



Criswell
360°

2024-2025

ACADEMIC CATALOG

CRISWELL
COLLEGE



DALLAS TEXAS



**2024-2025
ACADEMIC CATALOG
VOLUME 50**

This *Academic 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. Current policies can be found on the College's [website](#).

Criswell College admits students who are Christians of good character, without regard or reference to race, national or ethnic origin, color, age, disability, or sex (except where regard to sex is required by the College's religious tenets regarding gender and sexuality) to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of these classifications in administration of its educational policies, admissions policies, scholarship and loan programs, and other school-administered programs.

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CRISWELL COLLEGE



“ *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

MESSAGE FROM THE PRESIDENT

DR. BARRY K. CREAMER

Since 1970, Criswell College has provided higher education for men and women preparing to serve as Christian leaders. We are as committed today as we were then to the core values shaping the school, to doctrinal integrity, academic engagement, ministry experience, and cultural influence.

Criswell alumni have always had a dramatic influence on churches, schools, and other ministries not only in Texas, but throughout the country and around the world. While still graduating some of the most influential church leaders in the country, we now see graduates serving and leading in fields like elementary education, counseling, public policy, and law, and others going on to advanced degrees at some of the most prestigious institutions in the country.

Lance's Hall, the College's first residence hall, provides an ideal space for students to develop their character and skills in preparation for a life as ambassadors, cultivators, peacemakers, problem solvers, and professionals—well-rounded in their exposure to ideas and disciplines, well-equipped to go wherever God sends: Criswell 360° ready.

Criswell's urban location and connections in the Dallas area and around the world are assets both for graduate and undergraduate students. The undergraduate's 4 years are designed to introduce them to the collegiate environment, then the global community, followed by the local community, and lastly their professional settings. Relationships with ministries and leaders from our neighborhood near downtown Dallas to the Middle East provide experiences and opportunities unique to the Criswell 360°.

We seek and train students who will one day give their entire career to God and the people He sent us to serve, whether in a church, clinic, school, business, or courtroom, and who will use the power God gives them to serve those who do not have it—exactly as Jesus did for us. We are thankful for your interest in Criswell College, and hope you will join us in faith, scholarship, service, and community on your way to a Criswell degree.





**CRISWELL
COLLEGE**

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**CRISWELL
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2024-2025 ACADEMIC CALENDAR

2024 Fall Semester

April 1	FA-24 Registration begins
August 19	First day of classes
August 19	Late registration begins
August 22	Late registration ends
August 22	Last day to add courses
August 29	Last day to drop courses
September 2	Labor Day*
September 10	SU-24 grades for incomplete coursework due
October 14-18	Student Development Week
October 24	Last day to withdraw
November 1	Graduate Thesis Prospectuses due from Instructors
November 4	WI-24 Registration begins
November 4	SP-25 Registration begins
November 25-29	Fall Break
November 28-29	Thanksgiving Holiday*
December 9	Last Day of classes (Monday)
December 10-13	Final exams
December 12	SP-25 graduation application deadline
December 18	Grades due to the Registrar
December 23-26	Christmas Holiday*
January 1	New Year's Day observed*
February 25	FA-24 grades for incomplete coursework due

2025 Spring Semester

November 4	SP-25 Registration begins
January 20	Martin Luther King Jr. Day*
January 21	First day of classes
January 21	Late registration begins
January 23	Late registration ends
January 23	Last day to add courses
January 30	Last day to drop courses
February 25	FA-24 grades for incomplete coursework due
March 17	WI-24 grades for incomplete coursework due
March 17-21	Spring Break
March 27	Last day to withdraw
April 1	Graduate Thesis Prospectuses due from Instructors
April 7	SU-25 Registration begins
April 7	FA-25 Registration begins
April 18	Good Friday*
May 2	Grades for graduating students due to the Registrar
May 12-16	Final exams
May 16	Commencement Dress Rehearsal
May 17	Commencement Ceremony
May 23	Grades due to the Registrar
July 23	SP-25 grades for incomplete coursework due

2024 Winter Term

November 4	WI-24/SP-25 Registration begins
December 12	Last day to enroll for WI-24
December 16	First day of classes
December 23-27	Christmas Holiday*
January 1	New Year's Day observed*
January 2	Last day to withdraw
January 10	Final exams
January 17	Grades due to the Registrar
March 17	WI-24 grades for incomplete coursework due

2025 Summer Term

April 7	SU-25/FA-25 Registration begins
May 26	Memorial Day*
May 29	Last day to enroll for SU-25
June 2	First day of classes
June 5	Last day to drop courses
June 19	Juneteenth*
June 3	Last day to withdraw
July 4	Independence Day*
July 23	SP-25 grades for incomplete coursework due
July 25	Final exams
August 1	Grades due to the Registrar
September 29	SU-25 grades for incomplete coursework due



GENERAL INFORMATION

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 laypeople 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. The institute had been housed in the facilities of First Baptist Church since its founding, 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 programs, diversifying its curriculum to include Christian Ministry; Education; Philosophy,

Politics, and Economics; and Psychology, in addition to Biblical Studies. The College has also established several online graduate degree programs.

Although the organization has developed from an institute for laypeople 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 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 (AABC)
- 1985 All programs accredited by Southern Association of Colleges and Schools (SACS)
- 1985 Criswell Bible Institute becomes Criswell College
- 1991 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 K. Creamer becomes President
- 2021 Opening of first on-campus residence hall

ACCREDITATION, AFFILIATIONS, AND MEMBERSHIPS

Criswell College is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate, baccalaureate, and master's degrees. Degree-granting institutions also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of Criswell College may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling 404-679-4500, or by using information available on SACSCOC's website (sacscoc.org).

10 GENERAL INFORMATION

Criswell College is accredited by the Texas Education Agency and approved by the State Board for Educator Certification as an official Educator Preparation Program in the state of Texas.

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 VA Certifying Official in the [Registrar's Office](#). GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government website at <https://www.benefits.va.gov/gibill>.

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 [Evangelical Council for Financial Accountability](#); [National Association of Christian College Admissions Personnel](#); [Texas Association of Collegiate Registrars and Admissions Officers](#); [American Association of Collegiate Registrars and Admissions Officers](#); [Southern Association of Collegiate Registrars and Admission Officers](#); [North American Coalition for Christian Admissions Professionals](#); [Association for Institutional Research](#); [Association of Christian Librarians](#).

The faculty of the College hold memberships with professional and scholarly societies, including the [Evangelical Theological Society](#); [Evangelical Philosophical Society](#); [Institute for Biblical Research](#); [Society of Biblical Literature](#); [Studiorum Novi Testamenti Societas](#); [North American Patristic Society](#); [American Schools of Oriental Research](#); [The Evangelical Homiletics Society](#); [Near Eastern Archaeology Society](#); [Association for Christians in Student Development](#); [American Counseling Association](#); [Texas Counseling Association](#); [Christian Association for Psychological Studies](#); [Modern Language Association](#); [National Council for Teachers of English](#); [American Political Science Association](#); [Texas Association for Literacy Education](#), among others.

Criswell College has established chapters of the following honor societies: [Kappa Delta Pi](#) (education); [Psi Chi](#) (psychology); and [Theta Alpha Kappa](#) (religious studies and theology).

MISSION

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.

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 and a live two-hour call-in counseling program heard each weeknight. 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 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

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. Under Mr. Jack Pogue's leadership, the Criswell Foundation maintains this legacy through the W.A. Criswell Chair of Expository Preaching for new generations of Christian leaders, as 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 to personally repent of sin and trust 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

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 affect 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 churches, ministries, graduate and law schools, elected and appointed officials, businesses, microfinance organizations, as well as 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 \(2000\)](#) as follows, with several amendments (in italics) to make it more consistent with Dr. Criswell's theology:

1. 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.

2. 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; 17:1-8; 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.

3. 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.

4. 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 moral and spiritual maturity through the presence and power of the Holy Spirit dwelling in him. Growth in grace should continue throughout the regenerated 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.

5. 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.

16 GENERAL INFORMATION

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.

6. 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.

7. 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.

8. 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.

9. 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 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.

10. 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

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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.

11. 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.

12. 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.

13. 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.

14. 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 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.

15. 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.

16. 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.

17. 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 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.

18. 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.



**CRISWELL
COLLEGE**



ADMISSIONS AND ENROLLMENT INFORMATION

PHILOSOPHY OF ADMISSIONS

In keeping with the mission of Criswell College, the [Admissions Office](#) 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 Admissions Committee, which is comprised of 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 continually 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 Admissions Counselor. To arrange your visit, contact the [Admissions Office](#) via our web page at www.criswell.edu/admissions/visit/, by phone at 214-818-1350, or email at enrollment@criswell.edu.

ADMISSION PROCESS

To begin the application process, applicants will go to apply.criswell.edu. Each applicant for admission must submit the appropriate forms and materials accompanied by a nonrefundable 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 Admissions Committee reviews the prospective student's complete school record, personal essay, recommendation, personal information, standardized test results, and a writing sample.

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 admits students who are Christians of good character, without regard or reference to race, national or ethnic origin, color, age, disability, or sex (except where regard to sex is required by the College's religious tenets regarding gender and sexuality) to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of these classifications in administration of its educational policies, admissions policies, scholarship and loan programs, and/or other school-administered programs.

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 apply.criswell.edu, as well as a nonrefundable application fee.

Personal Essay

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

1. Your conversion—including an articulation of the Gospel, how you came to believe it, how it has made a difference in your life
2. Your reasons for choosing Criswell College
3. Outline your church and ministry involvement/activities, past and present
4. Outline your school and community involvement/activities, past and present
5. Outline your future educational and career goals

Church Endorsement Form

All applicants must provide a church reference as part of the online application. An Admissions Counselor will contact this reference about your interest in Criswell College. This person must be part of the church leadership where you attend and should be someone who knows you and can attest to your church involvement and moral character. This could be a small group leader, deacon, elder, children's pastor, youth pastor, associate pastor, or lead pastor.

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. Individuals who have not graduated from high school 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 program 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 programs 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 with less than 60 college credit hours 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 *Academic*

Catalog or visit www.criswell.edu/academics/bs-in-education for more information.
Transfer Applicants

Transfer students must submit official transcripts from every post-secondary school attended. Transfer students with less than 60 college credit hours are also required to submit high school transcripts. Undergraduate applicants must enroll with at least a 2.0 Cumulative Grade Point Average (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 *Academic Catalog*, or visit www.criswell.edu/academics/bs-in-education/ for more information.

Standardized Test Results and Writing Sample

Undergraduate Applicants

Entering freshmen and transfer students may be asked to submit official results of the ACT, SAT, or CLT unless the student has 30 hours or more of transferable credit. If a student has not taken one of these tests, they may be required to take a test recommended by the Admissions Office.

Graduate Applicants

Applicants must submit a writing sample prior to the first semester of matriculation if they desire full admission to the Master of Arts degrees in Counseling or Theological and Biblical Studies.

Applicants desiring admission to the Master of Arts in Christian Leadership, Master of Arts in Christian Studies, and Master of Divinity degree programs are not required to submit a writing sample.

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. Admissions Counselors send periodic letters and emails to update/remind an applicant about the status of her or his progress toward full acceptance.

The College reviews admission applications on a regular basis. Files remain active for one year. Admissions Counselors in the Admissions Office 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/CLT 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 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 with the "[Academic Standing](#)" section of this *Academic 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 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 Admissions Office for special forms and instructions for admission to Criswell College.

The Vice President of Student Affairs and Communications is 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 Admissions Office 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 twelve 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 *Academic Catalog*. According to Department of Homeland Security regulations, international students are not allowed to take more than one (1) online course per semester.

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 *Academic 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, or Duolingo English Test score. Criswell College requires the TOEFL with a minimum iBT (internet based TOEFL) test score of 80 or the Duolingo English

Test exam with a minimum score of 110. "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, SAT, or CLT must be submitted in lieu of either the iBT TOEFL or the Duolingo English Test.

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 \$27,190 per year and single graduate applicants are required to document financial support of at least \$27,568 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 Admissions 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. These funds must be in U.S. dollars and deposited with the College prior to acceptance.
5. Copy of a 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.

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 *Academic Catalog* pertaining to audit credit. To be considered for audit admission, applicants must file a completed Application for Admission with the Admissions Office and pay the Audit Fee (see the Financial Aid section of this *Academic 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 *Academic 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.

STUDENT CONDUCT

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

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 [Admissions Office](#) 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 parent(s); 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 (e.g., FAFSA), there is a privately funded Financial Aid Program. For more information, please see the “[Financial Information](#)” section of this *Academic Catalog*.

GRADUATE STUDIES FOR CRISWELL COLLEGE ALUMNI

Alumni of Criswell College applying for admission into a graduate program will be required to submit an [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 writing sample will need to be submitted as well.

NEW STUDENT CLASSES AND REQUIREMENTS

English Proficiency

Students may be exempt from ENG 090 Developmental English, a remedial course, if they score 540 or above on the Evidence-Based Reading and Writing portion of the SAT, or 18 or above on the English portion of the ACT, or 32 or above on the Verbal Reasoning and Grammar/Writing portion of the CLT, or if they have completed a three credit-hour college English course at another institution with the grade of “C” or better.

Mathematics Proficiency

Students may be exempt from MTH 090 Developmental Math, a remedial course, if they score 530 or above on the mathematics portion of the SAT, or 21 or above on the mathematics portion of the ACT, or 19 or above on the Quantitative Reasoning portion of the CLT, or if they have completed a three credit-hour college mathematics course at another institution with the grade of “C” or better.

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 *Academic 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, Admissions Office, Student Services, and Wallace Library. If readmitted, former students enter under the requirements of the current academic year as found in this *Academic Catalog*.

TRANSFER OF CREDIT

Transfer students must provide the Admissions Office with an official copy of transcripts from every higher education institution previously attended prior to the Application Deadline. All course credits received from institutions accredited by an accreditor recognized by the Texas Higher Education Coordinating Board (THECB) and 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 current list of THECB- recognized accreditors can be found on the THECB website.

A limited amount of undergraduate transfer credit may be accepted from institutions without accreditation from a THECB-recognized accreditor. Requests for a transfer of credit for courses in which the student achieved a "B" or higher and the work was done in residence are considered by the Registrar in consultation with the Vice President of Academic Affairs and appropriate Program Directors.

Courses with the CRIS designation are part of the College's common student experience and, therefore, must be taken at Criswell College.

Students must complete a certain percentage of their degree requirements through Criswell College. For more information, see the residency requirements listed in the College's Graduation Policy at criswell.edu. Residency requirements are also located under the "Academic Policies" section of this *Academic Catalog*.

For information regarding the application of College Level Examination Program (CLEP) credits, see the "[Academic Policies](#)" section of this *Academic 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](#).

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 *Academic 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. Application for VA benefits should be started as soon as possible as approval of benefits can take as long as 90 days. Course approval and certification are required each semester.

Admission Requirements

In addition to the admission requirements outlined in the College's Admission Policy, students receiving military benefits are required to submit the following documents:

- CCAF and/or Joint Military Transcript;
- DD-214;
- all official transcripts; and
- Certificate of Eligibility.

Credit for Previous Training

Students receiving VA educational benefits must provide records for all previous education and training (including all credits from postsecondary institutions and military credits) for review.

Educational Benefits

The Montgomery GI Bill® Active Duty (Chapter 30) provides education benefits for veterans with at least twenty-four months of continuous active-duty service, who entered active duty after June 30, 1985, who received an honorable discharge, and who elected the \$100 deduction in monthly pay for those educational benefits. Certain veterans may also qualify for Chapter 30 benefits if they have Vietnam Era GI Bill® (Chapter 34) eligibility left beyond December 31, 1989.

The Montgomery GI Bill® Selected Reserve (Chapter 1606) provides educational benefits for members of Army, Navy, Air Force, Marine Corps or Coast Guard Reserves, Army National Guard, or Air National Guard. Applicants must have a six-year obligation and must remain in good standing with a Reserve unit.

Veterans' Education Assistance Program (VEAP – Chapter 32) provides educational benefits to veterans who satisfy eligibility (1) if they established a contributory fund during active duty with VA and the Department of Defense matching the funds 2-1, or (2) by use of a test or pilot program which was offered to some veterans who entered the service between November 1980 and November 1981.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at <https://www.benefits.va.gov/gibill>.

34 ADMISSIONS & ENROLLMENT SERVICES

Dependents Education Assistance (DEA – Chapter 35) provides educational assistance to sons, daughters, and the spouse of a veteran who (1) is permanently and totally disabled due to a service-related condition; (2) died in service; (3) died of a service-connected disability; (4) died while evaluated as having total and permanent service-connected disability; or (5) is listed as a prisoner of war (POW) or as missing in action (MIA).

Veteran Readiness and Employment (VRe&E – Chapter 31) provides educational benefits to veterans who have a service-connected disability that limits their ability to work or prevents them from working.

Post - 9/11 GI Bill® (Chapter 33) provides educational benefits to veterans who served on active duty on or after September 11, 2001. While on active duty, eligible veterans may also transfer some or all Chapter 33 benefits to a spouse or dependent child.

Specific eligibility requirements and application forms for these programs may 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.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at <https://www.benefits.va.gov/gibill>.

Institutional Information Provided

The College provides individuals covered by VA education benefits programs the following information prior to their enrollment in an Academic Program at the College:

1. A shopping sheet which contains estimated costs to complete a specified program, available information on success rates and job placement, information relating to federal aid sources not administered by the VA for which they may qualify, and other important information that would assist the individual in making an informed decision regarding enrollment in a specified Academic Program. (If there is a change in this information, the College provides an updated personalized shopping sheet within 15 days after tuition and fees are determined for an academic year.)
2. The requirements for graduation and a graduation timeline.
3. The name, title, and contact information of the College employee designated to serve as the point of contact for covered individuals and their families needing assistance with respect to academic, financial, and disability counseling, as well as other information regarding completion of their Academic Program.

Enrolled covered individuals will be informed by the Director of Financial Aid of the potential eligibility of other federal financial aid prior to packaging or arranging student loans or alternative financing during the registration process. Receipt of veteran educational benefits may render a student ineligible to receive other student aid or benefits. In order to prohibit automatic renewal of a covered individual in a course and/or program,

each covered individual approves his or her enrollment in a course by completing the registration process.

Certification Requests

Veterans are required to request benefits in writing through the [Registrar's Office](#) each semester that they want to be certified. It is recommended that veterans register for courses as early as possible and request benefits at that time. They should submit a certification request and any additional information for a proper certification no later than the first day of class. Chapter 33 veterans are required to make payment by the established deadline for any portion of their bill not covered by VA, according to their Certificate of Eligibility or Statement of Benefits obtained from VA.

Chapter 30, 32, 35, and 1606 veterans must make payment for the full amount of their bill by the established deadline.

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 [U.S. 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 provide paid tutors, nor is reimbursement offered to veterans who attain outside tutoring services.

