Contents

GENERAL INFORMATION ................................................................. 1
General Information ........................................................................ 2
  Historical Sketch ........................................................................ 2
  The Mission of Biola University ............................................... 2
  The University Vision ................................................................ 2
  Vision ...................................................................................... 3
  The Goals of the University ..................................................... 3
  Accreditation & Affiliations ............................................... 3
  Doctrinal Statement .................................................................. 4
  Teaching Biblical Studies ..................................................... 5
  Diversity Statement .................................................................. 6
  Chapel ....................................................................................... 6
  The Community of La Mirada ............................................. 6
  The Biola University Campus .............................................. 6
  Biola Educational Centers .................................................. 7
  The Library ................................................................................. 7
  Media Services .......................................................................... 8
  Center for Learning Enrichment, Assessment & Research
  (CLEAR) .................................................................................. 8
  The Role of Computers
  in the Educational Programs of the University ..................... 8
  Bookstore ................................................................................ 9
  Computer Store ....................................................................... 9

Financial Information ................................................................ 9
  Application Fee ........................................................................ 9
  Room ....................................................................................... 9
  Meal Plan ............................................................................... 9
  Graduate Student Housing Rates ....................................... 9
  General Fees .......................................................................... 11
  Special Fees—Undergraduate ........................................... 11
  Special Fees—Graduate ....................................................... 11
  Music Fees ............................................................................ 12
  Typical Costs .......................................................................... 12
  Payment Options .................................................................... 12
  Personal Checks ...................................................................... 12
  Down Payment ........................................................................ 13
  Finance Charges ...................................................................... 13

Financial Aid Information ............................................................ 15
  Undergraduate Financial Aid ............................................ 15
  Graduate Financial Aid ...................................................... 17
  General Financial Aid Information .................................... 17
  Application for Aid ............................................................. 17
  Financial Aid Disbursements ............................................ 18
  Financial Aid Withdrawal / Return of Aid Policy .................. 18
  Satisfactory Academic Progress Policy .............................. 18

Admission, Registration & Graduation Requirements .................. 20
  Enrollment Deposit ............................................................ 20
  Re-Admission ........................................................................ 20
  Admission of Non-Native English-Speaking Students .......... 20
  Veterans .............................................................................. 23
  Course Selection (WebReg, Phase I) ................................... 23
  Registration (WebReg, Phase II) ........................................ 23
  Add / Drops ........................................................................... 23
  Withdrawal ............................................................................ 23
  Student's Records ............................................................... 23
  Attendance ............................................................................. 23
  Grades .................................................................................... 23
  Repeated Courses .............................................................. 24
  Grade Reports ....................................................................... 25
  Grade Changes ...................................................................... 25
  Dean's List ............................................................................. 25
  Auditors ................................................................................ 25
  Academic Load .................................................................... 25
  Independent Study / Arranged Course .............................. 25
  Classification of Students ................................................... 25
  Numbering of Courses ........................................................ 26
  Family Education Rights & Privacy Act ............................. 26
  Transcript Request ............................................................... 26
  Name Changes ...................................................................... 27
  Extracurricular Activities .................................................... 27
  Degrees Offered .................................................................... 27
  Undergraduate Programs .................................................. 28
  Graduate Programs ............................................................ 30
  Commencement .................................................................... 31
  Summary of University Enrollment Fall Semester 2006 ....... 31
  Summary of University Graduating Class 2005-2006 Academic Year ................................................. 31
  Graduation Rate Disclosure ................................................ 32

Academic & Behavioral Standards ............................................ 32
  Statement of Satisfactory Academic Progress ..................... 32
  Academic Probation ............................................................. 32
  Financial Aid ................................................................. 33
  Athletics & Extracurricular Activities .................................. 33
  Academic Integrity ............................................................... 33
  Fraudulent Records ............................................................. 33
  Standards of Conduct ......................................................... 34

Student Services ........................................................................ 35
  Residence Life ........................................................................ 35
  The Residence Halls ............................................................. 35
  Housing for Graduate Students ........................................ 35
  Residence Requirements .................................................... 35
  Housing Reservation ........................................................... 35
  Continuing Students:
    Procedure for Reserving Campus Housing ....................... 36
  Commuter Students ............................................................. 36
  Food Service ......................................................................... 36
  Duplicating Center ............................................................... 36
  Bookstore ............................................................................. 36
  Computer Store ................................................................. 36
  Health Services ................................................................. 37
  Campus Safety ....................................................................... 37
  Immigration Services .......................................................... 37
  International Student Services .......................................... 37
  The Learning Center ............................................................ 37
Introduction

Off-campus Programs

- Curriculum Requirements
- Biola Baja (BAJA)
- Biola London Semester (BLS)
- Au Sable Institute of Environmental Studies (AU)
- Biola Sundance (SD)
- Creation Care Study Program (CCSP)
- Development Studies Program in Honduras (DSP)
- Focus on the Family Institute (FFI)
- International Business Institute
- International Student Exchange Program (ISE)
- New York Center for Art & Media Studies (NYB)
- CCCU: Off-campus Study Programs
- CCCU Summer Programs
- Other Off-campus Study Opportunities
- Summer Session
- Interterm
- Army ROTC
- Air Force ROTC
- Summer Institute of Linguistics at Biola

Undergraduate Programs

- High School Record
- Admission Procedure
- Home-schooled Students
- Notification
- Transfer Students
- Community College Transfer
- Distance Education
- Bible Residency Requirement
- General Education Requirements for Transfer Students
- Advanced Placement Program
- College Level Examination Program
- Challenging a Course
- Academic Standards
- General Education Program
- General Education Course Substitutions
- Electives

Torrey Honors Institute

- Mission & Learning Outcomes
- Program Plan
- Torrey Houses
- Torrey Certificate
- Admission Requirements
- English Requirements
- Advanced Placement Credit
- Transfer Students
- Torrey Off-campus
- Courses (YMDT)

Pre-Professional Programs

- Pre-Medicine
- Pre-Dentistry
- Pre-Chiropractic
- Pre-Physical Therapy
- Other Post-Graduate Health Professional Programs
- Pre-Law
- Pre-Engineering
- Pre-Speech / Language Pathology & Pre-Audiology
- Pre-Seminary
- Pre-Bible Translation

Student Activities

- Spiritual Formation
- Student Government For Undergraduates
- Student Government for Graduate Students
- Student Missionary Union
- Athletics
- Student Publications
- Theatre Productions
- Forensics
- Student Ministry

UNDERGRADUATE PROGRAMS

- Numbering of Courses
- Anthropology
- Mission & Learning Outcomes
- Degree Program
- Major
- Minors
- Courses (ANTH)
- Art
- Mission
- Learning Outcomes
- Degree Program
- Major
- Minor
- Admissions & Program Requirements
- Courses (ARTS)
- Biblical & Theological Studies
- Mission & Learning Outcomes
- Degree Program
- General Bible Requirements
- Christian Ministries Certificate Program
- Biblical Studies Challenge Exam
- Courses (BBST)

Biblical Languages

- Mission & Learning Outcomes
- Courses

Biological Sciences

- Mission & Learning Outcomes
- Degree Program
- Majors
- Minor
- Admission Requirements
- English Requirements
- Courses (BIOS)
Business Administration ...................................................... 79
Mission & Learning Outcomes ...................................................... 79
Degree Program ........................................................................ 79
Majors .......................................................................................... 80
Minor ............................................................................................ 80
Admission Requirements ......................................................... 80
Courses (BUSN) .......................................................................... 80
Chemistry .................................................................................... 84
Mission & Learning Outcomes ...................................................... 84
Degree Program ........................................................................ 84
Minor ............................................................................................ 84
Biochemistry ................................................................................ 85
Mission & Learning Outcomes ...................................................... 85
Degree Program ........................................................................ 85
Courses (CHEM) ......................................................................... 85
Christian Education .................................................................... 86
Mission & Learning Outcomes ...................................................... 86
Degree Program ........................................................................ 87
Minor ............................................................................................ 86
Courses (CEED) .......................................................................... 88
Communication Disorders .......................................................... 90
Mission & Learning Outcomes ...................................................... 90
Degree Program ........................................................................ 90
Major: Communication Disorders ............................................. 90
Courses (CODS) ......................................................................... 90
Communication Studies .............................................................. 92
Mission & Learning Outcomes ...................................................... 92
Degree Programs ........................................................................ 92
Major: Communication .................................................................. 93
Minor ............................................................................................ 93
Courses (COMM) ........................................................................ 93
Computer Science ....................................................................... 95
Mission & Learning Outcomes ...................................................... 95
Degree Program ........................................................................ 95
Majors .......................................................................................... 95
Minor ............................................................................................ 96
Courses (CSCI) ........................................................................... 96
Education ...................................................................................... 97
Mission & Learning Outcomes ...................................................... 97
Liberal Studies Degree Program .................................................. 98
Professional Teacher Preparation .............................................. 99
Courses (LEDU) .......................................................................... 100
English ........................................................................................ 102
Mission & Learning Outcomes ...................................................... 102
Degree Program ........................................................................ 102
Majors .......................................................................................... 102
Minor ............................................................................................ 103
International Students ............................................................... 103
English Second Language (ESL) .................................................. 103
Courses (ENGL) .......................................................................... 103
History ......................................................................................... 105
Mission ........................................................................................ 105
Learning Outcomes .................................................................. 105
Degree Program ........................................................................ 105
Minor ............................................................................................ 106
Courses (HIST) ........................................................................... 106
Geography .................................................................................... 110
Mission ........................................................................................ 110
Degree Programs ........................................................................ 110
Majors .......................................................................................... 112
Minor ............................................................................................ 113
Courses (HGEA) ......................................................................... 111
Humanities ................................................................................... 110
Mission & Learning Outcomes ...................................................... 110
Degree Program ........................................................................ 110
Intercultural Studies ................................................................. 111
Mission & Learning Outcomes ...................................................... 111
Degree Program ........................................................................ 112
Minor ............................................................................................ 113
Courses (INCS) ........................................................................... 113
Kinesiology, Health & Physical Education ................................... 117
Mission ........................................................................................ 117
Learning Outcomes .................................................................. 117
Degree Programs ........................................................................ 117
Majors .......................................................................................... 117
Minor ............................................................................................ 118
Courses (PEED) ........................................................................... 118
Applied Linguistics & TESOL ...................................................... 120
Applied Linguistics .................................................................... 120
Summer Institute of Linguistics at Biola ..................................... 120
TESOL .......................................................................................... 121
Courses ........................................................................................ 121
Mass Communication .................................................................. 123
Mission & Learning Outcomes ...................................................... 123
Degree Programs ........................................................................ 123
Majors .......................................................................................... 123
Admission Requirements:
Film-Television-Radio program .............................................. 124
On-campus Study Opportunities .............................................. 125
Off-campus Study Opportunities .......................................... 126
Courses (MCOM) ........................................................................ 126
Mathematics ................................................................................. 132
Mission & Learning Outcomes ...................................................... 132
Degree Program ........................................................................ 132
Majors .......................................................................................... 132
Minor ............................................................................................ 132
Courses (MATH) ......................................................................... 132
Modern Languages ...................................................................... 135
Mission & Learning Outcomes ...................................................... 135
Degree Program ........................................................................ 135
Majors .......................................................................................... 135
Minor ............................................................................................ 135
Admission Requirements ......................................................... 135
Courses ........................................................................................ 135
Conservatory of Music ............................................................... 137
Mission ........................................................................................ 137
Learning Outcomes .................................................................. 137
Degree Programs ........................................................................ 137
Majors .......................................................................................... 139
Minor ............................................................................................ 139
Admission Requirements ......................................................... 139
Special Programs / Opportunities .............................................. 139
Courses (MUSC) ........................................................................... 140
<table>
<thead>
<tr>
<th>Page</th>
<th>Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>Introduction</td>
</tr>
<tr>
<td>18</td>
<td>Nursing</td>
</tr>
<tr>
<td>18</td>
<td>Mission</td>
</tr>
<tr>
<td>18</td>
<td>Learning Outcomes</td>
</tr>
<tr>
<td>18</td>
<td>Overview</td>
</tr>
<tr>
<td>18</td>
<td>Philosophy</td>
</tr>
<tr>
<td>17</td>
<td>Statement of Purpose</td>
</tr>
<tr>
<td>17</td>
<td>Degree Program</td>
</tr>
<tr>
<td>17</td>
<td>Admission Requirements</td>
</tr>
<tr>
<td>18</td>
<td>Transfer / Challenge Policy</td>
</tr>
<tr>
<td>15</td>
<td>Courses (NURS)</td>
</tr>
<tr>
<td>15</td>
<td>Philosophy</td>
</tr>
<tr>
<td>15</td>
<td>Mission &amp; Learning Outcomes</td>
</tr>
<tr>
<td>15</td>
<td>Degree Program</td>
</tr>
<tr>
<td>15</td>
<td>Minor</td>
</tr>
<tr>
<td>15</td>
<td>Courses (PHIL)</td>
</tr>
<tr>
<td>15</td>
<td>Physics - Physical Sciences-Engineering Physics</td>
</tr>
<tr>
<td>15</td>
<td>Mission &amp; Learning Outcomes</td>
</tr>
<tr>
<td>15</td>
<td>Degree Program</td>
</tr>
<tr>
<td>15</td>
<td>Majors</td>
</tr>
<tr>
<td>15</td>
<td>Minors</td>
</tr>
<tr>
<td>15</td>
<td>Courses (PHSC)</td>
</tr>
<tr>
<td>15</td>
<td>Political Science</td>
</tr>
<tr>
<td>15</td>
<td>Mission &amp; Learning Outcomes</td>
</tr>
<tr>
<td>15</td>
<td>Degree Program</td>
</tr>
<tr>
<td>15</td>
<td>Off-campus Programs</td>
</tr>
<tr>
<td>15</td>
<td>Courses (POSC)</td>
</tr>
<tr>
<td>15</td>
<td>Psychology</td>
</tr>
<tr>
<td>15</td>
<td>Mission &amp; Learning Outcomes</td>
</tr>
<tr>
<td>15</td>
<td>Admission Requirements</td>
</tr>
<tr>
<td>15</td>
<td>Degree Program</td>
</tr>
<tr>
<td>15</td>
<td>Minor</td>
</tr>
<tr>
<td>15</td>
<td>Courses (PSYC)</td>
</tr>
<tr>
<td>15</td>
<td>Social Science</td>
</tr>
<tr>
<td>15</td>
<td>Mission &amp; Learning Outcomes</td>
</tr>
<tr>
<td>15</td>
<td>Degree Program</td>
</tr>
<tr>
<td>15</td>
<td>Sociology</td>
</tr>
<tr>
<td>15</td>
<td>Mission</td>
</tr>
<tr>
<td>15</td>
<td>Learning Outcomes</td>
</tr>
<tr>
<td>15</td>
<td>Degree Program</td>
</tr>
<tr>
<td>15</td>
<td>Minor</td>
</tr>
<tr>
<td>15</td>
<td>Courses (SOCI)</td>
</tr>
<tr>
<td>15</td>
<td>Applied Linguistics &amp; TESOL</td>
</tr>
<tr>
<td>15</td>
<td>General Studies</td>
</tr>
<tr>
<td>15</td>
<td>Mission &amp; Learning Outcomes</td>
</tr>
<tr>
<td>15</td>
<td>Courses (GNST)</td>
</tr>
<tr>
<td>173</td>
<td>SCHOOL OF PROFESSIONAL STUDIES</td>
</tr>
<tr>
<td>172</td>
<td>Undergraduate Programs</td>
</tr>
<tr>
<td>172</td>
<td>Objectives</td>
</tr>
<tr>
<td>172</td>
<td>International Student Education</td>
</tr>
<tr>
<td>173</td>
<td>English Language Studies Program (ELSP)</td>
</tr>
<tr>
<td>173</td>
<td>Program Description</td>
</tr>
<tr>
<td>173</td>
<td>Curriculum</td>
</tr>
<tr>
<td>173</td>
<td>Courses (EILI)</td>
</tr>
<tr>
<td>175</td>
<td>BOLD Program</td>
</tr>
<tr>
<td>175</td>
<td>Program Description</td>
</tr>
<tr>
<td>175</td>
<td>Admission Requirements</td>
</tr>
<tr>
<td>176</td>
<td>Organizational Leadership</td>
</tr>
<tr>
<td>176</td>
<td>Mission &amp; Learning Outcomes</td>
</tr>
<tr>
<td>176</td>
<td>Degree Program</td>
</tr>
<tr>
<td>177</td>
<td>Courses (ORLD)</td>
</tr>
<tr>
<td>179</td>
<td>Psychology</td>
</tr>
<tr>
<td>179</td>
<td>Mission &amp; Learning Outcomes</td>
</tr>
<tr>
<td>179</td>
<td>Degree Program</td>
</tr>
<tr>
<td>179</td>
<td>Courses (CPSY)</td>
</tr>
<tr>
<td>181</td>
<td>Graduate Programs</td>
</tr>
<tr>
<td>181</td>
<td>Delivery Formats</td>
</tr>
<tr>
<td>182</td>
<td>Master of Arts in Christian Apologetics</td>
</tr>
<tr>
<td>182</td>
<td>Mission &amp; Learning Outcomes</td>
</tr>
<tr>
<td>182</td>
<td>Graduation Requirements</td>
</tr>
<tr>
<td>182</td>
<td>Admission Requirements</td>
</tr>
<tr>
<td>182</td>
<td>Courses (CSAP)</td>
</tr>
<tr>
<td>185</td>
<td>Independent Study Courses</td>
</tr>
<tr>
<td>185</td>
<td>Master of Arts in Organizational Leadership</td>
</tr>
<tr>
<td>185</td>
<td>Mission &amp; Learning Outcomes</td>
</tr>
<tr>
<td>185</td>
<td>Graduation Requirements</td>
</tr>
<tr>
<td>185</td>
<td>Admission Requirements</td>
</tr>
<tr>
<td>186</td>
<td>Courses (CSOL)</td>
</tr>
<tr>
<td>189</td>
<td>Master of Arts in Science &amp; Religion</td>
</tr>
<tr>
<td>189</td>
<td>Mission &amp; Learning Outcomes</td>
</tr>
<tr>
<td>189</td>
<td>Graduation Requirements</td>
</tr>
<tr>
<td>189</td>
<td>Curriculum</td>
</tr>
<tr>
<td>189</td>
<td>Admission Requirements</td>
</tr>
<tr>
<td>190</td>
<td>Courses (CSSR)</td>
</tr>
<tr>
<td>193</td>
<td>TALBOT SCHOOL OF THEOLOGY</td>
</tr>
<tr>
<td>194</td>
<td>Talbot School of Theology</td>
</tr>
<tr>
<td>194</td>
<td>Mission</td>
</tr>
<tr>
<td>194</td>
<td>Degrees Offered</td>
</tr>
<tr>
<td>197</td>
<td>Support Services</td>
</tr>
<tr>
<td>198</td>
<td>Placement</td>
</tr>
<tr>
<td>199</td>
<td>Admission Requirements</td>
</tr>
<tr>
<td>201</td>
<td>Graduation Information</td>
</tr>
<tr>
<td>203</td>
<td>Master of Divinity</td>
</tr>
<tr>
<td>203</td>
<td>Mission &amp; Learning Outcomes</td>
</tr>
<tr>
<td>204</td>
<td>Admission Requirements</td>
</tr>
<tr>
<td>204</td>
<td>Emphasis Requirements</td>
</tr>
<tr>
<td>205</td>
<td>Graduation Requirements</td>
</tr>
<tr>
<td>212</td>
<td>Please Note</td>
</tr>
<tr>
<td>213</td>
<td>Master of Arts</td>
</tr>
<tr>
<td>213</td>
<td>Mission &amp; Learning Outcomes</td>
</tr>
<tr>
<td>213</td>
<td>Admission Requirements</td>
</tr>
<tr>
<td>213</td>
<td>Graduation Requirements</td>
</tr>
<tr>
<td>214</td>
<td>Emphasis Requirements</td>
</tr>
<tr>
<td>214</td>
<td>Curriculum</td>
</tr>
<tr>
<td>219</td>
<td>Master of Arts in Christian Education</td>
</tr>
</tbody>
</table>
General Academic Information ................................................. 306
Courses .................................................................................... 308

