllabi in bi-level courses address differing learning outcomes and testing expectations for undergraduate

and graduate students. Graduate learning outcomes and assignments in bi-level courses focus on independent study and include a research assignment.

CAMS ENTERPRISE AND BLACKBOARD LEARN

In 2010, Criswell College contracted with Three Rivers Systems for the use of CAMS Enterprise®. CAMS Enterprise serves as the college's centralized student information system. Students can utilize CAMS to register for classes, access past grades, request transcripts, plan their degrees, receive campus news, and communicate with campus departments. Students may access their information through the CAMS student portal, located at estudents.criswell.edu. Students receive their initial portal username and password during the admission process.

In 2011, Criswell College began implementing Blackboard Learn® to supplement its on-campus course delivery process. Many on-campus courses and all online courses now deliver tests, quizzes, assignments and supplemental content via Blackboard Learn. In addition to providing content via Blackboard, many courses allow students to view updated grades throughout the semester, allowing students to keep track of their academic progress in the course. Students may access their information through the portal located at criswell.blackboard.com. Students receive their initial portal username and password during the admission process.

CHANGE IN DEGREE PROGRAM

Students changing their program major/minor(s)/track must notify the Registrar's Office and obtain signatures of approval from the assigned academic advisor and the Registrar on the appropriate completed and approved academic request form. Students making these changes must meet all admissions and program requirements outlined in the *Criswell College Catalog* in effect at the time of the program change.

STUDENT CLASSIFICATION

Freshman	Completed less than 30 semester hours
Sophomore	Completed at least 30 and less than 60 semester hours
Junior	Completed at least 60 and less than 90 semester hours
Senior	Completed at least 90 semester hours and all Chapel and Applied Ministry Project requirements
Graduate	Completed baccalaureate degree and working toward a graduate degree
Non-degree	Not following a regular course of study

Audit	Attending classes without academic credit
Sit-in	Attending classes without transcribed credit

DEFINITION OF CREDIT HOUR

In accordance with the requirements of the US Department of Education and the Southern Association of Colleges and Schools Commission on College, a credit hour is defined as an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates

1. Not less than one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time, or
2. An equivalent amount of work as outlined in item 1 above for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

For academic purposes, Criswell College uses “Carnegie” units to measure semester credit hours. A Carnegie unit of credit is awarded to students for the satisfactory completion of at least one 50-minute session of classroom or direct faculty instruction and at least 100 minutes of out-of-class work per week for not less than 15 weeks. Thus, one semester credit hour represents a minimum of 2250 minutes, or 37.5 clock hours, of total student work per semester.

COLLEGE LEVEL EXAMINATION PROGRAM (CLEP)

Students may submit for evaluation official results of the CLEP subject tests for course credit at Criswell College. CLEP credit may not be applied to any course in which a student is enrolled or has been enrolled. Students should receive permission from the Vice President of Academic Affairs to apply CLEP credit to their degree programs prior to taking an examination. Students may apply CLEP credit to no more than four courses. CLEP credit is not accepted for electives.

CONTINUING EDUCATION UNITS CREDIT

The college occasionally awards Continuing Education Unit credit(s) for professional development training courses, conferences, or seminars. Actual participation and completion of all requirements is documented. All arrangements for credit must be completed and approved in advance before the college agrees to offer appropriately awarded Continuing Education Units. An individual may not be awarded both CEU and academic credit.

COURSE CANCELLATION

Scheduled courses are typically not cancelled unless enrollment is below five. Notification that a course may be cancelled is provided either before or during the first class session.

COURSE LOAD

A full-time undergraduate student is one who is taking a minimum of 12 semester hours, with 15 hours being the recommended load. If a student’s CGPA is at least 3.0, a maximum of 18 hours may be carried. Requests for more hours require filing the appropriate academic request form, with the approval of the student’s assigned academic advisor, the Registrar, and the Vice President of Academic Affairs.

A full-time graduate student is one who is taking a minimum of 9 semester hours, with 12 hours being the recommended load. With a CGPA of at least 3.0, a maximum of 15 hours may be carried. Requests for more hours require filing the appropriate academic request form, with the approval of the student’s assigned academic advisor, the Registrar, and the Vice President of Academic Affairs.

As students determine their course loads, it should be remembered that each hour in class requires an average of two hours study outside class. Following this guidance will help students make consistent progress toward degree completion and provide a healthy balance in their relationship with God, family, school, work, and ministry.

Entering Freshman: Students must prioritize their course load accordingly. After beginning study, the following courses should be taken as soon as possible:

<i>Semester Hrs</i>	<i>Courses</i>	
3	ENG 101	Composition I or ENG 090 Developmental English
3	BIB 105	Hermeneutics (<i>prerequisite for THS 203</i>)
3 + 3	NTS 101, 201	New Testament Survey I, II (<i>prerequisites for THS 203</i>)
3 + 3	OTS 101, 201	Old Testament Survey I, II (<i>prerequisites for THS 203</i>)
3	THS 101	Spiritual Foundations (<i>prerequisite for EMS 101</i>)

NOTE: CPL 100 Chapel and AMP 100 Applied Ministry Project are required non-credit courses taken each semester.

DISTANCE EDUCATION

Criswell College offers selected courses through asynchronous and text-based technologies. A distance education fee is charged on a per-course basis. All distance education courses share a description, learning outcomes, textbooks, assignments, and grading scale with on-campus courses. This requires students to work with the integrity and commitment necessary to participate in and benefit from all of the instruction

and assignments given by the professor for learning the subject matter of the course. Therefore, academic policies and credit for distance education courses are the same as for courses taken on campus. For more information about taking distance education courses, please contact the office of Distance Education, and see “Distance Education” in the Enrollment Services” section of the *Catalog*.

GRADE CHANGES

After grades have been turned in to the Registrar’s Office, grade changes are permitted for errors made in computing grades. If, beyond the possibility (and resolution) of such a computing error, the student wishes to further appeal a grade, the procedure under the “Academic Appeals” section must be followed.

GRADE REPORTS

Final course grades are available to registered students within two weeks of the close of each semester or term through the student portal of the college’s student information system once they have been received and processed by the Registrar’s Office. Students desiring to know their course grades prior to this distribution should contact the course professor(s), not the Registrar’s Office.

Students must have all remaining financial and other obligations to the college, including Student Accounts, Financial Aid, Enrollment Services, Student Services, and the Wallace Library, before grades may be accessed at the end of each semester through the student portal.

GRADING SYSTEM

The significance of letter grades is as follows:

A	97-100	4.0 grade points per semester hour
A-	93-96	3.7 grade points per semester hour
B+	91-92	3.3 grade points per semester hour
B	88-90	3.0 grade points per semester hour
B-	86-87	2.7 grade points per semester hour
C+	83-85	2.3 grade points per semester hour
C	80-82	2.0 grade points per semester hour
C-	78-79	1.7 grade points per semester hour
D+	75-77	1.3 grade points per semester hour
D	72-74	1.0 grade point per semester hour
D-	70-71	0.7 grade points per semester hour
F	0-69	0.0 grade points per semester hour

The following grade symbols are also recognized for transcript evaluation:

AU	Audited Course
CR	Credit
EX	Exempt
I	Incomplete
NC	No Credit
RC	Repeat Course
S	Satisfactory Progress
W	Withdrawn

NOTE: An “I” will be changed to an “F” 60 calendar days after the close of the term or semester in which the “I” was awarded, if the course work is not completed by the stated date published in the Academic Calendar.

GRADUATE COURSES FOR UNDERGRADUATE STUDENTS

In order for an undergraduate student to enroll in a graduate level course for transcribed credit, the student must have academic administrative approval and meet the following standards.

- Classified as a Senior with all current Chapel and Applied Ministry Project requirements completed
- A minimum current cumulative GPA of 3.0
- Meet all academic criteria for the course
- Not exceed a maximum of 6 credit hours of graduate courses for undergraduate or graduate credit with B.A. or B.S. degree requirements uncompleted

Any graduate course taken for undergraduate credit cannot be taken for graduate credit at a later time nor be applied to a graduate degree. Qualified seniors who have filed a Graduation Application with the Registrar’s Office may take more than 6 credit hours of graduate courses with approval.

GRADUATION REQUIREMENTS

To be eligible for graduation, students must maintain high standards of moral and ethical conduct, settle all financial obligations with the college (at least two weeks prior to Commencement), and successfully complete their prescribed course of study. Clearance for approving a graduation application must be secured from the Business Office, Financial Aid Office, Wallace Library, Registrar’s Office, and Student Services Office (Chapel and Applied Ministry Project). It is the responsibility of all students expecting to graduate to be certain that they are clear and in good standing with the college through all of these administrative and educational support areas.

Application

Students must indicate their intent to graduate by filing a completed Graduation Application with the Registrar's Office and paying the accompanying fee by the deadline per the academic calendar. If the Graduation Application is turned in after the deadline, a late fee will be charged in addition to the application fee, payable immediately.

Commencement Attendance

On-campus students are required to attend graduation rehearsal and commencement exercises to receive their diplomas. Permission to graduate in *absentia* must be granted by the Academic Affairs Office and filed in the student's academic records in the Registrar's Office. Online students are not required to attend but are encouraged to do so.

In order to participate in the May commencement, students must complete all graduation requirements two weeks prior to dress rehearsal. No classes needed for graduation may be deferred after the spring semester.

Cumulative Grade Point Average

Undergraduates must achieve at least a 2.0 CGPA for the Associate and Bachelor of Arts degree programs, and a 2.75 CGPA for the Bachelor of Science in Education degree program. A semester grade of "D-" or better is required for any course applied toward all undergraduate program degree requirements. Graduates from the M.A.C.L., M.A.C.S. and M.Div. degree programs must complete their course of study with a CGPA of 2.5 or better, while those in the Master of Arts in Counseling and Theological and Biblical Studies must finish with a CGPA of 2.75 or better. For all graduate programs, a grade of "C" (2.0) or better is required for any course applied toward degree requirements.

Residency Requirement

For undergraduate programs, at least 50% of course work (including 100% of the final 30 hours) required for graduation must be taken at Criswell College. Graduate students are required to complete at least 50% of course work (including 100% of the final 9 hours) required for graduation at Criswell College.

Scholastic Recognition

Scholastic excellence will be recognized at Commencement as follows:

Summa Cum Laude	Candidates with a CGPA of at least 3.8
Magna Cum Laude	Candidates with a CGPA of at least 3.7
Cum Laude	Candidates with a CGPA of at least 3.5

When a student retakes a course for credit, only the final grade is calculated in the CGPA. However, for the purpose of determining academic honors, all of a student's

attempted course work at Criswell College will be calculated in determining the overall CGPA.

Honors Awards

The H. Leo Eddleman Award is presented annually to the outstanding Bachelor's graduate. In order to qualify for this award, a student must have a CGPA of 3.7 or above and must have completed a minimum of 70 semester hours at Criswell College.

The W. A. Criswell Award is presented annually to the outstanding Master's graduate. In order to qualify for this award, a student must have a CGPA of 3.7 or above and must have completed at least 24 semester hours at Criswell College.

The C. Richard Wells Award is presented annually to a Master of Arts in Christian Leadership graduate in recognition of academic excellence. To qualify for this award, a student must have completed the Master of Arts in Christian Leadership course of study at Criswell College, and must have demonstrated a high level of academic success.

The H. Leroy Metts Greek Language Award was established to recognize the outstanding teaching ministry of Dr. Roy Metts as the premier Greek Scholar in the Southern Baptist Convention. It is given annually to recognize the academic achievement of an outstanding student in the study of New Testament Greek.

The Lamar E. Cooper, Sr. Hebrew Language Award was established to recognize the teaching ministry of Dr. Lamar Cooper, Professor of Hebrew and Old Testament. It is given annually to recognize the academic achievement of an outstanding student in the study of biblical Hebrew.

The Presidential Scholarship at Southwestern Baptist Theological Seminary is presented annually to an outstanding Bachelor's or Master's graduate who displays academic excellence and is in the top 5% of his/her class.

The Student Leadership Award is presented annually by the faculty and administration of the college to one student who throughout the academic year has consistently and sacrificially offered himself/herself in service to the college.

The O. S. Hawkins Scholarship Award is funded through the W. A. Criswell Foundation and awarded annually to an outstanding pastoral ministry student and involves a mentoring relationship with a local pastor.

The Who's Who Award is determined by the student's CGPA and rank in their graduation class. To qualify for faculty consideration students must have a minimum CGPA of 3.5 and be in the top 10% of the their graduating class based on CGPA.

HONORARY DEGREES

Through a vote of the faculty, the college identifies and cites the distinguished contributions of Baptist individuals to the cause of the gospel ministry worldwide by awarding the honorary Doctor of Laws, the Doctor of Divinity, and the Doctor of Humane Letters at the annual commencement ceremony.

The Doctor of Laws (LL.D.), first conferred in 1773, is the most popular honorary doctorate now awarded. It is regarded as the most appropriate award for a person distinguished in general service to the state, to learning, and to mankind.

The Doctor of Divinity (D.D.) is the oldest and most traditional honorary degree awarded to men who have made major contributions, both by service and example, to the Gospel ministry over an extended period of years.

The Doctor of Humane Letters (L.H.D.) is the oldest and most traditional honorary degree awarded to those who have made major contributions both by service and example to the field of Humanities over an extended period of years.

INCOMPLETE GRADES

Students requesting a grade of Incomplete (I) must understand that incomplete grades may be given only upon approval of the faculty member involved. An “I” may be assigned only when a student is currently passing a course and in situations such as those involving extended illness, serious injury, death in the family, or employment or government reassignment, not student neglect.

Students are responsible for contacting their professors prior to the end of the semester, and filing the appropriate completed and approved academic request form with the Registrar’s Office. The “I” must be removed (by completing the remaining course requirements) no later than 60 calendar days after the end of the term, or the “I” will become an “F.”

INDEPENDENT STUDIES

Courses may be offered as independent studies for undergraduate seniors or masters students in the last year of study, who have irreconcilable schedule conflicts among courses needed to complete a degree program for graduation. Students must be in good academic standing with at least a 3.0 CGPA. Students are not allowed to take more than one course by independent study per semester. Certain courses, such as Core Courses, may be inappropriate for independent study. Independent study courses are typically limited to supervision by full-time faculty only. Clarification on these issues may be obtained from the Academic Affairs Office. Students are not permitted to do an independent study of a course that has been failed previously. In addition, students on warning or probation will not be permitted to do an independent study.

All independent study courses must be approved by the professor and academic advisor before being approved by academic administration prior to or during Registration. Independent studies must be processed at Registration and be completed by the end of that semester. Independent study courses are typically not available for the winter or summer terms. In cases involving class cancellations, exceptions may be granted to complete a course by independent study with the approval of the student's academic advisor, the professor, Vice President of Academic Affairs, and the Registrar.

Tuition for independent studies is the same as for regular classroom course work and is due at the time of Official Registration. The student must also pay an additional Independent Study Fee per course.

INSTITUTIONAL EFFECTIVENESS/RESEARCH

The mission of the Office of Institutional Effectiveness and Research is to support the mission of the college by establishing and maintaining assessment methods, data reporting, and administrative best practices for the purposes of institutional planning, improvement, and accreditation compliance.

As a part of its mission, the Office of Institutional Effectiveness and Research coordinates the college's academic degree program assessment process. This process involves the extraction of key student performance indicators from select core courses for the purpose of assessing student progress throughout all degree programs. The information compiled from this process allows the faculty and administration to find ways to improve academic programs so that students are better equipped for success.

MISSION PRACTICUM

All undergraduate students are required to complete EMS 417 International Mission Practicum or EMS 426 Domestic Mission Practicum. The many purposes for this curriculum requirement include encouraging students to: 1) consider seriously God's call to international missions; 2) become global Christians in thinking and practice; and 3) develop as leaders by facing challenging and unfamiliar experiences.

For a student to be eligible to participate in the scheduled mission practicum of his or her choice, the following requirements must be met: 1) good academic standing; 2) at least a junior; 3) a minimum of 30 credit hours successfully completed at Criswell College; and 4) must complete THS 101 Spiritual Foundations and EMS 101 Personal Evangelism. At the discretion of the professor, students may sit-in or audit the class and participate in the mission trip. Financial support for these courses is raised by the student.

NON-RESIDENT CREDIT REQUIREMENTS

Currently enrolled students may complete courses at other accredited or approved institutions for credit at Criswell College according to the "Graduation Requirements/Residency Requirement" section. However, to ensure that such courses can be used

for credit at Criswell College, students must complete the appropriate forms to seek approval prior to enrolling in non-resident courses.