Impact of Service in the Armed Forces while Enrolled

In compliance with Isakson and Roe (Section 1018), the College will accommodate the short absences of enrolled members of the Armed Forces, including reserve components and National Guard, for their service in the Armed Forces.

As with all students, members of the Armed Forces, including reserve components and National Guard, who are temporarily unavailable or must suspend enrollment by reason of their service

in the Armed Forces for less than three consecutive semesters (excluding summer and winter terms), may continue their studies upon their return by registering for courses.

Members of the Armed Forces, including reserve components and National Guard, who are temporarily unavailable or must suspend enrollment by reason of their service in the Armed Forces for three or more consecutive semesters (excluding summer and winter terms) may continue their studies upon their return without reapplying for admission. If significant changes have been made to the program curriculum in which they are enrolled, these students may be required to fulfill the requirements of the new curriculum as found in the *Academic Catalog* in effect upon their return *Academic Catalog* in effect upon their return.



**CRISWELL
COLLEGE**



FINANCIAL INFORMATION

TUITION AND FEES

The tuition and fees structure at Criswell College 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 \$7,875 in tuition and fees per semester. A full-time graduate student (9 hours per semester) can expect to pay approximately \$6,015 in tuition and 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 *Academic Catalog*, the College reserves the right to change tuition and fees without notice to applicants and new, returning, or readmitted students.

Undergraduate Students

Tuition (Per Credit Hour)	\$620
Fees Required Each Fall/Spring Semester (Non-Refundable)	\$335
Fees Required (Winter and Summer Terms)	\$85

Graduate Students

Tuition (Per Credit Hour)	\$620
Fees Required Each Fall/Spring Semester (Non-Refundable)	\$335
Fees Required (Winter and Summer Terms)	\$85

Additional Fees

Activity Fee (All students, per semester)	\$100
Application Fee	\$35
Audit Course Fee	\$185
Change of Course Fee (Per Course Added and Dropped)	\$40
Distance Education Fee/Online Fee Per Course	\$150
Graduation Fee (Undergraduate Programs)	\$100
Graduation Fee (Graduate Programs)	\$150
Graduation Postponement Fee	\$75
Independent Study Fee	\$300
Lab Fee	\$100
Late Official Registration Fee	\$110
Late Graduation Application Fee	\$100
Official Transcript Fee (no personal checks)	
• Electronic Delivery	\$10
• Postal Service Delivery	\$15
Residential Room Rate (per year)	\$6,200
Residential Activity Fee (per semester)	\$100
Returned Check Fee	\$40
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 their 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 *Academic Catalog* for rates and dates).

The following options are available with the Vice President of Finance and Advancement's approval:

Criswell College Payment Plan

The College payment plan is available for credit courses in the fall and spring semesters only. Audit courses are not eligible. The payment plan has a service fee and is paid in four installments 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 [Student 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.

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:

- future enrollment refused,
- payment plan eligibility removed,
- student services access restricted and/or removed (SONIS, Canvas, wireless internet, and library),
- restriction of participation in practicums, mission trips, seminars, and other College related trips/conferences,
- graduation postponed or denied, and/or
- other disciplinary actions taken.

NON-SUFFICIENT FUNDS (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 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 courses after completing the official add/drop process through the [Registrar's Office](#). When there is any course schedule change (courses added, dropped, or withdrawn), tuition and financial aid will be recomputed to reflect the new course load. Fees are non-refundable. A return to Title IV calculation will be made if a student withdraws from all courses before the semester is completed.

A class meeting is defined as any official meeting time or 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 required documentation through each step to completion in the [Registrar's Office](#). The refund will be calculated according to the date and time the required documentation 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 to the billing address of record.

Tuition Refund Schedule

15 –17 Week Courses

Prior to the first day of the semester	100%
During the first week of the semester	85%
During the second week of the semester	50%
After the second week of the semester, there is no refund.	

7–10 Week Courses

Prior to the first day of term	100%
Through the third day of term	85%
Through the fifth day of term	50%
After the fifth day of term, there is no refund.	

4–5 Week Courses

Prior to the first day of term	100%
Through the second day of term	85%
Through the third day of term	50%
After the third day of term, there is no refund.	

There is no refund for one-day through three-week term courses once the term begins.

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 program(s) by the [Financial Aid Office](#).

FINANCIAL AID

Financial aid makes it possible for many students to attend Criswell College. Sources of financial aid include scholarships, grants, and loans. All financial aid awards are coordinated by the [Financial Aid Office](#).

Eligibility

Eligibility for federal student aid is based on need and several other factors. Students must:

- Demonstrate financial need;
- Have a high school diploma or a General Education Development (GED) certificate;
- Be accepted for admission at Criswell College and working toward a degree or certificate in an eligible program at Criswell College;
- Be a U.S. citizen or eligible noncitizen;
- Have a valid Social Security Number (see [Office of Financial Aid](#) for exceptions);
- Maintain satisfactory academic progress once in school;
- Not be in default on a federal student loan or owe money on a federal grant; and
- Certify that financial aid will be used only for educational purposes.

Criswell College Scholarships

The following Criswell College Scholarships serve the purpose of providing financial support to students who have shown meritorious conduct and are reserved for students with special qualifications. Most Criswell College scholarships have criteria the recipient must meet in order to receive the scholarship. For more information contact the [Financial Aid Office](#).

President's Scholarship awards to full-time students who exhibit exemplary academic progress.

Provost's Scholarship awards to full-time students who exhibit solid academic progress. **Christian Experience Scholarship** awards to full-time students who are currently involved in a leadership role or active ministry at their local church.

Christian Experience Scholarship awards to full-time students who are currently involved in a leadership role or active ministry at their local church.

H. Leroy Metts Alumni Scholarship awards to full-time or part-time students who have either graduated from Criswell College or have an immediate family member who has graduated from Criswell College.

Southern Baptist of Texas Convention Scholarship awards to full-time or part-time students who are members of an SBTC Church. Students must apply for the scholarship directly with the SBTC online at <https://sbtexas.com/scholarships/>.

W.A. Criswell Scholarship awards to full-time or part-time students who demonstrate financial need while attending Criswell College.

Criswell Women's Club (CWC) Scholarship awards to full-time or part-time students who demonstrate need and are able to share a brief testimony at a CWC luncheon, help

with CWC functions, and provide a thank you note for the donors within two weeks of receiving aid.

Betty Criswell Scholarship awards to full-time or part-time female students preparing to teach or who are going into the educational services area.

Ministry Dependent Grant awards to full-time students who are legal dependents of full-time church staff.

Missionary Dependent Grant awards to full-time students who are legal dependents of full-time active missionaries.

Homeschool Scholarship awards to full-time students who are first-year graduates of homeschools.

Church Matching Grant awards to full-time or part-time students whose church contributes money to their education by completing the Church Matching Grant Agreement and submitting a check within the deadline for each semester.

Criswell Sibling Grant awards to full-time students with a sibling currently enrolled at Criswell College.

Marshall Scholarship awards to full-time students who have completed at least one semester of study at Criswell College and who have the stated purpose and goal of becoming a preacher of the Christian Gospel.

Timothy Project Scholarship awards to full-time students who are presently involved in either a paid or unpaid church ministry position. Students must meet all other requirements provided in the scholarship policy for the Timothy Project Scholarship.

Vann Scholarship awards to full-time students from Africa or the Middle East.

In addition to the above scholarships, generous donors also provide the following institutional scholarships. In accordance with the requirements set forth in these scholarships, governing bodies at the College select recipients who meet required criteria for the following:

- Emmett and Frances Caldwell Scholarship
- Frankie Carlisle Memorial Book Scholarship
- M.D. Frank Scholarship
- Hazel Harrison Memorial Scholarship
- O.S. Hawkins Scholarship
- Nettie Mae Holt Memorial Scholarship
- Micah D. Johnson Memorial Scholarship
- Christine Caskey Simmons Scholarship

Financial Aid Forms

To apply for financial aid at Criswell College, applicants must complete the following forms:

1. The [Free Application for Federal Student Aid \(FAFSA\)](#) is the form used by colleges to award federal financial aid. The official FAFSA can be completed free online at studentaid.gov/h/apply-for-aid/fafsa. First time applicants must apply for a federal student aid ID number and password which is used to electronically sign the FAFSA. The FAFSA must be completed annually and is available for the next award year each October 1.
2. The [Criswell College Supplemental Application for Financial Aid](#). This form must be completed annually, prior to the start of each academic year, and is available at: <https://netpartner.criswell.edu/NetPartnerStudent/Logon.aspx?ReturnUrl=%2fnetpartnerstudent>.
3. Additional documents may be required to complete your file. Such documents may include verification worksheets, federal tax return transcripts, verification of untaxed income, proof of citizenship or permanent residency, proof of Selective Service Registration, etc. Students will receive notification of needed documents by phone, mail, or email from the [Office of Financial Aid](#).

Application Deadlines:

1. Free Application for Federal Student Aid (FAFSA)
 - a. New Students: Within 1 week of application date
 - b. Continuing Students: May 1 for the fall semester. FAFSA is only completed once per year.
2. Criswell Supplemental Application
 - a. New Students and Re-entry Students: July 15 for the fall semester and December 15 for the spring semester
 - b. Continuing Students: May 1 for the fall semester
3. Church Matching Grant (Forms/Checks)
 - a. All Students: July 1 for the fall semester
 - b. All Students: December 1 for the spring semester

FAFSA applications can be received on a rolling basis. However, students who do not meet this deadline should apply as soon as possible and contact the Business Office to make payment arrangements if financial aid is not processed prior to the next term's registration. Criswell Supplemental Applications will not be processed after the deadline dates posted above.

Cost of Attendance (Student Estimated Cost)

Cost of Attendance is calculated based on educational costs allowed by the [Department of Education](#). The cost of attendance includes tuition and fees, food and housing, books

and supplies, transportation, and miscellaneous expenses such as computer expenses or study abroad costs. Costs unrelated to the completion of a student's course of study are not included in calculating the student's cost of attendance.

Student Aid Index (SAI)

An eligibility index that college financial aid staff use to determine how much financial aid you would receive if you were to attend their school, the SAI is calculated according to a formula specified by law and is based upon the information provided by the student and their family on the FAFSA form.

Criswell College Awarding Procedure

Criswell College only awards students with complete financial aid files. Files are considered complete when the FAFSA (and verification documents as required) and the Criswell College Supplemental Application are submitted and processed. Criswell College uses the following sequence to award aid. Pell Grant is awarded first as it is the foundation of a student's financial aid award. Texas Equalization Grant is awarded second for students enrolled in non-ministry programs. Institutional Scholarships are awarded third along with any outside scholarships. If a student continues to have unmet need, student loans are awarded.

International students are not eligible for federal aid. International students are required to complete both the Criswell College Financial Aid Application for international students and the Criswell College Supplemental Application for Financial Aid. For budgeting and awarding purposes, student status 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.
- Undergraduate students taking 3–5 credit hours during a semester or term are determined to be less than 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 half-time.
- Graduate students taking 3–5 credit hours during a semester or term are determined to be less than half-time.

Award Notification

Once a financial aid award offer has been made, the awards are available for review on the student's portal. The student is notified via email that the awarding process has been

completed. If federal loans have been awarded, the student must secure these loans on an external website (<https://studentaid.gov/h/complete-aid-process>). First-time Criswell College borrowers must complete loan entrance counseling and sign a Master Promissory Note (MPN) before loan funds can be disbursed.

Process for Accepting Financial Aid

Financial aid awards are available to review in the student's financial aid portal as soon as the student is packaged. An Award Notification is also emailed to the student's email account. The Award Notification contains the names and amounts of the financial aid awards the student is eligible to receive. The notice also contains important information about restrictions and conditions that can affect the student's eligibility to receive the amounts awarded. It should be reviewed carefully.

The student should indicate that he/she wishes to be awarded student loans on the Criswell Supplemental Application. The student needs to accept the awarded loans online through the student portal as well. The student has the option to accept, decline, or adjust loan amounts in the student portal. Students may also request an adjustment to their direct loan award amounts by completing the Direct Loan Adjustment Form located in the student portal. First-time borrowers are required to complete entrance counseling and sign a Master Promissory Note (MPN). The student's awards are posted to the student's billing account as pending aid within 48 hours of being cleared by the financial aid department for registration.

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

Additional Eligibility Requirements

Satisfactory Academic Progress

Federal and Institutional Satisfactory Academic Progress (SAP) is reviewed at the end of each payment period. Criswell College runs SAP reports at the end of every fall, spring, and summer term for four different classifications of students. These classifications include Associate and Bachelor of Arts degrees, Bachelor of Science degrees, Master of Arts degrees and Master of Divinity degrees. Satisfactory Academic Progress is based on the student achieving both a qualitative standard and a quantitative standard, as defined below:

- Qualitative Standard—Cumulative Grade Point Average (CGPA): Undergraduate students in Associate and Bachelor of Arts degrees must maintain a minimum 2.0 cumulative grade point average for federal and institutional financial aid eligibility. Students enrolled in Bachelor of Science degrees must maintain a minimum 2.75 cumulative grade point average for federal and institutional financial aid eligibility. Graduate students enrolled in Master of Arts degrees in Christian Leadership, Christian Studies, or Master of Divinity must maintain a minimum 2.5 cumulative grade point average for federal and institutional financial aid eligibility. Students enrolled in Master of Arts in Counseling or Theological and Biblical Studies

must maintain a minimum 2.75 cumulative grade point average for federal and institutional financial aid eligibility. Some Criswell College scholarships that are merit based have higher minimum GPA requirements and are listed specifically in the Institutional Aid Policy.

- 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:
If they otherwise qualify, students who have not yet attempted 150% of the hours required for their degree program may be eligible for financial aid. (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.

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 mail of the change in his or 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 eligible for financial aid.
- Suspension status:
If the student was previously under a Warning SAP status and fails to meet SAP eligibility requirements during the next semester, the student's status will be moved to Suspension status, and he or she will not be eligible to receive federal or institutional financial aid during the next semester he or she attends. Students 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 or she 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 with an academic plan to assist the student in regaining satisfactory academic progress. While on probation, the student may continue to receive federal, state, and institutional aid if he/she 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 or an immediate family member,
- serious extended illness of the student or an immediate family member,
- divorce experienced by the student or his/her parent, or
- death of a family member or significant person in the student's life.

To make an appeal, the student should follow the steps outlined on the Appeal Application and submit the Financial Aid Satisfactory Academic Progress Suspension Evaluation and Appeal Request form. All SAP appeal requests will be reviewed by the Director of Financial Aid.

The appeal request must include a statement from the student regarding what has changed and what he or she will do differently to enable him or her to meet SAP guidelines in the future. Appropriate documentation to support the request is required.

The documents provided must support the reason for the appeal and match the period of time for which SAP standards were not met. 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. All appeal decisions are final. Students are notified in writing of the outcome of the financial aid appeal.

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

After the student has completed sufficient coursework to remove the suspension status, the student's SAP status will be reevaluated at the end of the semester, and his or her status will be updated based on current SAP standards.

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

- **Repeat Courses:**

Students may receive federal financial aid for repeat courses in which a previous grade of "F" was received. Students can continue to receive financial aid for each repeated course as long as the previous attempt resulted in an F. Students have only one opportunity to retake a course to improve the grade and receive financial aid if the student has received a grade of D or higher for that course. Funding for remedial courses is only provided once.

- **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 reassess 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.

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 Department of Education sponsored online calculator. If less assistance was received than earned, the student might qualify for a post-withdrawal disbursement. 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, or is suspended.

If a student ceases attendance prior to the 60% completion point of any payment period for which he or she received financial aid, the student may owe a repayment of unearned financial aid funds to the College. 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 that balance is paid in full.

Other Possible Consequences of Dropping Classes or Withdrawing from the College

If circumstances allow the student to remain actively enrolled in school past the 60% completion point of any payment period, then Title IV funds are considered to be "earned". Schools are required to complete a Return to Title IV calculation for all students regardless of completion point to evaluate for post-withdrawal disbursement eligibility. Withdrawing from courses can affect a student's future eligibility for Title IV funds and institutional scholarships due to SAP eligibility requirements.

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. A Return to Title IV calculation must be performed to determine if the student is eligible for a post-withdrawal disbursement. Criswell College must make this determination within thirty (30) calendar days from the date the Financial Aid Office becomes aware of the withdrawal.

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

- 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 email or mail.
- For students who provide positive affirmation in response to the PWD notification within the forty-five (45) calendar day timeframe 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.

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:

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- 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 Department of Education on behalf of the borrower, the College will provide simultaneous written notice to the borrower in the form of an email notification or physical letter.



**CRISWELL
COLLEGE**



STUDENT SERVICES

Christian higher 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 Christian leaders who make a difference throughout society, 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

Students are encouraged to present ideas and designs for new clubs and organizations that serve various student interests. All proposed student organizations or publications must be approved by the Director of Student Success and/or by the administration. For more information, please refer to the [Student Handbook](#).

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 Government Association (SGA)

The [Student Government Association of Criswell College](#) is one of the most active student organizations within the office of Student Services. The SGA is made up of and administered entirely by students and is the representative body of the students at Criswell College. The purpose of Student Government is to be the voice of the student body at Criswell College, to serve as a model government (through the Executive, Legislative, and Judicial branches), and to foster leadership development.

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

Ministry opportunities 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 Local Learning and Service, Global Learning and Service, and Housing Service Projects.

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 twice weekly. Undergraduate students are required to attend chapel programs every semester in order to graduate, but petitions are available. Chapel grades are issued each semester on a credit/non-credit basis. Please refer to the [Student Handbook](#) for more information.

CAMPUS CLOSURE

In the possibility of an event necessitating a campus closure, administrators will make a timely decision to close the College, delay the opening of the College, or open the College as scheduled. Should the College decide not to hold classes and/or to close all functions of the College, announcements will be posted on the College website and students will be notified via their school issued email addresses. Students who have opted into the Nixle notification program will also be notified via their chosen preferences. For more information regarding Nixle, please visit the [Campus Police Office](#). Weather-related closures will also be communicated through local television stations ABC channel 8, CBS channel 11, FOX channel 4, and NBC channel 5.

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.

Once a campus closure has been announced, instructors will contact students to provide further details regarding the campus closure's impact on those courses. Students are responsible to watch for communication regarding campus closures from their instructors and respond appropriately. (This communication will be sent to the student's Criswell College email account, unless otherwise specified by the instructor in the syllabus.)

In order to make progress toward course objectives, instructors have the freedom during most campus closures to require students to participate in activities as an alternative to meeting on campus. An instructor may, for example, hold class remotely through Zoom at the scheduled time, provide a recording of a class or presentation on Canvas for students to watch, or assign other activities to be accomplished in lieu of meeting. Students are responsible for accomplishing these alternative activities as well as any course requirements listed in the syllabus during the period of the campus closure. If personal circumstances prohibit a student from accomplishing these alternative activities or the course requirements and assignments listed in the syllabus during the campus

closure, that student is responsible for communicating with the instructor as soon as possible. Instructors will not penalize students who do not have the means to accomplish the alternative activities while the campus is closed and will work with students whose circumstances during the campus closure prohibited their timely completion of course requirements and assignments in the syllabus.