SCHOOL OF INTERCULTURAL STUDIES ........................................ 317
School of Intercultural Studies ...................................................... 318
Mission ...................................................................................... 318
Anthropology, Intercultural Education & Missiological Studies ........................................ 318
Mission ...................................................................................... 318
Learning Objectives .................................................................... 318
Degrees Offered .......................................................................... 319
Numbering of SICS Courses ...................................................... 319
Extension Centers ........................................................................ 319
Admission Requirements ............................................................ 319
Program Requirements ............................................................... 320
Master of Arts in Missions .......................................................... 321
Mission & Learning Outcomes .................................................... 321
Admission Requirements ............................................................ 321
Graduation Requirements ........................................................... 321
Curriculum .................................................................................. 321
Doctor of Missiology ................................................................. 322
Program Requirements ............................................................... 322
Time Limit for Degree Completion .............................................. 322
Withdrawal & Re-admission Procedures ...................................... 322
Leave of Absence ....................................................................... 323
Oral Interview ............................................................................ 323
Comprehensive Examinations .................................................... 323
Field Ministry & Language Requirement .................................... 323
Admission to Candidacy ............................................................. 323
Dissertation ................................................................................ 323
Final Oral Examination .............................................................. 323
Graduation Requirements ........................................................... 323
Doctor of Philosophy ................................................................. 324
Program Requirements ............................................................... 324
Time Limit for Degree Completion .............................................. 324
Withdrawal & Re-admission Procedures ...................................... 324
Leave of Absence ....................................................................... 324
Oral Interview & Admission to Doctoral Study ......................... 324
Comprehensive Examinations .................................................... 324
Admission to Candidacy ............................................................. 325
Dissertation ................................................................................ 325
Final Oral Examination .............................................................. 325
Graduation Requirements ........................................................... 325
Residency Requirement .............................................................. 325
Courses ...................................................................................... 325
Applied Linguistics & TESOL (ALT) .............................................. 331
Mission & Learning Outcomes .................................................... 331
Admission Requirements ............................................................ 331
Foundational Requirements ...................................................... 332
Program Requirements ............................................................... 332
Graduation Requirements ........................................................... 332
Curriculum .................................................................................. 332
Course Descriptions ................................................................. 334

SCHOOL OF EDUCATION .......................................................... 341
School of Education ..................................................................... 342
Mission ...................................................................................... 342
Learning Outcomes ................................................................. 342
Program Options ........................................................................ 343
Admission Requirements ............................................................ 343
M.A.Ed. and Credential Combined ............................................ 344
Transfer of Credits / Units ........................................................... 344
Teaching Credentials ................................................................. 344
Professional Clear Credential Requirements ............................... 345
Credential Coursework ............................................................... 345
Master Degree Coursework ....................................................... 346
Courses (SEED) ........................................................................... 347

SCHOOL OF BUSINESS ............................................................. 353
Master of Business Administration ............................................. 354
Mission & Learning Outcomes .................................................... 354
Distinctives .............................................................................. 354
Admission Requirements ............................................................ 354
Graduation Requirements ........................................................... 355
Calendar .................................................................................... 355
Courses (MBAD) ......................................................................... 355

APPENDIX ................................................................................. 359
Appendix .................................................................................... 360
Board of Trustees ........................................................................ 360
Board of Reference ..................................................................... 360
University Administration .......................................................... 360
University Faculty 2007-08 Academic Year .................................. 361
University Faculty Emeriti .......................................................... 375
Scholarships .............................................................................. 377
Current Endowed Scholarships ................................................. 377
Current Expendable Scholarships .............................................. 378
Academic Calendar 2007–2008 .................................................... 379
Summer Semester 2007 ............................................................ 379
Fall Semester 2007 .................................................................... 379
Interterm 2008 ........................................................................... 380
Spring Semester 2008 ............................................................... 380
Summer Session 2008 .............................................................. 381

INDEX ....................................................................................... 383
Index ......................................................................................... 384
General Information

Carrying on a tradition of educational excellence that dates back over 90 years, Biola University now encompasses: the School of Arts & Sciences, Talbot School of Theology, Rosemead School of Psychology, the School of Intercultural Studies, the School of Business, the School of Professional Studies and the School of Education. Offering four baccalaureate degrees in 28 majors, 17 masters and seven doctoral degrees, Biola's commitment to academic excellence is firmly rooted in its adherence to an in-depth, knowledgeable and living Christianity. Each year, over 5,600 students find Biola's unique blend of faith and learning conducive to their academic and vocational goals.

Historical Sketch

The cornerstone of the original Bible Institute building in Los Angeles was laid on May 31, 1913, and dedicated with these words:

“For the teaching of the truths for which the Institute stands, its doors are to be open every day of the year, and all people, without reference to race, color or class will ever be welcome to its privileges.”

Spoken by Lyman Stewart, president of the Institute and co-founder of the Union Oil Company, these words capture the vision of Biola's founders. Stewart, together with T.C. Horton, initiated the Bible Institute, with the first permanent organization taking shape in 1908. By 1912, the school had grown sufficiently in its outreach and constituency to call R.A. Torrey, a leader in the field of Christian education, as the first dean.

The next nine decades have witnessed tremendous growth in the development and outreach of the school. Under the leadership of Dr. Louis T. Talbot, president from 1932 to 1952, the Bible Institute program became a four-year course, leading to degrees in theology, Christian education, and sacred music. The School of Missionary Medicine was created in 1945, laying the foundation for Biola's current baccalaureate nursing program. In 1949, the Bible Institute was renamed Biola College.

Dr. Samuel H. Sutherland became president in 1952, and with his leadership the college obtained regional and professional accreditation. Additionally, many new programs of study were introduced, including Talbot Theological Seminary. The demands imposed by the growing student body and the enlarged curriculum prompted the purchase of a 75-acre site in La Mirada.

Biola moved to the new site in 1959.

Dr. Sutherland retired as president in 1970, but continued to lend leadership as a member of Biola's Board of Trustees. That same year, Dr. J. Richard Chase became Biola's sixth president.

In 1977, the graduate programs of Rosemead Graduate School of Professional Psychology were acquired by Biola and relocated on the La Mirada campus. The undergraduate programs in psychology were merged with Rosemead's graduate programs in the fall of 1981, forming the present Rosemead School of Psychology.

Under the leadership of Dr. J. Richard Chase, Biola College became Biola University on July 1, 1981. The University was composed of the School of Arts & Sciences, Talbot Theological Seminary and Rosemead School of Psychology.

Dr. Clyde Cook became the seventh president of Biola on June 1, 1982. Under his leadership, the School of Intercultural Studies was instituted as part of the University in 1983. Talbot Theological Seminary became Talbot School of Theology in the fall of 1983 as a result of the merger between the appropriate undergraduate and graduate level programs.

The Board approved the establishment of the School of Business in 1993, the School of Continuing Studies in 1994, now called the School of Professional Studies and the School of Education in 2006. These seven schools now compose the academic structure of Biola University.

Because of the University's heritage and commitment, its academic basis is broader than that of the standard college of arts and sciences. Terminal and preparatory programs lead to service in church-related vocations and the many other vocations and professions embraced by the present curricula. In addition, the University is a Christian institution of higher education without any denominational affiliation.

From an institute to a university, Biola's cornerstone has remained the same: commitment to Jesus Christ, the inerrancy of Scripture and biblical Christianity (within an evangelical Protestant framework), as well as to the spiritual, academic and holistic growth of those who are personally committed to Him.

The Mission of Biola University

The mission of Biola University is biblically-centered education, scholarship, and service—equipping men and women in mind and character to impact the world for the Lord Jesus Christ.

The University Vision

Biola’s vision for the future provides a vivid mental image that has been developed by considering the University’s rich heritage, its stated mission and the current cultural and internal landscape. From this vision, the specific plans and initiatives flow that will bring to life the purposes that God has set in the hearts of its leadership. When used to its fullest, a vision helps an organization to focus its energies and resources on those endeavors that best support the goals, ideas or objectives that it hopes to accomplish.
Vision
Biola University’s vision is to be an exemplary Christian university characterized as a community of grace that promotes and inspires personal life transformation in Christ, which illuminates the world with His light and truth. Further, as a global center for Christian thought and an influential evangelical voice that addresses crucial cultural issues, Biola University aspires to lead, with confidence and compassion, an intellectual and spiritual renewal that advances the purpose of Christ.

The Goals of the University
The University seeks to educate Christian men and women in undergraduate and graduate programs to produce thinking Christians who:

1. Are broadly educated with a biblical foundation and worldview.
   - Appreciate with discernment the breadth of ideas and creative expressions that have shaped humanity.
   - Apply critical thinking in order to:
     - reason logically,
     - use a broad range of investigative approaches, and
     - exercise faith appropriately in the process of critical thinking.
   - Communicate and defend their ideas on the basis of evidence.
   - Hold and apply a biblically-based system of values and beliefs.
   - Develop a commitment to cross-cultural understanding and engagement in order to function and serve in a diverse world.
   - Seek to view themselves and others as God does.
   - Participate in service and experiential learning opportunities.
2. Demonstrate competence in the set of knowledge, skills and attitudes appropriate to their fields and levels of study.
   - Demonstrate competence in written and oral expression, observing the conventions of their discipline.
   - Integrate major fields of study with a biblical worldview.
   - Apply ethical principles that are consistent with biblical values

3. Understand and apply biblical knowledge.
   - Demonstrate knowledge and understanding of the Bible.
   - Understand the historical roots of the Christian faith and its relevance to contemporary civilization.
   - Appropriate biblical knowledge as the foundation for continued character development and formation in the image of Christ.
4. Articulate and live out a biblical worldview.
   - Engage the world of ideas.
   - Engage their vocations as faithful stewards of God's calling.
   - Live with integrity.
   - Serve the body of Christ and others as Christ served.
   - Carry out Christ’s commission to make disciples of all nations.
   - Live as responsible citizens.

Accreditation & Affiliations
Biola University holds institutional accreditation by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges* (1961). In addition, the institution and certain of its programs are accredited by the American Psychological Association (1980), the Association of Theological Schools (1977), the National Association of Schools of Music (1970), the State of California Board of Registered Nursing (1966), the National League for Nursing Accrediting Commission (1972), the California Commission for Teacher Preparation and Licensing (1960), the Association of Collegiate Business Schools and Programs (1997) and the National Association of Schools of Art and Design (1998).

Note: Dates in ( ) reflect the initial approval date.

Biola University is authorized to train students under the Veteran’s Bill of Rights. In addition, the University is affiliated with a number of professional organizations, of which the following are representative:

American Anthropological Association; American Association of Colleges for Teacher Education; American Association of Collegiate
not only in this world, but also in that which is to come, and put all authority and power and dominion, and every name that is named, Jesus ascended into heaven, and the Father caused Him to sit at 

dead the body that had been nailed to the cross. The Lord Jesus 

and signs exactly as is recorded in the four Gospels. He was put 

vid. He lived and taught and wrought mighty works and wonders 

Holy Spirit and born of a virgin—Mary, a lineal descendant of Da 

Our Lord Jesus was supernaturally conceived by the power of the 

in three Persons—Father, Son and Holy Spirit.

The Bible, consisting of all the books of the Old and New Testa 
ments, is the Word of God, a supernaturally given revelation from 

God Himself, concerning Himself, His being, nature, character, will 

and purposes; and concerning man, his nature, need and duty 

destiny. The Scriptures of the Old and New Testaments are 

without error or misstatement in their moral and spiritual teach 

The Lord Jesus became in every respect a real man, possessed of 

all the essential characteristics of human nature.

By His death on the cross, the Lord Jesus made a perfect atone 
ment for sin, by which the wrath of God against sinners is 

appeased and a ground furnished upon which God can deal in 

mercy with sinners. He redeemed us from the curse of the law by 

becoming a curse in our place. He who Himself was absolutely 

without sin was made to be sin on our behalf that we might be 

come the righteousness of God in Him. The Lord Jesus is coming 

again to his earth, personally, bodily, and visibly. The return of our 

Lord is the blessed hope of the believer, and in it God’s purposes 

of grace toward mankind will find their consummation.

The Holy Spirit is a person, and is possessed of all the distinctively 

divine attributes. He is God.

Man was created in the image of God, after His likeness, but 

the whole human race fell in the fall of the first Adam. All men, 

until they accept the Lord Jesus as their personal Savior, are lost, 

darkened in their understanding, alienated from the life of God 

through the ignorance that is in them, hardened in heart, morally 

and spiritually dead through their trespasses and sins. They can 

not see, nor enter the Kingdom of God until they are born again of 

the Holy Spirit.

Men are justified on the simple and single ground of the shed 
blood of Christ and upon the simple and single condition of faith 
in Him who shed the blood, and are born again by the quickening, 

renewing, cleansing work of the Holy Spirit, through the instrumen 
tality of the Word of God.

All those who receive Jesus Christ as their Savior and their Lord, 

and who confess Him as such before their fellow men, become 

children of God and receive eternal life. They become heirs of God 

and joint-heirs with Jesus Christ. At death their spirits depart to be 

with Christ in conscious blessedness, and at the Second Coming 
of Christ their bodies shall be raised and transformed into the like 

ness of the body of His glory.
All those who persistently reject Jesus Christ in the present life shall be raised from the dead and throughout eternity exist in the state of conscious, unutterable, endless torment and anguish.

The Church consists of all those who, in this present dispensation, truly believe in Jesus Christ. It is the body and bride of Christ, which Christ loves and for which He has given Himself.

There is a personal devil, a being of great cunning and power: “The prince of the power of the air,” “The prince of this world,” “The god of this age.” He can exert vast power only so far as God suffers him to do so. He shall ultimately be cast into the lake of fire and brimstone and shall be tormented day and night forever.

Note: This doctrinal statement, presented here as originally conceived by the founders of the organization, has been and continues to be the stated theological position of Biola University. Where “man” is used, referring to the human race, it includes both genders. In addition, the following explanatory notes indicate the organization’s understanding and teaching position on certain points which could be subject to various interpretations:

In fulfillment of God’s historical purpose for humanity to rule and establish God’s kingdom on earth (Gen. 1:28; Ps. 8:4-8; Matt. 6:10 Heb. 2:6-9), the Scriptures teach a millennial reign of Christ with his saints on earth following his literal return. The nation of Israel, having been redeemed, will play a central role in bringing the blessings of salvation to all nations during the millennium in fulfillment of biblical prophecies (e.g., Is. 2:1-4, 11:1-12; Jer. 23:5-6; Ezek. 37; Amos 9:9-15; Zech. 14; Matt. 19:28; Acts 1:6, 3:19-21; Rev. 20:4-7). Following the millennium, this kingdom will be merged into the eternal kingdom (I Cor. 15:22-28).