PROGRAM COMPLETION

Catalog Requirements for Program Completion

Program completion requirements are governed by the catalog year and semester under which the student begins classes. When a student does not attend Criswell College for three consecutive fall/spring semesters, he or she will be placed under the new Catalog and degree plan in effect upon readmission to the college. At the time of graduation, readmitted students will be assessed for program completion with a current graduation audit.

Cooperative Resolution for Program Completion

Criswell College recognizes that it is important for students to earn their degrees in a timely fashion. Criswell College commits itself to providing students all possible assistance to ensure graduation within the proposed time frame of their degree program beginning at the point when they enter the system. The student's responsibilities for completion of a degree within the projected time of the program of study is contingent upon the following criteria.

- Having appropriate high school or other education requirements for the degree program before entering the course of study
- Selecting a major early in the college career and adhering to the proposed course plan for that major
- Working closely with one's academic advisor to develop a curricular plan
- Enrolling in courses according to the order that is outlined in the catalog for the degree plan, prioritizing prerequisite courses early in the program
- Pre-registering early during each semester's pre-registration period
- Registering for and completing a full load of courses as appropriate for the degree program (12-15 credit hours per semester for undergraduates and 9-12 credit hours per semester for graduates)
- Notifying one's academic advisor immediately in the case of a possible delay in degree completion caused by the unavailability of a course that is needed in the last year of study

For its part, the college guarantees each student enrollment in the courses that are required for his degree program. If the required courses are unavailable when needed, mutually acceptable alternatives may be provided.

The mutual commitment outlined in this resolution by both the college and the student will result in graduation in the proposed time for the degree program.

PROGRAM DECLARATION

Students are encouraged to declare a degree program as early on in their academic career as possible, but must declare no later than 60 hours into their undergraduate degree and 18 hours into their graduate degree.

QUALITY ENHANCEMENT PLAN (QEP)

Criswell College regularly engages in a five-year Quality Enhancement Plan (QEP) designed to improve key areas of student learning. Our current QEP focuses on the college's writing center. The writing center is staffed by faculty, staff, and student workers who provide tutoring services to our students in the areas of basic composition, writing style, formatting, writing structure, and any other writing needs. The writing center also encourages creativity and excellence in writing through contests, readings, and writer's resource publications. Any student interested in receiving help in these areas should visit the writing center in person or email an appointment request to writingcenter@criswell.edu.

REGISTRATION

Students must complete course registration prior to attending classes. All course registration should be done in accordance with faculty advisement to ensure the student takes courses appropriate to the student's degree plan and education goals. Information on registration dates, times, and procedures are available on the college website and is updated regularly.

REPEATING COURSES

Only courses for which the student received a grade of "C" (2.0) or lower can be repeated at Criswell College. When a course is retaken for credit, only the final grade is calculated in the student's CGPA. However, to determine academic honors, all attempted course work will be calculated in the final CGPA. Sit-in or audited courses may be taken for credit at a later time.

RESEARCH AND WRITING STANDARDS

The default writing style for written assignments in Criswell College courses is the latest edition of *A Manual for Writers of Research Papers, Theses, and Dissertations* by Kate Turabian. However, instructors are free to require alternative writing styles in their courses. These styles include but are not limited to the American Psychological

Association (APA), Chicago Manual of Style, Modern Language Association (MLA), and Society of Biblical Literature (SBL) writing guides.

SIT-IN STATUS

Sit-in status in an on-campus course is available for students who have previously completed a credit course to serve as a review and refresher of course material or for those desiring to further their education. If space is available, approval must be given by the Registrar's Office along with paying the sit-in course fee. For more information regarding sit-in status, please refer to the "Enrollment Services" section.

TRANSFERABILITY OF CREDIT

Credits earned at Criswell College are transferable to other institutions in accordance with policies of the receiving institutions. Students are responsible for ensuring courses will meet degree requirements other institutions. Students who enroll in courses for transfer to another college or university should consult representatives of the receiving school to ensure coursework will be accepted in their program of study. .

SPECIAL EVENTS

Classes are sometimes dismissed due to special events, such as seminars or conferences. When regular classes are dismissed for students to participate in special events, students must attend the event or be counted absent for those classes.

TECHNOLOGY

The IT Department maintains a network for student use that provides access to campus computing facilities by way of the Wallace Library and a computer lab, including software support for e-mail, the Internet, library research, and standard applications for preparing course assignments. Students agree to adhere to the college's technology policies whenever they connect or login to the network or online information system. The college reserves the right to disconnect users *without warning* to protect the integrity and/or usability of the network. Technology policies are distributed through the Student Services Office.

TEXTBOOKS

Textbooks for classes are available at the Dallas Theological Seminary's Book Center, which is located two blocks north of the college campus at 4005 Swiss Avenue, Dallas, TX 75204. The Book Center can be contacted by phone at 214-841-3700 and accessed online at bookcenter.dts.edu

THESIS REQUIREMENT

After passing the oral defense stage of the thesis process, graduate students must make any assigned corrections for form and content designated by the thesis committee chairman. At least one copy of the final corrected thesis manuscript must be submitted to the Wallace Library for binding and addition to the library collection. The fee for binding the library copy is \$60. Any additional copies are \$40 each. Check with the Director of Library Services for submission and binding processes. A student's transcript and diploma will not be released until this requirement is met.

TRANSCRIPTS

Official transcripts are issued by the Registrar's Office. Transcripts must be requested in writing via the Transcript Request form and include the original signature of the student. All obligations to Criswell College must be satisfied before a transcript will be released. Please keep in mind that it may be at least one week after the end of a semester or term before final grades are posted. Our policy prohibits the faxing or scanning and emailing of official transcripts. Students may print an unofficial transcript from their CAMS Student Portal. Students in need of assistance in accessing their CAMS student portal should contact the Campus Software Manager.

Transcripts are processed in the order in which they are received. Normal processing time is 1–3 business days and does not include delivery time. During college holidays and peak periods (beginning or end of terms, official registration, or graduation), it may take longer than normal to process a transcript. Additional processing time may occur if you were last enrolled at Criswell prior to the Fall 1996 semester. Same day pick-up is not guaranteed.

Transcripts will not be released to students who have holds on their account for outstanding balances owed to the college or other unfulfilled obligations. Contact the Registrar's Office at 214.818.1303 if additional information is needed regarding transcript holds.

VISITORS

Visitors are invited to attend class as non-participants on a limited basis (not exceeding 25% of class sessions) if space is available and the professor approves. If a visitor wishes to attend more than 25% of class sessions, he or she should register as a sit-in student and pay the sit-in course fee.



PROGRAMS OF UNDERGRADUATE STUDY

DEGREE PLANS

Criswell College offers a variety of degrees at the undergraduate level. The Associate of Arts degree is designed primarily for the student desiring basic general education curricula with a strong biblical and theological foundation for his or her total education. Students at the Bachelor's level choose from six majors: Biblical Studies, Church Planting and Revitalization, Education, Ministry, Psychology, or Philosophy, Politics, and Economics.

GENERAL EDUCATION STUDIES

General education studies for the Bachelor of Arts consist of 33 hours of general education core studies, 33 hours of Bible and theology core studies, and nine hours of ministry core studies. General education studies for the Bachelor of Science consist of 30 hours of general education core studies, 30 hours of Bible and theology core studies, and nine hours of ministry core studies. The mission of general education studies at Criswell College is to provide students with a broad, integrated foundation of knowledge and skills that equip them for scholastic and vocational success. These courses train students to think critically and write effectively from a biblical, theological perspective. Students who complete general education studies at Criswell College will be able to:

1. Analyze ideas critically and develop well-reasoned solutions to problems;
2. Express ideas clearly and persuasively through written communication;
3. Rightly apply biblical and theological truths to significant contemporary issues.

Associate of Arts

The Associate of Arts degree is designed primarily for students desiring basic general education curricula with a strong biblical and theological foundation for their total education. This degree meets the minimum requirements for appointment with certain missionary agencies. Successful completion of the Associate of Arts degree also prepares students for the Bachelor of Arts degree programs at Criswell College.

STUDENT LEARNING OUTCOMES

A.A. graduates will be able to:

1. Write with clarity, coherence, and persuasiveness at a collegiate level;
2. Demonstrate a knowledge of the structure and basic content of biblical books;
3. Demonstrate a knowledge of foundational theological concepts that are part of the theological tradition of the college.

A.A. CURRICULUM

Minimum Degree Requirements (60 Hours)

GENERAL EDUCATION CORE STUDIES (21 Hours)

ENG 101 Composition I
ENG 201 Composition II
HUM 201 Roman World
HUM 302 Modern World
PHI 201 Introduction to Philosophy
PSY 101 Introduction to Psychology
SCI 201 Natural Science

MINISTRY CORE STUDIES (3 Hours)

EMS 101 Personal Evangelism

OPEN ELECTIVES (3 Hours)

APPLIED STUDIES

BIBLE AND THEOLOGY CORE STUDIES (33 Hours)

BIB 105 Hermeneutics
BIB 110 Biblical Languages and Tools
NTS 101 New Testament Survey I
NTS 201 New Testament Survey II
OTS 101 Old Testament Survey I
OTS 201 Old Testament Survey II
THS 101 Spiritual Foundations
THS 201 Church History
THS 202 Baptist History and Distinctives
THS 203 Systematic Theology I
THS 301 Systematic Theology II

AMP 100 Applied Ministry Project
(No Credit - Required each semester)

Bachelor of Arts

BIBLICAL STUDIES

The Bachelor of Arts degree is available in various majors. Each major contains core general education requirements, core studies in Bible, theology, and ministry, and requirements specific to the major. Students may choose a double major, taking all their electives (15 hours) in the second major and completing 15 additional hours in that second major (thus totaling 135 hours instead of 120 hours). For students so inclined, the B.A. program is an excellent preparation for graduate studies.

The goal of the Biblical Studies major is to prepare students to study the Bible efficiently and to communicate it effectively in a contemporary setting. Although there are more Bible study resources and aids available today than ever before, biblical illiteracy still seems to be on the rise even among those who have been raised in a Christian environment. Since we affirm that the Bible is “God’s revelation of Himself to man” and “a perfect treasure of divine instruction,” we believe it is important for those who will communicate its message to do so with accuracy and truth for the benefit of the body of Christ.

STUDENT LEARNING OUTCOMES

B.A. graduates with a major in Biblical Studies will be able to:

1. Demonstrate knowledge of books of the Bible in light of their literary genre, structure, and background;
2. Translate and exegete the Hebrew Old Testament and the Greek New Testament at a basic level; and
3. Explain the theological relationships between biblical texts and discuss their significance for biblical theology.

B.A. BIBLICAL STUDIES CURRICULUM

Minimum Degree Requirements (120 Hours)

GENERAL EDUCATION CORE STUDIES

(33 Hours)

COM 202	Introduction to Speech Communication
ENG 101	Composition I
ENG 201	Composition II
HUM 201	Roman World
HUM 302	Modern World
HUM 404	Faith and Culture
PHI 201	Introduction to Philosophy
PSY 101	Introduction to Psychology

One of the following:

MTH 201	Elementary Statistics
SCI 201	Natural Science

Two semesters of a foreign language:

GRK 201	Greek I
GRK 202	Greek II
or	
HEB 301	Hebrew I
HEB 302	Hebrew II

BIBLE AND THEOLOGY CORE STUDIES

(33 Hours)

BIB 105	Hermeneutics
BIB 110	Biblical Languages and Tools
NTS 101	New Testament Survey I
NTS 201	New Testament Survey II
OTS 101	Old Testament Survey I
OTS 201	Old Testament Survey II
THS 101	Spiritual Foundations
THS 201	Church History
THS 202	Baptist History and Distinctives
THS 203	Systematic Theology I
THS 301	Systematic Theology II

MINISTRY CORE STUDIES

(9 Hours)

EMS 101	Personal Evangelism
MIN 201	Introduction to Biblical Exposition

One of the following:

EMS 417	International Mission Practicum
EMS 426	Domestic Mission Practicum

BIBLICAL STUDIES MAJOR

(30 Hours)

NTS 310	New Testament Intensive
NTS 315	Topics in New Testament Studies
NTS 350	New Testament Backgrounds
NTS 380	A Theology of the New Testament
OTS 310	Old Testament Intensive
OTS 315	Topics in Old Testament Studies
OTS 350	Old Testament Backgrounds
OTS 380	A Theology of the Old Testament

Two semesters of a foreign language in addition to those in the core:

GRK 201	Greek I
GRK 202	Greek II
or	
HEB 301	Hebrew I
HEB 302	Hebrew II

OPEN ELECTIVES

*(15 Hours)

APPLIED CORE CURRICULUM

AMP 100	Applied Ministry Project (No Credit - Required each semester)
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*Although students do not declare minors, the equivalent of a minor may be completed by devoting all elective hours toward one discipline.

Bachelor of Arts

CHURCH PLANTING & REVITALIZATION

The Bachelor of Arts degree is available in various majors. Each major contains core general education requirements, core studies in Bible, theology, and ministry, and requirements specific to the major. Students may choose a double major, taking all their electives (15 hours) in the second major and completing 15 additional hours in that second major (thus totaling 135 hours instead of 120 hours). For students so inclined, the B.A. program is an excellent preparation for graduate studies.

The goal of the Church Planting & Revitalization (CPR) major is to prepare students to make disciples resulting in the development of churches. Almost 90% of church jobs today are either in a church needing revitalization or in a church plant. With the United States being the third largest mission field in the world, the CPR major also prepares students for international and domestic missions. With two practicums in the program and field assignments in every course, students who complete the CPR major will have at least four semesters of practical experience in church planting and/or church revitalization.

STUDENT LEARNING OUTCOMES

B.A. graduates with a major in Church Planting & Revitalization will be able to:

1. Conduct cultural analysis for the purpose of designing effective church planting and church revitalization strategies;
2. Interpret a book of the New Testament in light of its historical context, structure, and biblical-theological significance, while drawing applications for a contemporary church planting project;
3. Demonstrate effective leadership within a church context; and
4. Design a curriculum for effective discipleship within a church context.

B.A. CHURCH PLANTING & REVITALIZATION CURRICULUM

Minimum Degree Requirements (120 Hours)

GENERAL EDUCATION CORE STUDIES

(33 Hours)

COM 202	Introduction to Speech Communication
ENG 101	Composition I
ENG 201	Composition II
HUM 201	Roman World
HUM 302	Modern World
HUM 404	Faith and Culture
PHI 201	Introduction to Philosophy
PSY 101	Introduction to Psychology

One of the following:

MTH 201	Elementary Statistics
SCI 201	Natural Science

Two semesters of a foreign language:

ARB 301	Arabic I
ARB 302	Arabic II
or	
GRK 201	Greek I
GRK 202	Greek II
or	
HEB 301	Hebrew I
HEB 302	Hebrew II

BIBLE AND THEOLOGY CORE STUDIES

(33 Hours)

BIB 105	Hermeneutics
BIB 110	Biblical Languages and Tools
NTS 101	New Testament Survey I
NTS 201	New Testament Survey II
OTS 101	Old Testament Survey I
OTS 201	Old Testament Survey II
THS 101	Spiritual Foundations
THS 201	Church History
THS 202	Baptist History and Distinctives
THS 203	Systematic Theology I
THS 301	Systematic Theology II

MINISTRY CORE STUDIES

(9 Hours)

EMS 101	Personal Evangelism
MIN 201	Introduction to Biblical Exposition

One of the following:

EMS 417	International Mission Practicum
EMS 426	Domestic Mission Practicum

CHURCH PLANTING & REVITALIZATION MAJOR

(30 Hours)

CPR 301	Introduction to Church Planting
CPR 401	Church Planting Models and Methods
CPR 404	Current Issues in Church Planting
CPR 410	Evangelism in the Book of Acts
CPR 415	Church Planting/Revitalization Practicum I
CPR 425	Church Planting/Revitalization Practicum II
EMS 102	Church Evangelism
EMS 203	Cross-Cultural Communication
EMS 205	History and Theology of Missions
MIN 205	Christian Leadership

OPEN ELECTIVES

*(15 Hours)

APPLIED CORE CURRICULUM

AMP 100	Applied Ministry Project (No Credit - Required each semester)
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*Although students do not declare minors, the equivalent of a minor may be completed by devoting all elective hours toward one discipline.