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 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 found 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. Disabilities may include physical or mental impairments which substantially limit one or more of a person's major life activities, and which necessitate modifications to the facilities, programs, or services of the College. Criswell College is committed to making reasonable accommodations for qualifying students, faculty, and employees with disabilities as required by applicable laws. Criswell College is also committed to making the campus and its facilities accessible as required by applicable laws. The College cannot make accommodations that are unduly burdensome or that fundamentally alter the nature of the College's programs.

While responsibility for the accommodation of students with qualifying disabilities must be assumed and shared by all members of the College community, the Student Services Office is responsible for reviewing and acting upon all student requests and concerns regarding reasonable accommodations. Further, the Student Services Office, in consultation with appropriate campus personnel, facilitates the implementation

of accommodations that have been deemed reasonable and appropriate in light of the nature of a student's disability and in consideration of the individual's academic requirements. The Student Success Office also serves as a resource to students and faculty on issues of accommodation and helps to coordinate the implementation of approved accommodations within other sectors of the institution.

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 Student and Alumni Job Opportunities page on the Criswell website. Church ministry positions are also kept current and posted for student consideration.

IDENTIFICATION CARDS

Student identification cards are issued by Campus Police 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 Campus Police and have his/her ID replaced. A replacement fee applies (see fee schedule under "Financial Information" section of this *Academic Catalog*). For more information, contact Campus Police or refer to the [*Student Handbook*](#).

TECHNOLOGY USE AND SUPPORT

The Department of Information Technology maintains a network for student use that provides access to campus computing facilities by way of the Wallace Library and a Tutoring Center, including software support for email, 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. For more information, refer to the [*Student Handbook*](#).

For technical support on student email accounts, the learning management system (Canvas), and the student information system (SONIS), students can email the Department of Information Technology at techsupport@criswell.edu.

Canvas

Canvas by Instructure is the learning management system used to supplement on-campus course delivery processes and host online delivery processes. Students can access on-campus and online courses' tests, quizzes, assignments, and supplemental content via Canvas. In addition to providing content via Canvas, students keep track of their academic progress in a course by viewing grades and communicating with their professor through Canvas email.

Students may login to Canvas through the login credentials assigned by the IT department upon admission to Criswell. For more information or technical support, email techsupport@criswell.edu.

Identity Verification for Distance Education Courses

Students enrolled in Distance Education courses are required to verify their identity throughout the term for each synchronous online course. Identity confirmation occurs through scheduled video conference calls, scheduled submission of assignments, quizzes or exams, participation in online discussions, student/instructor communication, and a picture ID submitted in the Canvas profile. For more information, email techsupport@criswell.edu.

SONIS

SONIS serves as the College's centralized student information system. Students can utilize SONIS to register for classes, access past grades, access unofficial transcripts, plan their degrees, receive campus news, and communicate with campus departments. Students may access their information through the SONIS login page, located at criswellsonis.jenzabarcloud.com. Students receive their initial SONIS username and password during the admission process. For more information or technical support, email techsupport@criswell.edu.

Student Passwords

Students who have forgotten their PIN or login ID for the Student Information System, SONIS, may select the "Forgot your PIN and/or ID?" link on the login page and provide their Criswell student email address to receive a temporary PIN to allow them to login and reset their PIN. Students who have forgotten their login password to their institutional email account may request a password change by selecting the "Forgot my password" link after going to the office.com login page. If they are still unable to access either of these applications, they must contact the Campus Software Manager. Students must confirm their identity either in person or by phone by accurately providing their SONIS student identification number, the last four digits of their social security number, and/or their mailing address and phone number the College has on file. Once the student provides this information, the Campus Software Manager will reset the student's SONIS or institutional email password in consultation with the student. For more information, visit or call the Department of Information Technology at 214-818-1358.

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 two other students in an apartment-style dorm room and face the challenges and triumphs of daily college life together. 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.

To participate in the Housing Program, students must live in student housing as arranged by Criswell College. See the Student Housing Office for rates and other information.



**CRISWELL
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ACADEMIC POLICIES

ACADEMIC ADVISING AND CURRICULUM PLANNING

Criswell College's Academic Programs embody a coherent course of study, are compatible with the stated mission and goals of the institution, and are based upon fields of study appropriate to higher education. The goals for each Academic Program are met when students successfully complete that program's curriculum, that is, the specific courses required in the recommended sequence.

Students are advised to consult and follow the sequence of courses listed in the program map found in the *Academic Catalog* or by visiting www.criswell.edu/academics/. Students should regularly consult with the academic Program Directors for assistance in course scheduling.

Students are also advised to consult the course descriptions in the *Academic Catalog*. Course descriptions indicate any prerequisites required for a specific course. Course prerequisites must be met before registering for the desired course (for exceptions, see the appropriate Program Director). Course descriptions also indicate if a specific course must be taken at or prior to a certain point in their studies.

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

Semester	Courses	
Hrs		
3	COM 101	Rhetoric and Writing I (or ENG 090 Developmental English)
3	BIB 105	Hermeneutics
3	100-400	Natural Science or Mathematics (Depending on program)
3	THS 201	Church History
3	CRIS 100	The Roots of a Christian Scholar

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Undergraduate students must take CRIS 100 in the first two semesters after being admitted. ENG 090, COM 101, COM 201, MTH 090, and one 100-400 level mathematics course must be completed within the student's first 30 earned hours of course work unless transferred credits for the English, communications, and mathematics courses have been accepted by the Registrar for the student's degree plan.

Ministry practicum courses are reserved for upper-level degree program completion.

Graduate 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

Any student wishing to appeal a final course grade will begin by consulting the instructor(s) involved, seeking to reach an agreement. If that is not possible, the student may appeal in writing to the Academic Cabinet within 30 days from the date that the grade was assigned, by sending a letter and all relevant documentation to the Instructional Support Coordinator.

A student who wishes to appeal an assignment or exam grade must do so by consulting the instructor(s) involved.

Students in the Master of Arts in Counseling (MAC) Program who wish to appeal a decision made by the MAC Committee may appeal in writing to the Academic Cabinet within 30 days from the date that the MAC Committee notified the student of its decision. The student will send a letter and all relevant documentation to the Instructional Support Coordinator.

Students applying to or in the College's Educator Preparation Program who wish to appeal a decision made by the Education Committee may appeal in writing to the Academic Cabinet within 30 days from the date that the Education Committee notified the student of its decision. The student will send a letter and all relevant documentation to the Instructional Support Coordinator.

For more information concerning the appeals process, please consult the [Academic Appeals Policy](#) on the College website.

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. The following process will be used to address suspected and actual instances of academic dishonesty:

1. If the instructor suspects academic dishonesty, she or he will seek an explanation through direct interaction with the student. If the student is cleared of any wrongdoing by the instructor, no further action is needed.
2. If academic dishonesty is confirmed, the instructor has authority to take whatever academic action she or he deems suitable, from a significant grade reduction to failure of the course. The instructor will document the details on the appropriate form. One copy will be provided to the student. One copy will be retained by the instructor. The original form will be given to the Instructional Support Coordinator for placement in the student's permanent file, which is maintained by the Registrar.
3. If the student disagrees with the instructor's conclusion, the student may appeal the decision to the Academic Cabinet. To appeal, the student will send a letter and relevant documentation to the Instructional Support Coordinator. After receiving the letter and all relevant documentation from the student, the Instructional Support Coordinator will contact the instructor to collect evidence regarding the matter. The Instructional Support Coordinator will then distribute all evidence to the Academic Cabinet.
4. The Academic Cabinet will meet to consider the evidence. Any member of the Academic Cabinet with a prejudiced viewpoint may be excused from the discussion. If the instructor involved in the matter is a member of the Academic Cabinet, she or he will be excused from the discussion.
5. The Academic Cabinet will provide a decision in writing, copies of which will be distributed to the student, the instructor involved, and the Registrar for placement in the student's permanent file.
6. A second confirmed offense is considered a sufficient basis for dismissal from the College.

ACADEMIC HONORS AND AWARDS

Honors Awards

Honors awards given to graduating students might pertain to a level of study (e.g., undergraduate or graduate), an academic discipline (e.g., preaching, Hebrew, or Greek), an academic program (e.g., B.S. Education, B.A. Psychology, Master of Divinity), or simply academic excellence (i.e., Who's Who). Program Directors determine whether to grant an award in their program for the current academic year, and faculty who teach in a specific discipline determine whether to grant an award in that discipline for the current academic year. Faculty vote on whether to approve award nominees. Any of the awards may be presented at the end of an academic year. For more information, contact the Office of Academic Affairs.

In order to qualify for an academic honors award, a graduating student must have at least a 3.0 CGPA. Academic Program Directors may set additional eligibility criteria for awards in their programs, including a higher CGPA. Similarly, faculty may set additional eligibility criteria for awards in their disciplines.

Dean's List

Dean's List honorees are determined at the end of each fall and spring semester. Eligibility is determined based on the official grades received for all courses taken that semester.

To qualify for the Dean's List, an undergraduate student must complete at least 12 credit hours, earn a minimum 3.5 GPA, and rank in the top 10% of the undergraduate class for the semester in which the honor is awarded. A graduate student must complete at least 9 credit hours, earn a minimum 3.5 GPA, and rank in the top 10% of the graduate class for the semester in which the honor is awarded. Students who qualify for the Dean's List will receive a letter of notification from the Office of the Vice President of Academic Affairs. For more information, contact Academic Affairs.

As an honor bestowed upon a student, inclusion on the Dean's List is considered directory information. As directory information, the names of students on the Dean's List may be published. However, the names of students who have a current Directory Opt-Out Form on file with the Registrar's Office requesting that this information be kept confidential will be removed prior to publication.

ACADEMIC RECORDS

Consistent with the Family Educational Rights and Privacy Act 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.

3. 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.
4. 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.

5. 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 as follows:

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 (PII) that Criswell College has identified as directory information must complete the Directory Opt-Out Form found on our website. 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

Good Standing

A student is considered to be in Good Standing when he or she holds a satisfactory Grade Point Average (GPA) for the semester and a satisfactory Cumulative Grade Point Average (CGPA) for all completed semesters, and therefore not subject to Academic Warning, Probation, Suspension, or Dismissal. Satisfactory GPA and CGPAs are as follows:

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

Academic 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; or
- Below 2.75 for other M.A. students.

While on Academic Warning, the student is required to meet with the Student Success Office at least three times throughout the semester. These meetings will be prompted by the Student Success Office at the start, middle, and end of each semester, but the student is responsible for scheduling and attending each meeting in its entirety. If the student does not meet with the Student Success Office at least three times over the course of the semester, a hold will be placed on the student's account preventing her or him from registering for classes until satisfying requirements set by the Student Success Office. Students who do not fulfill their obligation to meet with the Student Success Office may face immediate suspension.

The student stays on Academic Warning so long as he or she is making Academic Progress (see below) and is removed from Academic Warning when the student achieves Good Standing. While on Academic Warning during a fall or spring semester, an undergraduate student may not take more than 12 hours, and a graduate student may not take more than 9 hours. A student on Academic Warning may not take more than 3 hours during a winter or summer term.

A student is placed on Academic Probation when, at the end of the semester on Academic Warning, he or she has failed to make Academic Progress.

Because international students are required to take a full course load in order to maintain their F-1 visa status, an international student who fails to make Academic Progress at the end of a semester on Academic Warning will be placed on Academic Suspension.

Academic Progress

A student is making Academic Progress when he or she achieves a satisfactory GPA but is still lacking a satisfactory CGPA.

Academic Probation

A student is placed on Academic Probation when he or she has failed to make Academic Progress at the end of a semester on Academic Warning. The student on Academic Probation, whose GPA and CGPA are unsatisfactory at the end of the semester on Academic Probation, continues on Academic Probation a second semester. The student who makes Academic Progress during the second semester is placed on Academic Warning. The student on Academic Probation, whose GPA and CGPA both become satisfactory, returns to Good Standing. (International students should also see "[International Students](#)" under "Academic Standards" in the "Admissions and Enrollment Information" section of the *Academic Catalog*.)

While on Academic Probation, the student is required to meet with the Student Success Office at least three times throughout the semester. These meetings will be prompted by the Student Success Office at the start, middle, and end of each semester, but the student is responsible for scheduling and attending each meeting in its entirety. If the student does not meet with the Student Success Office at least three times over the course of their semester on probation, a hold will be placed on the student's account preventing him or her from registering for classes until satisfying requirements set by the Student Success Office. Students who do not fulfill their obligation to meet with the Student Success Office may face immediate suspension.

While on Academic Probation during a fall or spring semester, an undergraduate student may not take more than 6 hours, and a graduate student may not take more than 3 hours. A student on Academic Probation may not take more than 3 hours during a winter or summer term. A student on Academic Probation forfeits all institutional financial aid and might also be restricted from College extracurricular activities.

A student on Academic Probation is returned to Good Standing when both his or her GPA and CGPA become satisfactory.

A student who does not make Academic Progress by the end of her or his second semester on Academic Probation is placed on Academic Suspension.

Academic Suspension

A student is placed on Academic Suspension after demonstrating that they are not able to make satisfactory Academic Progress with current resources. Upon suspension, the student's Program Director and a member of the Student Success Office determine what criteria must be met before being allowed to return and enroll in courses. The student's Program Director and Student Success Office representative will provide the terms of the suspension in a written communication to the student and the Registrar. The student may appeal the terms of the decision through the [Academic Appeals Policy](#).

Returning from Academic Suspension

Students returning to the College after Academic Suspension are placed on Academic Probation. Students who make Academic Progress during their first semester back are then placed on Academic Warning. Students who do not make Academic Progress during their first semester back remain on Academic Probation for a second semester.

Because of course load requirements of their F-1 visa status, international students returning to the College after Suspension are placed on Warning. International students who do not make Academic Progress during their first semester back remain on Academic Warning for a second semester.

Academic Dismissal

Students who have a GPA of 0.0 in any given semester face Academic Dismissal.

Students who return to the College after Academic Suspension and do not make Academic Progress during their first and second semesters face Academic Dismissal.

Students who are Academically Dismissed may not return to the College to resume their studies in that program. Students who have been Academically Dismissed may reapply for another program under the College's Admission Policy.

NOTE: The academic status and progress of students receiving VA benefits are monitored and reported periodically to the U.S. Department of Veterans Affairs.

ADD, DROP, OR WITHDRAWAL FROM A COURSE

Students making course schedule changes after the semester or term begins must file a properly approved Add/Drop/Withdrawal Form with the [Registrar's Office](#) in a timely manner and pay a fee for each change. Deadlines for adding, dropping, and withdrawing from a course are published on the Academic Calendar within this *Academic Catalog*.

Students may add a course during a semester by the designated Last Day to Add. Failure to file the required documentation with the Registrar's Office may result in receiving no credit for attending the course. Students are not allowed to add a course during a term after Registration ends.

Students may drop a course during a semester or term by the designated Last Day to Drop. The course will be removed from the student's registration record with no assigned grade. Students may not drop a course during terms shorter than 8 weeks.

Students may withdraw from a course by the designated Last Day to Withdraw. The course will remain on the student's registration record and a grade of "W" will be assigned. Students may not withdraw from a course after the designated Last Day to

Withdraw. Proportionate deadlines for withdrawing from a course apply to terms shorter than 8 weeks. Proportionate deadlines for adding, dropping, and withdrawing from 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 *Academic 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 from the College Board. AP tests must be completed prior to enrollment at the College and cannot be applied as elective credit.

ATTENDANCE: ON-CAMPUS AND ONLINE

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.

To be counted as present, a student participates in class or otherwise engages in an academically related activity. Acceptable evidence of attendance at an academically related activity includes, for example, a student’s:

- physical presence in a classroom during a class session with the instructor present,
- participation in a synchronous remote video class session with the instructor present,
- submission of an academic assignment, quiz, or exam,
- participation in an interactive tutorial or computer-assisted instruction,
- participation in a study group or discussion board that is assigned by the instructor,
- documentation showing that the student and a faculty member corresponded about the academic subject studied in the course.

Please note that logging into the Canvas course alone or logging into a synchronous online class session without active participation or with the camera off are not considered attendance.

Attendance: Maintaining Eligibility for Financial Aid

Students receiving grants, loans, or scholarships must meet certain requirements at the College and should consult relevant sections of this *Academic 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](#).

AUDITING A COURSE

Any on-campus course may be audited with approval by the Registrar and if space is available in the classroom. Audit status 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. An audit fee will apply (see “[Financial Information](#)” section of this *Academic Catalog*). Students who audit a course receive a grade of AU. A student’s permanent transcript will reflect which courses have been audited. An audited course may be taken for academic credit at a later time. For more information regarding audit status, please see the “[Admissions and Enrollment Information](#)” section of this *Academic Catalog*.

BI-LEVEL COURSE DISTINCTIVES

Scheduled sections in which undergraduate students and graduate students meet concurrently are considered bi-level. Although these bi-level course sections cover core material and requirements benefitting all students (undergraduate and graduate), the difference in course objectives and requirements necessitates two distinct syllabi, one for students enrolled in the course for undergraduate credit and one for students enrolled for graduate credit.

CHANGE IN DEGREE PROGRAM

Students changing their program major/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 *Academic Catalog* in effect at the time of the program change.

STUDENT CLASSROOM RECORDINGS

Students are permitted to record classroom lectures and other class presentations in a course only with prior permission from the course instructor. Students must request permission to record at the beginning of the semester in which the course is offered. Students are forbidden from using recordings of lectures or class presentations for publication or other means of reproduction. Recordings are for individual student use only.

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 (CEU) 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 may be cancelled for low enrollment. Notification that a course will be cancelled will be provided before the first class session. Academic Affairs faculty and staff will work with students enrolled in courses that are cancelled to find alternatives ways for the student to continue making progress toward degree completion in that semester.

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 Program Director, 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 of 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.

DEFINITION OF CREDIT HOUR

In accordance with the requirements of the [U.S. Department of Education](#) and the [Southern Association of Colleges and Schools Commission on Colleges](#), 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 2,250 minutes, or 37.5 clock hours, of total student work per semester.

DISTANCE EDUCATION

Criswell College offers synchronous online courses that deliver instructional content, discussion boards, assessments, and exams through the [Canvas Learning Management System](#). Although most of the content is delivered via video and electronic documents, all students enrolled in the course are expected to use video-conferencing technology at scheduled class times throughout the term to meet 25–30% of the direct faculty instruction required by the College’s Credit Hour policy. The faculty of Criswell College are specifically trained to oversee and administer the courses, ensuring the same rigor and quality of education as on-campus courses in compliance with the Criswell mission and accreditation standards. Students who register for online courses must have the appropriate technology to complete the course, i.e., a computer, software, and internet connection to complete the work promptly. Computer requirements can be seen in the Canvas course, Student-Training, under the Computers, Browsers, Apps, and other Computer FAQS. A distance education technology fee is charged on a per course basis.