Before these millennial events, the believers will be caught up to meet the Lord in the air (I Thess. 4:13-17). The time of this “rapture” is unknown, and thus believers are to live constantly watchful and ready.

The existence and nature of the creation is due to the direct miraculous power of God. The origin of the universe, the origin of life, the origin of kinds of living things, and the origin of humans cannot be explained adequately apart from reference to that intelligent exercise of power. A proper understanding of science does not require that all phenomena in nature must be explained solely by reference to physical events, laws and chance.

Therefore, creation models which seek to harmonize science and the Bible should maintain at least the following: (a) God providentially directs His creation, (b) He specially intervened in at least the above-mentioned points in the creation process, and (c) God specially created Adam and Eve (Adam’s body from non-living material, and his spiritual nature immediately from God). Inadequate origin models hold that (a) God never directly intervened in creating nature and/or (b) humans share a common physical ancestry with earlier life forms.

Though there may be many fillings of the Holy Spirit, there is only one baptism which occurs at the time of regeneration. The gifts of the Spirit are given to believers according to the Will of God for the purpose of building up the Church. During the foundational era of the Church (i.e., the time of Christ and the Apostles) God gave special manifestations of the overtly supernatural and miraculous gifts (e.g., tongues, healings, miracles) as “signs” that witness to the validity of those bearing new canonical revelation (c.f. 2 Cor. 12:12; Heb. 2:3-4). Beyond the foundational era, God in His sovereignty may grant any spiritual gift and work miraculously for the benefit of His Church at any time.

The Bible is clear in its teaching on the sanctity of human life. Life begins at conception. We abhor the destruction of innocent life through abortion-on-demand.

Confession before men is viewed as tangible fruit of salvation and not as a qualifying condition for salvation.

Biola University does not necessarily deny employment to persons merely for lack of firm personal convictions on any teaching position in these explanatory notes. However, Biola University does weigh carefully the understanding and personal convictions of employment applicants on these points as well as the nature of their prospective work assignments, in determining their suitability for employment.

Teaching Biblical Studies

Academic study of the sacred Scripture differs from other disciplines in a university setting in that the primary text is God’s Word, which underscores the importance of making instruction relevant to faith, learning and living. At Biola every effort is made to be academically credible, theologically orthodox and practically relevant. Whether engaged in a critical discussion of the text, or a theological debate about a particular doctrine, the discussion must finally come to the meaning for life today.

Though faculty members in all departments share a commitment to the convictions reflected in the University doctrinal statement, they reflect a healthy diversity regarding other contemporary issues and interpretation of specific passages. Whether a divergent view is held by others on campus or not, care is taken to represent opposing positions fairly, so that students can decide for themselves in a genuine educational environment.

In practice, the task of teaching biblical studies is not limited to those within that department. Rather, the integration of Christian thought into all fields of inquiry is the goal of the entire teaching faculty. In this sense it is desired that every course contribute to the development of a Christian worldview for the Biola graduate.
Diversity Statement
We believe that Biola University has been uniquely situated within a geographic region of great diversity in language, culture, and ethnicity for the purpose of fulfilling its mission of biblically-centered education, scholarship and service.

Within this cultural milieu the University is called not only to respect this diversity, but to reflect it as well, for Christ intends his Church to be a multi-ethnic, multi-cultural, and multi-national body of believers.

In order to maximize the learning of students and expose them to the diversity that exists in the culture at large, we seek to foster an understanding and appreciation of those elements in every culture that enhance human dignity and are consistent with scriptural teaching.

We are dedicated to expanding opportunities for Christians of all cultures, and ethnic backgrounds to attend Biola, to be employed here, and to participate in the fellowship and mission to which we are called, always keeping in mind our desire to pursue excellence in all we do.

We are committed to work for the establishment of a community composed of believers from every race, culture, and class who are united in their devotion to Jesus Christ, their obedience to His Word, and in their willingness to serve one another.

Biola University does not discriminate on the basis of race, color, national origin, ethnic group identification, gender, age, or physical or mental disability. However, as a private religious institution, the University reserves the right to exercise preference on the basis of religion in all of its employment practices and student admissions.

Chapel
University chapels and conferences are intended to bring the Biola community together regularly for worship, spiritual nurture and education regarding relevant issues facing us in our lives. The overall program brings a unique distinction to the ethos of Biola as a Christian university. Due to the central and significant nature of that ethos, attendance at chapel is required of all students.

The Community of La Mirada
The city of La Mirada is in Los Angeles County, 22 miles southeast of downtown Los Angeles, and is surrounded by such cities as Whittier, Norwalk, Buena Park, La Habra and Fullerton. La Mirada is a suburban residential community with a population of 40,000.

Included within the vicinity are several major shopping areas in addition to many other business establishments.

La Mirada is situated near many of the outstanding attractions of Southern California. Downtown Los Angeles is a half-hour’s drive from the campus. Disneyland is 12 miles to the southeast and famed Knott’s Berry Farm is six miles away. Within an hour’s drive are such popular beach cities as Long Beach, Newport Beach, Huntington Beach and Laguna Beach.

Recreational facilities are easily accessible. An 18-hole golf course lies a mile east of the campus and other parks in the area offer opportunity for activities and relaxation. An hour’s drive will take one into the nearby mountains where winter sports are available.

Cultural and research opportunities abound in the area. Several major universities and libraries are within easy driving distance of La Mirada including the University of California, Los Angeles; the University of Southern California; the University of California, Irvine; and several other state and private institutions.

The Biola University Campus
The campus is bounded on the west by Biola Avenue and on the east by La Mirada Boulevard. It is located between the large east-west thoroughfares of Rosecrans Avenue and Imperial Highway. Approximately three miles to the southwest is the Santa Ana Freeway (Freeway I-5).

Students coming to the campus by automobile should follow these directions to the main entrance on Biola Avenue:

- Coming from the northwest, leave the Santa Ana Freeway at Rosecrans and travel east to Biola Ave. Then, turn north on Biola Ave.

- Coming from the southeast, leave the Santa Ana Freeway at Valley View and travel north to Rosecrans. Then turn right on Rosecrans to Biola Ave., then turn north on Biola Ave.

- Coming from the east via San Bernardino Freeway (10) turn south on the Orange Freeway (57) to Imperial Highway and travel west on Imperial Highway (approximately nine miles) to Biola Ave. Turn south on Biola Ave.

The campus consists of 95 acres with more than one million square feet of building space in 40 major buildings. Just under half of the space is dedicated to ten student residence complexes, housing 2,200 students in a fine variety of living quarters. Highlights of academic facilities include Soubirou Hall, containing specialized classrooms for nursing instruction; Lansing Auditorium, a 450-seat concert hall with a fine pipe organ and excellent acoustics; the Rose of Sharon Chapel, a small chapel exclusively reserved for silent prayer and meditation; and a studio/production center for Film, TV, Radio and Journalism. In the center of campus...
Biola offers courses for many programs at various extension sites including:

**CHINO, CALIFORNIA**
BOLD Organizational Leadership

**CHIANG MAI, THAILAND**
M.A. Intercultural Studies, Doctor of Missiology

**INGLEWOOD, CALIFORNIA**
BOLD Organizational Leadership, M.A. Education

**KYIV, UKRAINE**
M.A. Biblical & Theological Studies/Diversified

**LITHUANIA**
M.A. Intercultural Studies, Doctor of Missiology

**ORANGE COUNTY (LAGUNA HILLS), CALIFORNIA**
BOLD Organizational Leadership or Psychology, M.A. Organizational Leadership

**SAN DIEGO (VISTA), CALIFORNIA**
BOLD Organizational Leadership or Psychology

**THOUSAND OAKS, CALIFORNIA**
BOLD Organizational Leadership, M.A. Organizational Leadership

For further information regarding Biola's educational centers, contact the Office of Admissions.

**The Library**

The Library serves Biola University as the central information resource facility, supporting all undergraduate and graduate programs with extensive resources, regardless of format or location, and a wide variety of services. Opened the fall of 2001, our state-of-the-art, 98,000-square-foot, tri-level Library, located on the campus quad, integrates traditional print, modern online electronic, multimedia and audio-visual resources. In an environment that respects the privacy of the individual scholar and facilitates dynamic, interactive, collaborative learning groups, our flexible Library will serve the University for many decades. In addition to a two-story, quiet current periodical reading room with mezzanine, the Library provides 24 group study rooms. The technology-rich instruction room serves 48 students in a class setting at 24 computer work stations, which are available for individual students when not used for group instruction. Our local area network in the Information Commons allows up to 32 simultaneous users. Further, the Media Center provides 15 dedicated multimedia viewing and listening stations. The building provides space for over 900 individual study stations at carrels, tables and casual lounge reading seats equipped with data and power connections for laptop computer use. The upper-level study terrace and the middle-level Giumarra Court offer more than 100 outdoor study spaces with wireless network connectivity. The 12-seat coffee and food court provides an informal setting for study, fellowship and nutrition breaks. The signature rooftop beacon symbolizes Biola's focus of bringing the Light, so that the Light may shine through enlightened servant leaders to the glory of God.

In addition to a growing collection of more than 297,000 print volumes, the library currently subscribes to more than 1,100 print periodical titles, with several journal back files dating from the 19th century. Further, thousands of additional periodical titles are available full-text online to anyone with authorized Internet access from anywhere, anytime. The diverse collection reflects Biola's enthusiasm and scholarly commitment to the integration of faith and learning in all academic disciplines, Bible history and translation, the historical roots of fundamentalism and evangelical Christianity, and worldwide Christian service.
Special collections embrace extensive microform resources, selected Bible study tools in Braille, and curriculum resources for teacher education.

The Library provides access to its holdings through a web-based online public access catalog and circulation system. Further, over 90 online databases are available through our local area network and the library Internet home page. Library automation reflects the University’s commitment to quality service and expanding resources through the electronic exchange of ideas and information. In addition, adaptive technologies and fee-based photocopying, scanners, printers, microform readers and reader-printers and even typewriters facilitate resource use. In all, when completely furnished, the Library can seat over 1,000 patrons at a time.

The Library is a gateway to the world of information and knowledge. It offers trained reference help at posted times to connect patrons to our own and other relevant library resources throughout the world. Reciprocal direct borrowing promotes Biolaan access to the library resources at California State Universities at Fullerton and San Bernardino, selected members of the Link+ consortium which includes many public, college, university, and seminary libraries, as well as other consortia and cooperatives. Interlibrary loan services facilitate borrowing resources from thousands of libraries around the world. Networked computer services help Biola scholars access the Internet and international bibliographical and full-text databases through such vendors as OCLC First Search, EBSCOhost, ProQuest, J-Stor, Lexis-Nexis Academic Universe, and NetLibrary.

Eight professional librarians, a well-qualified paraprofessional staff, and many able student assistants provide service more than 90 hours per week during the regular campus semesters with adjusted schedules of service available year round.

Media Services
Media Services in the Library offers a variety of audio-visual resources to enhance the quality of communication and instruction by faculty and students. Media Services has thousands of cataloged audio and video tapes, CDs, DVDs, laser discs and films that support Biola’s academic programs, which are available for use at the Media Services’ equipped carrels, media and group study rooms or borrowed for short-term use outside of the library. Further, they support classroom instruction through digital projection, presentation and a-v equipped roll-about units. Assistance and training are available to assure the proper use of the equipment and media resources. Media Services also provides duplication and media transfer services for a fee of various media for copyright cleared items.

Center for Learning Enrichment, Assessment & Research (CLEAR)
CLEAR serves as the offices for the Director of Assessment and the Director of Instructional Development. The mission of CLEAR is to help spearhead the university’s efforts to become a more intentional learning organization. In providing essential support and resources, the objectives of CLEAR are to: 1) Lead the institutional efforts to maintain educational effectiveness and excellence, 2) Provide a strategic focus on instructional development, student learning and assessing student learning outcomes, 3) Assist in the assessment of our institutional impact on the intellectual, spiritual, and character development of our students, 4) Effectively utilize the results of assessment for ongoing strategic planning and improvement.

To accomplish these objectives, CLEAR works with academic and co-curricular programs as they develop, schedule and implement effective program reviews, with faculty as they participate in development opportunities, and with departments as they assess student learning outcomes and teaching effectiveness.

The Director of Instructional Services works along with the CLEAR office to support teaching and learning by maintaining a faculty lab with the most up-to-date computer workstations, offering assistance with graphic design and presentation development and servicing state-of-the-art technology-enhanced classrooms throughout the Biola campus.

The Role of Computers in the Educational Programs of the University
Biola University believes that the computer is an increasingly valuable tool and that one of our educational goals should be to prepare students for a world in which the computer will continue to play a significant role.

Accordingly, it is our desire to integrate computer use into the university curriculum. Thus, the University provides access to computers for every student and requires their use in freshman English. It is the intent of the University, over time, to require the use of these computers over a wide spectrum of the curriculum.

This priority is further supported through computerized and media-rich classrooms which allow faculty to take advantage of these emerging technologies in their class presentations as well as permitting students the hands-on experience of learning with these tools.

The campus network can be reached through the on-campus computer labs, any on-campus residence or through a bank of modems that supports off-campus connections. All buildings on campus are connected through a local-area network supported by high-speed fiber-optic cable. Many services are available through this network. A computerized campus bulletin board system affords all members of the Biola community the opportunity to share their ideas, exchange computer tips and even get course information from their instructors. A high-speed Internet connection facilitates research, the exchange of scholarly information
and allows electronic mail to be exchanged with individuals all over the world.

Bookstore
The Biola Bookstore is open Monday through Saturday for the convenience of the students, faculty, staff and public. All required textbooks, as well as general books and supplies, are available. The Bookstore has a large selection of Christian books, music, gifts, Biola imprinted merchandise such as sweatshirts and t-shirts and offers Bibles in a variety of styles and bindings at discounted prices. During school breaks and vacations the Bookstore has shortened hours. For more information, please call (800) MY-BIOLA, or go online to www.biolabookstore.com.

Computer Store
Located next to the Bookstore, the Computer Store is designed to meet the computing needs of the academic community, offering computers, software and accessories for purchase. Software such as Microsoft, Adobe, and Macromedia are available. The Computer Store keeps different hours than the bookstore. For store hours and more information, call (562) 903-4884; and for product information and pricing, visit the website at www.computerstore.biola.edu.

Financial Information
Biola University seeks to provide a quality education for all its students at the most reasonable cost possible. As a private, non-profit institution, Biola University receives no support from taxes or other public funds. Tuition paid by the students does not cover the costs of providing a quality education. Consequently, every student who attends Biola University receives a substantial subsidy made possible by the gifts of alumni, individual friends, interested churches and, in a few cases, businesses and corporations.

The expenses of students at Biola University are shown in the following schedules and in the individual course descriptions listed in this catalog. Tuition and fees are subject to change in the second year of the two-year catalog. The University reserves the right to change all student charges, modify its services, or change its programs of study should economic conditions, curriculum revisions or national emergency make it necessary to do so.

Application Fee
An application fee of $45 must accompany each application. This fee is non-refundable. Applications for spring received after January 1, or for fall received after March 1 must be accompanied by a fee of $55 rather than $45. Applications for fall graduate study received after July 1 must be accompanied by a fee of $55.

Room
Amounts reflect two or more occupants.
Per year in residence hall .................................................... $3,830–$4,230
Per semester ................................................................. $1,915–$2,115

Meal Plan
Meal Plans (required for all undergraduate resident students)
Per year ........................................................................ $2,530–$3,540
Per semester ................................................................. $1,265–$1,770

Graduate Student Housing Rates
Biola owns and leases apartments in the local community to provide housing for single and married graduate students. Some apartments are furnished and provide housing for single graduates at a per person, per month rate which is based on the number of occupants per bedroom. Unfurnished one- and two-bedroom units located in two complexes near campus provide housing for couples and singles at a per apartment, per month rate. For information on availability, locations and rates contact Auxiliary Services at grad.housing@biola.edu or at (562) 944-0351, ext. 5814.