Bachelor of Arts

MINISTRY

The Bachelor of Arts degree is available in various majors. Each major contains core general education requirements, core studies in Bible, theology, and ministry, and requirements specific to the major. Students may choose a double major, taking all their electives (15 hours) in the second major and completing 15 additional hours in that second major (thus totaling 135 hours instead of 120 hours). For students so inclined, the B.A. program is an excellent preparation for graduate studies.

The goal of the Ministry major is to prepare students for preaching and general ministry. Effective preaching of the gospel is the primary mode for the advancement of the kingdom of God. Students complete courses in sermon delivery, preaching from the Old Testament, and preaching from the New Testament. General topics in ministry, such as evangelism and missions, are also covered.

STUDENT LEARNING OUTCOMES

B.A. graduates with a major in Ministry will be able to:

1. Effectively communicate Scriptural and theological truth through expository preaching;
2. Demonstrate effective methods of evangelism in a variety of cultural contexts;
3. Conduct critical analysis of a local church context for the purpose of designing effective evangelism strategies; and
4. Critically assess one's own leadership style for the purpose of designing effective strategies for improving one's own leadership.

B.A. MINISTRY CURRICULUM

Minimum Degree Requirements (120 Hours)

GENERAL EDUCATION CORE STUDIES

(33 Hours)

COM 202	Introduction to Speech Communication
ENG 101	Composition I
ENG 201	Composition II
HUM 201	Roman World
HUM 302	Modern World
HUM 404	Faith and Culture
PHI 201	Introduction to Philosophy
PSY 101	Introduction to Psychology

One of the following:

MTH 201	Elementary Statistics
SCI 201	Natural Science

Two semesters of a foreign language:

ARB 301	Arabic I
ARB 302	Arabic II
or	
GRK 201	Greek I
GRK 202	Greek II
or	
HEB 301	Hebrew I
HEB 302	Hebrew II

BIBLE AND THEOLOGY CORE STUDIES

(33 Hours)

BIB 105	Hermeneutics
BIB 110	Biblical Languages and Tools
NTS 101	New Testament Survey I
NTS 201	New Testament Survey II
OTS 101	Old Testament Survey I
OTS 201	Old Testament Survey II
THS 101	Spiritual Foundations
THS 201	Church History
THS 202	Baptist History and Distinctives
THS 203	Systematic Theology I
THS 301	Systematic Theology II

MINISTRY CORE STUDIES

(9 Hours)

EMS 101	Personal Evangelism
MIN 201	Introduction to Biblical Exposition

One of the following:

EMS 417	International Mission Practicum
EMS 426	Domestic Mission Practicum

MINISTRY MAJOR

(30 Hours)

EMS 102	Church Evangelism
EMS 203	Cross-Cultural Communication
EMS 205	History and Theology of Missions
EMS 303	Encountering World Religions
EMS 404	Topics in Missions and Evangelism
MIN 202	Sermon Delivery
MIN 205	Christian Leadership
MIN 331	Preaching from the Old Testament
MIN 333	Preaching from the New Testament
MIN 426	Topics in Ministry

OPEN ELECTIVES

*(15 Hours)

APPLIED CORE CURRICULUM

AMP 100	Applied Ministry Project (No Credit - Required each semester)
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*Although students do not declare minors, the equivalent of a minor may be completed by devoting all elective hours toward one discipline.

Bachelor of Arts

PHILOSOPHY, POLITICS, & ECONOMICS

The Bachelor of Arts degree is available in various majors. Each major contains core general education requirements, core studies in Bible, theology, and ministry, and requirements specific to the major. Students may choose a double major, taking all their electives (15 hours) in the second major and completing 15 additional hours in that second major (thus totaling 135 hours instead of 120 hours). For students so inclined, the B.A. program is an excellent preparation for graduate studies.

Criswell's Philosophy, Politics, & Economics (PPE) program lays a solid foundation for successfully engaging ideas – from the ancient to the contemporary – in the public square and in the church. PPE graduates understand local, national, and international issues, news, politics, and economics, and they appreciate history, culture, the arts, and how believers can redeem it all for God's glory. PPE graduates know how to help the poor (both physically and spiritually), how to pass that knowledge on to others, and how to live and flourish in a fallen world until the Lord returns.

STUDENT LEARNING OUTCOMES

B.A. graduates with a major in Philosophy, Politics, and Economics will be able to:

1. Distinguish and describe the major movements within the history of Western philosophy, naming and elaborating on the primary thinkers and concepts relevant to each;
2. Describe the philosophical foundations, basic structure, and historical development of American constitutional government; and
3. Identify fundamental economic principles and explain their relationship to public policy choices.

B.A. PHILOSOPHY, POLITICS & ECONOMICS CURRICULUM

Minimum Degree Requirements (120 Hours)

GENERAL EDUCATION CORE STUDIES (33 Hours)

COM 202	Introduction to Speech Communication
ENG 101	Composition I
ENG 201	Composition II
HUM 201	Roman World
HUM 302	Modern World
HUM 404	Faith and Culture
MTH 201	Elementary Statistics
PHI 201	Introduction to Philosophy
PSY 101	Introduction to Psychology

Two semesters of a foreign language:

ARB 301	Arabic I
ARB 302	Arabic II
or	
GRK 201	Greek I
GRK 202	Greek II
or	
HEB 301	Hebrew I
HEB 302	Hebrew II

BIBLE AND THEOLOGY CORE STUDIES (33 Hours)

BIB 105	Hermeneutics
BIB 110	Biblical Languages and Tools
NTS 101	New Testament Survey I
NTS 201	New Testament Survey II
OTS 101	Old Testament Survey I
OTS 201	Old Testament Survey II
THS 101	Spiritual Foundations
THS 201	Church History
THS 202	Baptist History and Distinctives
THS 203	Systematic Theology I
THS 301	Systematic Theology II

MINISTRY CORE STUDIES (9 Hours)

EMS 101	Personal Evangelism
MIN 201	Introduction to Biblical Exposition

One of the following:

EMS 417	International Mission Practicum
EMS 426	Domestic Mission Practicum

PHILOSOPHY, POLITICS, & ECONOMICS MAJOR (30 Hours)

ECN 302	Microeconomics
ECN 402	Macroeconomics
HUM 210	Politics and Law in Western Civilization
PHI 215	Critical Thinking
PHI 402	Introduction to Ethics
PHI 415	Metaphysics and Epistemology
POL 201	Government of the United States
POL 301	State and Local Government
POL 302	The Constitution of the United States
POL 410	Political Economy

OPEN ELECTIVES *(15 Hours)

APPLIED CORE CURRICULUM

AMP 100	Applied Ministry Project (No Credit - Required each semester)
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*Although students do not declare minors, the equivalent of a minor may be completed by devoting all elective hours toward one discipline.

Bachelor of Arts

PSYCHOLOGY

The Bachelor of Arts degree is available in various majors. Each major contains core general education requirements, core studies in Bible, theology, and ministry, and requirements specific to the major. Students may choose a double major, taking all their electives (15 hours) in the second major and completing 15 additional hours in that second major (thus totaling 135 hours instead of 120 hours). For students so inclined, the B.A. program is an excellent preparation for graduate studies.

The Bachelor of Arts in Psychology provides a foundation for many different careers by teaching interpersonal, analytical, and critical-thinking skills from a Christian worldview. Graduates with a major in psychology are equipped for positions in the local church, business, education, industry, the mental health field, and other areas where a psychology background is either required or enhances the individual's qualifications for employment. The undergraduate program in psychology provides an excellent foundation for students pursuing advanced degrees in psychology or counseling, leading to professional careers as practitioners and/or educators.

STUDENT LEARNING OUTCOMES

B.A. graduates with a major in Psychology will be able to:

1. Distinguish and summarize major theories within the field of abnormal psychology;
2. Articulate an understanding of human nature that integrates psychology and theological doctrines that are consistent with the Word of God and useful for strengthening individuals and groups of people in their relationships with God and others; and
3. Demonstrate scientific inquiry and critical thinking skills that reflect an understanding of personality theories.

B.A. PSYCHOLOGY CURRICULUM

Minimum Degree Requirements (120 Hours)

GENERAL EDUCATION CORE STUDIES

(33 Hours)

COM 202	Introduction to Speech Communication
ENG 101	Composition I
ENG 201	Composition II
HUM 201	Roman World
HUM 302	Modern World
HUM 404	Faith and Culture
MTH 201	Elementary Statistics
PHI 201	Introduction to Philosophy
PSY 101	Introduction to Psychology

Two semesters of a foreign language:

ARB 301	Arabic I
ARB 302	Arabic II
or	
GRK 201	Greek I
GRK 202	Greek II
or	
HEB 301	Hebrew I
HEB 302	Hebrew II

BIBLE AND THEOLOGY CORE STUDIES

(33 Hours)

BIB 105	Hermeneutics
BIB 110	Biblical Languages and Tools
NTS 101	New Testament Survey I
NTS 201	New Testament Survey II
OTS 101	Old Testament Survey I
OTS 201	Old Testament Survey II
THS 101	Spiritual Foundations
THS 201	Church History
THS 202	Baptist History and Distinctives
THS 203	Systematic Theology I
THS 301	Systematic Theology II

MINISTRY CORE STUDIES

(9 Hours)

EMS 101	Personal Evangelism
MIN 201	Introduction to Biblical Exposition

One of the following:

EMS 417	International Mission Practicum
EMS 426	Domestic Mission Practicum

PSYCHOLOGY MAJOR

(30 Hours)

PSY 102	Dynamics of Marriage and Family
PSY 205	History of Psychology
PSY 210	Theories of Personality
PSY 220	Developmental Psychology
PSY 230	Abnormal Psychology
PSY 305	Behavioral Neuroscience
PSY 315	Experimental Psychology
PSY 407	Introduction to Clinical Psychology
PSY 410	Integration of Theology and Psychology
PSY 417	Introduction to Psychopharmacology

OPEN ELECTIVES

*(15 Hours)

APPLIED CORE CURRICULUM

AMP 100	Applied Ministry Project (No Credit - Required each semester)
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*Although students do not declare minors, the equivalent of a minor may be completed by devoting all elective hours toward one discipline.

Bachelor of Science

EDUCATION

The Bachelor of Science in Education trains individuals who desire to teach Early Childhood (EC) through 6th grade in a public, private, or Christian school. Students are required to complete a biblical core, a general education core, and the professional program. Upon successful completion of this Educator Preparation Program for Core Subjects EC-6th and fulfillment of Texas Education Agency (TEA) requirements, students are prepared to sit for the TExES examinations that lead to Texas State Teacher Certification.

Students pursuing this degree must meet the requirements listed below in order to be accepted into the program.

- Complete and pass a minimum of 60 credit hours of college coursework.
- Must have a cumulative GPA of 2.75.
- Pass the three sections of the Texas Higher Education Assessment (THEA) exam.
- Submit the Criswell College Application for Education Program Admission.
- Successfully complete the admission interview with the Criswell College Education Committee.

Applicants should also contact the Education Program Director of Criswell College and visit www.criswell.edu/education for more information.

STUDENT LEARNING OUTCOMES

B.S. graduates with a major in Education will be able to:

1. Design learning experiences and assessments that reflect knowledge of child development and diverse learning needs;
2. Practice the skills, knowledge, and ethical attitudes required by the profession of teaching;
3. Demonstrate the abilities required in order to effectively manage a typical EC-6th grade class; and
4. Effectively operate and integrate technology hardware and software into the instructional setting for EC-6th grade students.

B.S. EDUCATION CURRICULUM

Minimum Degree Requirements (129 Hours)

GENERAL EDUCATION CORE STUDIES (30 Hours)

BIB	110	Biblical Languages and Tools
ENG	101	Composition I
ENG	201	Composition II
HIS	103	American History I
HIS	104	American History II
MTH	101	College Algebra
POL	201	Government of the United States
POL	301	State and Local Government
SCI	205	Physical Science
SCI	206	Biology

BIBLE AND THEOLOGY CORE STUDIES (30 Hours)

BIB	105	Hermeneutics
NTS	101	New Testament Survey I
NTS	201	New Testament Survey II
OTS	101	Old Testament Survey I
OTS	201	Old Testament Survey II
THS	101	Spiritual Foundations
THS	201	Church History
THS	202	Baptist History and Distinctives
THS	203	Systematic Theology I
THS	301	Systematic Theology II

MINISTRY CORE STUDIES (9 Hours)

EMS	101	Personal Evangelism
MIN	201	Introduction to Biblical Exposition

One of the following:

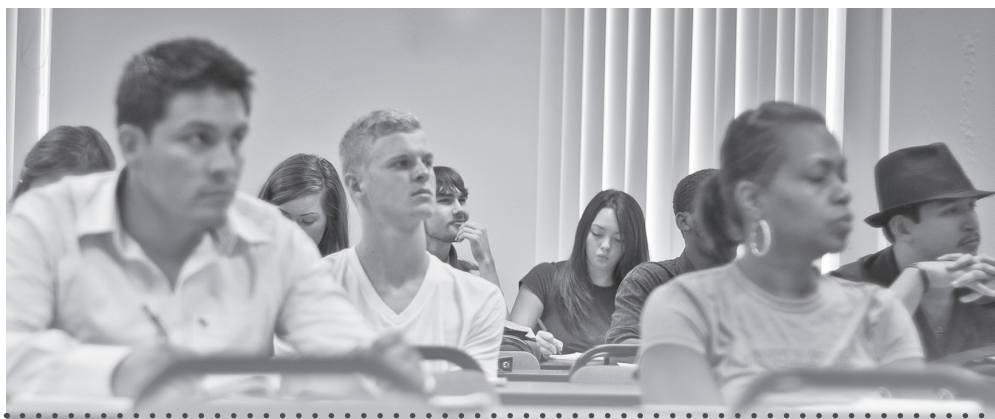
EMS	417	International Mission Practicum
EMS	426	Domestic Mission Practicum

PROFESSIONAL CURRICULUM (60 Hours)

EDU	200	Introduction to Education
EDU	205	Educational Research and Psychology
EDU	213	Assessment Methods
EDU	301	Principles of Education
EDU	303	Child Growth and Development
EDU	308	Early Childhood Education
EDU	312	Discipline and Classroom Management
EDU	313	Special Populations
EDU	315	EC-6 Math Instructional Methods
EDU	406	EC-6 Science Instructional Methods
EDU	409	EC-6 Social Studies Instructional Methods
EDU	410	Student Teaching Practicum (6 hours)
EDU	412	Art/Music Integration Methods
EDU	413	Physical Education Methods
EDU	420	Educational Technology
REA	302	Children's Literature
REA	312	Foundations of Reading Instruction
REA	314	Content Area Reading Instruction
REA	401	EC-6 Language Arts Methods

APPLIED CORE CURRICULUM

AMP	100	Applied Ministry Project (No Credit - Required each semester)
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UNDERGRADUATE COURSE DESCRIPTIONS

All courses, unless otherwise noted, are three credit hours. Undergraduate course numbers range from 100 to 499, with 100s generally designating Freshman courses, 200s Sophomore courses, 300s Junior courses, and 400s Senior courses or upper-level electives.

- AMP 100** **Applied Ministry Project** *Required every semester*
 A practical application of Christian ministry in diverse areas, such as discipleship, Christian counseling, Bible study leadership, chaplaincy, street evangelism, hospital visitation, etc. (A position of ministry in a local church will satisfy this requirement if approved by the Director of Applied Ministry. This is a required non-academic credit course for all full-time students taking 12 or more credit hours.)
- ARB 301** **Arabic I**
 An introduction to Modern Standard Arabic (MSA) and the Levantine dialect focusing on the four language skills, listening, reading, writing and speaking, with a study of Arab culture and civilization. (Prerequisite: ENG 101 or equivalent)
- ARB 302** **Arabic II**
 A continuation of Arabic I, focusing on the four language skills, listening, reading, writing and speaking, with a study of Arab culture and civilization. (Prerequisite: ARB 301)
- BIB 105** **Hermeneutics**
 A study of the transmission and translation of the Scriptures and of the principles and procedures of their interpretation and application.