In an attempt to provide online course options, Criswell College is video recording several courses per semester. Students will be notified prior to the semester whether their courses will be video recorded as well as the camera’s location in the classroom. Accommodation will be made for students desiring not to be in view of the camera.

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 four 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 instructor(s), not the Registrar's Office.

Students must have met all remaining financial and other obligations to the College, including Student Accounts, Financial Aid, the Admissions Office, Student Services, and 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	93-100	4.0 grade points per semester hour
A-	90-92	3.7 grade points per semester hour
B+	87-89	3.3 grade points per semester hour
B	83-86	3.0 grade points per semester hour
B-	80-82	2.7 grade points per semester hour
C+	77-79	2.3 grade points per semester hour
C	73-76	2.0 grade points per semester hour
C-	70-72	1.7 grade points per semester hour
D+	67-69	1.3 grade points per semester hour
D	63-66	1.0 grade point per semester hour
D-	60-62	0.7 grade points per semester hour
F	0-59	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
IP	In Progress
NC	No Credit
RC	Repeat Course
S	Satisfactory Progress
TR	Transfer Credit
W	Withdrawn

NOTE: An "I" will be changed to an "F" after the stated date published in the *Academic Catalog* for 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 transcripted credit, the student must have approval from his or her Program Director and the Vice President of Academic Affairs and meet the following standards:

- Classified as a senior with all current Chapel requirements completed;
- A minimum current cumulative GPA of 3.0;
- Meet all academic criteria for the course; and
- 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. It is the responsibility of each student 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 form with the Registrar's Office and paying the accompanying fee by the deadline per the Academic Calendar. If the Graduation Application is submitted after the deadline, a late fee will be charged in addition to the application fee, both payable immediately. Late applications filed after January 31 will be moved to the next graduation class.

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. Courses needed for graduation (except CRIS 202, with professorial approval) may not be deferred after the spring semester.

Grade Point Average (GPA) and Course Grades

Undergraduate GPA Requirements

Students in the A.A. or B.A. programs must achieve at least a 2.0 cumulative grade point average (CGPA); students in the B.S. Education program must achieve at least a 2.75 CGPA. Within a bachelor's major itself (i.e., the courses listed under headings such as "Biblical Studies Major," "Psychology Major," "Professional Curriculum" for the B.S. in Education program, etc.), students must achieve at least a 2.0 grade point average.

Undergraduate Course Grade Requirements

Students in the A.A. program must achieve a grade of "D-" or better for all required courses. Students in bachelor's programs must achieve a grade of "D-" or better for all required General Education courses (i.e., various "Core Studies" courses listed in any undergraduate program). Within a bachelor's major itself (i.e., the courses listed under headings such as "Biblical Studies Major," "Psychology Major," "Professional Curriculum" for the B.S. in Education program etc.), students must achieve a grade of "C" (2.0) or better in at least 80% of those major courses.

Graduate GPA Requirements

M.A. Christian Leadership, M.A. Christian Studies, and Master of Divinity students must achieve at least a 2.5 cumulative grade point average (CGPA); M.A. Counseling and M.A. Theological and Biblical Studies students must achieve at least a 2.75 CGPA.

Graduate Course Grade Requirements

Students in any graduate program must achieve a grade of "C" (2.0) or better for any course required in their program.

Residency Requirement

Undergraduate Residency Requirements

Undergraduate students must complete at least 50% of their overall degree program through Criswell College (including 100% of the final 30 hours). Bachelor's students must also complete at least 70% of their major courses (i.e., the courses listed under headings such as "Biblical Studies Major," "Psychology Major," "Professional Curriculum" for the B.S. in Education program, etc.) through Criswell College.

Graduate Residency Requirements

Graduate students must complete at least 70% of their degree program through Criswell College (including 100% of the final 9 hours).

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 highest 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.

HONORARY DEGREES

Through a vote of the Faculty and the Board of Trustees, the College may identify and cite the distinguished contributions of individuals by awarding the honorary Doctor of Laws, Doctor of Divinity, and Doctor of Humane Letters. When the College decides to grant such an award, the award is granted at a Criswell College 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 persons distinguished in general service to the state, to learning, and to humanity.

The Doctor of Divinity (D.D.) is the oldest and most traditional honorary degree awarded to persons 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 persons 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 and filing the appropriate completed and approved academic request form with the Registrar's Office prior to the end of the semester. The "I" must be removed (by completing the remaining course requirements) no later than the date posted in the official Academic Calendar posted in the current *Academic Catalog* or the "I" will become an "F."

INDEPENDENT STUDIES

Courses may be offered as independent studies for undergraduate seniors or graduate 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 independent study course per semester. Certain 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.

Prior to or during registration, all independent study courses must be approved by the professor and academic advisor before being approved by academic administration. 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 Registration. The student must also pay the additional Independent Study Fee per course as listed in the "[Tuition and Fees](#)" table found in the "Financial Information" section.

INSTITUTIONAL EFFECTIVENESS/RESEARCH

The academic program assessment 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. Since programmatic and institutional assessment is done without reference to specific students, the results of these assessments have no effect on a student's course grade or academic standing at the College. Before submitting a student's work for this type of assessment, the course instructor redacts the work to remove anything that identifies 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 "[Residency Requirement](#)" section of the College's *Academic Catalog*. 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 *Academic 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 *Academic 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 during the Major Declaration Ceremony;
- 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;
- Registering early during each semester's 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); and
- 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 or her 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 frame for the degree program.

PROGRAM DECLARATION

Students must declare no later than 60 hours into their undergraduate degree and 18 hours into their graduate degree.

REGISTRATION

Students must complete course registration during the designated registration periods and prior to attending classes. All course registration should be done in accordance with academic advisement to ensure students take courses appropriate to their degree plan and education goals. Information on registration dates, times, and instructions are available on the College's website which is updated regularly. Students registering during Late Registration will incur a Late Registration Fee.

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

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 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

THESIS REQUIREMENT

M.A. Theological and Biblical Studies students must successfully complete a thesis (via RES 703), and other graduate students may opt to write a thesis. 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 Wallace Library for binding and addition to the library collection. See 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. The fee for binding the library copy is found in the “[Tuition and Fees](#)” table in the “Financial Information” section. See the Director of Library Services regarding the cost of additional copies.

TEXTBOOKS

Textbook requirements for each course are listed within the Course Schedules in SONIS on the College's website and in the student's SONIS portal after course registration.

TRANSCRIPTS

Official transcripts are issued by the [Registrar's Office](#) but processed by a third-party vendor. Transcripts must be requested via the [criswell.edu](#) website. Please keep in mind that final grades are posted no sooner than one week after the end of a semester or term. Transcripts will be processed by our third-party vendor and our policy prohibits the faxing or scanning and emailing of official transcripts. Students may print an unofficial transcript from the [SONIS Student Portal](#). Students in need of assistance with accessing the SONIS student portal should contact the [Campus Software Manager](#).

Transcripts are processed in the order in which they are received. Normal processing time is 1–5 business days and does not include delivery time. During College holidays and peak periods (beginning or end of semesters and terms, registration, or graduation), processing a transcript may take longer than normal. Additional processing time may occur if a student was last enrolled at Criswell prior to the fall 1996 semester. Official Transcripts can be mailed or emailed by the third-party vendor, but in-person pickup on campus is not available.

Contact the Registrar's Office at 214-818-1303 if additional information is needed regarding transcripts.

TRANSFERABILITY OF CREDIT

Credits earned at Criswell College are transferable to other institutions in accordance with the policies of the receiving institutions. Students are responsible for ensuring courses will meet degree requirements at 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.

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 file a Non-Degree Application with the Admissions Office and pay the audit fee (see the "Financial Information" section of this *Academic Catalog*).



**CRISWELL
COLLEGE**



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. Every student at the bachelor's level majors in Bible and Theology, and each student also chooses another area in which to major: Biblical Studies; Christian Ministry; Psychology; Philosophy, Politics, and Economics; or Education.

GENERAL EDUCATION STUDIES

The Bachelor of Arts degree consists of 42 hours of general education studies. The Bachelor of Science degree consists of 36 hours of general education studies. General education studies at Criswell College 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, which includes the Bible and Theology major common to all undergraduate programs, will be able to:

1. Analyze ideas critically and develop well-reasoned solutions to problems, expressed through clear, coherent, persuasive, collegiate-level writing.
2. Apply biblical and theological truths to significant contemporary issues, drawing from a knowledge of the literary genre, structure, and message of books of the Bible, of foundational theological concepts, and of knowledge within the arts and sciences.

Associate of Arts

The [Associate of Arts \(A.A.\)](#) degree is designed primarily for students desiring basic general education 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 literary genre, structure, and message of books of the Bible; and
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
(30 Hours)

COM 101	Rhetoric and Writing I
COM 102	Rhetoric and Writing II
COM 201	Intercultural Communication
CRIS 100	The Roots of a Christian Scholar
100-200	Humanities/Fine Arts*
100-200	Humanities/Fine Arts*
100-200	Social/Behavioral Science*
100-200	Social/Behavioral Science*
100-400	Open Elective
100-400	Natural Science or Mathematics*

BIBLE AND THEOLOGY
(30 Hours)

BIB 105	Hermeneutics
CRIS 300	Baptist Faith and Witness
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 201	Church History
THS 203	Systematic Theology I
THS 204	Systematic Theology II
300	Bible/Theology Elective

*Courses offered at Criswell College that will satisfy these requirements are marked in the *Academic Catalog* course descriptions.

A.A. PROGRAM MAP

It is recommended that students follow the below degree map to register for courses.

FRESHMAN YEAR

Fall			Spring		
100-200	Social/Behavioral Science*	3	COM 102	Rhetoric and Writing II	3
BIB 105	Hermeneutics	3	NTS 101	New Testament Survey I	3
COM 101	Rhetoric and Writing I**	3	OTS 101	Old Testament Survey I	3
CRIS 100	The Roots of a Christian Scholar	3	THS 203	Systematic Theology I	3
THS 201	Church History	3	THS 204	Systematic Theology II	3
		15			15

SOPHOMORE YEAR

Fall			Spring		
100-200	Humanities/Fine Arts*	3	100-200	Social/Behavioral Science*	3
100-200	Humanities/Fine Arts*	3	100-400	Open Elective	3
COM 201	Intercultural Communication	3	100-400	Natural Science or Mathematics*	3
NTS 201	New Testament Survey II	3	300	Bible/Theology Elective	3
OTS 201	Old Testament Survey II	3	CRIS 300	Baptist Faith and Witness	3
		15			15

*Courses offered at Criswell College that will satisfy these requirements will be marked in the *Academic Catalog* course descriptions.

**Students may be required to take a developmental course before taking COM 101. Refer to the *Academic Catalog* for requirements.

Bachelor of Arts

BIBLICAL STUDIES

The [Bachelor of Arts in Biblical Studies \(BABS\)](#) is designed 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. Apply knowledge of the historical background of biblical texts to the interpretation of Old Testament and New Testament passages;
2. Translate the Hebrew Old Testament and the Greek New Testament at a basic level, and identify basic morphological and syntactical forms; 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
(42 Hours)

COM 101	Rhetoric and Writing I
COM 102	Rhetoric and Writing II
COM 201	Intercultural Communication
CRIS 100	The Roots of a Christian Scholar
CRIS 201	Global Learning and Service
CRIS 202	Global Learning and Service Practicum (non-credit)
CRIS 203	Local Learning and Service
HUM 101	Ancient World
HUM 201	Roman World
100-200	Social/Behavioral Science*
100-200	Social/Behavioral Science*
100-400	Mathematics*
100-400	Natural Science or Mathematics*
100-400	Open Elective
100-400	Open Elective

BIBLICAL STUDIES MAJOR
(45 Hours)

GRK 306	Greek I
GRK 307	Greek II
HEB 301	Hebrew I
HEB 302	Hebrew II
NTS 315	Topics in New Testament Studies**
NTS 350	New Testament Backgrounds
NTS 380	Theology of the New Testament
OTS 315	Topics in Old Testament Studies**
OTS 350	Old Testament Backgrounds
OTS 380	Theology of the Old Testament
PHI 301	Ethics
THS 410	Theological Hermeneutics
<i>One of the following:</i>	
EDU 301	Principles of Teaching
MIN 401	Teaching from the Bible
MIN 402	Preaching from the Bible

BIBLE AND THEOLOGY MAJOR
(33 Hours)

BIB 105	Hermeneutics
CRIS 300	Baptist Faith and Witness
HUM 404	Faith and Culture
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 201	Church History
THS 203	Systematic Theology I
THS 204	Systematic Theology II
300	Bible/Theology Elective

Two of the following:

NTS 310	New Testament Intensive**
OTS 310	Old Testament Intensive**

*Courses offered at Criswell College that will satisfy these requirements will be marked in the *Academic Catalog* course descriptions.

**Courses may be repeated for credit when the topic differs.

B.A. BIBLICAL STUDIES PROGRAM MAP

It is recommended that students follow the below degree map to register for courses.

FRESHMAN YEAR

Fall			Spring		
100-400	Mathematics	3	100-400	Open Elective	3
BIB 105	Hermeneutics	3	100-400	Natural Science or Mathematics*	3
COM 101	Rhetoric and Writing I	3	COM 102	Rhetoric and Writing II	3
CRIS 100	The Roots of a Christian Scholar	3	NTS 101	New Testament Survey I	3
THS 201	Church History	3	OTS 101	Old Testament Survey I	3
		<hr/> 15			<hr/> 15

SOPHOMORE YEAR

Fall			Spring		
100-400	Open Elective	3	100-200	Social/Behavioral Science*	3
COM 201	Intercultural Communication	3	HUM 201	Roman World	3
HUM 101	Ancient World	3	CRIS 201	Global Learning and Service	3
NTS 201	New Testament Survey II	3	THS 203	Systematic Theology I	3
OTS 201	Old Testament Survey II	3	THS 204	Systematic Theology II	3
		<hr/> 15			<hr/> 15

Summer

CRIS 202	Global Learning and Service Practicum	0
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*Courses offered at Criswell College that will satisfy these requirements will be marked in the *Academic Catalog* course descriptions.

JUNIOR YEAR

Fall		Spring	
GRK 306	Greek I	3	GRK 307 Greek II 3
OTS 350	Old Testament Backgrounds	3	NTS 350 New Testament Backgrounds 3
PHI 301	Ethics	3	<i>One of the following:</i> [*] 3
<i>One of the following:</i> [*]		3	100-200 Social/Behavioral Science**
100-200	Social/Behavioral Science**		CRIS 203 Local Learning and Service
CRIS 203	Local Learning and Service		<i>One of the following:</i> [†] 3
<i>One of the following:</i> [*]		3	300 Bible/Theology Elective**
NTS 310	NT Intensive***		MIN 401 Teaching from the Bible
OTS 310	OT Intensive***		MIN 402 Preaching from the Bible
			<i>One of the following:</i> [*] 3
			NTS 310 NT Intensive**
			OTS 310 OT Intensive**
		15	15

SENIOR YEAR

Fall		Spring	
CRIS 300	Baptist Faith and Witness	3	HEB 302 Hebrew II 3
HEB 301	Hebrew I	3	HUM 404 Faith and Culture 3
NTS 315	Topics in New Testament Studies***	3	NTS 380 Theology of the New Testament 3
OTS 380	Theology of the Old Testament	3	OTS 315 Topics in Old Testament Studies*** 3
<i>One of the following:</i> [†]		3	THS 410 Theological Hermeneutics 3
300	Bible/Theology Elective**		
EDU 301	Principles of Teaching		
		15	15

*Both a 100-200 Social/Behavioral Science course and CRIS 203 (Local Learning and Service) are required. Therefore, a student shall choose one of the following in the fall of their junior year and then choose the other during the spring of their junior year.

**Courses offered at Criswell College that will satisfy these requirements will be marked in the *Academic Catalog* course descriptions.

***Courses may be repeated for credit when the topic differs.

[†]If the Bible/Theology Elective is taken in the spring semester of the junior year, the student must take EDU 301 (Principles of Teaching) in the fall semester of the senior year.

Bachelor of Arts

CHRISTIAN MINISTRY

The [Bachelor of Arts in Christian Ministry \(BACM\)](#) equips God-called men and women for a broad range of teaching and leadership positions both within the local church and beyond it. Students are equipped to disciple, lead, and teach biblical truth across a multitude of diverse socio-cultural contexts. Additionally, graduates are equipped for pursuing advanced degrees in a variety of fields.

STUDENT LEARNING OUTCOMES

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

1. Communicate the general truths of Scripture and Christian theology.
2. Evaluate approaches to evangelism and missions.
3. Describe the beliefs and practices of diverse religious worldviews.
4. Identify the principles of Christian leadership.
5. Develop a personal philosophy of ministry.

B.A. CHRISTIAN MINISTRY CURRICULUM

Minimum Degree Requirements (120 Hours)

GENERAL EDUCATION
(42 Hours)

COM 101	Rhetoric and Writing I
COM 102	Rhetoric and Writing II
COM 201	Intercultural Communication
CRIS 100	The Roots of a Christian Scholar
CRIS 201	Global Learning and Service
CRIS 202	Global Learning and Service Practicum (non-credit)
CRIS 203	Local Learning and Service
PHI 201	Introduction to Philosophy
100-200	Humanities/Fine Arts*
100-200	Social/Behavioral Science*
100-200	Social/Behavioral Science*
100-400	Mathematics*
100-400	Natural Science or Mathematics*
100-400	Open Elective
100-400	Open Elective

CHRISTIAN MINISTRY MAJOR
(45 Hours)

MIN 203	Foundations of Global Christianity
MIN 204	Leadership in a Global Context
MIN 206	Encountering World Religions
MIN 300	Principles of Biblical Communication
MIN 302	Organizational Management of Christian Ministries
MIN 303	Educational Foundations of Christian Ministry
MIN 305	Church Planting and Revitalization
MIN 306	Missional Living and Witness
MIN 403	Ethical Issues in Ministry
PSY 102	Dynamics of Marriage and Family

Two semesters of a foreign language:

100-400	Foreign Language I
100-400	Foreign Language II

Two of the following:

MIN 405	Practicum in Christian Ministry**
MIN 426	Topics in Christian Ministry**

One of the following:

MIN 401	Teaching from the Bible
MIN 402	Preaching from the Bible

BIBLE AND THEOLOGY MAJOR
(33 Hours)

BIB 105	Hermeneutics
CRIS 300	Baptist Faith and Witness
HUM 404	Faith and Culture
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 201	Church History
THS 203	Systematic Theology I
THS 204	Systematic Theology II
300	Bible/Theology Elective

*Courses offered at Criswell College that will satisfy these requirements will be marked in the *Academic Catalog* course descriptions.

**Courses may be repeated for credit when the topic differs.

B.A. CHRISTIAN MINISTRY PROGRAM MAP

It is recommended that students follow the below degree map to register for courses.