Furnished single-student housing:
Double occupancy per bedroom ................................ $435 / person / month
Single occupancy per bedroom ................................. $550 / person / month
## Tuition Information 2007 / 2008

<table>
<thead>
<tr>
<th>School / Degree / Program</th>
<th>Semester Tuition</th>
<th>Annual Tuition</th>
<th>Cost Per Unit</th>
<th>Summer Session 2007 Per Unit</th>
<th>Interterm 2008 Per Unit</th>
<th>Semester Audit Fee Per Unit *</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Undergraduate Programs</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate Tuition</td>
<td>$12,499</td>
<td>$24,998</td>
<td>$1,042</td>
<td>$453</td>
<td>$453</td>
<td>$50</td>
</tr>
<tr>
<td>English Language Studies (102–109) (No course may be audited.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special Students (non-degree seeking)</td>
<td>$12,499</td>
<td>$24,998</td>
<td>$1,042</td>
<td>$453</td>
<td>$453</td>
<td>$50</td>
</tr>
<tr>
<td><strong>School of Professional Studies</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adult Degree Program (No course may be audited.)</td>
<td></td>
<td></td>
<td>$550</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Language Institute (100–101) (No course may be audited.)</td>
<td></td>
<td></td>
<td>$471</td>
<td>$471</td>
<td>$471</td>
<td></td>
</tr>
<tr>
<td><strong>Graduate Programs</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School of Arts and Sciences Special Students (non-degree seeking)</td>
<td></td>
<td></td>
<td>$406</td>
<td>$406</td>
<td>$406</td>
<td>$50</td>
</tr>
<tr>
<td>School of Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Master’s &amp; Credential Programs</td>
<td></td>
<td></td>
<td>$406</td>
<td>$406</td>
<td>$406</td>
<td>$50</td>
</tr>
<tr>
<td><strong>School of Business †</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prerequisites and Theology</td>
<td></td>
<td></td>
<td>$406</td>
<td>$406</td>
<td>$406</td>
<td>$50 †</td>
</tr>
<tr>
<td>Core &amp; Electives</td>
<td></td>
<td></td>
<td>$678</td>
<td>$678</td>
<td>$678</td>
<td>$50 †</td>
</tr>
<tr>
<td><strong>School of Professional Studies</strong> (No course may be audited.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Master in Organizational Leadership</td>
<td></td>
<td></td>
<td>$495</td>
<td>$495</td>
<td>$495</td>
<td></td>
</tr>
<tr>
<td>Master in Christian Apologetics</td>
<td></td>
<td></td>
<td>$406</td>
<td>$406</td>
<td>$406</td>
<td></td>
</tr>
<tr>
<td>Master in Science &amp; Religion</td>
<td></td>
<td></td>
<td>$406</td>
<td>$406</td>
<td>$406</td>
<td></td>
</tr>
<tr>
<td><strong>School of Intercultural Studies</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Master’s Programs &amp; Specials *</td>
<td></td>
<td></td>
<td>$406</td>
<td>$406</td>
<td>$406</td>
<td>$50</td>
</tr>
<tr>
<td>Doctor of Philosophy</td>
<td></td>
<td></td>
<td>$791</td>
<td>$791</td>
<td>$791</td>
<td>$791</td>
</tr>
<tr>
<td>Doctor of Missiology</td>
<td></td>
<td></td>
<td>$791</td>
<td>$791</td>
<td>$791</td>
<td>$791</td>
</tr>
<tr>
<td><strong>Talbot School of Theology</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Master’s Programs &amp; Specials</td>
<td></td>
<td></td>
<td>$407</td>
<td>$407</td>
<td>$407</td>
<td>$50</td>
</tr>
<tr>
<td>Doctor of Education</td>
<td></td>
<td></td>
<td>$791</td>
<td>$791</td>
<td>$791</td>
<td>$791</td>
</tr>
<tr>
<td>Doctor of Philosophy</td>
<td></td>
<td></td>
<td>$791</td>
<td>$791</td>
<td>$791</td>
<td>$791</td>
</tr>
<tr>
<td>Doctor of Ministry</td>
<td></td>
<td></td>
<td>$3,440 (12 units)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Rosemead School of Psychology</strong></td>
<td>9–16 units</td>
<td>9–16 units / semester</td>
<td>1–8, 17+ units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Master of Arts &amp; Specials</td>
<td>$9,044</td>
<td>$18,088</td>
<td>$754</td>
<td>$754</td>
<td>$754</td>
<td>$754</td>
</tr>
<tr>
<td>Doctor of Philosophy</td>
<td>$9,044</td>
<td>$18,088</td>
<td>$754</td>
<td>$754</td>
<td>$754</td>
<td>$754</td>
</tr>
<tr>
<td>Doctor of Psychology</td>
<td>$9,044</td>
<td>$18,088</td>
<td>$754</td>
<td>$754</td>
<td>$754</td>
<td>$754</td>
</tr>
</tbody>
</table>

**Note:** Tuition values include Associated Students (A.S.) Fee when applicable.
- Semester Audit Fee charged regardless of credit course load.

* Auditing graduate courses in the School of Business is subject to approval.

This section contains financial information pertaining only to the 2007–2008 academic year.
Unfurnished apartments (married housing)

- One-Bedroom: $785/month
- Two-Bedroom: $965/month

General Fees
(In addition to tuition, only as applicable to the individual student.)

*Enrollment Deposit (non-refundable)*

- Undergraduate: $300
- Graduate Psychology: $100
- All other programs: $50

*Upon notice of acceptance, an enrollment deposit is required. This amount is applicable toward the total expenses during the student’s last semester of enrollment, but is forfeited if the applicant fails to report for the semester for which application was made, or does not complete a departure card during the final semester.

Arranged Course / Independent Study Fee
($10 plus add / drop fee)..........................$15

Cap and Gown Fee
- Undergraduate: $25
- Graduate: $40

Change of Class Schedule
- Add / Drop.................................$5
- Late Add / Drop...............................$15

Graduation Petition Late Fee..........................$200
Late Application Fee..............................$55
Late Course Selection Fee...........................$120

Late Course Selection—Any time after scheduled course selection but before end of semester..........................$20
Assisted WebReg Fee (continuing students).................$120
Late WebReg—Any time after scheduled Registration..............$120

readmission Application Fee..........................$15
Replacement Diploma Fee..............................$40
Returned Check Fee (per occurrence).........................$20
Room Reservation Deposit..............................$250
Special Off-Campus Program Registration Fee...............$35
Assisted Registration Fee...............................$120

Transcript Fee
- Official (per copy)............................$6
- Unofficial / Student (per copy).................$3
- Rush Transcripts..............................$13-$16

Vehicle Registration estimate (per semester)......................$100

Health Insurance Plan**
- Per semester estimates (fall or spring): $565
- Summer 2008 estimate: $189

**Required of all students taking seven units or more unless a current “proof of insurance card” is filed at the time of registration.

Fees are subject to change.

Special Fees—Undergraduate

There are special fees for specific labs, clinics, physical education / recreation and camping courses, etc. See course descriptions for fees.

- Biola English Placement Exam..........................$25
- Biola English Placement Exam Challenge
  (English Language Studies Program students only)........$25
- Chorale Fee (per semester).............................$125
- Class and Laboratory Fees (varies)......................$10-$575
- Class Travel Fees (varies).................................$100-$200
- Business Application Fee...............................$20
- Nursing Application Fee...............................$50
- Nursing Late Application Fee............................$10
- Nursing Activity Fee (per year).........................$25
- RN / LVN Nursing Challenge Examination
  (per theory and per clinical challenge)....................$50
- Credit for Prior Learning (CPL)
  Credit Evaluation Fee (per evaluation)..................$50
- SICS Community Enhancement Fee......................$110
- Distance Learning Fee.................................$15-$150
- Writing Skills Adult Program............................$15-$150

Special Fees—Graduate

- Talbot New Student Fee..............................$50
- Biola English Placement Exam..........................$25
- Biola English Placement Exam Challenge
  (English Language Studies Program students only)........$25
- M.B.A. Program Fee (per trimester)......................$40
- Doctor of Ministry Program
  Program Enrollment Fee (non-refundable)...............$100
- Thesis-Project Proposal Submission Fee...............$1,000
- Graduate Psychology Program
  Admissions Personal Interview Fee (non-refundable).....$75
  Internship Fee (per semester)...........................$1,200
  Professional Growth Fee (per semester)..................$600

Note: Terminal M.A. students are required to pay the Professional Growth fee for three semesters. Students in the Psy.D. or Ph.D. programs pay the fee for a total of 10 semesters, including those students who enter Rosemead with transfer credit.

Thesis / Dissertation Binding / Microfilming

- Binding (per copy).........................................$20
  (University requires four copies)
- Personal binding (per copy) (optional).....................$20

Microfilming / Indexing (one copy required)

- Doctoral Dissertation.................................$65
- Master's Thesis............................................$65

Copyright—dissertation or thesis (optional)

- Doctoral Dissertation.................................$65
- Master's Thesis............................................$65
Music Fees

PRIVATE STUDY PER UNIT
One unit guarantees a minimum of 13 one half-hour lessons for the semester. In some cases up to 15 lessons may be possible.

Fee includes the privilege of using practice room one hour per day per unit.

Music Majors: One Unit
One Unit (one half-hour lesson per week) ............................................$310
Two Unit (one hour lesson per week) ..................................................$620

Recital Fees
Junior Recital Fee ..................................................................................$35
Senior Recital Fee ..................................................................................$55

Class Instruction
Voice or Guitar .........................................................................................$85
Keyboard (two hours per week) ..............................................................$115
Chorale .....................................................................................................$125

Typical Costs
The combination of tuition, fees and associated expenses at Biola University is sufficiently high that it is necessary for students to carefully calculate their financial resources and costs. The following estimated student budget reflects the average cost to full-time students for the 2007–2008 academic year (nine months):

UNDERGRADUATE
(Based on 12 units per semester)

<table>
<thead>
<tr>
<th></th>
<th>With Parents</th>
<th>On-Campus</th>
<th>Off-Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition &amp; Fees</td>
<td>$24,998</td>
<td>$24,998</td>
<td>$24,998</td>
</tr>
<tr>
<td>Room &amp; Board</td>
<td>$3,474</td>
<td>$7,770</td>
<td>$9,288</td>
</tr>
<tr>
<td>Books &amp; Supplies</td>
<td>$1,386</td>
<td>$1,386</td>
<td>$1,386</td>
</tr>
<tr>
<td>Personal / Misc.</td>
<td>$2,898</td>
<td>$2,142</td>
<td>$2,520</td>
</tr>
<tr>
<td>Transportation</td>
<td>$990</td>
<td>$792</td>
<td>$1,098</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$33,746</td>
<td>$37,088</td>
<td>$39,290</td>
</tr>
</tbody>
</table>

GRADUATE: MASTER'S PROGRAMS & SPECIALS
(Based on 9 units per semester)

<table>
<thead>
<tr>
<th></th>
<th>With Parents</th>
<th>On-Campus</th>
<th>Off-Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition &amp; Fees</td>
<td>$7,326</td>
<td>$7,326</td>
<td>$7,326</td>
</tr>
<tr>
<td>Room &amp; Board</td>
<td>$3,474</td>
<td>$7,770</td>
<td>$9,288</td>
</tr>
<tr>
<td>Books &amp; Supplies</td>
<td>$1,386</td>
<td>$1,386</td>
<td>$1,386</td>
</tr>
<tr>
<td>Personal / Misc.</td>
<td>$2,898</td>
<td>$2,142</td>
<td>$2,520</td>
</tr>
<tr>
<td>Transportation</td>
<td>$990</td>
<td>$792</td>
<td>$1,098</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$16,074</td>
<td>$19,416</td>
<td>$21,618</td>
</tr>
</tbody>
</table>

DOCTORAL - PH.D. AND D.MISS.
(Based on 9 units per semester)

<table>
<thead>
<tr>
<th></th>
<th>With Parents</th>
<th>On-Campus</th>
<th>Off-Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition &amp; Fees</td>
<td>$14,238</td>
<td>$14,238</td>
<td>$14,238</td>
</tr>
<tr>
<td>Room &amp; Board</td>
<td>$3,474</td>
<td>$7,770</td>
<td>$9,288</td>
</tr>
<tr>
<td>Books &amp; Supplies</td>
<td>$1,386</td>
<td>$1,386</td>
<td>$1,386</td>
</tr>
<tr>
<td>Personal / Misc.</td>
<td>$2,898</td>
<td>$2,142</td>
<td>$2,520</td>
</tr>
<tr>
<td>Transportation</td>
<td>$990</td>
<td>$792</td>
<td>$1,098</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$22,986</td>
<td>$26,328</td>
<td>$28,530</td>
</tr>
</tbody>
</table>

GRADUATE PSYCHOLOGY
(Based on 9 units per semester)

<table>
<thead>
<tr>
<th></th>
<th>With Parents</th>
<th>On-Campus</th>
<th>Off-Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition &amp; Fees</td>
<td>$18,088</td>
<td>$18,088</td>
<td>$18,088</td>
</tr>
<tr>
<td>Interterm</td>
<td>$2,262</td>
<td>$2,262</td>
<td>$2,262</td>
</tr>
<tr>
<td>Prof. Growth Fee</td>
<td>$1,200</td>
<td>$1,200</td>
<td>$1,200</td>
</tr>
<tr>
<td>Room &amp; Board</td>
<td>$3,474</td>
<td>$7,770</td>
<td>$9,288</td>
</tr>
<tr>
<td>Books &amp; Supplies</td>
<td>$1,386</td>
<td>$1,386</td>
<td>$1,386</td>
</tr>
<tr>
<td>Personal / Misc.</td>
<td>$2,898</td>
<td>$2,142</td>
<td>$2,520</td>
</tr>
<tr>
<td>Transportation</td>
<td>$990</td>
<td>$792</td>
<td>$1,098</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$30,298</td>
<td>$33,640</td>
<td>$35,842</td>
</tr>
</tbody>
</table>

Payment Options
A student's account must be current (no outstanding balances) prior to re-enrollment in subsequent sessions. Cost of tuition, room and board and special fees may be paid in one of the following ways:

PLAN 1
Payment of each session in full on or before the day of registration.

PLAN 2
A down payment at the time of registration with payment of any remaining balance by the first payment due date (October 15—fall semester; March 15—spring semester). Down payments include 60% of the balance of tuition, room and board, class fees and vehicle registration less confirmed financial aid plus 100% of insurance charges. No finance charges are assessed.

PLAN 3
A down payment as described in PLAN 2 with the remaining balance in three payments (October-December or March-May). A finance charge of 1.5% per month of the first $1,000 of unpaid balance and 1% per month of unpaid balance over $1,000 is added at each billing to carry the account. All payments are due in the Student Accounting Office on or before the 15th of the month as indicated in the billing summary.

Personal Checks
All personal checks submitted for any payment to the University for any charge or payment will have your student ID number written on them. If you prefer not to have your ID number written on your check, please submit your payment by cashier’s check,
money order or when appropriate (other than “mail-in” payments) in cash. University staff will write student ID numbers on checks where a student has not already done so.

**Down Payment**

Minimum down payments\(^1\) are calculated according to the following schedule:

<table>
<thead>
<tr>
<th></th>
<th>Undergraduate(^1)</th>
<th>Master’s &amp; Special Programs(^1\ &amp; \ 3)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>12–18 units</td>
<td>9 units</td>
</tr>
<tr>
<td>On-Campus</td>
<td>$9,381</td>
<td>$4,529</td>
</tr>
<tr>
<td>Off-Campus</td>
<td>$7,500</td>
<td>$2,198</td>
</tr>
<tr>
<td>1–3 units</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>4–6 units</td>
<td>75%</td>
<td>75%</td>
</tr>
<tr>
<td>7 units &amp; above</td>
<td>60%</td>
<td>60%</td>
</tr>
</tbody>
</table>

Ph.D. & D.Miss\(^1\ & \ 3\) 9 units  Graduate Psychology\(^2\) 2–16 units

<table>
<thead>
<tr>
<th></th>
<th>Ph.D. &amp; D.Miss(^1\ &amp; \ 3) 9 units</th>
<th>Graduate Psychology(^2) 2–16 units</th>
</tr>
</thead>
<tbody>
<tr>
<td>On-Campus</td>
<td>$6,603</td>
<td>$9,697</td>
</tr>
<tr>
<td>Off-Campus</td>
<td>$4,272</td>
<td>$6,783</td>
</tr>
<tr>
<td>1–3 units</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>4–6 units</td>
<td>75%</td>
<td>75%</td>
</tr>
<tr>
<td>7 units &amp; above</td>
<td>60%</td>
<td>75%</td>
</tr>
</tbody>
</table>

**Notes**

1. Down payments include the amounts shown on this schedule plus the applicable percentages for class fees. In addition to the above, charges for vehicle registration and health insurance must be paid in full at the time of registration.

2. Down payments in the graduate psychology program include the amounts shown on this schedule plus the applicable percentages for class fees. In addition to the above, charges for vehicle registration and health insurance must be paid in full plus 75% of the applicable Professional Growth Fee at the time of registration.

3. Assumes 9 units per semester.

**Finance Charges**

A finance charge of 1.5% per month of the first $1,000 of unpaid balance and 1% per month of unpaid balance over $1,000 is added at each billing to carry the account. Transcripts (official and unofficial) are withheld if a student has an outstanding obligation to the University or is in default on any government based loans. All payments to a student's account after enrollment should be addressed as follows:

**Accounting Department**

Biola University  
13800 Biola Avenue  
La Mirada, CA 90639-0001

In addition, to insure timely processing, the student name and ID number must be clearly noted on all payments. A student is not registered and cannot attend classes until satisfactory financial arrangements have been made with the Student Accounting Office.

**REFUNDS—WITHDRAWAL**

Inasmuch as faculty engagements and other commitments are made by the University for the entire year in advance, the following refund schedule has been established in order that the University and the student may share the loss equitably when it is necessary for a student to withdraw from school:

Refund schedule for BOLD (see program Student Handbook)

**FALL & SPRING SEMESTER REFUND POLICY**

Withdrawal within the first two weeks of classes:

1. Tuition: full amount, less enrollment deposit (students with six or fewer units, $25; auditors, $20).

2. Room: end of the week in which the student officially checks out of the residence hall.

Withdrawal after the second week and before the end of the eighth week of classes (except for special programs):

1. Tuition: pro-rated as of end of week in which student withdraws.
   - Week 3: 80%
   - Week 4: 74%
   - Week 5: 67%
   - Week 6: 60%
   - Week 7: 54%
   - Week 8: 47%

2. Room: end of the week in which the student officially checks out of the residence hall.

Withdrawals after eighth week of classes:

1. Tuition: No refund.

2. Room: end of the week in which the student officially checks out of the residence hall.

First-time students receiving Federal Student Financial Assistance are subject to the Statutory Pro Rata Refund as prescribed by federal law.