- BIB 110 Biblical Languages and Tools**
A one-semester introduction to Classical Hebrew and Koine Greek with an emphasis on equipping the student to use commentaries, lexica, Bible software, and other language resources. Introduces students to the history, alphabet, grammatical terminology, and basic features of each Biblical language. (Prerequisite recommended: ENG 101)
- COM 202 Introduction to Speech Communication**
Introduces theoretical and practical elements of speech communications. Students improve skills communicating privately and publicly, including through the preparation and delivery of formal public speeches.
- CPL 100 Chapel** *Required every semester*
As a vital component of a Christ-centered education, Criswell College embraces chapel worship to encourage a community of learning and of faith. Chapel supports the educational curriculum of the campus community through weekly collective meetings as a campus family, exposing students to quality models of expository preaching and sound biblical teaching, an enacted theology of worship, and a model of good corporate worship. (This is a required non-credit course for all full-time students taking 12 or more credit hours.)
- CPR 301 Introduction to Church Planting**
A basic introductory course, covering subjects from qualifications of the planter to methodological strategies involved in church planting and revitalization. (Prerequisite for CPR Majors, may be taken concurrently: EMS 205)
- CPR 401 Church Planting Models and Methods**
An exploration of the different church planting models that are prevalent today, including accelerated church planting, traditional-style churches, and the house church movement. (Prerequisite for CPR Majors only, may be taken concurrently: CPR 301)
- CPR 404 Current Issues in Church Planting**
An in-depth analysis of the selected topic related to church planting. (Course may be repeated for credit when the topic differs; Prerequisite for CPR Majors only, may be taken concurrently: EMS 205)
- CPR 410 Evangelism in the Book of Acts**
The main thrust of the Book of Acts is the expansion of the church by the spreading of the good news throughout the ancient world. This verse-by-verse study, focusing on evangelism, rekindles in the student the excitement, enthusiasm, and boldness exemplified by the first Christians. It also reveals principles that can be utilized in the twenty-first century church. (Prerequisite for CPR Majors only, may be taken concurrently: EMS 205)

- CPR 415 Church Planting/Revitalization Practicum I**
A hands-on practicum involving either an internship in a recent local church plant or a NAMB study trip to a “pioneer” area within the United States. The main components of the course include in-depth analysis and assessment of the work being observed. (Prerequisite for CPR Majors only, may be taken concurrently: CPR 401)
- CPR 425 Church Planting/Revitalization Practicum II**
An advanced hands-on practicum involving either an internship in a local church plant, a NAMB study trip to a NAMB targeted area within North America, or a church that is undergoing revitalization. The main components of the course include reading Church Growth publications and an in-depth analysis and assessment of the work being observed. (Prerequisite: CPR 415)
- ECN 302 Microeconomics**
A foundational study for economic analysis. The course treats things like supply and demand, equilibrium forces for a market economy, consumer behavior, and the impact of market structures on firms’ decisions and behavior. It also studies international trade, uncertainty, capital markets, economic policy, and social insurance.
- ECN 402 Macroeconomics**
An exploration of issues like growth, inflation, unemployment, interest rates, exchange rates, technological progress, budget deficits, and monetary and fiscal policy. The course also treats social security, public debt, and international economic issues.
- EDU 200 Introduction to Education**
Introduces the foundations of the profession of education to the beginning pre-service teacher. The educational philosophies and methodologies of various periods, as well as current trends in public and private education in America, are reviewed. Also included are how these philosophers and trends affect learners, law, and instructional methods. Nine clock hours of field experience are required for this course.
- EDU 201 History and Philosophy of Christian Education**
An introduction to the philosophy of education, covering its meaning and scope focused on the indispensable importance of a Christian worldview philosophy of education. The history of education ideas through the study of selected educational theorists and intellectual movements from antiquity to the present are surveyed. The knowledge aspects of education, its nature, sources, and forms of knowledge are examined along with the moral aspect of education. Moral theories, fundamental moral education, the nature of human brain creativity, and cultural applications are examined.

100 UNDERGRADUATE COURSE DESCRIPTIONS

EDU 205 Educational Research and Psychology

Provides a philosophical and theological framework for effective teaching. The seven elements of the Discippler's Model serve to bridge the gap between the Christian's belief and current, research-based educational theories.

EDU 213 Assessment Methods

A study of the assessment tools used in education that support the improvement of the teaching – learning process. The course includes a study of standardized tests, methods of classroom assessment, and innovative means used to evaluate students' learning. Texas' specific assessment instrument (STARR) is a key aspect of this course.

EDU 300 Principles of Teaching

An introductory study of principles and methods of effective Christian teaching. Emphasis placed on developing teaching plans. Opportunity to practice teaching provided. Approaches include teaching for knowledge, understanding, attitude change, Christian growth, and application.

EDU 301 Principles of Education

Teaching strategies, classroom management, preparation of lesson plans, and a study of necessary teacher skills are taught and practiced. Students are also taught the role that the Texas Essential Knowledge and Skills (TEKS) plays in planning effective lessons that meet state standards. Nine clock hours of field experience are required for this course.

EDU 303 Child Growth and Development

Child Growth and Development divides the time between conception and the start of adulthood into five broad periods. This course examines these five stages as they apply specifically to EC-6th grade students. Within this chronological framework, the fundamental biological, social, emotional, cognitive, and cultural aspects of development are examined. Development of children is viewed from practical, theoretical, scientific, and spiritual viewpoints. Nine clock hours of field experience are required for this course.

EDU 305 Curriculum Construction and Evaluation

An introduction to the theoretical basis of learning which includes the nature and structure of teaching and learning. A systems approach is applied to teaching educational aims and instructional objectives. Attention is given to planning for teaching, communication in the classroom, motivation and sustenance of the learner's interest and providing for individual differences. Students gain an understanding of procedures for measuring and evaluating learning outcomes as well as an introduction to record keeping.

EDU 308 Early Childhood Education

Studies the disciplines that make up the curriculum for EC-3rd grade students. Other areas of emphasis include the history of the education of young children; issues in early childhood education; trends in early childhood education; state and federal mandates regarding programs for young children; foundations for EC-3rd learning environments such as planning curriculum based on play; partnershiping with families; and appropriate assessment. Incorporation of TEKS into the lesson planning process is a key element of this course. (Prerequisite: EDU 301)

EDU 310 Organizational Management

An introductory course focused on understanding the purposes, processes, and problems involved in organizational administration, including the area of Christian education. Students gain an understanding of management concepts that encourage Christian stewardship of resources. Areas of study include budgeting, scheduling, staff management, committee structure and leadership, and facilities.

EDU 311 Educational Ministry in the Church

An introductory study of the various educational organizations of the local church, relating the biblical goals of the church to the organizational life of a given local church. Attention given to the available curricula for Christian education today.

EDU 312 Discipline and Classroom Management

Describes what the prospective teacher can do to create a well-managed classroom. Principles include planning in several key areas before the school year begins; implementing that plan and establishing good management at the beginning of the year; and maintaining good management procedures throughout the year. Instructional leadership and excellent communication skills are key elements of this course.

EDU 313 Special Populations

Examines the identification, assessment, and instruction of students with special needs. Emphasis is placed on special education's role in the instructional team, student placement alternatives, legal implications, and current trends in special education. The course also examines the current trend of instructing Second Language Learners in Texas schools.

EDU 315 EC-6th Math Instructional Methods

Emphasizes the teaching of mathematics in an EC-6th grade setting. A major goal of this course is to guide students to an understanding of concepts related to numbers and number systems. Students are given opportunities to practice and to demonstrate knowledge of patterns, relations, operations, and computational reasoning. Special emphasis is given to writing lesson plans that incorporate the mathematics Texas

Essential Knowledge and Skills (TEKS) with a special emphasis on problem-solving processes. Nine clock hours of field experience are required for this course. (Prerequisite: EDU 301)

EDU 406 EC-6th Science Instructional Methods

Emphasizes the instructional strategies specifically used in teaching science content according to EC-6th grade Texas Essential Knowledge and Skills (TEKS) in physical science, life science, earth and space science, and universal processes that are common to all sciences. The course also includes the supervision of labs and activities in a safe and professional way, appropriate assessment practices to monitor science learning, and guided individual and group inquiry. Nine clock hours of field experience are required for this course. (Prerequisite: EDU 301)

EDU 409 EC-6th Social Studies Instructional Methods

Emphasizes the importance of the various social science disciplines and how they relate to the EC-6th grade child's society and environment. A major portion of the course includes planning and implementing effective curriculum, instruction, and assessment. The Texas Essential Knowledge and Skills (TEKS) are addressed throughout this course. (Prerequisite: EDU 301)

EDU 410 Student Teaching Practicum

Six-Hour Credit Course

Encompasses the twelve-week teaching practicum, which is the capstone project of the Educator Preparation Program. Candidates are placed with experienced teachers in order to receive the practice and mentoring necessary to become highly-skilled teachers themselves. (Prerequisite: If a minimum of 42 credit hours of Professional Education Courses {560 clock hours} has been completed, candidates are eligible to request a student teaching campus assignment in August prior to their senior year.)

EDU 412 Art/Music Integration Methods

This course has a dual emphasis. First, students are given an understanding of the concepts, processes, and skills involved in the creation, appreciation, and evaluation of art. Special attention is given to art projects which demonstrate the elements and principles of art, as well as the various art media. Second, students study the pedagogy for EC-6th grade music and its relationship to history, society, and culture. Students write lesson plans that incorporate art and/or music/drama Texas Essential Knowledge and Skills (TEKS). (Prerequisite: EDU 301)

EDU 413 Physical Education Methods

A variety of developmentally appropriate games and activities for grades EC-6th are presented. Students write lesson plans that incorporate physical education Texas Essential Knowledge and Skills (TEKS). Teaching procedures and methods of directing elementary physical education programs are discussed. (Prerequisite: EDU 301)

- EDU 420 Educational Technology**
Examines the use of technologies as they apply to an EC-6th grade classroom. The learning process at both the verbal and non-verbal levels is examined. The range of media for teaching a targeted learning group are presented with complementary design and techniques suited for anticipated learning outcomes. (Prerequisite: EDU 301)
- EMS 101 Personal Evangelism**
An introduction to the oral presentation of the gospel to the individual, including personal spiritual preparation for the task. Biblical foundations and demands for evangelism provide the basis of study. (Prerequisite may be taken concurrently: THS 101)
- EMS 102 Church Evangelism**
A study of the biblical basis of evangelism, a brief history of evangelism, and various aspects of a perennial program of evangelism in the local assembly of believers. Particular emphasis given to discipleship and church growth. (Prerequisite may be taken concurrently: EMS 101)
- EMS 203 Cross-Cultural Communication**
A survey of basic communication principles with cross-cultural applications. Emphasis is placed on developing effective bicultural models for evangelistic persuasion using modified receptor-oriented communicative techniques with understanding. (Prerequisites may be taken concurrently: EMS 101, EMS 205)
- EMS 205 History and Theology of Missions**
An introductory survey of major missiological motifs. The biblical foundation for missions, theological ramifications of cross-cultural communication of the Gospel, strategies for applied missiology, and the historical expansion of Christian missions are all of major concern. The historical survey highlights the modern mission era and draws attention to trends that will shape missionary activity in the years to come. (Prerequisite may be taken concurrently: EMS 101)
- EMS 303 Encountering World Religions**
An examination of religious belief systems found in the major world religions. The functional goal is to understand such belief systems in order to develop effective evangelistic strategies. (Prerequisite may be taken concurrently: EMS 205)
- EMS 304 Encountering Cults**
A comprehensive study of the backgrounds and theologies of contemporary cultic groups and movements. Attention given to developing specific strategies for reaching people entrapped by the cults.

EMS 321 The New Age Movement

A critical look at the New Age Movement and its underlying pantheistic worldview. Such groups, activities, and philosophies as Theosophy, Rosicrucianism, Scientology, Urantia, astrology, psychic phenomena, channeling, reincarnation, tarot reading, magic, telepathy, and ufology, as well as others will be investigated.

EMS 404 Topics in Missions and Evangelism

An in-depth analysis of selected topics related to missions and evangelism. Such topics may include historical movements, methods, and cross-cultural techniques employed in the spread of the gospel. (Course may be repeated for credit when the topic of study differs; Prerequisite may be taken concurrently: EMS 205)

EMS 411 Evangelism Practicum

An approved practical evangelistic project. The course is designed to offer the student extensive supervised experience in some specific field of evangelism. (Prerequisite may be taken concurrently: EMS 102)

EMS 417 International Mission Practicum

A study of cultural, religious, and anthropological issues related to engaging in intercultural ministry. The course includes involvement in a short-term cross-cultural missionary experience. Literature, methods, and models are examined and evaluated, including specific techniques for evangelizing and discipling people from a particular ministry focus people. Emphasis is placed on discipleship training, lay evangelism, as well as church mobilization. Students receive training in evangelistic methods and church planting models specific to the practicum project. With approval from the Vice President of Academic Affairs, students may repeat this course for credit, provided that they are exposed to a different cross-cultural setting. A passing grade requires that students fulfill the travel aspect of the course during the academic year in which it is taken. (Course open only to Juniors or Seniors; Prerequisites: THS 101, EMS 101.)

EMS 423 The Great Awakenings

A biographical history of eighteenth and nineteenth century evangelism in America. The lives and ministries of America's greatest evangelists of this era will be examined and evaluated. Special attention given to our nation's two great awakenings. (Prerequisite may be taken concurrently: THS 201)

EMS 426 Domestic Mission Practicum

An introduction to the theology and practice of missions for the purpose of equipping students to effectively engage in intercultural and cross-cultural ministry in a US context. The course requires a minimum of 20 hours of involvement in a cross-cultural mission

project in DFW through a local church and/or ministry pre-arranged by the professor. Literature, methods, and models are examined and evaluated, including specific techniques for evangelizing and discipling people from non-Christian backgrounds. A passing grade requires that students complete the 20-hour ministry component during the semester in which the course is taken. (Course open only to Juniors or Seniors; Prerequisites: THS 101, EMS 101.)

ENG 090 Developmental English

A course of remedial instruction in the basic skills needed for effective college-level work. (Developmental courses do not count toward the total number of hours required for a degree program of study.)

ENG 101 Composition I

A comprehensive review of English and an introduction to the fundamentals of composition. (Prerequisite: ENG 090, or required minimum ACT or SAT score)

ENG 201 Composition II

A study of English style and usage in written and oral expression. (Prerequisite: ENG 101)

GRK 201 Greek I

An introduction to the basic grammar of New Testament Greek. (Prerequisite: ENG 101 or equivalent, BIB 110)

GRK 202 Greek II

A continuation of basic grammatical studies in New Testament Greek. (Prerequisite: GRK 201 or equivalent)

GRK 300 Greek Reading

An introduction to Koine Greek literature with an emphasis on improved reading and increased vocabulary acquisition. (Course may be repeated for credit when the Bible book differs; Prerequisite: GRK 202 or equivalent)

GRK 302 Greek Exegetical Syntax I

An introductory study of intermediate level Greek grammar with an emphasis on the analysis of grammar and syntax in selected readings from the New Testament, and on introduction to textual criticism. (Prerequisite: GRK 202 or equivalent)

GRK 303 Greek Exegetical Syntax II

A continuation of Greek Exegetical Syntax I, which introduces a modified stratificational and Case Grammar assessment of the grammatical and semantic subsystems of Hellenistic Greek, emphasizing extensive

translation of New Testament passages, with an introduction to the principles and practice of Greek exegesis as well as the more salient features of discourse criticism. (Prerequisite: GRK 302 or equivalent)

GRK 305 Introduction to the Septuagint

An introduction to the history, language, and significance of the Greek translation of the Old Testament scriptures and additional writings from intertestamental Judaism contained in the Septuagint, with an emphasis on the translation of the Greek text and comparisons to the Hebrew Masoretic text tradition. (Course may substitute for GRK 300; Prerequisites: GRK 302, HEB 302)

HEB 301 Hebrew I

An introduction to the elements of biblical Hebrew with an emphasis on phonology, grammar, and vocabulary. (Prerequisite: ENG 101 or equivalent, BIB 110)

HEB 302 Hebrew II

A continuation of the elements of biblical Hebrew with an emphasis on grammar and syntax focusing on selected readings from the Hebrew Bible. (Prerequisite: HEB 301 or equivalent)

HEB 402 Hebrew Reading

An introductory exegetical book study from the Old Testament building on Hebrew I and Hebrew II language skills. (Course may be repeated for credit when the Bible book differs; Prerequisite: HEB 302 or equivalent)

HEB 403 Hebrew Exegetical Method I

A continuation study of Hebrew grammar, emphasizing exegetical method in Hebrew prose literature. Special attention will be given to syntax, textual criticism, literary analysis, and lexical studies. (Prerequisite: HEB 302 or equivalent)

HEB 404 Hebrew Exegetical Method II

A continuation study of Hebrew grammar and syntax with special attention given to the exegesis and exposition of Old Testament poetic texts. Special topics will include the interpretation of figurative language, parallelism, and meter in the exegesis of poetic texts. (Prerequisite: HEB 403 or equivalent)

HEB 405 Biblical Aramaic

An introduction to the Aramaic language through the study of vocabulary, grammar, and analysis of the biblical Aramaic texts of Ezra and Daniel. (Course may substitute for HEB 402; Prerequisites: HEB 302)

- HIS 103 American History I**
A survey of American history from American beginnings through the Civil War.
- HIS 104 American History II**
A survey of American history from the Civil War through the present.
- HUM 101 Ancient World**
An introduction to the cultures of the Ancient Near East and Archaic Europe from the Stone Age through the Iron Age. The history, art, and literature of Mesopotamian, Egyptian, and Israelite civilizations will be explored.
- HUM 201 Roman World**
An exploration of the politics, art, literature, and history of the Roman Republic and Empire. The various influences of earlier Greek culture and the rise of Christianity within Roman life will be illuminated.
- HUM 202 Medieval World**
An examination of the transition from the Roman Empire to a Christian culture is studied in light of its result on definitions of reality and humanity, and the changes it brings to art, literature, and philosophy.
- HUM 210 Politics and Law in Western Civilization**
An exploration of Politics and Law from the Greek, Roman, Medieval, Renaissance, and Modern periods.
- HUM 301 Early Modern World**
An analysis of the tremendous transformations occurring in art, theology, and philosophy from the Late Middle Ages to the rise of science in the seventeenth century. Special attention will be paid to the role of the reformers within this age of change.
- HUM 302 Modern World**
A survey of Enlightenment and Romanticism and how these opposing forces shaped philosophy, literature, art, and music. Various movements are examined such as the revolution, evolution, and World War I.
- HUM 305 Greek World**
An overview of the great themes of the Greek civilization. These themes will be explored through Greek philosophy, poetry, architecture, and politics. Emphasis will be given to the ideas that directly impact later developments within Western civilization.