FRESHMAN YEAR

Fall			Spring		
100-400	Mathematics	3	100-400	Open Elective	3
BIB 105	Hermeneutics	3	100-400	Natural Science or	3
COM 101	Rhetoric and Writing I	3		Mathematics*	
CRIS 100	The Roots of a Christian Scholar	3	COM 102	Rhetoric and Writing II	3
THS 201	Church History	3	NTS 101	New Testament Survey I	3
			OTS 101	Old Testament Survey I	3
		15			15

SOPHOMORE YEAR

Fall			Spring		
100-400	Open Elective	3	100-200	Humanities/Fine Arts*	3
COM 201	Intercultural Communication	3	100-200	Social/Behavioral Science*	3
NTS 201	New Testament Survey II	3	CRIS 201	Global Learning and	3
OTS 201	Old Testament Survey II	3		Service	
PHI 201	Intro to Philosophy	3	THS 203	Systematic Theology I	3
			THS 204	Systematic Theology II	3
		15			15

Summer

CRIS 202	Global Learning & Service Practicum	0
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*Courses offered at Criswell College that will satisfy these requirements will be marked in the *Academic Catalog* course descriptions.

JUNIOR YEAR

Fall			Spring		
100-400	Foreign Language I	3	100-400	Foreign Language II	3
MIN 203	Foundations of Global Christianity	3	MIN 204	Leadership in a Global	3
MIN 300	Principles of Biblical	3		Context	
	Communication		MIN 206	Encountering World Religions	3
PSY 102	Dynamics of Marriage and Family	3	<i>One of the following:*</i>		3
<i>One of the following:*</i>		3	100-200	Social/Behavioral Science**	
100-200	Social/Behavioral Science**		CRIS 203	Local Learning and Service	
CRIS 203	Local Learning and Service		<i>One of the following:</i>		
			MIN 401	Teaching from the Bible	
			MIN 402	Preaching from the Bible	3

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15**SENIOR YEAR**

Fall			Spring		
300	Bible/Theology Elective	3	CRIS 300	Baptist Faith and Witness	3
MIN 302	Organizational Management	3	HUM 404	Faith and Culture	3
	of Christian Ministries		MIN 305	Church Planting and	3
MIN 303	Educational Foundations of	3		Revitalization	
	Christian Ministry		MIN 306	Missional Living and Witness	3
MIN 403	Ethical Issues in Ministry	3	<i>One of the following:</i>		3
<i>One of the following:</i>		3	MIN 405	Practicum in Christian Ministry***	
MIN 405	Practicum in Christian Ministry***		MIN 426	Topics in Christian Ministry***	
MIN 426	Topics in Christian Ministry***				

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*Both a 100-200 Social/Behavioral Science course and CRIS 203 (Local Learning and Service) are required. Therefore, a student shall choose one of the following in the fall of their junior year and then choose the other during the spring of their junior year.

**Courses offered at Criswell College that will satisfy these requirements will be marked in the *Academic Catalog* course descriptions.

***Courses may be repeated for credit when the topic differs.

Bachelor of Arts

PHILOSOPHY, POLITICS, & ECONOMICS

The [Bachelor of Arts in Philosophy, Politics, and Economics \(PPE\)](#) is a rigorous course of study designed to give students the knowledge and skills necessary to thrive in the public or private sector. By combining three interconnected disciplines into the major, students learn to analyze and solve complex problems from multiple perspectives. Criswell College's PPE program equips students to bring growth and peace to the organizations and communities where they work and serve at home and around the world.

STUDENT LEARNING OUTCOMES

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

1. Describe how movements and ideas within the history of Western philosophy have contributed to the development of political and economic systems.
2. Explain how peace and cooperation can be achieved within and between countries and communities.
3. Use economic concepts to analyze and evaluate the impact of public policies.
4. Explain why different countries and communities experience different levels of economic growth and prosperity than others.

For information concerning Cumulative Grade Point Average (CGPA), major GPA, course grade, and residency requirements, see the "Academic Policies" section of the *Academic Catalog*.

B.A. PHILOSOPHY, POLITICS and ECONOMICS CURRICULUM

Minimum Degree Requirements (120 Hours)

GENERAL EDUCATION (42 Hours)		PHILOSOPHY, POLITICS, & ECONOMICS MAJOR (45 Hours)	
COM 101	Rhetoric and Writing I	ECN 202	Principles of Microeconomics
COM 102	Rhetoric and Writing II	ECN 203	Principles of Macroeconomics
COM 201	Intercultural Communication	ECN 392/	International Political Economy
CRIS 100	The Roots of a Christian Scholar	POL 392	
CRIS 201	Global Learning and Service	ECN 421	Intermediate Microeconomics
CRIS 202	Global Learning and Service Practicum (non-credit)	PHI 301	Ethics
CRIS 203	Local Learning and Service	PHI 303	History of Philosophy: Ancient to Medieval
POL 202	State and Local Government	PHI 304	History of Philosophy: Modern to Contemporary
POL 203	Introduction to American Politics	PHI 315	Logic
STA 201	Introduction to Statistics	PHI 391/	Political Theory
100-200	Humanities/Fine Arts*	POL 391	
100-200	Humanities/Fine Arts*	POL 200	Research Design
100-400	Natural Science or Mathematics*	POL 303	International Relations
100-400	Open Elective	POL 304	Public Policy
100-400	Open Elective	POL 310/	Political Economy
BIBLE AND THEOLOGY MAJOR (33 Hours)		ECN 310	of Development
BIB 105	Hermeneutics	300-400	PPE Elective
CRIS 300	Baptist Faith and Witness		PPE Elective
NTS 101	New Testament Survey I		
NTS 201	New Testament Survey II		
OTS 101	Old Testament Survey I		
OTS 201	Old Testament Survey II		
PPE 400	Christianity and the Social Order		
THS 201	Church History		
THS 203	Systematic Theology I		
THS 204	Systematic Theology II		
300	Bible/Theology Elective		

* Courses offered at Criswell College that will satisfy these requirements will be marked in the *Academic Catalog* course descriptions.

B.A. PHILOSOPHY, POLITICS, & ECONOMICS PROGRAM MAP

It is recommended that students follow the below degree map to register for courses.

FRESHMAN YEAR

Fall			Spring		
100-400	Natural Science or Mathematics*	3	100-400	Open Elective	3
BIB 105	Hermeneutics	3	COM 102	Rhetoric and Writing II	3
COM 101	Rhetoric and Writing I	3	NTS 101	New Testament Survey I	3
CRIS 100	The Roots of a Christian Scholar	3	OTS 101	Old Testament Survey I	3
THS 201	Church History	3	STA 201	Introduction to Statistics	3
		<hr/> 15			<hr/> 15

SOPHOMORE YEAR

Fall			Spring		
100-200	Humanities/Fine Arts*	3	CRIS 201	Global Learning and Service	3
100-400	Open Elective	3	POL 203	Intro to American Politics	3
COM 201	Intercultural Communication	3	POL 303	International Relations	3
NTS 201	New Testament Survey II	3	THS 203	Systematic Theology I	3
OTS 201	Old Testament Survey II	3	THS 204	Systematic Theology II	3
		<hr/> 15			<hr/> 15

Summer

CRIS 202	Global Learning & Service Practicum	0
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*Courses offered at Criswell College that will satisfy these requirements will be marked in the *Academic Catalog* course descriptions.

JUNIOR YEAR

Fall		Spring	
ECN 202	Principles of Microeconomics	3 100-200	Humanities/Fine Arts* 3
PHI 303	History of Philosophy: Ancient to Medieval	3 CRIS 203	Local Learning and Service 3
PHI 315	Logic	ECN 203	Principles of Macroeconomics 3
POL 200	Research Design	3 PHI 304	History of Philosophy: Modern to Contemporary 3
POL 202	State and Local Government	3 PHI 391/ POL 391	Political Theory 3

15

15**SENIOR YEAR**

Fall		Spring	
300-400	PPE Elective	3 300	Bible/Theology Elective 3
CRIS 300	Baptist Faith and Witness	3 300-400	PPE Elective 3
ECN 421	Intermediate Microeconomics	3 ECN 392/	International Political Economy 3
PHI 301	Ethics	3 POL 392	
POL 304	Public Policy	3 POL 310/	Political Economy of Development 3
		ECN 310	
		PPE 400	Christianity & the Social Order 3

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*Courses offered at Criswell College that will satisfy these requirements will be marked in the *Academic Catalog* course descriptions.

Bachelor of Arts

PSYCHOLOGY

The [Bachelor of Arts in Psychology \(BAPsy\)](#) 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. Understand and apply major theories of psychology for assessing mental, emotional, relational, and/or spiritual factors contributing to mental health issues;
2. Evaluate and synthesize their own critical thinking based on research of experts in the field and in the literature; and
3. Integrate the theories and principles of psychology with those of biblical theology, creating the foundation for application and practice in work and ministry.

For information concerning Cumulative Grade Point Average (CGPA), major GPA, course grade, and residency requirements, see the "Academic Policies" section of the *Academic Catalog*.

B.A. PSYCHOLOGY CURRICULUM

Minimum Degree Requirements (120 Hours)

GENERAL EDUCATION
(42 Hours)

COM 101	Rhetoric and Writing I
COM 102	Rhetoric and Writing II
COM 201	Intercultural Communication
CRIS 100	The Roots of a Christian Scholar
CRIS 201	Global Learning and Service
CRIS 202	Global Learning and Service Practicum (non-credit)
CRIS 203	Local Learning and Service
PSY 101	Introduction to Psychology
STA 201	Introduction to Statistics
100-200	Humanities/Fine Arts*
100-200	Humanities/Fine Arts*
100-400	Natural Science or Mathematics*
100-200	Social/Behavioral Science*
100-400	Open Elective
100-400	Open Elective

PSYCHOLOGY MAJOR
(45 Hours)

PSY 102	Dynamics of Marriage and Family
PSY 202	Multicultural Perspectives
PSY 203	Introduction to Counseling
PSY 205	History of Psychology
PSY 210	Theories of Personality
PSY 260	Conflict Management
PSY 302	Psychology of Learning
PSY 305	Introduction to Neuroscience
PSY 315	Experimental Psychology
PSY 320	Social Psychology
PSY 330	Abnormal Psychology
PSY 340	Developmental Psychology
PSY 401	Social Behavioral Research
PSY 402	Community Mental Health
PSY 407	Introduction to Clinical Psychology

BIBLE AND THEOLOGY MAJOR
(33 Hours)

BIB 105	Hermeneutics
CRIS 300	Baptist Faith and Witness
NTS 101	New Testament Survey I
NTS 201	New Testament Survey II
OTS 101	Old Testament Survey I
OTS 201	Old Testament Survey II
PSY 410	Integration of Theology and Psychology
THS 201	Church History
THS 203	Systematic Theology I
THS 204	Systematic Theology II
300	Bible/Theology Elective

*Courses offered at Criswell College that will satisfy these requirements will be marked in the *Academic Catalog* course descriptions.

B.A. PSYCHOLOGY PROGRAM MAP

It is recommended that students follow the below degree map to register for courses.

FRESHMAN YEAR

Fall		Spring			
100-400	Natural Science or Mathematics*	3	100-400	Open Elective	3
BIB 105	Hermeneutics	3	COM 102	Rhetoric and Writing II	3
COM 101	Rhetoric and Writing I	3	NTS 101	New Testament Survey I	3
CRIS 100	The Roots of a Christian Scholar	3	OTS 101	Old Testament Survey I	3
THS 201	Church History	3	STA 201	Introduction to Statistics	3
15		15			

SOPHOMORE YEAR

Fall		Spring			
100-200	Humanities/Fine Arts*	3	100-200	Humanities/Fine Arts*	3
100-400	Open Elective	3	CRIS 201	Global Learning and Service	3
COM 201	Intercultural Communication	3	PSY 101	Introduction to Psychology	3
NTS 201	New Testament Survey II	3	THS 203	Systematic Theology I	3
OTS 201	Old Testament Survey II	3	THS 204	Systematic Theology II	3
15		15			

Summer

CRIS 202	Global Learning & Service Practicum	0
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*Courses offered at Criswell College that will satisfy these requirements will be marked in the *Academic Catalog* course descriptions.

JUNIOR YEAR**Fall**

PSY 102	Dynamics of Marriage & Family	3
PSY 202	Multicultural Perspectives	3
PSY 205	History of Psychology	3
PSY 210	Theories of Personality	3
<i>One of the following:</i> *		3
100-200	Social/Behavioral Science**	
CRIS 203	Local Learning and Service	

Spring

300	Bible/Theology Elective	3
PSY 203	Introduction to Counseling	3
PSY 260	Conflict Management	3
PSY 330	Abnormal Psychology	3
<i>One of the following:</i> *		3
100-200	Social/Behavioral Science**	
CRIS 203	Local Learning and Service	

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15**SENIOR YEAR****Fall**

CRIS 300	Baptist Faith and Witness	3
PSY 305	Introduction to Neuroscience	3
PSY 315	Experimental Psychology	3
PSY 320	Social Psychology	3
PSY 340	Developmental Psychology	3

Spring

PSY 302	Psychology of Learning	3
PSY 401	Social Behavioral Research	3
PSY 402	Community Mental Health	3
PSY 407	Intro. to Clinical Psychology	3
PSY 410	Integration of Theology & Psychology	3

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*Both a 100-200 Social/Behavioral Science course and CRIS 203 (Local Learning and Service) are required. Therefore, a student shall choose one of the following in the fall of their junior year and then choose the other during the spring of their junior year.

**Courses offered at Criswell College that will satisfy these requirements will be marked in the *Academic Catalog* course descriptions.

Bachelor of Science

EDUCATION

The [Bachelor of Science in Education \(BSED\)](#) trains individuals who desire to teach Early Childhood (EC) through 6th grade or Social Studies in 4th through 8th grades 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 or Social Studies 4th–8th and fulfillment of Texas Education Agency (TEA) requirements, students are prepared to sit for the TExES examinations that lead to Texas 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;
- Maintain a CGPA of at least 2.75;
- Submit, if asked, passing scores for all three sections of the Texas Success Initiative (TSI) exam;
- Submit the Criswell College Application for Education Program Admission; and
- Successfully complete an admission interview with the Criswell College Education Committee.

For students in the Educator Preparation Program who are interested in teaching English as a Second Language (ESL), EDU 317 ESL Instructional Methods, is offered as part of the program and qualifies students to sit for the TExES ESL Supplemental Endorsement Examination. For more information, see the EDU 317 course description in the *Academic Catalog*.

Applicants should contact the B.S. Education Program Director of Criswell College and visit 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 teaching profession and reflective of a Christian worldview;
3. Effectively manage a typical EC-8th grade class; and
4. Effectively operate and integrate technology hardware and software into the instructional setting.

*Pending TEA Approval

For information concerning Cumulative Grade Point Average (CGPA), major GPA, course grade, and residency requirements, see the “Academic Policies” section of the *Academic Catalog*.

B.S. EDUCATION (Early Childhood-6th) CURRICULUM

Minimum Degree Requirements (129 Hours)

GENERAL EDUCATION
(36 Hours)

COM 101	Rhetoric and Writing I
COM 102	Rhetoric and Writing II
COM 201	Intercultural Communication
CRIS 100	The Roots of a Christian Scholar
CRIS 201	Global Learning and Service
CRIS 202	Global Learning and Service Practicum (non-credit)
CRIS 203	Local Learning and Service
HIS 103	American History I
HIS 104	American History II
POL 202	State and Local Government
POL 203	Introduction to American Politics
SCI 205	Physical Science
100-400	Mathematics

PROFESSIONAL CURRICULUM
(63 Hours)

EDU 200	Introduction to Education
EDU 205	Educational Research and Psychology
EDU 213	Assessment Methods
EDU 301	Principles of Teaching
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 317	ESL Instructional Methods
EDU 406	EC-6 Science Instructional Methods
EDU 409	Social Studies Instructional Methods
EDU 410	Clinical 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

BIBLE AND THEOLOGY MAJOR
(30 Hours)

BIB 105	Hermeneutics
CRIS 300	Baptist Faith and Witness
EDU 415	Biblical Leadership in an Educational Setting
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 201	Church History
THS 203	Systematic Theology I
THS 204	Systematic Theology II

**B.S. EDUCATION (Early Childhood-6th)
PROGRAM MAP (129 hours)**

It is recommended that students follow the below degree map to register for courses.

FRESHMAN YEAR

Fall		Spring		
100-400	Mathematics	3	COM 102	Rhetoric and Writing II
BIB 105	Hermeneutics	3	HIS 103	American History I
COM 101	Rhetoric and Writing I	3	NTS 101	New Testament Survey I
CRIS 100	The Roots of a Christian Scholar	3	OTS 101	Old Testament Survey I
THS 201	Church History	3	SCI 205	Physical Science
		<hr/> 15		<hr/> 15

Summer

THS 203	Systematic Theology I	3
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SOPHOMORE YEAR

Fall		Spring		
COM 201	Intercultural Communication	3	CRIS 201	Global Learning and Service
HIS 104	American History II	3	EDU 200	Introduction to Education
NTS 201	New Testament Survey II	3	EDU 205	Educational Research & Psych
OTS 201	Old Testament Survey II	3	EDU 312	Discipline & Classroom Mgmt
POL 202	State and Local Government	3	THS 204	Systematic Theology II
		<hr/> 15		<hr/> 15

Summer

CRIS 202	Global Learning & Service Practicum	0
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JUNIOR YEAR

Fall			Spring	
EDU 213	Assessment Methods	3	CRIS 203	Local Learning and Service 3
EDU 301	Principles of Teaching	3	EDU 303	Child Growth & Development 3
EDU 308	Early Childhood Education	3	EDU 406	EC-6 Science Instructional 3
EDU 313	Special Populations	3		Methods
EDU 315	EC-6 Math Instructional Methods	3	EDU 409	Social Studies Instruct. Methods 3
REA 312	Foundations of Reading Instruction	3	REA 314	Content Area Reading 3
			REA 401	EC-6th Language Arts 3
				Methods
		18		18

Summer

EDU 317	ESL Instructional Methods	3
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SENIOR YEAR

Fall			Spring	
CRIS 300	Baptist Faith and Witness	3	EDU 412	Art/Music Integration 3
EDU 410	Clinical Teaching Practicum	6		Methods
EDU 415	Biblical Leadership in an Educational Setting	3	EDU 413	Physical Education Methods 3
			POL 203	Introduction to American Politics 3
			EDU 420	Educational Technology 3
			REA 302	Children's Literature 3
		12		15

B.S. EDUCATION (4th-8th Social Studies) CURRICULUM

Minimum Degree Requirements (126 Hours)

GENERAL EDUCATION
(36 Hours)

COM 101	Rhetoric and Writing I
COM 102	Rhetoric and Writing II
COM 201	Intercultural Communication
CRIS 100	The Roots of a Christian Scholar
CRIS 201	Global Learning and Service
CRIS 202	Global Learning and Service Practicum (non-credit)
CRIS 203	Local Learning and Service
HIS 103	American History I
HIS 104	American History II
POL 202	State and Local Government
POL 203	Introduction to American Politics
SCI 205	Physical Science
100-400	Mathematics

PROFESSIONAL CURRICULUM
(60 Hours)

ECN 202	Principles of Microeconomics
ECN 203	Principles of Macroeconomics
EDU 200	Introduction to Education
EDU 205	Educational Research and Psychology
EDU 213	Assessment Methods
EDU 301	Principles of Teaching
EDU 303	Child Growth and Development
EDU 312	Discipline and Classroom Management
EDU 313	Special Populations
EDU 317	ESL Instructional Methods
EDU 409	Social Studies
EDU 410	Instructional Methods
	Clinical Teaching Practicum (6 hours)
EDU 420	Educational Technology
HUM 204	Modern World
HUM 404	Faith and Culture
POL 303	International Relations
REA 302	Children's Literature
REA 312	Foundations of Reading Instruction
REA 314	Content Area Reading Instruction

BIBLE AND THEOLOGY MAJOR
(30 Hours)

BIB 105	Hermeneutics
CRIS 300	Baptist Faith and Witness
EDU 415	Biblical Leadership in an Educational Setting
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 201	Church History
THS 203	Systematic Theology I
THS 204	Systematic Theology II

B.S. EDUCATION (4th-8th Social Studies) PROGRAM MAP (126 hours)

It is recommended that students follow the below degree map to register for courses.