**INTERTERM & SUMMER SESSION REFUND POLICY**

1. Room and Board is pro-rated to the end of the week of official withdrawal.
2. $25 of the tuition charge is considered a registration fee and is non-refundable.

3. Official withdrawal from summer session must be made through the Office of the Registrar. Refund rates are determined by the date in which the written request for registration change or withdrawal was made. Refunds are subject to the following schedule:

- First two-days: complete refund.
- In a three or five week class, 70% day three and four, 30% refunded during the second week, none thereafter.
- Classes that do not fall within the regular session dates will still follow the refund schedule under the first session. All arranged courses follow the refund schedule of the first session.

No course may be dropped after its ending date, and no tuition will be refunded if a student unofficially withdraws after the final day to officially drop a class has passed. Class fees are not refundable after the second day of the session.

Tuition refunds for class changes (where applicable) will be made in the same manner as refunds for withdrawals (i.e., full refund within first two weeks of classes and pro-rated refund after second week until end of eighth week).

All refunds must be requested by properly completing and submitting a departure card or class drop form, the official withdrawal date determining the amount of refund. Class, laboratory, health, insurance, parking, activity and other fees are refundable only if withdrawal is on or before the final date of late registration.

Music fees are for private music lessons and are refundable in the same manner as tuition, except no refund after the sixth week.

OUTSTANDING BALANCES
As Biola is an educational institution, any balance owing on a student's account is an extension of credit by the University and is considered an educational loan within the meaning of section 523 (a) (8) of the U.S. Bankruptcy Code. If a loan becomes in default, Biola may disclose the default, along with other relevant information, to credit bureau organizations and turn the educational loan over to a collection agency for collection. Should this action be instituted by the University, there will be additional charges for reasonable collection of the balance due. All transcripts and diplomas shall be withheld until the outstanding amount is paid in full. An account is considered paid in full when all checks clear the bank.

REFUNDS—OVERPAYMENT
Payments to student accounts which result in a credit balance will be refunded upon request, or in accordance with cash management regulations as required by federal regulations for students having federal aid. Requests for adjustments to charges must be made within four months from the date of the student's statement on which the charge first appears.
Financial Aid Information

It is the desire of Biola University, within the limits of its resources, to provide financial assistance to students with demonstrated need, especially those who, without such aid, would not be able to attend Biola.

The Financial Aid Office provides counseling and assistance to students and their families in structuring the most appropriate package of financial aid. This assistance is based on a partnership which includes student and family support, federal and state grants, loans and financial aid from Biola.

Biola University does not discriminate on the basis of sex, race, color or national and ethnic origin in administration of its scholarship and loan programs.

**Undergraduate Financial Aid**

**Institutional Aid**

All students wishing to be considered for need-based aid are required to file a FAFSA.

**University Award / Grant**

The University will provide a University Award / Grant up to $8,278 to students with exceptional need and limited resources. The University Award / Grant is based partially on incoming GPA. Student must file FAFSA. Award amount based on availability of funds.

**Academic Scholarships ($2,500–$8,500)**

Awarded to the top 15% of incoming freshmen and transfer students. Based on high school and college GPA and SAT / ACT scores. Students are notified of award at time of acceptance. Renewable if GPA requirement is met as outlined in scholarship policy.

**SURGE Award ($4,000–$6,500)**

Awarded to underrepresented students not eligible for academic scholarships. Must have 3.0 GPA. Requires participation in Cultural Encounters program. Awarding by committee begins March 15.

**Community Service Scholarship ($2,700)**

Awarded to freshmen and transfer students who have demonstrated outstanding spiritual leadership and services in their community. Awarding by committee begins March 15th. Renewable with demonstrated leadership involvement and services at Biola. Must file FAFSA and a separate application. All first year leadership and award recipients are required to register for both semesters of GNST 105 Leadership Mentorship Program.

**Dependent Scholarships ($1,500–$2,000)**

This is a need-based scholarship awarded to eligible dependent children of pastors, missionaries or Christian workers (primary family income must be through a church, mission board or Christian non-profit agency). Dependent children of pastors / missionaries / Christian workers must file FAFSA and the appropriate application (available in the Financial Aid Office) to receive this scholarship. Biola employee dependent scholarship recipients are not eligible.

**Alumni Dependent Scholarship ($500)**

Awarded to children whose parents have completed 30 units of coursework at Biola (including Arts & Sciences, School of Education, School of Professional Studies, Rosemead, School of Business, School of Intercultural Studies and Talbot) at time of entrance. Faculty and staff dependents are not eligible.

**Church Matching Scholarship (Up to $700 from Biola)**

Biola will match one award per year up to $700 for a full-time student demonstrating need. The match is prorated for part-time and Doctor of Ministries students. School of Professional Studies and BOLD students are not eligible. ELI students are eligible for one award in their first full year.

The Church's check must be submitted in full within the first four weeks of the semester, and must be accompanied by the Church Matching Scholarship Application signed by the pastor or church official. Fall semester deadline is Oct. 1. Spring semester deadline (for spring entrants only) is March 1. A FAFSA must be filed and the student must demonstrate financial need.

**President's Award (80% tuition)**

Graduating senior at Biola with intention to graduate at the end of the school year required, along with a minimum 3.60 GPA, attendance at Biola for at least two years as well as personal qualifications. Awarded to one senior. Determined by committee nomination.

**Music Awards**

Awarded by the Conservatory of Music to music majors for outstanding performance and scholastic capabilities. The scholarship must be used for the area in which the applicant auditioned. Recipients may also be required to participate in an ensemble.

**Athletic Scholarships**

Awarded to students who demonstrate outstanding ability and achievement in a particular sport. Awarded by the Athletic Department.

**Forensics Scholarships**

Offered to participants on the school's competitive speech team. Students awarded this scholarship are not necessarily communication majors. Awarded by the Communication Department.

**Federal Aid to Students**

Federal Pell Grant Program. A federal program designed to assist students with high financial need. The maximum grant is $4,050.
National SMART Grant. ($4,000)
A federal program for U.S. citizens for third and fourth year students in math and science majors. Must be a Pell Grant recipient to receive grant.

Academic Competitiveness Grant.
(Freshmen - $750; Sophomore - $1,300)
A federal program for U.S. citizens who took a rigorous high school academic program. Must be a Pell Grant recipient to receive grant.

FSEOG Program
The Federal Supplementary Educational Grant (FSEOG) program is a campus–based federal aid and is designed to assist the neediest undergraduate students. Must be eligible for Pell Grant. Based on availability of funds.

Federal Work Study
Under this program federal funds pay 75% of a student’s wages, while the University pays the remaining 25%. Wages paid to students in the work study program vary according to the student’s qualifications and duties performed. The University cannot guarantee a job for every student. A limited number of community service job opportunities are available.

Federal Perkins Loan
The Perkins Loan is a need-based loan program offered to early financial aid applicants. $1,800 per year to new incoming students, $1,000 to transfer and continuing students, 5% interest rate. Based on availability of funds.

Repayment of Perkins Loan begins nine months after graduation or withdrawal from school. If the total amount is paid within nine months of graduation, interest will not accrue. Payments may be extended over a 10-year period at 5% interest on the unpaid balance. Members of the armed forces on active duty, Peace Corps volunteers and students who pursue further Nursing training may defer payment and interest and extend the repayment period.

Biola Loan
The Biola Loan is a need-based loan program offered to neediest early financial aid applicants. $1,800 per year to new incoming students, $1,000 to transfer and continuing students, 5% interest rate.

Repayment begins nine months after ceasing to be a regular student at Biola University. If the total amount is paid within nine months of graduation, interest will not accrue. Payments may be extended over a 10-year period at 5% interest of the unpaid balance.

Nursing Loan
The Nursing Loan is a need-based loan program offered to students accepted into the Nursing Program who are early financial aid applicants. $2,500 per year to Level 1 students, $4,000 to Level 2 or above. 5% interest rate.

Repayment begins nine months after ceasing to be a regular student at Biola University. If the total amount is paid within nine months of graduation, interest will not accrue. Payments may be extended over a 10-year period at 5% interest of the unpaid balance. Members of the armed forces on active duty, Peace Corps volunteers and students who pursue further Nursing training may defer payment and interest and extend the repayment method.

Federal Stafford Loans
Available through local banks, credit unions and savings and loan associations. Please refer to the Financial Aid website for preferred lender list.

The program allows students to borrow up to $3,500 as freshmen, $4,500 as sophomores and up to $5,500 as juniors and seniors. Students demonstrating financial need may qualify for an interest subsidy, by which the government pays the interest while the student is in school at least half-time. Application instructions for Federal Stafford Loans may be obtained on the Financial Aid website. The student may defer payment until six months after graduation. Interest is fixed at 6.8%. The student has up to 10 years to repay the loan.

Federal Unsubsidized Stafford Loans
Independent students and dependent students whose parents are denied the PLUS loan may borrow either $4,000 or $5,000 annually at a fixed interest rate of 6.8%. Students in the teaching credential program may borrow up to $7,000. Repayment for all students may be deferred while the student is enrolled in six or more units. Interest continues to accrue during this time.

Federal Parent Loan for Undergraduate Students (PLUS)
Parents may borrow up to the cost of education minus financial aid at a fixed interest rate of 8.5%. Repayment begins immediately.

STATE AID TO STUDENTS
Cal Grants are California State Awards based on state residency, GPA and financial need. To qualify for Cal Grant, a FAFSA form and a GPA verification form must be filed by the March 2nd deadline (current Cal Grant recipients need not file the GPA verification form but must file the FAFSA form).

Students attending Biola may qualify for the Cal Grant A or the Cal Grant B programs. Students attending Biola are not eligible for the Cal Grant C program.
Graduate Financial Aid

Before applying, applicants should make realistic assessment of their resources for financing graduate study in view of the graduate tuition and fee schedule and the cost of living in Southern California.

The following federal aid programs are available to graduate students. Please refer to the appropriate section above for additional information.

- **Federal Perkins Loan.** Up to $1,000 per year. Limited availability.

- **Federal Stafford Loans.** Up to maximum $8,500 per year.

- **Federal Unsubsidized Stafford Loans.** Up to $10,000.

In addition, the following aid programs are available specifically for graduate study.

- **Church Matching Scholarship (Up to $500 from Biola)**
  Biola will match one award per year up to $500 for a full-time student demonstrating need. The match is prorated for part-time and Doctor of Ministries students. Not available to School of Professional Studies students. Not available to School of Professional Studies students. FAFSA required. ELI students are eligible for one award in their first full year.

  The Church's check must be submitted in full within the first four weeks of the semester, and must be accompanied by the Church Matching Scholarship Application signed by the pastor or church official. Fall semester deadline is Oct. 1. Spring semester deadline (for spring entrants only) is March 1.

- **Department Scholarships**
  Determined by each school. For scholarship opportunities, contact the school of attendance.

General Financial Aid Information

The following apply to **both** undergraduate and graduate aid applicants.

- **Entitlement Aid**
  Biola University is authorized as an institution to grant benefits to veterans and dependents, social security benefits and assistance from the California Rehabilitation Program. Students interested in this type of aid should contact the Office of the Registrar.

- **Student Loans**
  Biola will notify all aid applicants of their eligibility to borrow through the Federal Family Educational Loan Program, including the Stafford Loan. Biola will inform every eligible applicant how to apply and provide a list of recommended lenders.

If an applicant chooses a lender that is not listed on the lender list, he should contact that lender for an application.

**International Students**

International applicants who hold an F-1 visa must establish the degree of their ability to meet the costs of an education at Biola University. Each international applicant must submit a signed statement of financial responsibility as well as signed statements from any agencies or individuals who have taken the responsibility of underwriting the student’s expenses. These statements must include the exact amount of the commitment.

**Student Employment**

The University maintains an employment office for the benefit of students needing part-time work. While this office does not guarantee employment, it does make an effort to place every student desiring work.

Jobs are available both on and off campus, according to student’s ability, capacity to handle the added burden of employment and financial need. Student worker positions range from 10-20 hours per week.

**Application for Aid**

Students may apply for financial aid by filing a Free Application for Federal Student Aid (FAFSA). Biola University and the school code should be included on the appropriate sections. For FAFSA, Biola’s code number is 001122.

All undergraduate California residents are encouraged to apply for a Cal Grant, using the FAFSA and GPA Verification form.

Departmental applications for scholarships (music, athletics and forensics) are available from departments only. For example, write to the Chairman, Music Department, Biola University. In addition, a FAFSA will need to be filed unless a student can demonstrate disqualification for need-based aid.

Note: FAFSA and Stafford loan applications need to be re-filed for each academic year.

**DEADLINES FOR FILING**

The following deadlines have been established for the various aid programs:

**Cal Grant Programs**

- **New Applicants** January 1–March 2

**Institutional Aid**

- **All Applicants** March 2

March 2 is the deadline for Cal Grants and the full need-based aid and institutional aid. However, students are encouraged to apply and complete their financial aid file as soon as possible after
January 1 in order to receive the optimum aid package. Filing after March 2nd may result in a reduced financial aid package.

Financial Aid Disbursements
All financial aid is awarded for the academic year; one half is applied to a student’s school account each semester (unless stated otherwise). Students enrolled for only one semester are entitled to only that semester’s award after it is adjusted to a one-semester expense budget. Financial Aid is not available for interterm or summer school, except sources that are mandated by federal regulations.

Financial Aid Withdrawal / Return of Aid Policy
Biola University’s “Financial Aid Withdrawal Policy” is employed when a student withdraws during a semester prior to completing the 60% point of the semester. Financial aid adjustments caused by a change in semester enrollment status (student remains enrolled in at least one course) are not included in this policy, but are addressed in the Financial Aid Handbook.

If a recipient of financial aid withdraws during a period of enrollment, the amount of financial aid earned will be calculated according to regulations or policies established for the various categories of aid. The unearned aid will be returned to the various aid sources. These sources include:

Title IV Financial Aid: Most types of government aid are included in this category, i.e. Federal Pell Grant, Federal SEOG Grant, Perkins Loan, Stafford Student Loan, PLUS Loan. (Work Study is not included in the withdrawal calculation)

State Aid: Includes Grants awarded by the California Student Aid Commission, i.e. Cal Grant A, B.

Institutional Aid: Includes all sources of financial aid awarded by Biola University, i.e. scholarships, grants and loans with the exception of employee or employee dependent tuition waivers.

Outside Assistance: Includes any aid received from outside organizations, i.e. churches, civic organizations, Employee Tuition Waivers, private foundations, scholarship associations, etc.

When a student wishes to withdraw from Biola University, a “Departure Card” must be obtained from and submitted to the Office of the Registrar. The official withdraw date is the earlier of the date the student begins the withdrawal process, or the date the student provided official notification of the intent to withdraw, and received acknowledgement of the same from the Office of the Registrar.

Students who unofficially withdraw (fail to submit departure card, but stop attending class) will be given an official withdrawal date determined by the last date of class attendance. If the last date of attendance cannot be determined, the official withdrawal date will be the 50% point of the semester.

RETURN OF AID
Title IV Aid: Federal aid must be returned to the Title IV program(s) if a student withdrew on or before completing 60% of the enrollment period (semester or term). The percentage of Title IV aid to be returned is equal to the number of calendar days remaining in the semester divided by the number of calendar days in the semester. Scheduled breaks of more than four consecutive days are excluded.

Note: If prior to withdrawing, funds were released to a student because of a credit balance on the student’s account, the student may be required to repay some of the federal funds upon withdrawing.

State Aid: State aid must be returned in the amount of the difference between the State aid awarded for the enrollment period and the actual tuition charged once the tuition refund is reflected.

Institutional Aid: In most cases, institutional aid is reduced when a student withdraws during the first eight weeks of the semester. The institutional aid is reduced by the same percentage of tuition refund. For example, a student has a $1000 scholarship for the semester, and withdraws during the third week of the semester (80% tuition refund). The student keeps 20% of the scholarship, or $200. $800 is returned to the institution. Aid is usually not reduced after the eighth week of the semester, unless the student has contracted for the aid, i.e. athletics, music.

Outside Aid: Outside organizations providing financial aid are contacted when a student withdraws and receives a tuition refund that produces a credit on the student account. The organization can decide if any of the aid must be returned to them. Some organizations specify beforehand the terms of their scholarship if a student withdraws. Unless requested, outside aid sources are not contacted when the withdrawal occurs after the eight week refund period.

Satisfactory Academic Progress Policy
Students attending Biola University who wish to receive financial aid, including federal, state, Veterans benefits, Social Security benefits, etc., in addition to meeting other eligibility criteria, must be in good academic standing and making satisfactory academic progress in their degree or certificate program.

QUALITY OF PROGRESS
“GOOD ACADEMIC STANDING”
Students requesting aid must maintain a minimum cumulative GPA as follows:

Minimum Cumulative GPA
Undergraduates ................................................. 2.0
Graduates

- GPA’s are reviewed at the end of each semester.
- Students who fail to maintain the minimum GPA will be given one semester of “Aid Probation” in which they must earn the above GPA (for that semester) or they will be suspended from the aid programs.
- Once you have been on probation, you must continue achieving a 2.0 / 2.5 GPA or aid will be suspended.
- First-time freshmen with a GPA less than 2.0 will be given one probation semester with aid. Transfer students with a GPA less than 2.0 are ineligible for aid.