HUM 402 American Culture

Using literature as primary tool, this course will explore the richness and trajectory of American Culture, particularly after the Civil War through the mid-Twentieth Century.

HUM 403 Topics in Humanities

A detailed study of the developments within a specific area of Humanities (philosophy, art, music, literature, or rhetoric). (Course may be repeated for credit when the topic of study differs.)

HUM 404 Faith and Culture

A capstone course that will attempt a biblically-based critique of the ongoing integration of theology and modern thought. The various facets of western culture (music, art, literature, theater, etc.) are examined, evaluating the strengths and deficiencies of each from the perspective of a Judeo-Christian worldview. Throughout this survey of art and ideas, the student will develop the analytical skills necessary to recognize and evaluate the contributions that modern (and postmodern) culture has made to the church as well as our individual lives. (Prerequisites may be taken concurrently: THS 203 or THS 301)

HUM 405 Cinematic Theology

A seminar course exploring the theological content of contemporary cinema, evaluating the impact such appropriations of Christian symbols and theological meta-narratives can have on popular perceptions of God and the local church. (Prerequisites recommended: THS 203, THS 301)

JMS 300 Field Archaeology

An introductory course that includes a practical hands-on study and utilization of archaeological excavation techniques and procedures under the guidance of trained professionals. Excavation sites are chosen with reference to their relevance and importance to the field of biblical studies.

MIN 201 Introduction to Biblical Exposition

A study of the basic principles of sermon or lesson preparation with attention being given to both the formal and functional elements of the sermon. Emphasis is placed on the expository method of sermon or lesson preparation. (This course cannot be taken as an independent study; Prerequisite recommended: BIB 110)

MIN 202 Sermon Delivery

A study of sermon delivery mechanics with a focused emphasis on expository sermons from varying genres. Each student will preach at least one full-length sermon in class. (This course cannot be taken as an independent study; Prerequisite may be taken concurrently: MIN 201)

- MIN 205 Christian Leadership**
An introduction to the distinctive principles of Christian leadership. The course seeks to evaluate contemporary thought about leadership with a view to assisting each student in achieving the most significant leadership skills possible. Attention is given to developing a biblical philosophy of leadership and ministry.
- MIN 329 Kerygma: Apostolic Preaching in Acts**
An introductory preaching course that seeks to discover the authentic kerygma preached by the Apostles. The student will critically read and examine the apostolic sermons in the book of Acts to determine their content and how the apostles effectively delivered their sermons and called people to Christ. Each student prepares a sermon based on the apostolic model. (Prerequisite: MIN 201)
- MIN 331 Preaching from the Old Testament**
A study of a specific genre of Old Testament literature that utilizes both Hebrew exegetical tools and elementary principles to produce expository sermons on Old Testament texts. This course integrates previous studies in hermeneutics, language, theology, and homiletics. (Prerequisites: BIB 110, MIN 201)
- MIN 333 Preaching from the New Testament**
A study of a specific genre of New Testament literature that utilizes both Greek exegetical tools and elementary principles to produce expository sermons on New Testament texts. This course integrates previous studies in hermeneutics, language, theology, and homiletics. (Prerequisites: BIB 110, MIN 201)
- MIN 350 Topics in Leadership**
A detailed study, with a significant field education or research component, about a selected topic in Christian leadership. (Course may be repeated for credit when the topic differs; Open only to Junior and Senior students.)
- MIN 426 Topics in Ministry**
A detailed study of selected topics in Christian education, leadership, missions, preaching, pastoral ministry, or worship leadership. (Course may be repeated for credit when the topic differs. Prerequisites may be required. Open only to Junior and Senior students.)
- MIN 435 Evangelistic Preaching**
A study of oratory and rhetoric as they relate to evangelistic preaching. Each student learns to prepare expository, textual, and topical evangelistic sermons. Particular emphasis is placed on delivering an effective evangelistic invitation. (Prerequisites: EMS 101, MIN 201)

110 UNDERGRADUATE COURSE DESCRIPTIONS

- MTH 101 College Algebra**
Topics chosen from such areas as equations and inequalities; polynomial, rational, radical, exponential and logarithmic functions.
- MTH 201 Elementary Statistics**
An introductory course covering data collection, analysis, presentation, and interpretation of data and probability. Topics include descriptive statistics, estimation, confidence intervals, hypothesis testing, and correlation and regression.
- NTS 101 New Testament Survey I**
A brief survey of inter-testamental history, an introduction to the canon and text of the New Testament, and an introduction to the historical background and content of the Gospels and Acts.
- NTS 201 New Testament Survey II**
An introduction to the historical background and content of all the Epistles of the New Testament. (Prerequisite recommended: NTS 101)
- NTS 310 New Testament Intensive**
An intensive study of selected books in the English Bible. (Course may be repeated for credit when the book differs; Prerequisite: NTS 101; Prerequisite may be taken concurrently: NTS 201)
- NTS 315 Topics in New Testament Studies**
A study of selected subjects that are related to the history, background, ethics, or theology of the New Testament. (Course may be repeated for credit when the topic of study differs; Prerequisite: NTS 101; Prerequisite may be taken concurrently: NTS 201; Other prerequisites may be required.)
- NTS 350 New Testament Backgrounds**
An intensive study of the historical, social, and literary contexts of the New Testament. (Prerequisites: NTS 101, NTS 201)
- NTS 380 A Theology of the New Testament**
A presentation of the message of the New Testament using a biblical-theological approach and showing how each book contributes to the message of the New Testament as a whole. (Prerequisites: NTS 101, NTS 201)
- OTS 101 Old Testament Survey I**
A study of the books of Genesis through Esther with an emphasis on the interpretive problems of the Pentateuch and the tracing of God's providential dealings with Israel from the time of the patriarchs to Israel's return after the Babylonian exile.

- OTS 201 Old Testament Survey II**
A study of the books of Job through Malachi, focusing on the nature and formation of the poetic and wisdom literature of ancient Israel, as well as the oracles of the Hebrew prophets and their message and contribution to Israel's history and faith. (Prerequisite recommended: OTS 101)
- OTS 310 Old Testament Intensive**
An intensive study of selected books in the English Bible. (Course may be repeated for credit when the Bible book differs; Prerequisite: OTS 101; Prerequisite may be taken currently: OTS 201)
- OTS 315 Topics in Old Testament Studies**
A concentrated study of selected topics and exegesis of selected passages relevant to Old Testament studies. Methodologically, the courses offered in this series are exegetical and also integrate other related disciplines such as exposition, hermeneutics, theology, ethics, discipleship, and leadership. (Course may be repeated for credit when the Bible book differs; Prerequisite: OTS 101; Prerequisite may be taken currently: OTS 201; Other prerequisites may be required.)
- OTS 350 Old Testament Backgrounds**
An intensive study of the historical, social, and literary contexts of the Old Testament. (Prerequisites: OTS 101, OTS 201)
- OTS 380 A Theology of the Old Testament**
A presentation of the message of the Old Testament using a biblical-theological approach and showing how each book contributes to the message of the Old Testament as a whole. (Prerequisites: OTS 101, OTS 201)
- PHI 201 Introduction to Philosophy**
A survey of the history of philosophy and a defense of the logical and epistemological foundations of Christian theology and ethics against critical systems.
- PHI 215 Critical Thinking**
An examination of the principles of sound reasoning with an emphasis on developing the critical skills necessary for thinking well. Attention is given to problem solving, rational argumentation, and the evaluation of common methods of reasoning.
- PHI 302 Bioethics**
Addresses values related to the biomedical industry, including reproductive issues, end-of-life issues, human experimentation, and the physician-patient relationship. Contemporary bioethical cases provide

a basis for understanding ethical theories and for developing a Christian model for dealing with some of life's most critical and difficult moments.

PHI 350 Ethics, Economics, and Natural Law

A philosophical, theoretical, integrated investigation addressing how one's understanding of anthropology, government, and the cosmos affects one's understanding of how to help the poor and engage culture at various levels.

PHI 402 Introduction to Ethics

A study of the principal ethical theories and thinkers, basic ethical problems, and related biblical teaching.

PHI 415 Metaphysics and Epistemology

An examination of thinkers and issues related to studies of the nature of reality and theories of knowledge in Western thought.

PHI 440 Integration of Philosophy and Theology

A historical and topical survey of Western philosophy's attempts to know and define God. Emphasis is given to major historical time periods (including the contemporary), topics such as divine attributes, faith and reason, arguments for God's existence, the problem of evil, and how to relate religion and science.

PHI 460 Topics in Philosophy

A course treating any number of specific topics in philosophy, showing special attention to depth and details in specific writings, ideas, thinkers, and philosophical movements. (Course may be repeated for credit when the topic of study differs.)

POL 201 Government of the United States

An examination of the history, branches, and functions of the United States government., as well as how the public interacts with the government.

POL 301 State and Local Government

An examination of state and local government more generally and Texas state politics in particular.

POL 302 The Constitution of the United States

An examination of the creation, content, and interpretation of the U.S. Constitution.

POL 410 Political Economy

An exploration of the major social science paradigms for analyzing relations among state, economy, and society, with emphasis given to such relationship in the United States. Through readings, lectures, and

discussion of original and secondary texts, the course examines the fundamental assumptions on which our understanding of the social world and our research are based.

- PSY 101 Introduction to Psychology**
An introduction to psychology as a science with special emphasis on the integration of psychology with biblical truth. The origins, assumptions, techniques, instruments, and methods of psychology are studied and related to Scripture.
- PSY 102 Dynamics of Marriage and Family**
A detailed study of the family as a biblical and social institution. Relevant insights from the social sciences and history is used to illuminate the biblical model of family life. (Prerequisite may be taken concurrently: PSY 101)
- PSY 205 History of Psychology**
A historical survey and development of psychology throughout the centuries with special emphasis placed on the Christian's view of the mentally ill and the ways in which they were treated. (Prerequisite may be taken concurrently: PSY 101)
- PSY 210 Theories of Personality**
A detailed evaluation of contemporary theories of human personality in light of the biblical view of man. (Prerequisite: PSY 101)
- PSY 220 Developmental Psychology**
A survey of human development from conception to death, emphasizing biological, cognitive, personal and spiritual growth, and maturation. (Prerequisite: PSY 101)
- PSY 230 Abnormal Psychology**
An overview of the major theories, concepts, issues, data, and research methodologies of abnormal psychology. Emphasis placed on assessment, treatment, and prevention. (Prerequisite: PSY 101)
- PSY 260 Conflict Management**
An introductory analysis of the causes of conflict at both the interpersonal and institutional levels. Particular attention given to models of communication and the constructive role conflict can play when carefully managed. In addition to case studies, students explore their own inclinations in an environment of conflict. (Prerequisites: PSY 101, PSY 210)
- PSY 305 Behavioral Neuroscience**
A study of the neuroanatomical, neurophysiological, and neurochemical structures and processes that impact thought, emotion, and behavior.

114 UNDERGRADUATE COURSE DESCRIPTIONS

Discussions of dualism and the mind/brain connection are used to challenge and strengthen the student's Christian worldview of mental illness and spirituality. (Prerequisite: PSY 101)

PSY 315 Experimental Psychology

An overview of current research methods and techniques used to gain knowledge about human behavior and hands on experience in applying these methods and techniques in and out of the classroom. (Prerequisites: MTH 201, PSY 101)

PSY 407 Introduction to Clinical Psychology

An overview of practical issues in the clinical setting. Emphasis is on common ethical and legal issues, essential counseling skills, and spiritual, educational, and experiential formation of the counselor. (Recommended for students who have completed at least 18 hours in the major; Prerequisites: PSY 101, PSY 210, PSY 230)

PSY 410 Integration of Theology and Psychology

A survey of historical and contemporary concepts emphasizing the intersection of psychology and theology. (It is highly recommended this course be taken after at least 18 hours of psychology and six hours of systematic theology; Prerequisite: PSY 101)

PSY 417 Introduction to Psychopharmacology

Examines the psychological and physiological effects of physical substances, used both for medical treatment and recreational abuse, on the body and the brain. Emphasis includes discussions on bioethics, benefits of use, risks of use, alternative treatments, and issues related to the integration of faith and science in the healing process. (It is highly recommended this course be taken after at least 18 hours of psychology; Prerequisites: PSY 101, PSY 210, PSY 230)

REA 302 Children's Literature

Designed to familiarize the student with various genres of children's literature. The historical background and current trends in children's literature are explored. Systems for choosing and integrating fine literature in the elementary classroom are emphasized.

REA 312 Foundations of Reading Instruction

Explores the fundamentals of reading instruction. Particular emphasis is placed on belief systems, instructional strategies, and options for valid assessment. Traditional practices and current instructional trends are contrasted and evaluated. Research from leading contributors in the field of reading is reviewed. Nine clock hours of field experience are required for this course. (Prerequisite: EDU 301)

- REA 314 Content Area Reading Instruction**
 Emphasis is placed on literacy instruction, assessment of all learners, and strategies for instruction using textbooks. Particular emphasis is placed upon literacy standards (Texas Essential Knowledge and Skills {TEKS}) in the EC-6th grade core disciplines of English Language Arts, Math, Science, and Social Studies. (Prerequisite: REA 312)
- REA 401 EC-6th Language Arts Methods**
 The six disciplines that comprise the Language Arts are included in this course: speaking skills, listening skills, reading skills, writing mechanics and conventions, displaying information, and being a discerning viewer of that same information. Instructional strategies and planning literacy lessons that incorporate the Texas Essential Knowledge and Skills (TEKS) and appropriate developmental practices are key elements of this course. (Prerequisite: REA 314)
- SCI 201 Natural Science**
 A survey of the structure and history of the universe through the sciences of astronomy (space science), geology (earth science), and biology (life sciences). Scientific vocabulary and basic math skills are reviewed and utilized within the course. Forums are also conducted in the areas of the interface between science and Scripture.
- SCI 205 Physical Science**
 A survey of the structure and history of the universe focused on inanimate (non-living) forces of the physical world. This includes the principles of chemistry and physics and how these are applied within the sciences of astronomy (space science) and geology (earth science). The philosophy and history of science will be explored, as well as the interface between science and religion.
- SCI 206 Biology**
 A survey of living systems of the world (biological sciences). The content, organization and complexity of life forms will be examined from organic molecules to single-celled organisms to the intricate senses and systems of the human body. The methods and history of science will be surveyed and discussed, as well as an integration of the biological sciences and biblical Christian theism. Practical implications and applications will be explored throughout the course, involving student research and presentations.
- SEM 200 Conference Course** *One Semester Hour*
 Students attending this course will gain significant exposure to a selected topic from recognized experts. The course will consist of lectures and presentations over one or two days, followed by research and written work submitted within a few weeks of the conference. (Course may be repeated for credit when topic differs.)