FRESHMAN YEAR

Fall		Spring		
100-400	Mathematics	3	COM 102	Rhetoric and Writing II
BIB 105	Hermeneutics	3	HIS 103	American History I
COM 101	Rhetoric and Writing I	3	NTS 101	New Testament Survey I
CRIS 100	The Roots of a Christian Scholar	3	OTS 101	Old Testament Survey I
THS 201	Church History	3	SCI 205	Physical Science
		<hr/>		
		15		15

Summer

THS 203	Systematic Theology I	3
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SOPHOMORE YEAR

Fall		Spring		
COM 201	Intercultural Communication	3	CRIS 201	Global Learning and Service
HIS 104	American History II	3	EDU 200	Introduction to Education
NTS 201	New Testament Survey II	3	EDU 205	Educational Research & Psych.
OTS 201	Old Testament Survey II	3	EDU 312	Discipline & Classroom Mgmt.
POL 202	State and Local Government	3	THS 204	Systematic Theology II
		<hr/>		
		15		15

Summer

CRIS 202	Global Learning & Service Practicum	0
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JUNIOR YEAR

Fall		Spring		
EDU 213	Assessment Methods	3	CRIS 203	Local Learning and Service
EDU 301	Principles of Teaching	3	EDU 303	Child Growth & Development
ECN 202	Principles of Microeconomics	3	ECN 203	Principles of Macroeconomics
EDU 313	Special Populations	3	EDU 409	Social Studies Instruct. Methods
HUM 204	Modern World	3	POL 303	International Relations
REA 312	Foundations of Reading Instruction	3	REA 314	Content Area Reading Instruction
		<hr/>		
		18		18

Summer

EDU 317	ESL Instructional Methods	3
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SENIOR YEAR

Fall		Spring		
CRIS 300	Baptist Faith and Witness	3	EDU 420	Educational Technology
EDU 410	Clinical Teaching Practicum	6	HUM 404	Faith and Culture
EDU 415	Biblical Leadership in an Educational Setting	3	POL 203	Introduction to American Politics
REA 302	Children's Literature	3		
		<hr/>		
		12		12



**CRISWELL
COLLEGE**



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.

ARB 301 Arabic I

An introduction to Modern Standard Arabic (MSA) and the Levantine dialect focusing on the four language skills of listening, reading, writing, and speaking, with a study of Arab culture and civilization.

ARB 302 Arabic II

A continuation of Arabic I, focusing on the four language skills of 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.

COM 101 Rhetoric and Writing I

An introductory writing course that includes instruction in practical reasoning and the principles of rhetoric. (Prerequisite: ENG 090, or required minimum ACT, CLT, or SAT score)

COM 102 Rhetoric and Writing II

A study of English style and usage in written and oral expression. Critical thinking, research, and writing skills are necessary for success in courses across the curriculum. (Prerequisite: COM 101)

COM 201 Intercultural Communication

Explores the foundational principles of intercultural communication from the fields of social psychology, cultural anthropology, sociolinguistics, applied linguistics, and communication theory with specific applications to Christian ministry in culturally diverse contexts.

COM 202 Introduction to Speech Communication

Introduces theoretical and practical elements of speech communications. Students improve private and public communication skills, including through the preparation and delivery of formal public speeches.

COM 220 Topics in Communication

A detailed study of the developments within a specific area of Communications (professional writing/editing, digital communication, presentations, or multimodal composition). (Course may be repeated for credit when the topic of study differs.)

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.

CRIS 100 The Roots of a Christian Scholar

An introduction to the Holy Spirit's role in the life of the Christian and to the basic disciplines necessary for the development of the Christian disciple as a student and a leader. (Students must take CRIS 100 in the first two semesters after being admitted.)

CRIS 201 Global Learning and Service

An examination of the biblical, theological, and ethical foundation of the *mission Dei* (i.e., the mission of God) and a utilization of group collaboration as well as demographic and ethnographic research in serving as ambassadors, cultivators, peacemakers, and problem solvers. This course prepares students to effectively participate in CRIS 202 Global Learning and Service Practicum. (Prerequisite: COM 201; Not open to Freshmen; Students must take CRIS 201 and CRIS 202 within a single academic year).

CRIS 202 Global Learning and Service Practicum

Non-credit

A short-term, global travel course that engages students in intercultural learning, service, dialogue, and mutually beneficial partnerships. (Prerequisite: CRIS 201. Students must take CRIS 201 and CRIS 202 within a single academic year.)

CRIS 203 Local Learning and Service

This course combines theory and practice to explore the process of urban and community development. By studying social, economic, and political factors, students explore the needs, inequalities, and opportunities that shape cities. In addition to in-class lecture and discussion, student teams work with and learn from partner organizations serving neighboring communities to research and develop solutions to real social problems facing Dallas communities. (Prerequisite: CRIS 100, CRIS 201, CRIS 202)

CRIS 300 Baptist Faith and Witness

An examination of the Baptist beliefs and practices that developed within the context of the broader reformation heritage. Because of the centrality of evangelism in Baptist practice, a significant component of the course is devoted to presenting the Gospel. (Only open to Juniors and Seniors).

ECN 202 Principles of Microeconomics

An introduction to economic analysis and the behavior of markets. This course teaches supply and demand, equilibrium forces for a market economy, consumer behavior, and the impact of market structures on firms' decisions and behavior. The course also addresses international trade, uncertainty, capital markets, economic policy, and social insurance. (This course satisfies requirements for a Social/Behavioral Science course.)

ECN 203 Principles of Macroeconomics

An introduction to theories and analysis of a nation's economy. This course addresses the role that monetary and fiscal policy play in determining economic growth, inflation, unemployment, and interest rates. The course also addresses international economic issues. (This course satisfies requirements for a Social/Behavioral Science course.)

ECN 310 Political Economy of Development

This course addresses the central question of why some people live in material poverty while others seem to live in wealth. To answer this question, the course focuses on two different processes of development. First, the historical process by which countries have experienced an uneven economic transformation. The second process of development teaches the goals, tools, and theories of development industry practitioners from the international to local level. (Prerequisites: ECN 202, ECN 203; Cross-listed with POL 310.)

ECN 392 International Political Economy

This course explores the interaction between politics and economics to help explain the nature and development of international economic relationships. The course specifically addresses international trade, multinational corporations, and the international financial system. (Prerequisites: ECN 202, ECN 203, POL 303; Cross-listed with POL 392.)

ECN 415 Topics in Economics

A study of one or more selected topics in economics. (Prerequisites: ECN 202, ECN 203, STA 201) (Course may be repeated for credit when the topic of study differs.)

ECN 421 Intermediate Microeconomics

This course addresses more advanced concepts in microeconomics. The course focuses on consumer and producer behavior and interaction in the context of various market structures and social institutions. Topics include pricing, output, and profit maximization. (Prerequisites: ECN 202, ECN 203, MTH 101, STA 201)

ECN 422 Intermediate Macroeconomics

This course addresses more advanced concepts in macroeconomics. The course focuses on determinants of national income, growth, employment, interest rates, inflation, and price levels. (Prerequisites: ECN 202; ECN 203; MTH 101; STA 201)

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 philosophies and trends affect learners, law, and instructional methods. Nine clock hours of field experience are required for this course. (This course satisfies requirements for a Social/Behavioral Science course.)

EDU 205 Educational Research and Psychology

Provides a philosophical and theological framework for effective teaching. The seven elements of the Discipler's Model serve to bridge the gap between the Christian's belief and current, research-based educational theories. (This course satisfies requirements for a Social/Behavioral Science course.)

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 (STAAR) is a key aspect of this course.

EDU 301 Principles of Teaching

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-8th 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 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; partnership with families; and appropriate assessment. Incorporation of TEKS into the lesson planning process is a key element of this course. (Prerequisite: EDU 301)

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; 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 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 317 ESL Instructional Methods

An intensive study of the research-based methods and strategies currently used to enable second language acquisition for a diverse student population in the EC-8th grade setting whose home language is not English. Pre-service teachers practice teaching strategies that promote oral language, listening, reading, and writing skills with particular attention paid to comprehension and critical thinking skills. Pre-service teachers will also analyze, select, and/or modify teaching materials to facilitate language acquisition for English language learners and to meet TEK standards. (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 Social Studies Instructional Methods

Emphasizes the importance of the various social science disciplines and how they relate to the EC-8th 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 Clinical Teaching Practicum

Six-Hour Credit Course

Encompasses the fourteen-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 415 Biblical Leadership in an Educational Setting
As a capstone course, students will examine the role of a biblical worldview in all aspects of educational settings. A key component of the course will be the final production and public defense of the Electronic Professional Portfolio. (Prerequisite: EDU 410)

EDU 420 Educational Technology
Examines the use of technologies as they apply to an EC-8th 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 is 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.

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.)

GRK 306 Greek I
An introduction to the basic grammar of New Testament Greek. (Not open to Freshmen)

GRK 307 Greek II
A continuation of basic grammatical studies in New Testament Greek. (Prerequisite: GRK 306)

HEB 301 Hebrew I
An introduction to the elements of biblical Hebrew with an emphasis on phonology, grammar, and vocabulary. (Not open to Freshmen)

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)

HIS 103 American History I

A survey of American history from America's beginnings through the Civil War. (This course satisfies requirements for a Humanities/Fine Arts course.)

HIS 104 American History II

A survey of American history from the Civil War through the present. (This course satisfies requirements for a Humanities/Fine Arts course.)

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. (This course satisfies requirements for a Humanities/Fine Arts course.)

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. (This course satisfies requirements for a Humanities/Fine Arts course.)

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. (This course satisfies requirements for a Humanities/Fine Arts course.)

HUM 203 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. (This course satisfies requirements for a Humanities/Fine Arts course.)

HUM 204 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. (This course satisfies requirements for a Humanities/Fine Arts course.)

HUM 205 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. (This course satisfies requirements for a Humanities/Fine Arts course.)

HUM 220 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 303 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 305 Film Critique and the Christian Worldview

A 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.

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 204)

MIN 203 Foundations of Global Christianity

An introduction to the world Christian movement including biblical foundations, historical developments, theological issues, cultural distinctives, and strategic approaches from the Apostolic era to the present day. (This course satisfies requirements for a Humanities/Fine Arts course.)

MIN 204 Leadership in a Global Context

An introduction to the distinctive principles of Christian leadership with application to a variety of contemporary contexts.

MIN 206 Encountering World Religions

An examination of the histories, beliefs, philosophies, and lived experiences of the world's major religious traditions from the perspective of a biblical worldview. The course may entail encounters with adherents of other religions via guest lectures or off-campus visits to sacred religious sites. (This course satisfies requirements for a Humanities/Fine Arts course. Cross-listed with PHI 206.)

MIN 300 Principles of Biblical Communication

A study of the basic theology and principles for communicating biblical content utilizing the expository method.

MIN 302 Organizational Management of Church Ministries

An introduction to the biblical principles and current practices of organizational management. Emphasis is placed upon the application of these functions to a variety of Christian ministries. (Prerequisite: MIN 204)

MIN 303 Educational Foundations of Christian Ministry

A study of the biblical, theological, philosophical, and historical foundations of Christian education. Special emphasis is placed on developing a robust personal philosophy of ministry. (Prerequisites: THS 201; THS 203; THS 204)

MIN 305 Church Planting and Revitalization

An examination of the biblical foundations, methods, models, strategies, and critical factors of church planting and revitalization in a global context.

MIN 306 Missional Living and Witness

A biblical, theological, and historical investigation of lifestyle evangelism and small-group discipleship with contemporary applications to a variety of contexts.

MIN 401 Teaching from the Bible

A study of a particular genre of biblical literature that utilizes both language-specific exegetical tools and elementary communication principles to produce expository Bible study lessons from biblical texts. (Only open to Juniors and Seniors.)

MIN 402 Preaching from the Bible

A study of a particular genre of biblical literature that utilizes both language-specific exegetical tools and elementary communication principles to produce expository sermons from biblical texts. (Only open to Juniors and Seniors.)

MIN 403 Ethical Issues in Ministry

An examination of contemporary ethical issues faced by those serving in a variety of contexts within the local church and beyond. (Prerequisites: PHI 201; THS 203; THS 204)

MIN 405 Practicum in Christian Ministry

An approved ministry practicum might include an internship, service project, volunteer opportunity, current ministry position, workplace engagement, etc. (Course may be repeated for credit when the topic differs.)

MIN 426 Topics in Christian Ministry
A detailed study of a select topic in Christian ministry. Topics may include but are not limited to the following: evangelism, missions, discipleship, preaching, pastoral ministry, church planting, world religions, education, leadership, conflict management, children's ministry, youth ministry, women's ministry, worship and music, etc. (Course may be repeated for credit when the topic differs.)

MTH 090 Developmental Math
A course of remedial instruction in the skills, strategies, and reasoning needed to succeed in college algebra. (Developmental courses do not count toward the total number of hours required for a degree program of study.)

NTS 101 New Testament Survey I
A brief survey of intertestamental 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 topics related to the language, history, background, hermeneutics, or theology of the New Testament. (Course may be repeated for credit when the topic differs; Prerequisites: NTS 101, 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 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 concurrently: OTS 201)

OTS 315 Topics in Old Testament Studies

A study of selected topics related to the languages, history, background, hermeneutics, or theology of the Old Testament. (Course may be repeated for credit when the topic differs; Prerequisites OTS 101, 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 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 study of major issues in philosophy and/or the work of major philosophical figures in philosophy. Topics may include logic, theories of reality, knowledge, and value, and their practical applications. (This course satisfies requirements for a Humanities/Fine Arts course.)

PHI 206 Encountering World Religions

An examination of the histories, beliefs, philosophies, and lived experiences of the world's major religious traditions from the perspective of a biblical worldview. The course may entail encounters with adherents of other religions via guest lectures or off-campus visits to sacred religious sites. (This course satisfies requirements for a Humanities/Fine Arts course. Cross-listed with MIN 206.)

PHI 301 Ethics

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

PHI 303 History of Philosophy: Ancient to Medieval

This course introduces students to Western philosophy, exploring the works of thinkers and ideas from the ancient to medieval period

PHI 304 History of Philosophy: Modern to Contemporary

This course introduces students to Western philosophy, exploring the works of thinkers and ideas from the modern to contemporary period.

PHI 315 Logic

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 391 Political Theory

This course addresses issues that are foundational to the study of politics, including but not limited to, political legitimacy, justice, liberty, equality, and citizenship. The course places an emphasis on why, when, and how individuals choose to act collectively. (Cross-listed with POL 391)

PHI 460 Topics in Philosophy

A study of one or more selected topics in philosophy (Prerequisites may be required as topics vary.) (Course may be repeated for credit when the topic of study differs.)

POL 200 Research Design

This course teaches the process and methods of asking and answering questions in the social sciences. The course teaches the process of developing a research question, choosing a research design, collecting data, analyzing data, and reporting results.

POL 202 State and Local Government

An examination of state and local government more generally and Texas state politics in particular. (This course satisfies requirements for a Social/Behavioral Science course.)

POL 203 Introduction to American Politics

An examination of the history, branches, and functions of the United States government, as well as how the public interacts with the government. (This course satisfies requirements for a Social/Behavioral Science course.)

POL 303 International Relations

This course explores why and when international actors, specifically states, choose cooperation or conflict. The course explores this question of cooperation versus conflict from both historical and theoretical perspectives. The course teaches how states, international organizations, and non-governmental actors work within the international system to address human rights, environmental, economic, health, and security issues.

POL 304 Public Policy

This course addresses the normative, theoretical, and practical aspects of public policy with an emphasis on public policymaking in the United States. The “why” of policy is developed by teaching the normative and theoretical foundations and rationale for policymaking. The “how” of public policy emphasizes the process of developing, implementing, and analyzing public policies. (Prerequisites: ECN 202, ECN 203, POL 202, POL 203)

POL 310 Political Economy of Development

This course addresses the central question of why some people live in material poverty while others seem to live in wealth. To answer this question the course focuses on two different processes of development. First, the historical process by which countries have experienced an uneven economic transformation. The second process of development teaches the goals, tools, and theories of development industry practitioners from the international to local level. (Prerequisites: ECN 202, ECN 203; Cross-listed with ECN 310)

POL 391 Political Theory

This course addresses issues that are foundational to the study of politics, including but not limited to, political legitimacy, justice, liberty, equality, and citizenship. The course places an emphasis on why, when, and how individuals choose to act collectively. (Cross-listed with PHI 391)

POL 392 International Political Economy

This course explores the interaction between politics and economics to help explain the nature and development of international economic relationships. The course specifically addresses international trade, multinational corporations, and the international financial system. (Prerequisites: ECN 202, ECN 203, POL 303; Cross-listed with ECN 392)

POL 415 Topics in Politics

A study of one or more selected topics in politics. (Prerequisites may be required as topics vary.) (Course may be repeated for credit when the topic of study differs.)

PPE 400 Christianity and the Social Order

This course explores Christianity’s contribution to and interactions within the social order from three approaches: historical, normative, and theoretical. The historical approach provides background and perspective on the contributions that Christians and Christian groups have made to society in the past. The normative approach explores how various Christian perspectives have envisioned the ideal relationship between the Church and society. Finally, through the lens of contemporary social science theory, the course provides students with a framework for understanding why we see different Christians and Christian groups engage society in different ways. (Only open to Seniors.)

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. (This course satisfies requirements for a Social/Behavioral Science course.)

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 are used to illuminate the biblical model of family life. (This course satisfies requirements for a Social/Behavioral Science course.)