QUANTITY OF PROGRESS
“UNIT COMPLETION REQUIREMENT”

Students requesting aid must make progress toward a degree as follows:

Undergraduates:
- Full-time: .......................................................... 24 units per year
- Graduates: Full-time: .......................................................... 18 units per year

Unit completion is reviewed at the end of each academic year in June. Summer is considered part of the spring semester for progress purposes.

The following grades are considered to demonstrate satisfactory course completion: A, B, C, D, and CR. These grades do not demonstrate course completion: F, Incomplete, Withdrawal, Unofficial Withdrawal, and Report Delayed.

Repeated courses for which a satisfactory grade has been given may be counted only once for the purpose of academic progress.

Remedial course work may be considered if the coursework is specifically prescribed by the student’s academic advisor.

Students who fail to complete the required number of units per academic year will be suspended from financial aid until the deficit units are made up.

Deficit units can be made up either in the summer and/or by petitioning for a semester of “Aid Probation” by submitting a Letter of Petition to Financial Aid Office. Students whose cumulative GPA is less than 2.0 / 2.5 are required to make up deficit units before the probation semester.

DURATION OF PROGRESS
“MAXIMUM TIME FRAME”

Students requesting aid are expected to complete an academic program within a reasonable time frame (including transfer units) as follows:

Undergraduates
- Full-time: .......................................................... 11 semesters
- Part-time: .......................................................... 17 semesters

Graduates
- Full-time: .......................................................... 11 semesters
- Part-time: .......................................................... 17 semesters

Time frame is reviewed at the end of each academic year. Students may appeal for extended time by submitting a letter of petition to Financial Aid Office.
Admission to Biola University is on a selective basis. Only those most likely to profit from Biola University’s educational program and its distinctively Christian emphasis are admitted. Because it is the purpose of Biola University to educate maturing followers of the Lord Jesus Christ, the applicant should have been a Christian for at least one year.

Biola University has a strongly evangelical Christian commitment and requires that to be accepted, the applicant must be an evangelical believer. However, Biola does not discriminate on the basis of race, color, national origin, gender, age or disability in the admission of students, employment, and the educational programs or activities it conducts. The University prohibits sexual harassment. Inquiries regarding this nondiscrimination policy and the policy prohibiting sexual harassment may be directed to the Office of the Dean of Students in the Student Services Building for further information and procedures.

Students interested in attending Biola should request an application from the Office of Admission. Because enrollment is limited and admission is selective, applications should be made as early as possible. Decisions are made only on completed applications.

Visits to the campus are encouraged. It is recommended to write or phone well in advance to arrange an appointment. Each semester, visitation days (University Day, Spring Preview Day and others) help acquaint prospective students with the programs on campus.

Admission information—including applications, visitation days and appointments—is available on the world wide web at www.biola.edu or by phoning 1-800-652-4652.

Admission to the University does not guarantee admission to the business administration, education, mass communication, music, nursing and psychology programs, nor to on-campus housing. Application forms for these programs are available from the department offices.

Undergraduate / Graduate Programs
See the specific program for additional admission, registration and graduation requirements in the appropriate undergraduate / graduate sections of the catalog.

Enrollment Deposit

Accepted applicants, whether or not they have selected courses, must inform Biola of any change in their plans regarding enrollment.

ENROLLED STUDENTS

When enrolled students officially withdraw, their enrollment deposit will be applied to any balance owed at the time of departure, or will be refunded if their account is paid in full.

As a student continues his / her enrollment at Biola, the enrollment deposit is retained as a continuing course selection deposit to assure the enrolled student of a place in the student body. Students who discontinue their enrollment at Biola and fail to officially withdraw at the Office of the Registrar (by December 31 for the spring semester, or by July 31 for the fall semester) will forfeit the enrollment deposit.

Re-Admission

A Biola student who has dropped out for one semester or longer is required to file an application for re-admission ($15 fee). A pastor’s reference will be required if the student’s leave of absence exceeds two years. A student who enrolls after an absence of more than a year is required to follow the current catalog requirements upon readmission. A student who re-admits after an absence of five years may be required to complete a full application for entrance.

Admission of Non-Native English-Speaking Students

ENGLISH PROFICIENCY

It is essential that non-native English speaking students be able to understand lectures in English and also be able to express their thoughts clearly in both written and spoken English. Biola University has determined this level of English proficiency to be demonstrated by a score of 100 IBT, 600 paper / 250 computer on the Test of English as a Foreign Language (TOEFL). Admission into academic programs at Biola University is based upon the understanding that students either already have an equivalent to 100 / IBT 600 paper / 250 computer or higher on the TOEFL or are actively making progress in obtaining this level of English proficiency.

The enrollment deposit is retained as a continuing course selection deposit to assure the enrolled student of a place in the student body. Students who discontinue their enrollment at Biola and fail to officially withdraw at the Office of the Registrar (by December 31 for the spring semester, or by July 31 for the fall semester) will forfeit the enrollment deposit.

Enrolled students officially withdraw, their enrollment deposit will be applied to any balance owed at the time of departure, or will be refunded if their account is paid in full.

As a student continues his / her enrollment at Biola, the enrollment deposit is retained as a continuing course selection deposit to assure the enrolled student of a place in the student body. Students who discontinue their enrollment at Biola and fail to officially withdraw at the Office of the Registrar (by December 31 for the spring semester, or by July 31 for the fall semester) will forfeit the enrollment deposit.

Re-Admission

A Biola student who has dropped out for one semester or longer is required to file an application for re-admission ($15 fee). A pastor’s reference will be required if the student’s leave of absence exceeds two years. A student who enrolls after an absence of more than a year is required to follow the current catalog requirements upon readmission. A student who re-admits after an absence of five years may be required to complete a full application for entrance.

Admission of Non-Native English-Speaking Students

ENGLISH PROFICIENCY

It is essential that non-native English speaking students be able to understand lectures in English and also be able to express their thoughts clearly in both written and spoken English. Biola University has determined this level of English proficiency to be demonstrated by a score of 100 IBT, 600 paper / 250 computer on the Test of English as a Foreign Language (TOEFL). Admission into academic programs at Biola University is based upon the understanding that students either already have an equivalent to 100 / IBT 600 paper / 250 computer or higher on the TOEFL or are actively making progress in obtaining this level of English proficiency.

Applicants who have not reached an English proficiency equivalent to a score of 100 IBT / 600 paper / 250 computer on the TOEFL, may enter Biola University’s academic programs in one of two ways:

1. Biola English Language Studies Program (ELSP)

   Non-native English speakers without TOEFL scores or a TOEFL score below 100 IBT / 600 paper / 250 computer may enter most Biola degree programs if they have met all the other requirements for admission.* Every non native English speaking student with a TOEFL score below 100 IBT / 600 paper / 250 computer or without a TOEFL score is
required to take the Biola English Placement Exam (BEPE) during orientation week of their first semester at Biola. Students are assigned English courses in ELSP based on their test results. Courses assigned may range from one semester part-time to three semesters full-time plus three semesters part-time.

* See TOEFL / BEPE requirements for specific programs.

2. Take the Test of English as a Foreign Language (TOEFL) and score the minimum requirement for the intended academic program.

Non-native, English-speaking students may be admitted in an academic program with the minimum TOEFL requirement for their program while taking required English courses. The minimum TOEFL score requirement for undergraduate programs is 61 IBT / 500 paper / 173 computer and most graduate programs is 79 IBT / 550 paper / 213 computer. (See TOEFL / ELSP requirements for specific programs.)

Students who wish to take TOEFL should obtain the TOEFL Bulletin of Information. Copies of this bulletin and the registration form may be obtained in a number of cities outside the United States. They often are available at American embassies and consulates, offices of the United States Information Service (USIS), United States educational commissions and foundations abroad, and binational centers.

Students who cannot locally obtain a TOEFL Bulletin of Information and registration form should write for them several months in advance to: Test of English as a Foreign Language, Box 6154, Princeton, New Jersey, USA 08541 (Phone: 609-771-7100, Fax: 609-771-7500, Website: http://www.toefl.org).

Because this test is administered only at certain times, the candidate for admission should inquire about testing dates well in advance of the date of anticipated school term in the U.S.

**TOEFL / BEPE REQUIREMENTS FOR SPECIFIC PROGRAMS**

**Undergraduate Programs**
The minimum TOEFL score for admission is a total of 61 IBT / 500 paper / 173 computer for the undergraduate student. (TESOL minors must have a score of 79 IBT / 550 paper / 213 computer.) A student may submit an SAT I score for admission instead of a TOEFL score. Students who score below 480 on the critical reading section of the SAT exam and below 100 IBT / 600 paper / 250 computer on the TOEFL are required to take the Biola English Placement Exam (BEPE).

**Graduate Programs**
The minimum for admission to Biola’s graduate schools is a total of 79 IBT / 550 paper / 213 computer (with a score of 55 or above for each of the three test sections). The following graduate programs have different requirements:

**ALT Programs** *(See Applied Linguistics & TESOL section)*

<table>
<thead>
<tr>
<th>TOEFL (required)</th>
<th>BEPE (required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 IBT / 600 paper / 250 computer</td>
<td>Not accepted through ELSP</td>
</tr>
</tbody>
</table>

**Th.M.**

<table>
<thead>
<tr>
<th>TOEFL</th>
<th>BEPE</th>
</tr>
</thead>
<tbody>
<tr>
<td>88 IBT / 575 paper / 231 computer</td>
<td>Required</td>
</tr>
</tbody>
</table>

**Talbot M.A. / M.Div.**

<table>
<thead>
<tr>
<th>TOEFL</th>
<th>BEPE</th>
</tr>
</thead>
<tbody>
<tr>
<td>79 IBT / 550 paper / 213 computer</td>
<td>Required</td>
</tr>
</tbody>
</table>

**Talbot Ph.D.** *(See Talbot Ph.D. section)*

<table>
<thead>
<tr>
<th>TOEFL</th>
<th>BEPE</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 IBT / 600 paper / 250 computer</td>
<td>Not Required</td>
</tr>
</tbody>
</table>

**D.Min.** *(See D.Min. section)*

<table>
<thead>
<tr>
<th>TOEFL</th>
<th>BEPE</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 IBT / 600 paper / 250 computer</td>
<td>Not Required</td>
</tr>
</tbody>
</table>

**D.Miss.**

<table>
<thead>
<tr>
<th>TOEFL</th>
<th>BEPE</th>
</tr>
</thead>
<tbody>
<tr>
<td>79 IBT / 550 paper / 213 computer</td>
<td>Required</td>
</tr>
</tbody>
</table>

**SICS Ph.D.**

<table>
<thead>
<tr>
<th>TOEFL</th>
<th>BEPE</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 IBT / 600 paper / 250 computer</td>
<td>Not accepted through ELSP</td>
</tr>
</tbody>
</table>

**ENGLISH PLACEMENT**
The Biola English Placement Exam (BEPE) is administered to determine which course(s) (English 100A–D, F, 101A-D, F, 102A-F, 103, 105, 107 or 109), if any, students must take. The course(s) must be taken during the student’s first semester until the student has successfully passed English 105 and English 109 with a grade of B or above. There is a fee of $25 to take the exam.

Since admission to the University is based on the understanding that the student will successfully complete the ELSP sequence, students will not be allowed to graduate or continue at Biola if they do not complete their ELSP requirement. Undergraduate students must pass English 109 with a grade of B or above before taking English 100, 110 B or before credit from other schools can be granted.

**APPLICATION GUIDELINES**

1. An application for admission, references, recent photo and a $45 non-refundable application fee.
2. **Official Transcripts:**

*Undergraduate Students*

Undergraduate students are required to have completed the equivalent of 12 years of education. Transcripts from all secondary schools and post-secondary institutions must be sent directly from the school to Biola's Office of Admission in order to be considered official. All transcripts must be official and accompanied by a certified English translation that documents coursework and examinations taken, indicates grades received, identifies passing and maximum marks and shows evidence of secondary graduation. International students must have successfully completed college preparatory courses in their home country. If the student has attended a university in his / her home country and would like transfer credit, he / she must have transcripts evaluated by a professional credential agency. Undergraduate transfer international students must have completed satisfactory course work with a 2.5 academic GPA. Information is available in the Office of Admission or the Office of the Registrar.

*Graduate Students*

Official transcripts of all colleges, universities or seminaries attended must be sent directly from the school to Biola's Office of Graduate Admission to be official. All transcripts must be accompanied by a certified English translation that documents coursework and examinations taken, indicates grades received, identifies passing and maximum marks, and evidences completion of a Bachelor's degree.

3. A completed Affidavit of Support form that certifies the student has sufficient funds to study in the U.S. must be on file prior to acceptance and issuance of the I-20. The Affidavit of Support form must be notarized and accompanied by supporting bank statements or tax return forms. In addition, a deposit is required prior to issuance of the I-20.

4. Reference forms—Undergraduate students are required to provide one reference from a pastor / minister and another from a school administrator, teacher, and/or employer who has known the applicant for at least one year. Reference forms are provided by the University and are included with the application. Graduate students are required to provide references appropriate to their program.

5. A TOEFL score of 61 IBT / 500 paper / 173 computer test or an SAT I or ACT test for undergraduates. Graduate programs vary but start with a minimum score of TOEFL 79 IBT / 550 paper test or 213 computer. Students will be referred to the English Language Studies Program for preparatory courses in English if scores are below requirements.

---

**Note:** Official documents presented for admission or evaluation become part of the student’s academic file and cannot be returned or copied for distribution.

**APPLICATION DEADLINES**

Biola University accepts international applications only for the fall semester. Spring admission is only open to current F-1 students transferring from another college / university in the United States or to students applying through ELSP. Graduate Admissions deadlines vary by program. Visit http://www.biola.edu/grad/ for current deadlines.

**Fall**

- File completed by: ........................................ Notification: January 15
- December 1 (Early Action #1) ........................................ January 15
- January 15 (Early Action #2) ........................................ February 15
- March 1 (Regular Deadline) ........................................ April 1

**Note:** Files completed after March 1 will be processed on a bi-monthly basis with notification of admittance beginning after April 1. Applications are considered late after March 1 (late fee of $55) and will be processed if space is available and time allows.

**Spring**

- File completed by: ........................................ Notification: April 1
- December 1 ........................................ Rolling Basis

---

The application process may take 3-6 months. Applicants are encouraged to apply well before the deadlines. Applicants interested in financial aid must apply several months before the stated deadlines. Late applicants will assume expenses for documents needing express postal delivery to and from the University. See ELSP section for program deadlines.

**FINANCIAL RESPONSIBILITY OF INTERNATIONAL STUDENTS**

The student must supply information attesting to their ability to provide United States dollars in the minimum amount required to support the costs of tuition and room and board, in excess of the cost of a round-trip fare from his / her native country.

Applicants who do not have the finances to pay all of their expenses must come under the sponsorship of an approved agency. Sponsorship must include financial responsibility toward the sponsored student for the entire cost of the program.

**ENROLLMENT REQUIREMENTS**

International students admitted to the United States on a student visa are required by law to be registered as full-time students (undergraduate students: a minimum of 12 credit units; graduate students: a minimum of 9 units). Full-time ELSP students are required to take a minimum of 14 units.
Courses dropped between the ninth week and the end of the semester will be recorded with a grade of “UW.” Courses dropped between the third and eighth week will be recorded with the grade of “W.”

Withdrawal
Official withdrawal from enrollment in the university is made by submitting a completed Departure Form to the Office of the Registrar. Students may officially withdraw until the end of the eighth week of the semester. Students who drop from enrollment at any time during the semester but do not submit a Departure Form, or withdraw from enrollment during the ninth through the 15th week of the semester, are considered unofficially withdrawn. Unofficially withdrawn students will not receive a refund of any portion of tuition or fees and will receive grades of “UW” or “F” for their courses. Students departing the university for longer than one year will be required to follow the current catalog at the time of their readmission. Students may petition for an exception.

Student's Records
Enrollees are advised that the University maintains school and student records for no longer than a five-year period beyond the student’s final term of enrollment, with the exception of the transcripts and the academic record.

Attendance
Regular class attendance is expected of all students. Classes are conducted in a manner that will encourage academic excellence and the growth of Christian character. The final authority for attendance and any effect that it might have upon grades rests with the individual faculty member. This is due to the tremendous variety of class size and purpose, and the specific requirements in attendance. Visitors and current students may visit a class for a maximum of one week (or the equivalent thereof, based on a 15-week course). After one week, registration in credit or audit status for the course(s) is required.

Grades
The grade point average of a student is obtained by dividing the total number of grade points attempted at Biola by the total number of units attempted at Biola. (This calculation does not include courses transferred from another institution and starts anew for graduate programs.)

To graduate with a baccalaureate degree, a student must have at least twice as many grade points as units in total credit value of all courses undertaken at Biola (2.00 GPA) and a 2.00 GPA in the major field. Higher standards are required for graduate degrees, as stated elsewhere in this catalog.

Biola’s policy requires that when computing the GPA, the GPA is recorded at the third number beyond the decimal point without rounding up.
Quality of course work is graded on the following scale, with a system of grade points used to determine a student’s general grade point average (GPA) or standing:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Highest Passing Grade</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td></td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td></td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td></td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>Satisfactory</td>
<td>2.00</td>
</tr>
<tr>
<td>C</td>
<td></td>
<td>1.67</td>
</tr>
<tr>
<td>D+</td>
<td>Lowest Passing Grade</td>
<td>1.33</td>
</tr>
<tr>
<td>D</td>
<td></td>
<td>1.00</td>
</tr>
<tr>
<td>D-</td>
<td></td>
<td>0.67</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>0.00</td>
</tr>
<tr>
<td>UW</td>
<td>Unofficial Withdrawal</td>
<td>0.00</td>
</tr>
</tbody>
</table>

A “UW” indicates an unofficial withdrawal. Students who register for courses but do not attend classes are given the grade of “UW” which will influence the GPA the same as an “F”.