STM 310 Student Education in the Church

A study of the organizations, materials, and methods employed by the church in developing a youth educational program, including issues in leadership, objectives programming, curriculum, and evaluation.

STM 320 Strategic Student Ministry Planning

A study of the philosophy, audiences, and principles of effective youth/student ministry, including processes, resources, and methods employed by the youth/student minister in developing a comprehensive strategy of youth/student ministry.

STM 330 Student Evangelism and Discipleship

Through discussion, observation, interviews, research, and reading, a study is made of youth discipleship and evangelism in order to form a personal strategy for implementation in local church ministries to youth/students.

STM 410 Student Leadership Development

A study of the role of youth leaders in youth ministry. Students survey and design a practical youth leadership training program for a church, including selecting, enlisting, and developing leaders for all youth organizations.

STM 420 Student Counseling Practice

An examination of the developmental processes of youth to determine characteristics, problems, life situations, and moral/religious needs, and to develop, understand, and apply appropriate counseling techniques.

STM 440 Current Issues in Student Ministry

Through discussion, observation, interviews, research, and reading, students examine the developmental processes of youth to determine characteristics, problems, life situations, and moral/religious needs. Assists students in understanding and creatively relating to contemporary youth issues.

THS 101 Spiritual Foundations

An introduction to the basic convictions and disciplines of the life of the Christian with particular relevance to those who serve in positions of leadership among believers.

THS 201 Church History

An examination of the history of the Christian church from the first century to the present with emphasis on the roots of American Christianity.

THS 202 Baptist History and Distinctives

A study of Anabaptists and their origins is followed by an examination of the emergence of the English Baptists and their subsequent history. A

discussion of the history of Baptists in the U.S. emphasizing Southern Baptists. Stress is placed on the distinctive beliefs of Baptists within the context of the broader reformation heritage.

THS 203 Systematic Theology I

Introductory discussions to Theological Method (Prolegomena), Scripture (Bibliology), God (Theology Proper), Creation, Providence, Angels (Angelology), Humanity (Anthropology), and Sin (Hamartiology), defining the scriptural views and showing the arguments for them, refuting other views, and emphasizing the relevance of theology to the Christian life and witness. (Prerequisite: BIB 105; Other prerequisites may be taken concurrently: NTS 101, NTS 201, OTS 101, OTS 201)

THS 301 Systematic Theology II

Introductory discussions to the Person and Work of Christ (Christology), the Holy Spirit (Pneumatology), Salvation (Soteriology), the Church (Ecclesiology), and Last Things (Eschatology), defining the scriptural views and showing the arguments for them, refuting other views, and emphasizing the relevance of theology to the Christian life and witness. This course stresses the Baptist view of the church and of the ordinances, as well as broader Baptist polity and the various eschatological perspectives. (Prerequisite: BIB 105; Other prerequisites may be taken concurrently: NTS 101, NTS 201, OTS 101, OTS 201)

THS 421 Theology Intensive

An intensive study of a selected doctrine of systematic theology, a selected period of historical theology, or a selected issue in relation to theology. (Course may be repeated for credit when the specific doctrine or historical period differs; Prerequisites: THS 203, THS 301)



PROGRAMS OF GRADUATE STUDY

Criswell College offers a variety of graduate degrees. Graduate students choose from the Master of Arts degree in Christian Leadership, Christian Studies, Counseling, or Theological and Biblical Studies, or the Master of Divinity degree. Graduate education, by its very nature, is distinctively different from undergraduate education. Graduate education goes beyond introducing facts and concepts to furthering the students' knowledge of literature within a discipline and aiding in their understanding and application of the material covered. It tends to include research, analysis, critical interaction, synthesis, evaluation, and creative problem-solving. Graduate students delve deeply into their subject matter, discussing the ideas with professors and fellow students, and learning how to apply their newfound knowledge and skills to Criswell College's goals of engaging minds and transforming culture.

Master of Arts

CHRISTIAN LEADERSHIP

The Master of Arts in Christian Leadership (M.A.C.L.) is designed to provide basic theological and ministry education for persons who want to be better equipped for ministry and/or advance in their employment setting, but who have little or no previous theological education and have limited time to attend graduate school. Its design also qualifies a missionary candidate whose mission board requires a year of graduate theological education for appointment (e.g., those undertaking specialized assignments, such as in medicine or agriculture). Applicants choose from two specialized program tracks: Spiritual Leadership or Educational Leadership.

PROGRAM LEARNING OUTCOMES

M.A. Christian Leadership graduates will be able to:

1. Demonstrate an understanding of leadership skills, including budgeting, staff management, scheduling, committee structure, and stewardship;
2. Explain the theological aspects of leadership using relevant material from the Old and New Testaments; and
3. Demonstrate effective leadership skills within a church context.

M.A. CHRISTIAN LEADERSHIP CURRICULUM

Minimum Degree Requirements (36 Hours)

PREREQUISITES*

EMS	101	Personal Evangelism
THS	203	Systematic Theology I
THS	301	Systematic Theology II

CORE CURRICULUM (18 Hours)

CSL	540	Conflict Management
MIN	505	Christian Leadership
THS	504	Spiritual Foundations
THS	610	Theology of Leadership

One of the following:

NTS	501	New Testament Introduction I
NTS	601	New Testament Introduction II

One of the following:

OTS	501	Old Testament Introduction I
OTS	601	Old Testament Introduction II

OPEN ELECTIVES (3 Hours)

APPLIED STUDIES

Non-credit courses:

AMP	500	Applied Ministry Project (Required each semester)
RES	601	Library Research (Required)

CHRISTIAN LEADERSHIP TRACKS (15 Hours)

SPIRITUAL LEADERSHIP TRACK

EDU	501	Educational Ministry in the Church
EDU	610	Organizational Management
MIN	625	Topics in Leadership
PHI	502	Philosophy of Religion

One of the following:

NTS	510	New Testament Intensive
OTS	510	Old Testament Intensive

EDUCATIONAL LEADERSHIP TRACK

CSL	545	Educational Psychology
EDU	501	Educational Ministry in the Church
EDU	532	Principles of Teaching
EDU	610	Organizational Management

One of the following:

NTS	510	New Testament Intensive
OTS	510	Old Testament Intensive

*Graduate students need only take the degree prerequisites listed above, not the prerequisites for those classes listed in the undergraduate course descriptions. All degree prerequisites must be completed within the first 50% of course work for the degree. Until degree prerequisites are satisfied, a prerequisite must be taken each semester in which a student is enrolled.

Master of Arts

CHRISTIAN STUDIES

The Master of Arts in Christian Studies (M.A.C.S.) is designed to provide basic theological education for persons who want to be better equipped for ministry and/or advance in their employment setting, but who have little or no previous theological education and have limited time to attend graduate school. Upon successful completion of this degree plan, the student should evidence knowledge and skills applicable to working in general Christian ministry. Its design also qualifies a missionary candidate whose mission board requires a year of graduate theological education for appointment (e.g., those undertaking specialized assignments, such as in medicine or agriculture). This degree may be completed fully online, partially online, or in the classroom.

PROGRAM LEARNING OUTCOMES

M.A. Christian Studies graduates will be able to:

1. Describe the basic storyline of Scripture;
2. Explain the basic doctrines of the Christian faith and evaluate doctrinal theories from a biblical and theological perspective;
3. Interpret Scripture in light of its historic, cultural, and literary contexts; and
4. Summarize major events in church history and identify the contributions of key leaders within the church.

M.A. CHRISTIAN STUDIES CURRICULUM

Minimum Degree Requirements (36 Hours)

CORE CURRICULUM

(36 Hours)

THS	504	Spiritual Foundations
OTS	501	Old Testament Introduction I
OTS	601	Old Testament Introduction II
BIB	505	Biblical Hermeneutics
EMS	501	Personal Evangelism
NTS	501	New Testament Introduction I
NTS	601	New Testament Introduction II
THS	603	Church History
PHI	502	Philosophy of Religion
THS	510	Systematic Theology I
THS	515	Systematic Theology II
THS	550	Theology Intensive

APPLIED STUDIES

RES	601	Library Research (No Credit - Required Seminar)
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Master of Arts

COUNSELING

The Master of Arts in Counseling degree program, non-licensure and licensure, is designed to prepare students for counseling individuals, couples, and families from a Christian worldview. Licensure graduates may seek advanced degrees and/or continue toward accumulating the required 3,000 clock hours necessary for state licensure. The licensure track prepares students, once they have passed the exams and completed the hours, to obtain a license as a Licensed Professional Counselor (LPC) in Texas. Every state has its own requirements, so students should note the requirements within the state where they plan to practice. After graduation, non-licensure students may choose to proceed on to a Master of Divinity degree program or seek admission to a doctoral program of study.

PROGRAM LEARNING OUTCOMES

M.A. Counseling graduates in both the Licensure and Non-licensure tracks will be able to:

1. Identify and explain major theories and techniques for assessing psychological, social, and spiritual factors that contribute to mental illness and distress; and
2. Identify major techniques for effective treatment of clients for the purposes of recovery and growth, psychologically and spiritually.

M.A. Counseling graduates in the Licensure track will also be able to:

1. Apply methods of assessment, treatment, and spiritual formation in actual counseling situations; and
2. Apply techniques appropriate to hypothetical case-oriented counseling situations.

M.A. Counseling graduates in the Non-licensure track will also be able to:

1. Apply techniques appropriate to hypothetical case-oriented counseling situations; and
2. Identify social and cultural issues applicable to helping situations.

M.A. COUNSELING CURRICULUM

(Non-licensure Requirements - 36 Hours)

PREREQUISITES*

BIB	105	Hermeneutics
EMS	101	Personal Evangelism
PSY	101	Introduction to Psychology
THS	101	Spiritual Foundations
THS	203	Systematic Theology I
THS	301	Systematic Theology II

**NON-LICENSURE CORE CURRICULUM
(21 Hours)**

CSL	505	Counseling Theories
CSL	510	Social, Cultural, and Family Issues
CSL	515	Counseling Methods and Techniques
CSL	535	Marriage and Family Counseling
CSL	540	Conflict Management
CSL	545	Educational Psychology
CSL	620	Pre-Practicum

**OPEN ELECTIVES
(15 Hours)****NON-LICENSURE APPLIED STUDIES***Non-credit courses:*

AMP	500	Applied Ministry Project (Required each semester)
RES	601	Library Research (Required)

(Licensure Requirements - 48 Hours)

PREREQUISITES*

BIB	105	Hermeneutics
EMS	101	Personal Evangelism
PSY	101	Introduction to Psychology
THS	101	Spiritual Foundations
THS	203	Systematic Theology I
THS	301	Systematic Theology II

LICENSURE CORE CURRICULUM
(42 Hours)****Core I**

CSL	505	Counseling Theories
CSL	510	Social, Cultural, and Family Issues
CSL	515	Counseling Methods and Techniques
CSL	520	Human Growth and Development
CSL	530	Lifestyle and Career Development
CSL	535	Marriage and Family Counseling

Core II

CSL	525	Abnormal Human Behavior
CSL	540	Conflict Management
CSL	601	Appraisal and Assessment Techniques
CSL	605	Research
CSL	615	Group
CSL	630	Practicum I
CSL	640	Practicum II
CSL	650	Professional Orientation

LICENSURE ELECTIVES*Two of the following:* (6 Hours)

CSL	545	Educational Psychology
CSL	550	Addiction Counseling
CSL	610	Topics in Counseling
CSL	612	Psychopharmacology and Mental Illness

LICENSURE APPLIED STUDIES*Non-credit courses:*

AMP	500	Applied Ministry Project (Required each semester)
RES	601	Library Research (Required)

*Graduate students need only take the degree prerequisites listed above, not the prerequisites for those courses listed in the undergraduate course descriptions. All degree prerequisites must be completed within the first 50% of coursework for the degree. Until degree prerequisites are satisfied, a prerequisite must be taken each semester in which a student is enrolled.

**In the Licensure track, it is highly recommended that students take Core I courses before Core II courses.

Master of Arts

THEOLOGICAL AND BIBLICAL STUDIES

The Master of Arts in Theological and Biblical Studies is an academic degree providing the student who has biblical, theological, and philosophical training on the baccalaureate level the opportunity to pursue scholarly study in the field of Theology. M.A. tracks in biblical and theological studies are designed to better equip students for ministry in the church, other institutional settings, an M.Div. program with advanced standing, or doctoral studies.

PROGRAM LEARNING OUTCOMES

M.A. Theological and Biblical Studies graduates will be able to:

1. Interpret biblical passages in light of their historical and canonical contexts utilizing Hebrew and Greek exegetical and syntactical skills;
2. Articulate significant Christian theological claims, be familiar with their historical development, and be able to enunciate their warrant and implications;
3. Conduct methodologically sound, graduate-level research and writing in fields that are pertinent to biblical and theological studies; and
4. Integrate the knowledge gained over the course of the program into a developed statement of personal doctrinal belief.

M.A. THEOLOGICAL AND BIBLICAL STUDIES CURRICULUM

Minimum Degree Requirements (36 Hours)

PREREQUISITES*

BIB	105	Hermeneutics
EMS	101	Personal Evangelism
GRK	201	Greek I
GRK	202	Greek II
HEB	301	Hebrew I
HEB	302	Hebrew II
NTS	101	New Testament Survey I
NTS	201	New Testament Survey II
OTS	101	Old Testament Survey I
OTS	201	Old Testament Survey II
THS	203	Systematic Theology I
THS	301	Systematic Theology II
THS	201	Church History
THS	202	Baptist History and Distinctives

RESEARCH STUDIES

(6 Hours)

RES	602	Thesis Research and Writing
RES	603	Graduate Thesis OR
—	—	Open Elective
—	—	Open Elective

APPLIED STUDIES*Non-credit courses:*

AMP	500	Applied Ministry Project (Required each semester)
RES	601	Library Research (Required)

CORE CURRICULUM

(9 Hours)

GRK	620	Greek Exegetical Syntax I
HEB	620	Hebrew Exegetical Method I
PHI	502	Philosophy of Religion

THEOLOGICAL AND BIBLICAL STUDIES**TRACKS**

(15 Hours)

BIBLICAL THEOLOGY STUDIES

(6 Hours)

NTS	602	New Testament Theology
OTS	602	Old Testament Theology

*Graduate students need only take the degree prerequisites listed above, not the prerequisites for those classes listed in the undergraduate course descriptions. All degree prerequisites must be completed within the first 50% of course work for the degree. Until degree prerequisites are satisfied, a prerequisite must be taken each semester in which a student is enrolled.

M.A. THEOLOGICAL AND BIBLICAL STUDIES TRACKS

BIBLICAL STUDIES TRACK

Five of the following:

GRK 610	Greek Reading
GRK 630	Greek Exegetical Syntax II
HEB 610	Hebrew Reading
HEB 630	Hebrew Exegetical Method II
MIN 631	Preaching from the Old Testament
MIN 633	Preaching from the New Testament
NTS 510	New Testament Intensive*
NTS 715	Topics in New Testament
OTS 510	Old Testament Intensive*
OTS 715	Topics in Old Testament

*Courses may be repeated for different Bible books.

SYSTEMATIC/HISTORICAL THEOLOGY
TRACK

THS 550	Theology Intensive
THS 615	Patristic and Medieval Theology
THS 635	Prolegomena and Theological Method
THS 650	Reformation/Post-Reformation Theology
THS 665	Modern and Postmodern Theology

INTERDISCIPLINARY
STUDIES TRACK

Any five courses chosen from the Biblical Studies and Systematic/Historical Theology tracks.

Master of Divinity

The Master of Divinity degree program, Standard Curriculum, prepares graduate students, who hold a baccalaureate degree in a non-theological field, the opportunity for a broad theological education and preparation for doctoral studies while earning a recognized ministerial degree. Baccalaureate graduates need no prerequisites to enter the Master of Divinity degree program.

PROGRAM LEARNING OUTCOMES

M.Div. graduates will be able to:

1. Interpret biblical passages in light of their historical and canonical contexts utilizing Hebrew and Greek exegetical and syntactical skills;
2. Articulate significant Christian theological claims, be familiar with their historical development, and be able to clarify their warrant and implications;
3. Conduct methodologically sound, graduate-level research and writing in fields that are pertinent to biblical studies, theological studies and Christian ministry;
4. Communicate the general truths of Scripture and theology within the local church through expository preaching; and
5. Integrate the knowledge gained over the course of the program into a developed statement of personal doctrinal belief.