PSY 202 Multicultural Perspectives
An analysis of current theories and research findings related to the influence of culture and ethnicity upon the development of individuals, relationships, and societies including functioning, identity, social motives, sex roles, and values. (This course satisfies requirements for a Social/Behavioral Science course.)

PSY 203 Introduction to Counseling
An exploration of the various aspects related to counseling theories and techniques both inside and outside a church setting. Special emphasis is focused upon ethical and legal issues, and essential counseling and listening skills within the counseling process from a theoretical, biblical, and professional perspective.

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. (This course satisfies requirements for a Social/Behavioral Science course.)

PSY 210 Theories of Personality
A detailed evaluation of contemporary theories of human personality in light of the biblical view of man. (This course satisfies requirements for a Social/Behavioral Science course.)

PSY 260 Conflict Management
An introductory analysis of the causes of conflict at both the interpersonal and institutional levels. Particular attention is 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.

PSY 302 Psychology of Learning

A cognitive, behavioral, and theoretical approach to exploring fundamental aspects of learning. Psychological theories and principles of learning are identified, described, synthesized, and applied in a vast array of settings.

PSY 305 Introduction to Neuroscience

A study of the neuroanatomical, neurophysiological, and neurochemical structures and processes that impact thought, emotion, and behavior. 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: STA 201, PSY 330)

PSY 320 Social Psychology

An examination of the scientific study of human social influence and interaction. This course explores the various ways people think about, affect, and relate to one another. The course will cover topics such as the social self-concept, social judgment, attitudes, persuasion, conformity, aggression, helping behavior, prejudice, and interpersonal relationships.

PSY 330 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 340 Developmental Psychology

A survey of human development from conception to death, emphasizing biological, cognitive, personal and spiritual growth, and maturation.

PSY 350 Topics in Psychology

An examination of specifically identified trends, topics, and issues pertaining to the practice and study of psychology. (Course may be repeated for credit when the topic of study differs.)

PSY 401 Social Behavioral Research

A culmination of the procedures psychologists use to study behavior, cognition, and emotion. This includes a thorough review of the literature, the design of a study based on the research, and the opportunity to present both. (Prerequisite: STA 201)

PSY 402 Community and Mental Health
Field-based, practical application of counseling and psychological theory and techniques in the local community under professional supervision. Classroom instruction also provides ongoing guidance and consultation with an emphasis on legal issues, ethical issues, crisis care, and best practices to create a framework for providing quality care for recipients. (Only open to Juniors and Seniors.)

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. (Prerequisite: PSY 315)

PSY 410 Integration of Theology and Psychology
A survey of historical and contemporary concepts emphasizing the intersection of psychology and theology. (Only open to Juniors and Seniors.)

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. Key components of the Science of Teaching Reading standards are explicitly practiced by candidates. (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-8th grade core disciplines of English Language Arts, Math, Science, and Social Studies. Key components of the Science of Teaching Reading standards are explicitly practiced by candidates. (Nine clock hours of field experience are required for this course.) (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: EDU 301)

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. (This course satisfies the requirements for a Natural Science course.)

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. (This course satisfies the requirements for a Natural Science course.)

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. (This course satisfies the requirements for a Natural Science course.)

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.)

SPA 301 Spanish I

An introduction to Spanish through a presentation of essential vocabulary and grammar, focusing on development of the four language skills—listening, reading, writing, and speaking. Customs and cultural insights are also presented.

SPA 302 Spanish II

A continuation of Spanish I, focusing on the four language skills—listening, reading, writing, and speaking. Customs and cultural insights are also presented. (Prerequisite: SPA 301)

STA 201 Introduction to 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. The course also introduces students to statistical computing applications. (This course satisfies the requirements for a Mathematics course.)

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 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)

THS 204 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)

THS 410 Theological Hermeneutics

This course explores approaches to biblical interpretation used within the history of the Church, focusing on the variety of ways that Christians have understood the nature and relationship of texts, authors, readers, and divine agency. (Prerequisite: BIB 105)

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 204)



**CRISWELL
COLLEGE**



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 builds upon the facts and concepts gained in an undergraduate program by 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 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 \(MACL\)](#) provides hands-on, pragmatic application of complex theological truths. Relevant to those in both ministry and marketplace, this degree offers training in leadership, administration, and conflict management alongside core biblical principles. Its design also qualifies a missionary candidate whose sending agency requires a year of graduate theological education for appointment. This degree may be completed fully online, partially online, or in the classroom.

STUDENT LEARNING OUTCOMES

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

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

For information concerning Cumulative Grade Point Average (CGPA), major GPA, course grade, and residency requirements, see the “Academic Policies” section of the *Academic Catalog*.

M.A. CHRISTIAN LEADERSHIP CURRICULUM

Minimum Degree Requirements (42 Hours)

BIBLICAL STUDIES (3 hours)		MINISTERIAL STUDIES (27 Hours)
BIB 505	Biblical Hermeneutics	CSL 540 Conflict Management
THEOLOGICAL AND PHILOSOPHICAL STUDIES (9 hours)		MIN 503 Personal Evangelism
PHI 620	Christian Ethics	MIN 612 Organizational Management
THS 660	Patristic, Medieval, and Reformation Theology	MIN 614 Educational Ministry in the Church
THS 665	Modern and Postmodern Theology	MIN 618 Financial Leadership and Marketing
		MIN 715 Ministry Practicum
<i>Two of the following:</i>		
		COM 601 Intercultural Communication
		MIN 621 History and Theology of Missions
		MIN 623 World Religions
<i>One of the following:</i>		
		MIN 610 Topics in Ministry
		MIN 625 Topics in Leadership
PASTORAL FORMATION (3 hours)		
MIN 505 Christian Leadership		

M.A. CHRISTIAN LEADERSHIP PROGRAM MAP (On-Campus)

It is recommended that students follow the below degree map to register for courses.

FIRST YEAR

Fall		Spring		
BIB 505	Biblical Hermeneutics	3	MIN 503	Personal Evangelism
MIN 505	Christian Leadership	3	MIN 614	Educational Ministry
MIN 618	Financial Leadership & Marketing	3		in the Church
			<i>Two of the following:</i>	
			COM 601	Intercultural Communication
			MIN 621	History and Theology of Missions
			MIN 623	World Religions
		9		12

SECOND YEAR

Fall		Spring		
CSL 540	Conflict Management	3	MIN 612	Organizational Management
PHI 620	Christian Ethics	3	MIN 715	Ministry Practicum
THS 660	Patristic, Medieval, & Reformation Theology	3	THS 665	Modern & Postmodern Theology
<i>One of the following:</i>		3		
MIN 610	Topics in Ministry			
MIN 625	Topics in Leadership			
		12		9

M.A. CHRISTIAN LEADERSHIP PROGRAM MAP (Online)

It is recommended that online students follow the below program map to register for courses.

FIRST YEAR

Fall		Spring	
MIN 503	Personal Evangelism	3	BIB 505 Biblical Hermeneutics 3
MIN 612	Organizational Management	3	CSL 540 Conflict Management 3
<i>One of the following:</i>		3	MIN 505 Christian Leadership 3
COM 601	Intercultural Communication		<i>One of the following:</i> 3
MIN 621	History and Theology of Missions	COM 601	Intercultural Communication
MIN 623	World Religions	MIN 621	History and Theology of Missions
		MIN 623	World Religions
—		9	12

SECOND YEAR

Fall		Spring	
MIN 614	Educational Ministry in the Church	3	MIN 618 Financial Leadership & Marketing 3
MIN 715	Ministry Practicum	3	PHI 620 Christian Ethics 3
THS 665	Modern & Postmodern Theology	3	THS 660 Patristic, Medieval, and Reformation Theology 3
			<i>One of the following:</i> 3
		MIN 610	Topics in Ministry
		MIN 625	Topics in Leadership
—		9	12

Master of Arts

CHRISTIAN STUDIES

The [Master of Arts in Christian Studies \(MACS\)](#) provides an academic introduction to the core tenets of the faith. This degree offers a fundamental understanding of Christian doctrine, history, and theology along with an introduction to biblical studies and interpretation. Its design also qualifies a missionary candidate whose sending agency requires a year of graduate theological education for appointment. This degree may be completed fully online, partially online, or in the classroom.

STUDENT LEARNING OUTCOMES

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

1. Interpret biblical passages in light of their historical and canonical contexts;
2. Articulate significant Christian theological claims, be familiar with their historical development, and be able to identify their warrant and implications;
3. Narrate the story of Scripture and the history of the church with coherence, detail, and purpose; and
4. Apply biblical and doctrinal content toward devotional ends.

For information concerning Cumulative Grade Point Average (CGPA), major GPA, course grade, and residency requirements, see the “Academic Policies” section of the *Academic Catalog*.

M.A. CHRISTIAN STUDIES CURRICULUM

Minimum Degree Requirements (39 Hours)

BIBLICAL STUDIES

(15 hours)

BIB 505 Biblical Hermeneutics
NTS 501 New Testament Introduction I
NTS 502 New Testament Introduction II
OTS 501 Old Testament Introduction I
OTS 502 Old Testament Introduction II

MINISTERIAL STUDIES

(6 Hours)

MIN 503 Personal Evangelism
MIN 715 Ministry Practicum

**THEOLOGICAL AND
PHILOSOPHICAL STUDIES**

(18 hours)

PHI 502 Philosophy of Religion
THS 512 Prolegomena and Trinitarianism
THS 514 Anthropology, Hamartiology, and
Soteriology
THS 516 Baptist Ecclesiology and
Eschatology
THS 660 Patristic, Medieval,
and Reformation Theology
THS 665 Modern and Postmodern Theology

M.A. CHRISTIAN STUDIES PROGRAM MAP (On-Campus)

It is recommended that students follow the below degree map to register for courses.

FIRST YEAR

Fall		Spring	
BIB 505 Biblical Hermeneutics	3	MIN 503 Personal Evangelism	3
NTS 501 New Testament Introduction I	3	NTS 502 New Testament Introduction II	3
PHI 502 Philosophy of Religion	3	THS 512 Prolegomena & Trinitarianism	3
		THS 516 Baptist Ecclesiology & Eschatology	3
	—		—
	9		12

SECOND YEAR

Fall		Spring	
OTS 501 Old Testament Introduction I	3	MIN 715 Ministry Practicum	3
THS 514 Anthropology, Hamartiology and Soteriology	3	OTS 502 Old Testament Introduction II	3
THS 660 Patristic, Medieval, and Reformation Theology	3	THS 665 Modern & Postmodern Theology	3
	—		—
	9		9

M.A. CHRISTIAN STUDIES PROGRAM MAP (Online)

It is recommended that online students follow the below program map to register for courses.

FIRST YEAR

Fall		Spring	
MIN 503	Personal Evangelism	3	BIB 505 Biblical Hermeneutics 3
NTS 502	New Testament Introduction II	3	NTS 501 New Testament Introduction I 3
THS 512	Prolegomena & Trinitarianism	3	PHI 502 Philosophy of Religion 3
			THS 514 Anthropology, Hamartiology 3
			Theology

9

12

SECOND YEAR

Fall		Spring	
OTS 502	Old Testament Introduction II	3	MIN 715 Ministry Practicum 3
THS 516	Baptist Ecclesiology & Eschatology	3	OTS 501 Old Testament Introduction I 3
THS 665	Modern & Postmodern Theology	3	THS 660 Patristic, Medieval, and Reformation Theology 3

9

9

Master of Arts

COUNSELING

The [Master of Arts in Counseling \(MAC\)](#) equips students to care and counsel from a compassionate, competent, and Christian worldview as scholar-practitioners steeped in research-based theories and techniques. In order to prepare students to meet this need, two tracks are available.

The MAC Counseling Ministries Track is intended for students who will care for the hurting in a variety of faith-based, church-based, Christian settings. The 36-hour MAC Counseling Ministries Track, which consists of Tier 1 courses in the MAC curriculum as well as six hours of electives, provides proficiency in counseling theories and skills that are necessary to work in local churches, denominational agencies, or ministry-based organizations as non-licensed professionals.

The MAC Professional Licensure Track prepares students to become Licensed Professional Counselors (LPCs). The 60-hour MAC Professional Licensure Track consists of Tier 1 and Tier 2 courses in the MAC curriculum. These courses meet the Texas State Board of Examiners of Professional Counselors requirements to apply for licensure as an LPC-Associate, which also requires passing the National Counselor Examination (NCE). LPC-Associates must accrue 3,000 hours of supervised counseling experience to apply for full licensure as an LPC in the State of Texas. Students who wish to enter the MAC Professional Licensure Track must fulfill the following requirements:

- Complete all required prerequisite courses,
- Maintain an overall GPA of 3.0 or above,
- Complete all Tier 1 courses with a grade of “B” or above,
- Pass the MAC Committee Evaluation and Oral Exam.

Students who are approved for the Professional Licensure Track are eligible to register for Tier 2 courses.

Students who are not approved for the Professional Licensure Track may be provided with a remedial plan required by the MAC Committee, which may include: repeating a select course or courses; completing additional continuing education and training outside of the College; receiving personal counseling services. The MAC Committee may also recommend that a student who is not approved for the Professional Licensure Track graduate from the MAC in the Counseling Ministries Track. At any point during the course of study, the MAC Committee may determine that a student is not fit to counsel and dismiss the student from the program. Possible reasons for dismissal would include: an inability and/or unwillingness to acquire and integrate professional standards into one's repertoire of professional behavior; an “inability to acquire professional skills to reach an acceptable level of competency; an inability to control personal stress, psychological dysfunction, and/or excessive emotional and behavioral reactions that interfere with professional functioning” (Lamb et al., 1987, p. 598).

For details regarding admission requirements into the MAC Program and the MAC Counseling Ministries and Professional Licensure Tracks, please contact the MAC Program Director and visit the Criswell College website.

STUDENT LEARNING OUTCOMES

M.A. Counseling graduates will be able to:

1. Identify and explain major counseling theories for assessing psychological, social, and spiritual factors that contribute to mental illness and distress;
2. Apply major theoretical orientations and interventions for the purposes of recovery and growth, psychologically and spiritually;
3. Understand and demonstrate multicultural counseling competence and compassion from a research-based, theoretical perspective; and
4. Demonstrate legal and ethical knowledge and skills and appropriately apply them in counseling intervention with individuals, couples, and/or families.

For information concerning Cumulative Grade Point Average (CGPA), major GPA, course grade, and residency requirements, see the “Academic Policies” section of the *Academic Catalog*.

M.A. COUNSELING CURRICULUM

PREREQUISITES*

(12 Hours)

BIB 105	Hermeneutics	PSY 101	Introduction to Psychology
CRIS 300	Baptist Faith and Witness	PSY 410	Integration of Theology and Psychology

PROFESSIONAL LICENSURE TRACK

(60 Hours)

Tier 1

(30 Hours)

CSL 501	Professional Orientation and Ethics
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
CSL 602	Counseling Skills and Techniques
CSL 611	Abnormal Human Behavior
CSL 615	Group Counseling

COUNSELING MINISTRIES TRACK

(36 Hours)

Tier 1

(30 Hours)

CSL 501	Professional Orientation and Ethics
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
CSL 602	Counseling Skills and Techniques
CSL 611	Abnormal Human Behavior
CSL 615	Group Counseling

MAC Committee Evaluation & Oral Exam

Students must pass the MAC Committee Evaluation & Oral Exam before they can proceed to Tier 2 courses.

OPEN ELECTIVES

(6 Hours)

CSL 601	Appraisal and Assessment Techniques
CSL 605	Research
CSL 610	Topics in Counseling
CSL 616	Ethical and Legal Issues in Counseling
CSL 621	Psychopathology
CSL 625	Crisis Counseling
CSL 635	Addictions Counseling
CSL 701	Counseling Practicum I
CSL 702	Counseling Practicum II
CSL 793	Counseling Practicum III

*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.

M.A. COUNSELING PROGRAM MAP (PROFESSIONAL LICENSURE)

It is recommended that students follow the below degree map to register for courses.

Prerequisites*

BIB 105 Hermeneutics
 CRIS 300 Baptist Faith and Witness

PSY 101 Introduction to Psychology
 PSY 410 Integration of Theology and Psychology

FIRST YEAR

Fall	Spring	
CSL 501 Professional Orientation and Ethics	3 CSL 515 Counseling Methods	3
CSL 505 Counseling Theories	3 and Techniques	
CSL 510 Social, Cultural & Family Issues	3 CSL 520 Human Growth and Development	3
	3 CSL 535 Marriage & Family Counseling	3
		—
	9	9
	Summer	
	CSL 530 Lifestyle & Career Development	3

SECOND YEAR

Fall	Spring	
CSL 602 Counseling Skills in Helping Relationships	3 CSL 605 Research	3
CSL 611 Abnormal Human Behavior	3 CSL 616 Ethical and Legal Issues	3
CSL 615 Group Counseling	3 CSL 621 Psychopathology	3
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	9	9
Winter	Summer	
Committee Evaluation & Oral Exam	CSL 701 Counseling Practicum I	3

THIRD YEAR

Fall	Spring	
CSL 601 Appraisal & Assessment Techniques	3 CSL 610 Topics in Counseling**	3
CSL 625 Crisis Counseling	3 CSL 635 Addictions Counseling	3
CSL 702 Counseling Practicum II	3 CSL 703 Counseling Practicum III	3
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	9	9

*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.

**Course must be taken twice with different topics.

M.A. COUNSELING PROGRAM MAP (COUNSELING MINISTRIES)

It is recommended that students follow the below degree map to register for courses.

Prerequisites*

BIB 105 Hermeneutics
CRIS 300 Baptist Faith and Witness

PSY 101 Introduction to Psychology
PSY 410 Integration of Theology and Psychology

FIRST YEAR**Fall**

CSL 501 Professional Orientation and
Ethics
CSL 505 Counseling Theories
CSL 510 Social, Cultural & Family Issues

Spring

3 CSL 515 Counseling Methods & Techniques
3 CSL 520 Human Growth & Development
3 CSL 535 Marriage & Family Counseling

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9**Summer**

CSL 530 Lifestyle & Career Development 3

SECOND YEAR**Fall**

500-700 Open Elective
CSL 611 Abnormal Human Behavior
CSL 615 Group Counseling

Spring

3 CSL 602 Counseling Skills in Helping
3 Relationships
3 500-700 Open Elective

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*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

THEOLOGICAL AND BIBLICAL STUDIES

The [Master of Arts in Theological and Biblical Studies \(MATBS\)](#) is an academic degree to equip students to lead within the Church as biblical scholars and theologians. It provides graduate-level knowledge and academic skills, develops methodological acumen, and strengthens the doctrinal devotion necessary to teach successfully in ecclesial contexts immediately upon graduation or to pursue specialized and advanced graduate degrees to teach in academic contexts.