Graduate students should see the appropriate section of the catalog for further grade information.

SPECIAL GRADE NOTATIONS
The following grades are also used with special significance in certain programs and are not used in computing the GPA:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>CR</td>
<td>Credit1</td>
</tr>
<tr>
<td>NC</td>
<td>No Credit3</td>
</tr>
<tr>
<td>S</td>
<td>Unsatisfactory3</td>
</tr>
<tr>
<td>US</td>
<td>Report Delayed3</td>
</tr>
<tr>
<td>RG</td>
<td>Registered in course2</td>
</tr>
<tr>
<td>R</td>
<td>Research1</td>
</tr>
<tr>
<td>IP</td>
<td>Internship in Progress3</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal3</td>
</tr>
<tr>
<td>AUD</td>
<td>Audit3</td>
</tr>
<tr>
<td>NR</td>
<td>Not reported by faculty3</td>
</tr>
<tr>
<td>NO</td>
<td>Non-graded Course1</td>
</tr>
</tbody>
</table>

Notes
1. No grade points / Credit given
2. No grade points
3. No grade points / No credit given

SPECIAL NOTATIONS ON COURSE TITLES

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLC</td>
<td>Service Learning Contract</td>
</tr>
<tr>
<td>CPL</td>
<td>Credit for Prior Learning</td>
</tr>
<tr>
<td>TPT</td>
<td>Technical &amp; Professional Training</td>
</tr>
</tbody>
</table>

Bold Program (not considered resident units)

Repeated Courses
A graduate student will be permitted to repeat a course in which either a “C” or lower grade was earned. When a graduate student repeats a course with a grade of “C” or lower the first time, the better grade is the only one used in computing the cumulative GPA, and the units are counted only once. Both grades are shown on the student’s permanent record.

An undergraduate student will be permitted to repeat a course in which either a “UW,” a D or an F grade was earned. Courses in which grades earned were either C or B, may be repeated only with approval from the Office of the Registrar.

When a course is repeated where an undergraduate student has received a “UW,” a D or an F grade the first time, the better grade is the only one used in computing the cumulative GPA, and the units are counted only once. Both grades are shown on the student’s permanent record. When a course is repeated where an undergraduate student has received a C or B grade the first time, both the first and the second grades figure into the total cumulative GPA computation, the units from both courses are added to the student’s unit total, and both grades are shown on the student’s permanent record.

Only courses taken at Biola University will be used to change course grades. In addition, the student must notify the Office of the Registrar, the semester a course is repeated. Only the units of the repeated course apply toward graduation requirements.
Grade Reports
Grade reports will be available at the end of each academic term on the Biola Portal located at: https://portal.biola.edu/portal/. Students may request a printed grade report at the end of the term through the Office of the Registrar. Any discrepancy between this report and the student’s personal record must be brought to the attention of the Office of the Registrar before the end of the following semester.

Grade Changes
It is the student’s responsibility to bring any error in grades to the attention of the instructor within one year following the issued grade.

Grade changes are only allowable for computational or recording errors and must be corrected no later than the last day of classes of the next full term semester.

Dean’s List
Students achieving a semester GPA of 3.6 or better while enrolled in 12 or more units with a cumulative GPA of 3.2 or better, will be placed on the semester Dean’s List.

Auditors
Students wishing to audit must complete the audit application and follow registration procedures. Auditing students cannot register for a course until after the second week of the semester. An auditor only participates in lectures, and they are not allowed to submit papers or take exams. A course taken for audit cannot be repeated for credit at a later date. Students wishing to audit graduate-level courses must be college graduates. All auditors must pay the appropriate per unit fee. (See Financial Information for fees.) Auditors must receive permission from both the Office of the Registrar and the instructor of the course. Audit applications are available at both the Office of the Registrar or online at: www.biola.edu/admin/registrar/registrar_forms.cfm.

Academic Load
The normal full-time load for a Rosemead student is 12 to 16 hours per semester, but not less than nine hours. Without the advisor’s approval, a student may not carry over 16 units in any semester. Part-time registration of less than nine units is permitted only after a student has been admitted to candidacy. Rosemead does not admit part-time students to its degree programs.

A unit of credit is generally considered to consist of one class hour (50 minutes) a week for a semester. In physical education activities, laboratory sessions and in a few other instances, a unit of credit may involve more than one class period a week.

Generally an undergraduate student is limited to 18 units of classroom work a semester. After the first semester a student with a grade point average of 3.0 may petition the Office of the Registrar to carry 19-20 units. In no case will a student be permitted to carry more than 20 units each semester.

Special Note: Full-time enrollment (completing 12 units each semester as an undergraduate student or 9 units each semester as a graduate student) is required of the following students: Internationals, Veterans receiving full benefits, students receiving social security benefits, and all students receiving financial aid of any kind. When dropping classes, students must be aware that they are required to complete 12 units of credit (or 9 units of credit as a graduate student).

Independent Study / Arranged Course
An Independent Study is a course which is initiated by the student, who then works independently toward the goals and objectives outlined by the professor on the Arranged Course form. Students who are in good standing and not on probation are eligible to enroll in an Independent Study. A maximum of six (6) units, may be taken by a student in Independent Study, and/or arranged coursework during the student’s degree program. An Arranged Course Fee is required at the time of registration.

Classification of Students
A student’s classification is determined at the beginning of each semester according to the following plan:

Undergraduate
Freshman .................................................. 26 units or less completed
Sophomore ............................................... 27–56 units completed
Junior .................................................... 57–87 units completed
Senior ................................................... 88 units or more completed

Graduate
Talbot, SICS, SAS, SPS & SB
Graduate 1 ................................................. 28 units or less completed
Graduate 2 ............................................... 29–64 units completed
Graduate 3 ............................................... 65 units or more completed
Graduate 4 ................................................. Master of Theology / ICS Internship
Graduate 5 ................................................. Doctor of Ministry
Numbering of Courses
Courses numbered 100 to 299 are lower division (primarily for freshmen and sophomores). Courses numbered 300 to 499 are upper division (primarily for juniors and seniors). Courses numbered 500 and above are graduate level.

The course numbering system is designed to indicate the relative academic level of courses in this manner:

- **100–499** Undergraduate, baccalaureate level courses
- **500–700** Graduate level, normally indicating first through third year beyond baccalaureate.
- **800–999** Postgraduate level, indicating fourth year beyond baccalaureate.

In general, odd-numbered courses are given in the fall and even-numbered courses are offered in the spring. Courses ending in zero usually are offered each semester or either semester. Not all courses are offered every year.

The units of credit are indicated by the number after each course title.

The University reserves the right to withdraw any courses for which there is insufficient registration or lack of faculty resources.

**Note:** Biola University reserves the right to change any and all student charges, modify its services, or change its curriculum or programs of study should economic conditions, curricular revisions, or other relevant factors make it necessary or desirable to do so. While every effort is made to insure the accuracy of the information in this catalog, Biola University has the right to make changes at any time without prior notice.

Family Education Rights & Privacy Act
Students who have requested that their information remain confidential will need to approve any release of information about themselves with the exception of requests made by a loan agency or financial aid guarantor in regard to a student’s loan or deferment of a loan. Student information is released to loan agencies and financial aid guarantors due to the fact that the release of this information is “in the best interest of the student and a benefit to the student.” Student information is released to loan agencies and financial aid guarantors when such information is requested either by the loan agency, financial aid guarantor, or by the student at the request of the loan agency or financial aid guarantor.

Some information cannot be released without a signed release from the student regardless of whether or not the student has requested confidentiality. This is especially true with regard to grades, grade point averages, and academic standing.

Certain information designated as “Directory Information” may be disclosed without the consent or knowledge of the student unless the student has notified Biola in advance that their records remain confidential. “Directory Information” at Biola is defined as:

- Photo
- Name
- Address
- Telephone Listing
- E-mail Address
- Date and Place of Birth
- Major Field of Study
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Enrollment Status
- Dates of Attendance
- Student status (full-time, half-time, less than half-time)
- The most recent previous educational agency or institution attended
- Degrees awarded and dates received

Transcript Request
One transcript of a student’s record is furnished free of charge.

1. For each additional transcript after that, a $6 charge will be assessed for an official copy and a $3 fee will be charged for an unofficial copy. Transcript orders of nine or more are granted a reduced rate of $5 per official ($1 off each copy). The student or alumnus may request a transcript in person, FAX or by mail. Telephone or electronic mail requests will not be accepted. Every transcript request should include the name the student attended under, Biola student ID#, date of birth, social security number, last semester of attendance at Biola, any degrees earned at Biola, name and address where the transcript is to be sent, the appropriate fee paid in cash, credit card or check, made payable to Biola University, and the signature of the student.

2. For rush transcript service (normally 24-hour processing) there will be an additional fee of $10 per transcript. To fax a copy of a transcript, there will be an additional fee of $1 added to the total.
3. If the requester has changed names after withdrawing from the university, the requester must provide proof of name change—either name change court document or marriage license—in order to properly identify the requester.

4. The requester must sign the transcript request with the same name that the requester attended under. If the requester has changed names after withdrawing from the university, the requester should sign the request using the attended-as name and the current name.

A transcript cannot be released if the student owes money to the university or if a payment is outstanding on any loans obtained through the university.

A request for a transcript must bear the signature of the individual whose permanent record is involved. If the name is typed or printed, the request will not be honored.

This policy is in compliance with the Family Educational Rights and Privacy Act of 1974 (Buckley Amendment).

Transcript request forms are available at the Office of the Registrar or online at: www.biola.edu/admin/registrar.

Name Changes
All name change requests by marriage, divorce or court order must be accompanied by a copy of the legal action which changes the individual’s name, only if the name change occurs during enrollment.

Extracurricular Activities
All groups or individuals who represent the University must manifest satisfactory cooperation, spiritual life and scholastic attainment (the overall grade point average must be 2.00), and must be approved by the faculty.

Degrees Offered
SCHOOL OF ARTS & SCIENCES
The Bachelor of Arts degree. Offered with majors in communication studies, English, history, humanities, liberal studies, mass communication, music, philosophy, social science, sociology and Spanish.

The Bachelor of Fine Arts degree. Offered with a major in studio art.

The Bachelor of Music degree. Offered with emphasis in composition, music education and performance.

The Bachelor of Science degree. Offered with majors in biochemistry, biological science, computer science, human biology, mathematics, music, nursing, physical education and sports sciences and physical science.
Undergraduate Programs

Choosing an Undergraduate Major

Every student should choose a major by the end of the sophomore year so that he or she may complete the major requirements in a timely fashion.

To help students, the university has available a number of useful resources to assist in making the decision: academic advisors, careers counselors, First-Year Seminar classes conducted during the first semester of attendance, curriculum charts detailing the academic requirements for each program, and various fliers and brochures produced by each department.

The task of selecting a major (and often a minor or other complementary specializations) becomes one of crystallizing ideas on the basis of experiences in specific courses, discussions with other students, staff and faculty. Faculty advising is a service offered to students; however each student is responsible for choosing courses and fulfilling graduation requirements.

Students must plan freshman or sophomore programs which will permit them to enter or take advanced courses in fields they may want to pursue. They should be sure to begin or complete requirements such as mathematics, chemistry or a foreign language early in their academic careers. Students anticipating graduate or professional study should exercise special care in planning undergraduate programs and seek faculty counseling in the field of interest. Advance examination of the possibilities of graduate or professional study will be helpful to students who have clear educational and vocational objectives.

Note: The student’s transcript cannot be altered to add a major or minor once the degree is completed.

Undeclared Majors

Students who are uncertain about their primary educational or vocational goals may enroll as undeclared majors. However, they should consult an advisor in the Academic Advising Office prior to registration each semester. While most undeclared students will enroll in primarily general education and Biblical Studies requirements, many general education requirements are “major specific” and should be chosen with possible majors in mind. A student should not plan to stay “undeclared” for more than three semesters.

Planning a Major Program

When students have selected a major field, they should study all the requirements that are specified in this catalog under their chosen degree program. They should make a tentative semester by semester plan for completing the requirement including prerequisites and discuss this plan with an advisor in the major.

In addition to courses in the major department, related courses in other fields and supporting courses in basic skills may also be required. These should be included in the tentative semester by semester plan.

Some departments require an application to the department and acceptance; and or placement tests prior to admission to classes. The times and places for the tests are determined by the department. Students should contact departments for testing times.

Change of Major or Degree

To change a major or degree a student must:

Undergraduate

- Obtain the form from the Office of the Registrar and obtain the signatures from your current and new majors, or
- If changing a degree program in another school, submit a full application.

Graduate

- If changing a degree program at the same degree level within a school, submit a letter to the Office of Admission, or
- If changing a degree program in another school, submit a full application.

Major changes are effective the following semester after the receiving and processing of the student request by the Office of the Registrar.

A student may not avoid a requirement of Admission by a change in status. Whenever a student changes major or degree, they follow the catalog for the academic year in which they make the change.

A student must be in good standing in the current major / degree program before requesting a change. Students are not allowed to change programs while on probation in their current program. They must clear their present academic status before changing to a new degree program.

Double Degree

Students seeking a second baccalaureate degree must complete a minimum of 30 distinct units with 24 distinct upper division units in a second area of major studies. A minimum of 160 total units are required for graduation with a double degree. All prerequisites, supporting courses and departmental requirements for each major must be completed. The student must confer with the departments in which he will major and with the Office of the Registrar.

Double Major

A student may be graduated with two majors. The following information is for those pursuing two majors:
All prerequisites, supporting courses and departmental requirements for each major must be completed.

The second major must have a ‘minimum’ of 18 upper division units unique to that major (i.e., minimum of 48 major units and 148 total units required—see individual major requirements). Students must confer with the departments in which they will major and with the Office of the Registrar.

MINORS
Although Biola University does not require the student to have a minor for graduation, there are a number of instances in which a student may wish to take a minor, especially in planning for a career in teaching. By checking the various departments in the catalog, a student may determine if a minor is offered. A minor usually requires a ‘minimum’ of 18 units, 12 of which should be upper division and six of these should be unique to the minor, i.e., not counted toward any other requirements. A minimum of six upper division units must be taken in residency. Students should confer with the departments in which they will minor and with the Office of the Registrar.

WRITING COMPETENCY REQUIREMENT
Before graduation from Biola, every student must fulfill the Writing Competency Requirement with a passing score. This requirement tests a student’s ability to write clear and correct English prose. This requirement will not be given separately from the standard curriculum. Instead, each department has designed its requirements to suit the particular demands of its own discipline. Students with more than one major must fulfill the requirement in each major.

The Writing Competency Requirement should be met during the junior year. Students with junior status should enroll in at least one of the Writing Competency courses offered by their department. Most departments identify their Writing Competency courses in the Schedule of Classes. Several departments offer more than one Writing Competency course. If a student enrolls in more than one Writing Competency course, that student may choose the course in which he or she will attempt to fulfill the Writing Competency Requirement.

Some departments require a student to submit a portfolio of the student’s written work from several upper-division courses. Students should find out from their department about its requirements.

ELSP students must have passed the EDET, and all students must have successfully completed English 100 or 110 A and English 110 B before attempting to fulfill the Writing Competency requirement in their departments.

Students who do not pass the Writing Competency Requirement on their first attempt must re-attempt to pass it during a subsequent semester. After their second failure, students must take English 210, Writing for Competency. A grade of C+ or higher in this course will satisfy the Writing Competency Requirement. Students may not enroll in English 210 unless they have failed their department’s requirements twice. Delaying the fulfillment of the Writing Competency Requirement may jeopardize the student’s graduation. A notation will be made on the student’s transcript once the Writing Competency Requirement has been passed.

It is strongly recommended that students plan to fulfill the Writing Competency Requirement by the time they turn in their Graduation Petition.

Students will find it helpful to take their papers to the Biola University Writing Center in Sutherland Hall 213 before submitting them to their departments.

UNDERGRADUATE GRADUATION PETITION
Graduating seniors must file a “Graduation Petition” form with the Office of the Registrar and submit any departmental checklists one year prior to graduation. Students filing late will be charged a late graduation petition fee. A late petition is defined as any graduation petition received after classes begin in the student’s graduating semester. Late Petitions for graduation will be accepted prior to November 1st for fall commencement and April 15th for spring commencement. Thereafter, the student must participate in the next available commencement ceremony.

REQUIREMENTS FOR ALL BACCALAUREATE DEGREES
1. All baccalaureate degrees require a minimum of 130 degree applicable units for graduation (A minimum of 120 units in the BOLD program). Each major consists of a minimum of 30 units of which 24 must be upper division. The Bachelor of Music degree requires 142 units. A degree in nursing requires 141 units. For specific major requirements please see indicated major listings. In the case of repeated courses, only the units from one of the repeated courses apply.

2. Completion of all academic requirements. Obtain approval of the student’s graduation petition by the major advisor and the Office of the Registrar one year before graduation. To ensure completion of degree requirements, the normal academic load, during the last year, for a student anticipating graduation is 18 units. Those students who wish to take more are expected to notify their graduation counselor. Approval for the additional units beyond the norm will be made through the Office of the Registrar.