MASTER OF DIVINITY STANDARD CURRICULUM

Minimum Degree Requirements (90 Hours)

BIBLICAL STUDIES AND LANGUAGES (39 Hours)

BIB	505	Biblical Hermeneutics
GRK	501	Greek I
GRK	502	Greek II
HEB	501	Hebrew I
HEB	502	Hebrew II
NTS	501	New Testament Introduction I
NTS	510	New Testament Intensive
NTS	601	New Testament Introduction II
OTS	501	Old Testament Introduction I
OTS	510	Old Testament Intensive
OTS	601	Old Testament Introduction II

One of the following:

GRK	610	Greek Reading
GRK	620	Greek Exegetical Syntax I

One of the following:

HEB	610	Hebrew Reading
HEB	620	Hebrew Exegetical Method I

THEOLOGY/PHILOSOPHY STUDIES (24 Hours)

PHI	502	Philosophy of Religion
THS	504	Spiritual Foundations
THS	510	Systematic Theology I
THS	515	Systematic Theology II
THS	550	Theology Intensive
THS	603	Church History
THS	604	Baptist History and Distinctives
THS	635	Prolegomena and Theological Method

MINISTRY STUDIES (15 Hours)

EMS	501	Personal Evangelism
EMS	510	Evangelism in the Early Church
MIN	501	Preparation of Expository Sermons
MIN	502	Delivery of Expository Sermons

One of the following:

CSL	510	Social, Cultural, and Family Issues
EMS	550	History and Theology of Missions
MIN	505	Christian Leadership
THS	610	Theology of Leadership

PRACTICUM STUDIES (3 Hours)

MIN	715	Ministry Practicum
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OPEN ELECTIVES (9 Hours)

APPLIED STUDIES

Non-credit courses:

AMP	500	Applied Ministry Project (Required each semester)
RES	601	Library Research (Required)

Master of Divinity Advanced Standing

The Master of Divinity degree program, Advanced Standing Curriculum, provides the Criswell College B.A. graduate (or equivalent) with the opportunity to earn a recognized ministerial degree in an unequivocally Baptist setting without duplicating undergraduate course work. Graduates are prepared to enter a doctoral program of study or serve effectively in a variety of leadership roles for pastoral or teaching ministry.

PROGRAM LEARNING OUTCOMES

M.Div. graduates will be able to:

1. Interpret biblical passages in light of their historical and canonical contexts utilizing Hebrew and Greek exegetical and syntactical skills;
2. Articulate significant Christian theological claims, be familiar with their historical development, and be able to clarify their warrant and implications;
3. Conduct methodologically sound, graduate-level research and writing in fields that are pertinent to biblical studies, theological studies, and Christian ministry;
4. Communicate the general truths of Scripture and theology within the local church through expository preaching; and
5. Integrate the knowledge gained over the course of the program into a developed statement of personal doctrinal belief.

MASTER OF DIVINITY ADVANCED STANDING CURRICULUM

Minimum Degree Requirements (75 Hours)

PREREQUISITES*

A B.A. degree from Criswell College (or equivalent) including the following:

GRK 201 Greek I
GRK 202 Greek II
HEB 301 Hebrew I
HEB 302 Hebrew II

BIBLICAL STUDIES (24 Hours)

GRK 610 Greek Reading
GRK 620 Greek Exegetical Syntax I
GRK 630 Greek Exegetical Syntax II
HEB 610 Hebrew Reading
HEB 620 Hebrew Exegetical Method I
HEB 630 Hebrew Exegetical Method II
NTS 510 New Testament Intensive
OTS 510 Old Testament Intensive

MINISTERIAL, PHILOSOPHICAL, AND THEOLOGICAL STUDIES (27 Hours)

CSL 510 Social, Cultural, and Family Issues
EMS 510 Evangelism in the Early Church
MIN 505 Christian Leadership
NTS 602 New Testament Theology
OTS 602 Old Testament Theology
PHI 502 Philosophy of Religion
THS 550 Theology Intensive
THS 635 Prolegomena and Theological Method
THS 665 Modern and Post Modern Theology

STRATEGIC CHURCH LEADERSHIP STUDIES (3 Hours)

EMS 602 Church Planting

PRACTICUM STUDIES (3 Hours)

MIN 715 Ministry Practicum

OPEN ELECTIVES (18 Hours)

APPLIED STUDIES

Non-credit courses:

AMP 500 Applied Ministry Project
(Required each semester)
RES 601 Library Research (Required)



GRADUATE COURSE DESCRIPTIONS

All courses, unless otherwise noted, are three credit hours. Graduate course numbers range from 500 to 799. Courses at the 500 level are generally graduate-level basic core curriculum courses, while courses in the 600s and 700s are generally either upper-level required courses or electives.

- AMP 500** **Applied Ministry Project** *Required every semester*
 A practical application of Christian ministry in diverse areas, such as discipleship, Christian counseling, Bible study leadership, chaplaincy, street evangelism, hospital visitation, etc. (A position of ministry in a local church will satisfy this requirement if approved by the Director of Applied Ministry. This is a required non-academic credit course for all full-time students taking nine or more credit hours.)
- ARB 601** **Arabic I**
 An introduction to Modern Standard Arabic (MSA) and the Levantine dialect focusing on the four language skills, listening, reading, writing and speaking, with a study of Arab culture and civilization.
- ARB 602** **Arabic II**
 A continuation of Arabic I, focusing on the four language skills, listening, reading, writing and speaking, with a study of Arab culture and civilization. (Prerequisite: ARB 601)
- BIB 505** **Biblical Hermeneutics**
 An advanced study of the transmission and translation of the Scriptures and of the principles and procedures of their interpretation and application.

CSL 505 Counseling Theories

Introduces students to theories of counseling from a historical, chronological, and theological perspective. The psychoanalytic, Adlerian, person-centered, humanistic-existential, cognitive-behavioral theories of counseling are identified and analyzed. Students examine each theory in light of their personal Christian worldview.

CSL 510 Social, Cultural, and Family Issues

Students investigate attitudes and perspectives regarding gender, race, ethnicity, sexual orientation, age, and other cultural differences. Particular emphasis will be placed upon biblical, historical, and cultural perspectives and the impact current views have on the counseling relationship. Students are encouraged to expand their points of view of diverse populations leading toward successful therapeutic relationships.

CSL 515 Counseling Methods and Techniques

A study of selected methods and techniques of counseling as they apply to normal and abnormal human behavior in order to aid students in identification of a preferred counseling theory based on their understanding of selected theories and self-understanding of personal values, beliefs, and personality. In addition, students are challenged to integrate their Christian worldview as it impacts the counselor and counseling relationships. (Prerequisite may be taken concurrently: CSL 505)

CSL 520 Human Growth and Development

A broad overview of perspectives, principles, theories, and research findings associated with the field of human life span development. Providing a foundation of knowledge that will help students become more effective practitioners through a greater knowledge of how people develop over the course of their lifespan. Students also gain a perspective of how Christians develop and grow over the course of their spiritual lives.

CSL 525 Abnormal Human Behavior

A study of psychopathology to aid students in understanding problems outside the normal range of behavior. Students develop skills in making diagnoses according to the DSM-IV and grow in their understanding of the various treatments of abnormal behavior. Students examine the interaction between the Christian worldview and abnormal human behavior and treatment. (Prerequisite: CSL 515)

CSL 530 Lifestyle and Career Development

An investigation of the concept of career, providing an overview of the career development field and the practice of career guidance. Students identify and analyze theories of career development relevant to American culture including strategies, assessments, and various resources to assist

with career decisions. Students examine the concept of career as a process that continues throughout the life span in light of God's purpose and plan.

- CSL 535 Marriage and Family Counseling**
Designed to introduce students to the theories, methods, and techniques applied to counseling couples and families. Focus includes the patterns of interaction between members of healthy and unhealthy family systems and methods used for restoration. Practical application of such knowledge in therapy is demonstrated through the review of case scenarios and use of role playing.
- CSL 540 Conflict Management**
An analysis of the causes of conflict both at the interpersonal and institutional levels. Particular attention is given to models of communication and the constructive role of conflict managed correctly. In addition to case studies, students explore their own inclinations in the environment of conflict.
- CSL 545 Educational Psychology**
An analysis of major educational and psychological theories made in the context of Christian education. Major emphases include personality and cognitive development, theories of learning, instructional objectives, motivation, and the educational psychology of Jesus.
- CSL 550 Addiction Counseling**
Introduces methods for counseling those struggling with substance and behavioral addictions. Students learn how to combine basic counseling skills and theoretical approaches with specific knowledge of this client population. Exploration of different models of formulation and treatment including the medical, psychological, and spiritual modalities. Students learn the stages of change and how to help clients transition through them, using motivational interviewing techniques, psychoeducation, and group dynamics. (Prerequisites: CSL 515)
- CSL 601 Appraisal and Assessment Techniques**
An examination of the basic principles and methods of individual assessment in counseling psychology. Addresses mental health exams, scoring, and interpretation of standardized assessment measures. Special issues include ethical considerations, social-cultural implications, and the use of testing and assessment methods within the context of a local church. (Prerequisite: CSL 525)
- CSL 605 Research**
Designed to assist the student in becoming a critical consumer of research through learning to conduct an integrative review of the literature on various topics in counseling. Students are challenged to think critically

and form research questions to evaluate the growing body of literature in the areas of counseling and psychology. In addition, students are required to consider research, statistics, and assessment techniques to be utilized within the context of the local church body. (It is highly recommended this course be taken after at least 24 hours of coursework.)

CSL 610 Topics in Counseling

A course treating any number of specific issues pertaining to psychology, sociology, and spirituality as it relates to the counseling profession. (Course may be repeated for credit when the topic of study differs.)

CSL 612 Psychopharmacology and Mental Illness

Builds upon knowledge acquired in Abnormal Psychology, emphasizing the diagnosis and treatment of mental illnesses using psychopharmacology and other biological forms of treatment. Students learn the disease model of mental illness, establish a differential diagnosis, and have a basic knowledge of drug efficacy, side effects, and alternatives. In addition, students learn how to consult with the psychiatric profession in order to provide more collaboration and continuity of care for their clients. (Prerequisite: CSL 525)

CSL 615 Group

A study of current theories and techniques in group therapy, including dynamics of interpersonal relationship and the social, diagnostic, and other factors that impact group psychotherapy. Dynamics of interpersonal relationships and groups within the context of the church are also examined. (Prerequisite: CSL 525)

CSL 620 Pre-Practicum

Introduces non-licensure students to ethical and cultural perspectives involved in ministering in a broad variety of environments and contexts. Students become acquainted with many practical techniques for assisting and counseling people in a wide variety of different ministry settings. (It is highly recommended this course be taken in the last year of coursework.)

CSL 630 Practicum I

In order to be eligible for this course, students must have the approval of the department chair, be in good academic standing, completed all degree prerequisites, and be in the final 12 hours toward M.A. Counseling degree completion. Designed to provide supervised practical counseling experience from a Christian perspective that can be applied in a ministry, school, agency, or college setting. Students learn the basics of active listening skills and appropriate counseling techniques through role-play and supervised counseling experience. Students must have three to five actual tape-recorded sessions and acquire 150 hours of indirect and direct counseling experience at an approved site. Practicum students will meet

with the professor every week. Interview summaries, detailed analyses, and other relevant counseling experiences are a part of the course. Orientation to the role of the professional counselor and ethical concerns are re-addressed. (Prerequisite: CSL 650)

CSL 640 Practicum II

A continuation of CSL 630. Students apply knowledge and skills in a face-to-face relationship gained from previous course work in their degree program. Students work under the supervision of a field counselor with accountability to the professor of record. A professional portfolio is prepared that reflects field experiences integrated with course content and research. A minimum of 150 field experience clock hours is required, averaging about 8 hours per week, during the course of the semester. Faculty counseling program professors visit students at their assigned school at least twice during each semester. (Prerequisite: CSL 630)

CSL 650 Professional Orientation

Calls on students to practice their cumulative knowledge, and provides opportunities for learning communication and interpersonal skills, while demonstrating an ethical understanding under faculty supervision and through classroom interactions. Students will be assessed on demonstration of their competence, both in professional ability and healthy self-awareness. A review of the student's readiness for practicum will be performed by the professor in conjunction with the Counseling Program Director. Students who do not demonstrate such competencies may be required to take further courses, engage in further psychotherapy, or may be dismissed from the program. (It is highly recommended this course be taken the spring prior to the year of graduation, after 36 hours have been completed.)

EDU 501 Educational Ministry in the Church

An advanced introduction to the various aspects of the educational ministry of the local church. The educational mandates of the New Testament are applied to the organizational life of the church. Attention is given to goals, principles, and leadership required for the educational process. The student is made aware of various curricula for current Christian education.

EDU 532 Principles of Teaching

An advanced study of principles and methods of effective Christian teaching. Emphasis is placed on developing teaching plans with an opportunity to teach. Approaches include teaching for knowledge, understanding, attitude change, Christian growth, and application.

EDU 610 Organizational Management

An advanced course focused on understanding the purposes, processes,

and problems involved in organizational administration, including the area of Christian education. Areas of study include budgeting, scheduling, staff management, committee structure and leadership, and facilities, encouraging a Christian concept of stewardship.

EMS 501 Personal Evangelism

Research in the principles of effective evangelism. Attention is given to the biblical foundation and mandate to evangelize, personal spiritual preparation for the task, problems encountered in witnessing, the role of prayer and the Holy Spirit in evangelizing, and methods of follow-up and discipleship for the convert. (Prerequisite may be taken concurrently: THS 504)

EMS 510 Evangelism in the Early Church

The main thrust of the Book of Acts is the expansion of the church by the spreading of the good news throughout the ancient world. This verse-by-verse advanced study, focusing on evangelism, rekindles in the student the excitement, enthusiasm, and boldness exemplified by the first Christians. It also reveals principles that can be utilized in the twenty-first century church.

EMS 515 Evangelism and the Kingdom of God

A careful analysis of the central evangelistic message preached by Jesus and the apostles. While theologians and New Testament scholars have adequately studied the Kingdom of God, it has been virtually ignored by evangelists. Students examine the Old Testament concept of the Kingdom, how it was interpreted by Jesus, applied to His listeners, and its relevance for today.

EMS 550 History and Theology of Missions

An advanced study and analysis of major missiological motifs. An examination of the biblical foundation for missions, theological ramifications of cross-cultural communication of the Gospel, strategies for applied missiology, and the historical expansion of Christian missions. The historical survey highlights the modern mission era and draws attention to trends shaping missionary activity in the twenty-first century. (Prerequisite may be taken concurrently: EMS 501)

EMS 602 Church Planting

Covers subjects from qualifications of the planter to methodological strategies involved in church planting and revitalization. Students examine Acts and other scriptures on church planting to develop a theology for church planting. Students also apply church planting principles in a local field under the supervision of the professor. (Prerequisite may be taken concurrently: EMS 501)

- EMS 611 Evangelism Practicum**
An approved practical evangelistic project. Designed to offer students extensive supervised experience in a specific field of evangelism.
- EMS 625 Modern Revival and Awakenings**
A study of major spiritual awakenings in the twentieth century and beyond. Attention will be given to the Welsh Revival, Azusa Street Revival, ministries of Billy Sunday, Aimee Semple McPherson, and Billy Graham, the rise of evangelicalism, healing revivals of the late 1940s, the Asbury Revival, the Jesus Movement, and the Charismatic Movement. Differences between genuine and pseudo-revivals are discussed.
- EMS 710 Contemporary Issues in Evangelism**
A thorough examination of a current issue in evangelism. Topics include apologetics, evangelism in a pluralistic society, reaching the postmodernist with the Gospel, Jewish evangelism, and other contemporary and pertinent issues.
- GRK 501 Greek I**
An advanced introduction to the basic Greek grammar in the New Testament.
- GRK 502 Greek II**
A study of the elements of New Testament Greek with an emphasis on grammar and syntax from selected New Testament Readings. (Prerequisite: GRK 501 or equivalent)
- GRK 610 Greek Reading**
An examination of the elements of New Testament Greek I and II with an emphasis on the rapid reading and advanced exegesis of the Greek text from selected Greek New Testament books and related Hellenistic texts. (Course may be repeated for credit when the Bible book differs; Prerequisite: GRK 502 or equivalent)
- GRK 620 Greek Exegetical Syntax I**
A study of Greek grammar, emphasizing exegetical method in the Greek New Testament. Special attention is given to syntax, textual criticism, literary analysis, and lexical studies. (Prerequisite: GRK 502 or equivalent)
- GRK 630 Greek Exegetical Syntax II**
A study of the traditional descriptive grammatical heritage of Robertson, Blass-Debrunner, Moulton, Turner, Howard, et al. Introduces the case grammar of T. H. Mueller, generative-transformational models, as well as a distinctly semantically-based theoretical orientation to the Greek New Testament. Expository-hortatory texts of advanced difficulty (e.g., 1

Peter, Lukan narrative, and Hebrews) provide the textual data to achieve the lexical, grammatical, semantical, and practical exegetical objectives. (Prerequisite: GRK 620 or equivalent)

GRK 640 Introduction to the Septuagint

An introduction to the history, language, and significance of the Greek translation of the Old Testament scriptures and additional writings from intertestamental Judaism contained in the Septuagint, with an emphasis on the translation of the Greek text and comparisons to the Hebrew Masoretic text tradition. (Course may substitute for GRK 610; Prerequisites: GRK 502, HEB 502, or equivalents)

HEB 501 Hebrew I

An introduction to the elements of biblical Hebrew with an emphasis on phonology, grammar, and vocabulary.