STUDENT 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 original language resources and skills;
2. Articulate significant Christian theological claims, including their historical development, (biblical and theological) warrants, and implications;
3. Conduct methodologically sound, graduate-level research and writing in fields that are pertinent to biblical and theological studies; and
4. Apply biblical and doctrinal content toward ecclesial ends.

For information concerning Cumulative Grade Point Average (CGPA), major GPA, course grade, and residency requirements, see the “Academic Policies” section of the *Academic Catalog*.

M.A. THEOLOGICAL AND BIBLICAL STUDIES CURRICULUM

Minimum Degree Requirements (36 Hours)

BIBLICAL STUDIES (6 Hours)		THEOLOGICAL STUDIES (6 Hours)	
GRK 501	Greek I	THS 512	Prolegomena and Trinitarianism
GRK 502	Greek II	THS 514	Anthropology, Hamartiology, and Soteriology
HEB 501	Hebrew I	THS 516	Baptist Ecclesiology & Eschatology
HEB 502	Hebrew II	THS 660	Patristic, Medieval, and Reformation Theology
GRK 620	Greek Exegetical Syntax I*	THS 665	Modern and Postmodern Theology
GRK 630	Greek Exegetical Syntax II		
HEB 620	Hebrew Exegetical Method I**		
HEB 630	Hebrew Exegetical Method II		
PHILOSOPHICAL STUDIES (3 Hours)		RESEARCH STUDIES (6 Hours)	
PHI 502	Philosophy of Religion	RES 501	Research in Biblical and Theological Studies
		RES 703	Graduate Thesis

THEOLOGICAL OR BIBLICAL STUDIES ELECTIVES
(15 Hours)Students may choose one of the following emphases:[†]

<u>Biblical Studies Emphasis</u> (15 Hours)	<u>Theological Studies Emphasis</u> (15 Hours)
NTS 500-700	New Testament Elective(s)
OTS 500-700	Old Testament Elective(s)
GRK 500-700	Greek Elective(s)
HEB 500-700	Hebrew Elective(s)
	THS 500-700
	PHI 500-700
	NTS 602
	OTS 602
	Theology Elective(s)
	Philosophy Elective(s)
	New Testament Theology
	Old Testament Theology

*Requires demonstrated mastery of Greek I/II

**Requires demonstrated mastery of Hebrew I/II

†Selecting an emphasis is optional. Twelve of the required fifteen elective hours would constitute an emphasis.

M.A. THEOLOGICAL & BIBLICAL STUDIES PROGRAM MAP

It is recommended that students follow the below degree map to register for courses.

FIRST YEAR

Fall		Spring	
RES 501	Research in Theological and Biblical Studies	3	500-600 Theological Studies course (see chart) 3
PHI 502	Philosophy of Religion	3	500-600 Biblical Languages course (see chart) 3
	500-600 Biblical Languages course (see chart)	3	500-700 Theological or Biblical Studies Elective 3
			9
			9

SECOND YEAR

Fall		Spring	
500-700	Biblical Languages course (see chart)	3	500-700 Theological or Biblical Studies Elective 3
500-600	Theological Studies course (see chart)	3	RES 703 Graduate Thesis 3
500-700	Theological or Biblical Studies Elective	3	500-700 Theological or Biblical Studies Elective 3
		9	9

Master of Divinity

The [Master of Divinity \(M.Div.\)](#) degree program equips students called to serve as Christian ministers by providing graduate-level knowledge in biblical, theological, and ministerial studies; strengthening doctrinal devotion; and developing methodological and ministerial acumen necessary to lead as pastors, chaplains, evangelists, and missionaries capable of pursuing specialized and advanced graduate degrees.

STUDENT 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 resources and 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. Apply biblical and doctrinal content toward devotional and ecclesial ends.

For information concerning Cumulative Grade Point Average (CGPA), major GPA, course grade, and residency requirements, see the “Academic Policies” section of the *Academic Catalog*.

MASTER OF DIVINITY CURRICULUM

Minimum Degree Requirements (90 Hours)

BIBLICAL STUDIES

(33 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 502	New Testament Introduction II
NTS 602	New Testament Theology
OTS 501	Old Testament Introduction I
OTS 502	Old Testament Introduction II
OTS 602	Old Testament Theology

THEOLOGICAL AND PHILOSOPHICAL STUDIES

(21 Hours)

PHI 502	Philosophy of Religion
PHI 620	Christian Ethics
THS 512	Prolegomena and Trinitarianism
THS 514	Anthropology, Hamartiology, and Soteriology
THS 516	Baptist Ecclesiology and Eschatology
THS 660	Patristic, Medieval, and Reformation Theology
THS 665	Modern and Postmodern Theology

MINISTERIAL STUDIES

(21 Hours)

CSL 540	Conflict Management
MIN 503	Personal Evangelism
MIN 701	Preparation of Expository Sermons
MIN 702	Delivery of Expository Sermons
MIN 715	Ministry Practicum

Two of the following:

COM 601	Intercultural Communication
MIN 612	Organizational Management
MIN 618	Financial Leadership and Marketing
MIN 621	History and Theology of Missions
MIN 623	World Religions

PASTORAL FORMATION

(6 Hours)

MIN 505	Christian Leadership
THS 710	Theology of Leadership

OPEN ELECTIVES

(9 Hours)

MASTER OF DIVINITY PROGRAM MAP

It is recommended that students follow the below degree map to register for courses.

FIRST YEAR

Fall		Spring	
BIB 505	Biblical Hermeneutics	3	GRK 502 Greek II
CSL 540	Conflict Management	3	MIN 503 Personal Evangelism
GRK 501	Greek I	3	THS 512 Prolegomena and Trinitarianism
PHI 502	Philosophy of Religion	3	<i>One of the following:</i>
			COM 601 Intercultural Communication
			MIN 612 Organizational Management
			MIN 618 Financial Leadership & Marketing
			MIN 621 History and Theology of Missions
			MIN 623 World Religions

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SECOND YEAR

Fall		Spring	
HEB 501	Hebrew I	3	HEB 502 Hebrew II
MIN 505	Christian Leadership	3	NTS 502 New Testament Introduction II
NTS 501	New Testament Introduction I	3	THS 516 Baptist Ecclesiology & Eschatology
THS 514	Anthropology, Hamartiology, & Soteriology	3	<i>One of the following:</i>
			COM 601 Intercultural Communication
			MIN 612 Organizational Management
			MIN 618 Financial Leadership & Marketing
			MIN 621 History and Theology of Missions
			MIN 623 World Religions

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THIRD YEAR

Fall			Spring		
MIN 701	Preparation of Expository Sermons	3	MIN 702	Delivery of Expository Sermons	3
NTS 602	New Testament Theology	3	OTS 502	Old Testament Introduction II	3
OTS 501	Old Testament Introduction I	3	THS 665	Modern and Postmodern Theology	3
THS 660	Patristic, Medieval, & Reformation Theology	3	500-700	Open Elective	3
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		12			12

FOURTH YEAR

Fall			Spring		
OTS 602	Old Testament Theology	3	MIN 715	Ministry Practicum	3
PHI 620	Christian Ethics	3	THS 710	Theology of Leadership	3
500-700	Open Elective	3	500-700	Open Elective	3
		<hr/>			<hr/>
		9			9



**CRISWELL
COLLEGE**



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.

ARB 601 Arabic I

An introduction to Modern Standard Arabic (MSA) and the Levantine dialect focusing on the four language skills of 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 of 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.

COM 601 Intercultural Communication

Explores advanced principles of intercultural communication from the fields of social psychology, cultural anthropology, sociolinguistics, applied linguistics, and communication theory, with specific applications to Christian Ministry in culturally diverse contexts.

CSL 501 Professional Orientation and Ethics

Examines the objectives of professional organizations, codes of ethics, legal aspects of practice, standards of preparation, and the role identity of persons providing direct counseling treatment intervention.

CSL 505 Counseling Theories

Introduces students to theories of counseling from a historical, chronological, and biblical perspective. The psychoanalytic, Adlerian, person-centered, humanistic-existential, cognitive-behavioral theories of counseling are identified and analyzed.

CSL 510 Social, Cultural, and Family Issues

Studies the changes of ethnic groups, gender issues, family systems, urban and rural societies, population patterns, cultural patterns, and differing lifestyles while addressing biblical, historical, and cultural perspectives and the impact current views have on the counseling relationship.

CSL 515 Counseling Methods and Techniques

Surveys the major counseling theories with a specific emphasis on the interventions and techniques used to provide individual, couple, family, and group counseling treatments and methods of practice.

CSL 520 Human Growth and Development

Surveys the stages of human intellectual, physical, social, and emotional development from prenatal origins through adulthood. Human growth and development across the lifespan will also be examined.

CSL 530 Lifestyle and Career Development

Explores the theories of vocational choice, career choice and lifestyle, sources of occupational and educational information, and career decision-making processes.

CSL 535 Marriage and Family Counseling

Explores the theories, methods, and techniques applied to counseling couples and families. Emphasis is placed on the historical development, as well as the theoretical and empirical foundations of attachment and systems theory, in order to develop conceptual skills for counseling.

CSL 540 Conflict Management

An examination of the causes of conflict, the role of emotional intelligence in conflict management, and techniques for conflict resolution.

CSL 601 Appraisal and Assessment Techniques

Reviews the principles, concepts, and procedures of systematic appraisal or assessment of an individual's attitudes, aptitudes, achievements, interests, and personal characteristics, which may include the use of both non-testing approaches and test instruments. (Prerequisites: CSL 616)

CSL 602 Counseling Skills in Helping Relationships

Teaches communication and interpersonal skills and counseling techniques necessary for building a therapeutic counseling relationship and serves as the foundation for future practicum courses under faculty supervision.

Requires students to address personal issues through individual counseling. (Open to counseling students only. Prerequisites: CSL 501, CSL 505, CSL 515; Cross-listed with CSL 650)

CSL 605 Research

Covers the methods of research which includes an overview of statistics and a thesis project. (Prerequisite: MAC Committee Evaluation & Oral Exam)

CSL 610 Topics in Counseling

Deepens the understanding and intervention of specific issues related to counseling and psychology as it relates to the counseling profession in practice. (Course may be repeated for credit when the counseling topic of study differs. Prerequisite: CSL 505, CSL 515)

CSL 611 Abnormal Human Behavior

Provides an examination of the various psychological disorders as well as theoretical, clinical, and experimental perspectives of the study of psychopathology. Emphasis on terminology, classification, etiology, assessment, and treatment of the major disorders. Upon successful completion of this course, students will be able to distinguish between normal and abnormal behavior patterns as well as demonstrate knowledge of etiology, symptoms, and applicable therapeutic techniques for the various mental disorders. (Prerequisite: CSL 520)

CSL 615 Group Counseling

Considers current theories and techniques in group therapy, including dynamics of interpersonal relationships 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. (Prerequisites: CSL 505, CSL 515)

CSL 616 Ethical and Legal Issues in Counseling

Examines the legal and ethical issues related to the practice of counseling including records management, an overview of business and family law, and the study of current board rules. Focuses on resolving ethical conflicts and preparing students for real world ethical dilemmas. (Prerequisite: MAC Committee Evaluation & Oral Exam)

CSL 621 Psychopathology

Investigates the criteria of psychiatric diagnosis, use of the current *Diagnostic and Statistical Manual of Mental Disorders* and the theories of psychopathology, and includes a basic knowledge of types of psychopharmacological medications, emerging technologies, and special populations. (Prerequisite: CSL 611)

CSL 625 Crisis Counseling

Surveys major theoretical models of crisis intervention in a variety of areas across modalities. Areas of emphasis may include contemporary research in suicidology, disaster psychology, and crisis management. (Prerequisites: CSL 505, CSL 515)

CSL 635 Addictions Counseling

Overviews and assessments of the major theories, interventions, and techniques related to addiction in the areas of, but not limited to, gambling, sexuality, eating, alcohol, and/or drugs. (Prerequisites: CSL 621)

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 in the spring prior to the year of graduation, after 36 hours have been completed.) (Cross-listed with CSL602)

CSL 701 Counseling Practicum I

Provides supervised direct and indirect counseling experience at an approved practicum site. Evaluation of students is based on videotaped, recorded sessions and associated case conceptualizations, demonstration of research-based theories and associated techniques, class participation, professionalism, strict adherence to ethical and legal standards, and a Practicum Portfolio required at the end of the semester. In addition, students receive ongoing weekly supervision from the Professor of Record and their Onsite Supervisor, who is also a licensed mental health professional. As part of the overall 300 (100 direct/200 indirect) counseling hours required for State Licensure, a minimum of 20 direct counseling hours and 50 indirect counseling hours are required for this course. (Prerequisite: MAC Committee Evaluation and Oral Exam)

CSL 702 Counseling Practicum II

Continues to provide supervised direct and indirect counseling experience at an approved practicum site. Students are evaluated based on videotaped, recorded sessions and associated case conceptualizations, demonstration of research-based theories and associated techniques, class participation, professionalism, strict adherence to ethical and legal standards, and a Practicum Portfolio required at the end of the semester. In addition, students receive ongoing weekly supervision from the Professor of

Record and their Onsite Supervisor, who is also a licensed mental health professional. As part of the overall 300 (100 direct/200 indirect) counseling hours required for State Licensure, a minimum of 40 direct counseling hours and 75 indirect counseling hours are required for this course. (Prerequisite: CSL 701 with a "B" or higher)

CSL 703 Counseling Practicum III

Continues to provide supervised direct and indirect counseling experience at an approved practicum site. Students are evaluated based on videotaped, recorded sessions and associated case conceptualizations, demonstration of research-based theories and associated techniques, class participation, professionalism, strict adherence to ethical and legal standards, and a Practicum Portfolio required at the end of the semester. In addition, students receive ongoing weekly supervision from the Professor of Record and their Onsite Supervisor, who is also a licensed mental health professional. As part of the overall 300 (100 direct/200 indirect) counseling hours required for State Licensure, a minimum of 40 direct counseling hours and 75 indirect counseling hours are required for this course.

(Prerequisite: CSL 702 with a "B" or higher)

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)

HUM 603 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.)

MIN 503 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.

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 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: MIN 503)

MIN 610 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 612 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.

MIN 614 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.

MIN 616 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.

MIN 618 Financial Leadership and Marketing

An introduction to the methods, techniques, policies, and practices related to financial leadership, marketing, and public relations for non-profit organizations. Focus will be placed on developing a biblical view of stewardship for leaders of non-profit organizations.

MIN 621 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: MIN 503)

MIN 623 World Religions

An examination of the histories, beliefs, philosophies, texts, and lived experiences of the world's major religious traditions from the perspective of a biblical worldview, including research conducted on at least one major religious tradition. The course may entail encounters with adherents of other religions via guest lectures or off-campus visits to sacred religious sites.

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.)

MIN 701 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 702 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 701)

MIN 711 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 701 or equivalent; Prerequisite may be taken concurrently: HEB 502)

MIN 712 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 701 or equivalent; Prerequisite may be taken concurrently: GRK 502)

MIN 714 Evangelism Practicum

An approved practical evangelistic project. Designed to offer students extensive supervised experience in a specific field of evangelism.

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 students in the last 24 credit hours of the program.)

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: MIN 503, MIN 701, 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 502 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 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 502, or equivalents)

NTS 602 New Testament Theology

A study of the significant theological concepts and themes found throughout the New Testament and of each writer's distinctive contribution to the overall message of the New Testament. This study relies on exegetical and historical analyses of key passages within the Greek New Testament, drawing attention to the history and methodological issues of the discipline as necessary. (Recommended Prerequisites: NTS 501, NTS 502)

NTS 610 New Testament Intensive

An advanced examination of selected books in the English Bible. (Course may be repeated for credit when the Bible book differs; Prerequisites: NTS 501, NTS 502, one of which may be taken concurrently)

NTS 615 Topics in New Testament Studies

A study of selected topics related to the language, history, background, hermeneutics, or theology of the New Testament. (Course may be repeated for credit when the topic differs. Prerequisite: NTS 501 or NTS 502; 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 502 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 550 Old Testament Backgrounds

An advanced intensive study of the historical, social, and literary contexts of the Old Testament. (Prerequisites: OTS 501, OTS 502, or equivalents)

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. (Recommended Prerequisites: OTS 501, OTS 502)

OTS 610 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, OTS 502, one of which may be taken concurrently)

OTS 615 Topics in Old Testament Studies

A study of selected topics related to the languages, history, background, hermeneutics, or theology of the Old Testament. (Course may be repeated for credit when the topic differs. Prerequisites: OTS 501 or OTS 502; 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 faith and reason are mutually exclusive, or synthesis, whether 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, a 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 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 620 Christian Ethics

A study of Christian ethics including biblical foundations, methods, and authority in moral decision-making. Emphasis will be placed on contemporary issues in culture and society as they relate to biblically-informed values. Special focus will be given to understanding the role of the church in the public sphere as well as to the importance of ethical virtues in the life of a minister.

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 500 Library Research*Non-credit*

A study in the use of a theological library and preparation of a graduate research paper according to the writing standards of Criswell College. (A lab fee applies.)

RES 501 Research in Theological and Biblical Studies

This course prepares students for academic success through instruction on the research process, research strategies, thesis topic selection, familiarization with form and style for papers and theses, use of library materials, computerized databases, and bibliographic resources. Attention is given to research writing, communication, and documentation.

RES 703 Graduate Thesis

Independent research and writing of a sixty to eighty page thesis on an approved topic under the supervision of a thesis committee appointed by the Academic Cabinet. (Course offered only upon request; Prerequisite: RES 702)

RES 704 Graduate Thesis Continuation*One Semester Hour*

The one-credit thesis continuation course is required of all students who, at the end of RES 703, are granted an additional semester by the thesis committee to complete the thesis. Thesis continuation is permitted for a maximum of only one additional semester. (Course offered only upon request; Prerequisite: RES 703)

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 512 Prolegomena and Trinitarianism
Provides advanced discussions to Prolegomena (including Bibliology), Theology Proper, Christology, Pneumatology, Protology, Providence, and Angelology 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.

THS 514 Anthropology, Hamartiology, and Soteriology
Provides advanced discussions to Anthropology, Hamartiology, and Soteriology (including Atonement, Regeneration, Justification, and Sanctification) 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.

THS 516 Baptist Ecclesiology and Eschatology
Provides advanced discussions to Ecclesiology and Eschatology, placing emphasis on the discussion as found within the context of distinctive beliefs of Baptists regarding the church and the kingdom.

THS 611 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; Prerequisite: Dependent on topic being covered in course.)

THS 660 Patristic, Medieval, and Reformation Theology
A survey of the development of Christian theology from the end of the Apostolic Period through the Reformation Period. Special emphasis is placed on the historical and theological movements and the theologians of the period.

THS 665 Modern and Postmodern Theology
An examination of the development of major theological perspectives from the rise of the Enlightenment to the present time. Attention is given to modernist and postmodernist theology in their major forms as well as major developments within evangelical theology, including varied reactions to the changing theological landscape.

THS 710 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. (Prerequisites may be taken concurrently: THS 512, THS 514, THS 516)



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