HEB 502 Hebrew II

A study of the elements of biblical Hebrew with an emphasis on grammar and syntax, with selected readings from the Hebrew Old Testament. (Prerequisite: HEB 501 or equivalent)

HEB 610 Hebrew Reading

A continuation of the elements of Old Testament Hebrew I and II with an emphasis on rapid reading and advanced exegesis of the Hebrew text from selected Hebrew Old Testament Books. (Course may be repeated for credit when the Bible book differs; Prerequisite: HEB 502 or equivalent)

HEB 620 Hebrew Exegetical Method I

A study of Hebrew grammar, emphasizing exegetical method in Hebrew prose literature. Special attention is given to syntax, textual criticism, literary analysis, and lexical studies. (Prerequisite: HEB 502 or equivalent)

HEB 630 Hebrew Exegetical Method II

An advanced study of Hebrew grammar and syntax, with special attention given to the exegesis and exposition of Old Testament poetic texts. Topics include the interpretation of figurative language, parallelism, and meter in the exegesis of poetic texts. (Prerequisite: HEB 620)

HEB 640 Biblical Aramaic

An introduction to the Aramaic language through the study of vocabulary, grammar, and analysis of the biblical Aramaic texts of Ezra and Daniel and an analysis of selected portions of a Targum. (Course may substitute for HEB 610; Prerequisite: HEB 502 or equivalent)

JMS 600 Field Archaeology

An advanced course that includes a practical hands-on study and utilization of archaeological excavation techniques and procedures under

the guidance of trained professionals. Excavation sites are chosen with reference to their relevance and importance to the field of biblical studies.

MIN 501 Preparation of Expository Sermons

An advanced study of the basic principles of sermon preparation. Attention is given to the formulation of a biblical philosophy of preaching and to sermon organization that facilitates expository messages which are biblical and relevant. Both the formal and functional elements of the sermon are explored. (Prerequisites recommended: GRK 502, HEB 502)

MIN 502 Delivery of Expository Sermons

A continuing advanced study of sermon delivery mechanics with a focused emphasis on expository sermons from varying genres. (Prerequisite may be taken concurrently: MIN 501)

MIN 505 Christian Leadership

An examination of distinctive principles of Christian leadership. Seeks to evaluate contemporary thought about leadership, assisting each student in achieving the most significant leadership skills possible. Attention is given to researching and developing a biblical philosophy of leadership and ministry.

MIN 625 Topics in Leadership

A detailed study, with a significant research component, of a selected topic in Christian leadership. (Course may be repeated for credit when the topic differs; Open to graduate students who are completing their final 18 hours of an M.A. degree.)

MIN 630 Kerygma: Apostolic Preaching in Acts

An advanced preaching course seeking to discover the authentic kerygma preached by the Apostles. Students critically read and examine the apostolic sermons in the book of Acts to determine their content and how the apostles effectively delivered sermons and called people to Christ. Each student prepares a sermon based on the apostolic model. (Prerequisite: MIN 501 or equivalent)

MIN 631 Preaching from the Old Testament

An advanced study of a specific genre of Old Testament literature that utilizes both Hebrew exegetical tools and elementary principles to produce expository sermons on Old Testament texts. This course integrates previous studies in hermeneutics, language, theology, and homiletics. (Prerequisite: MIN 501 or equivalent; Prerequisite may be taken concurrently: HEB 502)

MIN 633 Preaching from the New Testament

An advanced study of a specific genre of New Testament literature that utilizes both Greek exegetical tools and elementary principles

to produce expository sermons on New Testament texts. This course integrates previous studies in hermeneutics, language, theology, and homiletics. (Prerequisite: MIN 501 or equivalent; Prerequisite may be taken concurrently: GRK 502)

MIN 710 Topics in Ministry

A detailed study, with a significant research component, of a selected topic in preaching, pastoral ministry, leadership, Christian education, or worship leadership. (Course may be repeated for credit when the topic differs; Prerequisite may be required.)

MIN 715 Ministry Practicum

Supervised on-the-job training in the various aspects of ministry by an approved field education supervisor with set standards of performance and accountability required by both the ministry and the college. (Open to graduate students nearing completion of the Master of Arts or Master of Divinity degrees.)

MIN 735 Evangelistic Preaching

An advanced study of oratory and rhetoric as they relate to evangelistic preaching. Students learn to prepare expository, textual, and topical evangelistic sermons. Particular emphasis is placed on delivering an effective evangelistic invitation. (Prerequisites: EMS 501, MIN 501, or equivalents)

NTS 501 New Testament Introduction I

An advanced study of the books of Matthew through Acts, emphasizing problems of interpretation and the contribution of these books to biblical theology and godly Christian living.

NTS 510 New Testament Intensive

An advanced examination of selected books in the English Bible. (Course may be repeated for credit when the Bible book differs; Prerequisite: NTS 501 or equivalent; Prerequisite may be taken concurrently: NTS 601 or equivalent)

NTS 550 New Testament Backgrounds

An advanced study of the Jewish and Greco-Roman historical, social, and literary contexts of the New Testament. (Prerequisites: NTS 501, NTS 601, or equivalents)

NTS 601 New Testament Introduction II

An advanced study of the books of Romans through Revelation, emphasizing problems of interpretation and the contribution of these books to biblical theology and godly Christian living.

- NTS 602 New Testament Theology**
A study of the principal religious themes of the New Testament from the perspective afforded exegetical studies of the Greek text. Recognizes diversity in the New Testament, and suggests methodological resolutions to the issue of unity within diversity, including definitions; the history of biblical theology; the relationship of New Testament theology to other disciplines; the relationship between history, revelation, and kerygma; biblical authority; and the hermeneutical question. (Prerequisites: NTS 501, NTS 601, or equivalents)
- NTS 715 Topics in New Testament Studies**
A concentrated study of selected topics and exegesis of selected passages relevant to New Testament studies. Methodologically, the courses offered are exegetical, yet integrating other related disciplines such as exposition, hermeneutics, theology, ethics, discipleship, leadership, etc. (Prerequisite: NTS 501 or equivalent; Prerequisite may be taken concurrently: NTS 601 or equivalent; Other prerequisites may be required.)
- OTS 501 Old Testament Introduction I**
An advanced study of the books of Genesis through Esther, emphasizing the historical framework of the Old Testament, problems of interpretation, and the contribution of these books to biblical theology and godly living.
- OTS 510 Old Testament Intensive**
An advanced intensive study of selected books in the English Bible. Course offerings are scheduled each semester. (Course may be repeated for credit when the Bible book differs; Prerequisite: OTS 501 or equivalent; Prerequisite may be taken concurrently: OTS 601 or equivalent)
- OTS 550 Old Testament Backgrounds**
An advanced intensive study of the historical, social, and literary contexts of the Old Testament. (Prerequisites: OTS 501, OTS 601, or equivalents)
- OTS 601 Old Testament Introduction II**
An advanced study of the books of Job through Malachi, emphasizing the historical framework of the Old Testament, problems of interpretation, and the contribution of these books to biblical theology and godly living.
- OTS 602 Old Testament Theology**
A study of the principal religious themes of the Old Testament from the perspective afforded by exegetical studies of the Hebrew text. While the course includes a historical introduction to the discipline of Old Testament theology, focus is on delineating the distinctive elements of Hebrew thought and their contributions to the shape of biblical revelation. (Prerequisites: OTS 501, OTS 601, or equivalents)

OTS 715 Topics in Old Testament Studies

A concentrated study of selected topics and exegesis of selected passages relevant to Old Testament studies. Methodologically, the courses offered are exegetical, yet integrating other related disciplines such as exposition, hermeneutics, theology, ethics, discipleship, and leadership. (Course may be repeated when the Bible book differs; Prerequisite: OTS 501 or equivalent; Prerequisite may be taken concurrently: OTS 601 or equivalent; Other prerequisites may be required.)

PHI 502 Philosophy of Religion

An advanced study of historical and contemporary worldviews and philosophical issues relevant to Christian ministry, such as religious pluralism, the problem of evil, and the relationship between faith and reason.

PHI 503 Faith and Reason

An exploration of the issues related to faith and reason. The question of antithesis, whether or not faith and reason are mutually exclusive, or synthesis, whether or not faith seeking understanding is viable, are discussed, and a biblical model of synthesis is established.

PHI 515 Introduction to Logic

A general introduction to logic covering both deductive and inductive inference and the analysis of arguments in ordinary language.

PHI 520 Philosophy of Language

A study of the nature and use of language in general and specifically its ability to communicate religious truth and experience. Key thinkers representing major historical time periods (including the contemporary) and supposed problems for Christian theology are examined. Important questions include how temporal language is used to discuss the eternal God.

PHI 530 Mind and Body

A study in ontological and anthropological issues of what properly connotes *being* in general, and in particular, human being. Issues such as the Image of God, the relation of the body to the soul, and the eternal aspects of life after death are discussed.

PHI 540 Moral Philosophy

An examination of the views of prominent philosophers regarding the moral life and the nature of morality. Emphasis is placed on what it means for humans to be moral beings, both as individuals and in community, covering aspects of political philosophy, and on the proper grounds and ultimate end of the moral life.

- PHI 550 Christian Apologetics**
An examination and critique of contemporary and historical Christian apologetic methods, Christian evidences, methods' and evidences' philosophical foundations, and non-Christian criticisms of and challenges to Christian apologetics.
- PHI 601 Topics in Philosophy**
A thorough examination of a subject within the discipline of philosophy. A particular philosopher or school of philosophy may be the chosen subject, or a philosophical question may be selected. The relevance of the subject for Christian theism is discussed. (Course may be repeated for credit when the topic of study differs.)
- PHI 650 Ethics, Economics, and Natural Law**
A research and writing based philosophical, theoretical, integrated investigation addressing how one's understanding of anthropology, government, and the cosmos affects one's understanding of how to help the poor and engage culture at various levels.
- RES 601 Library Research** *Non-credit Course*
A study in the use of a theological library and preparation of a graduate research paper according to the writing standards of Criswell College. (Course required for all incoming graduate students and must be completed in the first nine hours of graduate studies. A lab fee applies.)
- RES 602 Thesis Research and Writing**
A study of strategies and resources for research and technical writing in the field of theology and biblical studies in preparation for a thesis prospectus according to the writing standards of Criswell College. (Course offered by request only; Prerequisite: 24 graduate credit hours)
- RES 603 Graduate Thesis**
With the permission of the Academic Cabinet and an appointed thesis committee, graduate students may submit a thesis of 60 to 80 typewritten pages. Three semester hours credit will be given upon the approval of the completed thesis. Suitable topics must be approved by the thesis committee and the Academic Cabinet. A prospectus of the proposed research project should be submitted to the Academic Cabinet for approval by the completion of RES 602. Guidelines for prospectus and thesis writing may be secured from the Vice President of Academic Affairs or are presented in RES 602. Students must register for this course in the semester following the approval of the prospectus. (Prerequisite: RES 602)
- SEM 500 Conference Course** *One Semester Hour*
Students attending this course will gain significant exposure to a selected topic from recognized experts. The course will consist of lectures and

presentations over one or two days, followed by research and written work submitted within a few weeks of the conference. (Course may be repeated for credit when topics differ.)

THS 504 Spiritual Foundations

An advanced study of the basic convictions and disciplines of the life of the Christian, showing the relationship between beliefs and practice, with special attention given to the Christian family and to principles of importance for Christian leaders.

THS 510 Systematic Theology I

Provides advanced discussions to Theological Method (Prolegomena), Scripture (Bibliology), God (Theology Proper), Creation, Providence, Angels (Angelology), Humanity (Anthropology), and Sin (Hamartiology), defining the scriptural views and showing the arguments for them, refuting other views, and emphasizing the relevance of theology to the Christian life and witness. (Prerequisite: BIB 505; Other prerequisites may be taken concurrently: NTS 501, NTS 601, OTS 501, OTS 601)

THS 515 Systematic Theology II

Provides advanced discussions to the Person and Work of Christ (Christology), the Holy Spirit (Pneumatology), Salvation (Soteriology), the Church (Ecclesiology) and Last Things (Eschatology), defining the scriptural views and showing the arguments for them, refuting other views, and emphasizing the relevance of theology to the Christian life and witness. This course stresses the Baptist view of the church and of the ordinances, as well as broader Baptist polity, and the various eschatological perspectives. (Prerequisite: BIB 505; Other prerequisites may be taken concurrently: NTS 501, NTS 601, OTS 501, OTS 601)

THS 550 Theology Intensive

An intensive advanced study of a selected doctrine of systematic theology, a selected period of historical theology, or a selected issue in relation to theology. (Course may be repeated for credit when the specific doctrine or historical period differs; Prerequisites: THS 510, THS 515, or equivalents)

THS 603 Church History

An advanced examination of the history of the Christian church from the first century to the present, with emphasis on the roots of American Christianity.

THS 604 Baptist History and Distinctives

An advanced study of the Anabaptists and their origins is followed by an examination of the emergence of the English Baptists and their subsequent

history. A discussion of the history of Baptists in the U.S. emphasizing Southern Baptists. Stress is placed on the distinctive beliefs of Baptists within the context of the broader reformation heritage.

THS 610 Theology of Leadership

An advanced spiritual formation study of the theological aspects of leadership, including relevant material from the Old and New Testaments reflecting biblical perspectives on God's call to leadership, how to become, and what it means to be, a godly servant-leader particularly in the home, church, and public settings, as well as anticipated hindrances to the development and exercising of such biblically appropriate leadership. (Prerequisite may be taken concurrently: THS 504)

THS 615 Patristic and Medieval Theology

A survey of the development of Christian Theology from the end of the Apostolic Period (A.D. 100) to the beginning of the Reformation Period (A.D. 1500). Special emphasis is placed on the historical and theological movements and the theologians of the period. (Prerequisites: THS 510, THS 515, or equivalents)

THS 621 Film Critique and the Christian Worldview

Designed as a reflective and interactive seminar to hone the ability of thoughtful film critique. The messages in the medium of current cinema are surveyed, especially as they relate to the Christian worldview. Students practice recognizing, evaluating, and communicating the theological and philosophical contents of contemporary cinema, evaluating the impact such appropriations of Christian symbols and meta-narratives can have on popular perceptions of God, Christians, and the local church. (Prerequisites recommended: THS 510, THS 515)

THS 635 Prolegomena and Theological Method

A seminar discussing the background and rationale for primary theological terminology and the varied methodology employed to develop, and models used to convey understandably, major historical and contemporary systems of theology. The student is expected to work through key issues of personal theological method. (Prerequisites: THS 510, THS 515, or equivalents)

THS 650 Reformation and Post-Reformation Theology

An examination of the views and influence of the magisterial Reformers and the Anabaptists and their significant theological heirs and opponents until the end of the eighteenth century. Special focus is given to the continuing influence of these groups and their views on contemporary evangelicalism. (Prerequisites: THS 510, THS 515, or equivalents)

THS 665 Modern and Postmodern Theology

An examination of the development of major theological perspectives from A.D. 1800 to the present time. Attention is given to modernist and postmodernist liberal theology in their major forms as well as major developments within evangelical theology, including varied reactions to the changing theological landscape. (Prerequisites: THS 510, THS 515, or equivalents)



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