3. A minimum of 30 units must be taken at Biola University, at least 15 units (upper division level) in the major field. Biola has a residency requirement for biblical studies. Of the 30 units of Bible required of all students, 15 units must be tak-
en at Biola. Transfer credit, credit for prior learning, credit by examination and off-campus programs may not be used to fulfill the minimum residency requirement. BOLD Bible residency requirements are detailed in the BOLD section of this catalog.

4. A minimum "C" average (or a 2.00 grade point average) in the major and a cumulative GPA of 2.0 taken at Biola University. (Note: GPA requirements are higher in some majors. See departmental requirements.)

5. All correspondence course work must be completed and an official transcript received by the Office of the Registrar before the senior year, two semesters prior to graduation.

6. All course work during the final semester which will be applied toward graduation requirements must be taken at Biola University.

7. All students who have entered the University in the Fall 1986 or later and who will be graduating in the Spring 1990 or later must pass the Writing Competency Exam.

Note: All graduation requirements may be met within four school years by carrying approximately 16 or 17 units each semester. A student may still be graduated within four years if he wishes to take a lighter load and enroll in summer session and/or interterm.

GRADUATION HONORS—
UNDERGRADUATE PROGRAMS
Honors at graduation for baccalaureate recipients are based on grade point average, overall performance, Christian values, and a minimum 60-unit residency. Honors are not automatically granted. Faculty may raise the standards at any time. Honors are granted by the faculty and may be denied or higher standards may be applied. The university honors have been defined by the Academic Standards Committee as:

<table>
<thead>
<tr>
<th>Honor</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cum Laude</td>
<td>3.50-3.69</td>
</tr>
<tr>
<td>Magna Cum Laude</td>
<td>3.70-3.89</td>
</tr>
<tr>
<td>Summa Cum Laude</td>
<td>3.90-4.00</td>
</tr>
</tbody>
</table>

Honors recognized in the graduation ceremony may be changed based on the processing of final grades. GPA standards for honors must be met with no rounding of numbers. Graduate and BOLD students should check with their program section in the catalog for honors qualification.

HONOR SOCIETY
A select group of graduating seniors are chosen by the faculty each year to membership in Epsilon Kappa Epsilon, the baccalaureate honor society of Biola University. Eligibility is based on invitation from the deans’ office. Students receiving an invitation must complete the application form and return it to the Dean of Arts and Sciences. Final selection is based upon scholastic performance, Christian witness and contributions to the Biola community. Membership is limited to no more than 5% of the graduating class. To be eligible for membership, a student must have a cumulative GPA of 3.75 or higher and must have completed 80 credit units at Biola prior to the semester of graduation. BOLD students should check their program section in the catalog for a listing of honors.

Graduate Programs
GRADUATION PETITION
Graduate students must make an appointment with the Graduate Graduation Counselor in the Office of the Registrar to petition to graduate. This must be done one year prior to graduation. Students filing late will be charged a late graduation petition fee.

REQUIREMENTS FOR ALL GRADUATE DEGREES
Refer to individual degree programs for specific requirements for graduation.

1. Completion of all academic requirements and approval of the student’s graduation petition by the major advisor and the Office of the Registrar a year before graduation.

2. All course work during the final semester which will be applied toward graduation requirements must be taken at Biola University.

3. A minimum of twenty-four (24) units must be taken at Biola University in the degree program.

4. A minimum of twenty-four (24) distinct units must be completed at Biola in any additional graduate degree at the same level. This applies to the second (or additional) degrees and double degrees taken at Biola for all graduate programs.

DOUBLE EMPHASES
A minimum of 12 units must be taken that are unique to the second emphasis. (i.e., Talbot: a minimum of 78 units for two emphases in the M.A. and a minimum of 110 units for two emphases in the M.Div. degree). All prerequisites, supporting courses, and departmental requirements for both of the emphases must be completed prior to the single commencement. The student must receive the approval of both the departments and approval of the Office of the Registrar.

SECOND MASTER’S DEGREE
Students seeking a second master’s degree must complete a minimum of 24 distinct units in a second area of major study, taken at Biola University. All prerequisites, supporting courses and departmental requirements for each degree must be completed.
prior to graduation. The student must receive approval from both the academic departments and the Office of the Registrar. The student may choose to graduate with both degrees at one commencement or different commencements. A student may petition the Registrar and the school faculty to surrender the first certificate or master’s degree to avoid the required extra 24 units.

The programs in Talbot School of Theology are accredited by the Association of Theological Schools (ATS). ATS requires that a minimum of 50% of Talbot’s degree programs be taken in residency (i.e., not transferred in nor shared with any other program). (ATS Standards, 1998)

GRADUATION HONORS
Honors at graduation for master’s program recipients are based on grade point average, overall performance, Christian values, and a minimum 24-unit residency. Honors are not automatically granted. Faculty may raise the standards at any time. Honors are granted by the faculty and may be denied or higher standards may be applied. The university honors have been defined by the Academic Standards Committee as:

<table>
<thead>
<tr>
<th>Honor</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honors</td>
<td>3.50-3.69</td>
</tr>
<tr>
<td>High Honors</td>
<td>3.70-3.89</td>
</tr>
<tr>
<td>Highest Honors</td>
<td>3.90-4.00</td>
</tr>
</tbody>
</table>

Honors recognized in the graduation ceremony may be changed based on the processing of final grades. GPA standards for honors must be met with no rounding of numbers. Graduate students should check their program section in the catalog for honors qualification and honor society recognition.

Commencement
All degree requirements must be completed before the student may participate in commencement ceremonies. Those students completing all their coursework during interterm or summer session must contact their graduation counselor to be cleared for graduation. For fall commencement, all requirements must be completed before participating in graduation.

It is expected that all graduating students will be present at commencement ceremonies except in cases of extreme emergency or other similarly difficult circumstances. Permission to graduate in absentia must be secured at least one month prior to commencement from the school dean or from the Office of the Registrar.

Summary of University Graduating Class 2005-2006 Academic Year

**Undergraduate Programs**

<table>
<thead>
<tr>
<th>Classification</th>
<th>Men</th>
<th>Women</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen</td>
<td>372</td>
<td>618</td>
<td>990</td>
</tr>
<tr>
<td>Sophomores</td>
<td>292</td>
<td>493</td>
<td>785</td>
</tr>
<tr>
<td>Juniors</td>
<td>286</td>
<td>445</td>
<td>731</td>
</tr>
<tr>
<td>Seniors</td>
<td>355</td>
<td>567</td>
<td>922</td>
</tr>
<tr>
<td>Special Students</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Adult Degree Program</td>
<td>218</td>
<td>222</td>
<td>440</td>
</tr>
<tr>
<td>English Language Institute</td>
<td>30</td>
<td>24</td>
<td>54</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,554</strong></td>
<td><strong>2,370</strong></td>
<td><strong>3,924</strong></td>
</tr>
</tbody>
</table>

**Graduate Programs**

<table>
<thead>
<tr>
<th>Classification</th>
<th>Men</th>
<th>Women</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Arts &amp; Sciences</td>
<td>24</td>
<td>100</td>
<td>124</td>
</tr>
<tr>
<td>Special (Credential)</td>
<td>14</td>
<td>69</td>
<td>83</td>
</tr>
<tr>
<td>Talbot School of Theology *</td>
<td>764</td>
<td>252</td>
<td>1,016</td>
</tr>
<tr>
<td>SICS</td>
<td>76</td>
<td>87</td>
<td>163</td>
</tr>
<tr>
<td>Rosemead School of Psychology</td>
<td>38</td>
<td>77</td>
<td>115</td>
</tr>
<tr>
<td>M.A. Apologetics</td>
<td>151</td>
<td>39</td>
<td>190</td>
</tr>
<tr>
<td>M.A. Organizational Leadership</td>
<td>49</td>
<td>45</td>
<td>94</td>
</tr>
<tr>
<td>M.A. Science &amp; Religion</td>
<td>12</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>School of Business</td>
<td>21</td>
<td>7</td>
<td>28</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,149</strong></td>
<td><strong>679</strong></td>
<td><strong>1,828</strong></td>
</tr>
</tbody>
</table>

The student may choose to graduate with both degrees at one commencement or different commencements. A student may petition the Registrar and the school faculty to surrender the first certificate or master’s degree to avoid the required extra 24 units.

* Institute for Spiritual Formation is part of Talbot School of Theology with 107 students.

Summary of University Enrollment Fall Semester 2006

**Biola University (All Programs)**

<table>
<thead>
<tr>
<th></th>
<th>Men</th>
<th>Women</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total</strong></td>
<td><strong>2,703</strong></td>
<td><strong>3,049</strong></td>
<td><strong>5,752</strong></td>
</tr>
</tbody>
</table>
Master of Arts in Teaching English to Speakers of Other Languages ......................................................... 8
Master of Arts in Applied Linguistics ........................................................................................................ 6
Doctor of Missiology ................................................................................................................................. 6
Doctor of Philosophy .................................................................................................................................. 6

Rosemead School of Psychology
Master of Arts .................................................................................................................................................. 22
Doctor of Psychology ...................................................................................................................................... 12
Doctor of Philosophy ...................................................................................................................................... 7

Graduate Programs Total ................................................................................................................................ 358
Grand Total ..................................................................................................................................................... 1,052

Graduation Rate Disclosure
Of the full-time, degree-seeking, first-time freshmen who entered Biola University in Fall 2000 and three years prior, the average graduation rate for the three years of cohort classes is 68.3%. This graduation rate is used to estimate the number of graduates from the incoming freshmen class who may complete their degrees. Some of our undergraduate major programs, which contain our largest enrollments, are longer programs that may take five or more years to complete.

Academic & Behavioral Standards

Statement of Satisfactory Academic Progress

FULL-TIME UNDERGRADUATE STUDENTS
Satisfactory academic progress toward a baccalaureate degree as a full-time undergraduate student is obtained by completing 12 or more units per semester or 24 or more units per academic year while maintaining a cumulative GPA of 2.0. Repeated courses previously passed cannot be counted toward minimum satisfactory academic progress requirements. The student must complete the degree requirements within the period of time required when progressing at the minimum full-time rate. For example, in a program requiring 130 units progressing at 12 units, a student would have 11 semesters to complete the program.

FULL-TIME GRADUATE STUDENTS
Satisfactory academic progress toward a graduate degree as a full-time graduate student is obtained by completing eight or more units per semester or 16 or more units per academic year while maintaining the minimum cumulative GPA specified by the program requirements in which the student is enrolled. Repeated courses previously passed cannot be counted toward minimum satisfactory academic progress requirements. The student must complete the degree requirements within the period of time required when progressing at the minimum full-time rate. For example, in a program requiring 96 units progressing at eight units, a student would have 12 semesters to complete the program. Doctoral students are considered full time for a maximum of two years in the dissertation phase of their program.

PART-TIME STUDENTS
Satisfactory academic progress toward a degree for a part-time student is obtained by completing six or more units per semester and maintaining a cumulative GPA of at least 2.0 for the undergraduate, and four or more units per semester and maintaining the minimum program requirement for the graduate student. Repeated courses previously passed cannot be counted toward minimum satisfactory academic progress requirements. The student must complete the degree requirements within a maximum of three years beyond that required for a full-time student.

EXCEPTIONS
Exceptions to these standards are discussed under any applicable degree program.

Academic Probation
Any student failing to maintain the minimum grade point average required by their academic program as outlined in the Statement of Satisfactory Academic Progress will be placed on academic probation. Should the student not meet the minimum cumulative GPA at the end of two consecutive semesters of academic proba-
Honesty in academic work is essential for personal growth and an ethical life pleasing to God.

Academic dishonesty is considered a serious offense, and will be handled by individual faculty in various ways including lowered grades or possible loss of course credit. The faculty member will work with the Dean for Students to consider further disciplinary action, including dismissal. A full statement concerning academic dishonesty can be found in the Undergraduate Student Handbook.

Fraudulent Records
The submission, alteration or falsification of transcript(s), record(s), or document(s) may result in denial of admission, disciplinary action or possible dismissal from the institution. In the event that such unethical acts are discovered after the student has discontinued attendance or has graduated from the university, the following procedure will be followed:

1. The former student will be notified that a fraudulent item or alteration has been discovered. This notification may be made in person or sent by mail, posted to the address currently on file in the Office of the Registrar.

2. The student’s file will be suspended during the investigation, and documents will not be released during this time.

3. The student will be given 30 days to present evidence that may assist the university in determining whether there was fraud and/or alteration.

4. The university will review the evidence and determine whether the documents in question were fraudulent and/or altered.

5. The student will be notified of the university’s decision and may appeal it to the Provost Office within 30 days of the written notice. This notice may be made in person or sent by mail, posted to the address currently on file in the Office of the Registrar. If the evidence indicates that fraudulent or altered transcript(s), record(s) or document(s) were submitted and a degree was granted, such a degree will be rescinded and the student placed on a “dismissed without possibility of re-admittance” status. When possible, any person, employer or agency who was provided a transcript before the fraud or alteration was discovered will be notified that the transcript submitted was erroneous. Even if no degree was granted to the student, this individual will be placed on a “dismissed without possibility of re-admittance” status. In the event the student attended the university on a student visa, the appropriate embassy will be notified.
Standards of Conduct

Biola University is a community of Christians committed to the principles of Christian living found in the Bible and holds that these biblical standards are vital to our individual and corporate relationships. Maintaining these standards contributes to the kind of atmosphere in which quality Christian education and spiritual nurture can best occur, and strengthens the testimony of Biola within both Christian and secular communities. In this light, and given the clear biblical imperative for spiritual self-discipline, the University has established these “standards of conduct” to be observed and upheld, by all members of the Biola community.

Consistent with the example and command of Jesus Christ, we believe that life within a Christian community must be lived to the glory of God, with love for God and for our neighbors. Being indwelt by the Holy Spirit, we strive to walk by the Spirit, “crucifying the flesh with its passions and desires” (Galatians 5:24). To this end, members of the Biola community are not to engage in activities which Scripture forbids. Such activities include, but are not limited to, dishonesty, thievery, fornication, adultery, homosexual practice, drunkenness and unscriptural divorce. Scripture also condemns other “deeds of the flesh” such as covetousness, jealousy, pride and lust—sins which the maturing Christian should put off, and replace with “fruit of the spirit”: love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control (e.g., Luke 10:27; Galatians 2:20, 5:14-24; Ephesians 2:3; 1 Corinthians 6:9-10).

As a Christian educational institution, Biola also recognizes the responsibility of its Board of Trustees, faculty and staff to provide examples of maturing Christian character, conduct and attitude to its students and the community at large. Therefore, as maturing Christians, the entire Biola community will strive for the holiness of God (1 Peter 1:13-19), and love Him with all our heart, soul and mind (Matthew 22:37). In addition, we are called to love our friends and neighbors as God has loved us (Matthew 22:39; 1 John 4:7-11). We will achieve this calling by walking by the power of the Holy Spirit and avoiding sins clearly forbidden in Scripture (Galatians 5:16-21; 1 Corinthians 6:9-11; Ephesians 5:1-14). Also, we will pursue the fruit of the Spirit from our Lord and with one another (Galatians 5:22-24).

When the Bible is not clear regarding a specific behavior, we will be guided by our desire to glorify God in our bodies as temples of the Holy Spirit (1 Corinthians 6:19-20), and will discern if any of our brothers or sisters in Christ would stumble in their faith (1 Corinthians 8; Romans 14). If our Lord is not glorified or another Christian is harmed or offended by our behavior, then we will freely abstain from that activity, both on and off the campus of Biola. We know that many behaviors are lawful, but not all are profitable (1 Corinthians 10:23-33). Therefore, we will constantly be teachable regarding those activities where the Bible is not clear and will evaluate them in light of our pursuit of holiness and love for our Lord and each other.

Students of Biola are expected to refrain from the use of alcoholic beverages and tobacco in any form, and from gambling. Further, discernment must be exercised in avoiding all activities that may be spiritually or morally harmful. Individual decisions regarding movies, television programs, all forms of electronic media and other activities are expected to reflect this moral commitment. Biola University does not presume to be a censoring agency for all activities; it does, however, expect tangible evidence of maturing Christian convictions and discerning judgment.

In addition, members of the Biola community will observe Sunday as the Lord’s Day and give primary attention to worship, rest, Christian fellowship and recreation, and service.

These standards apply to the student while enrolled in any of the schools or programs of the University on and off campus. Biola therefore reserves the right to discipline or dismiss any student who, in its judgment, does not conform to these conduct standards or to other expressed principles, policies, programs and expectations of the university governing student conduct.
Student Services

Biola recognizes that education does not take place exclusively in the classroom; rather, the individual student is viewed as a “whole person.” We are committed to contributing to student development in the social, personal, physical and spiritual areas of life, as well as that of the intellect. Toward that end, a number of departments and programs are devoted to student development. The Division of Student Development is responsible for programs and services for both residential and commuter students. Also, it is involved in such areas as career planning; chapel programming and accountability; housing placement; discipline; spiritual and character formation; leadership development and advisement to student organizations; learning skills development; services to students with disabilities; multietnic programs; and international student services. The Auxiliary Services Department is responsible for the business management of the residence halls and apartments, food services, health services, the bookstore, ID cards, the duplicating center, fitness center, SUB game room and the swimming pool.

Residence Requirements

All unmarried freshmen and sophomores under 21 years of age and not living with their parents are expected to live in the residence halls if they are enrolled for 10 units or more. Incoming students 21 and older may live in residence halls or apartments on a space-available basis. Requests for exceptions are to be directed in writing to the Residence Exception Committee, care of the Housing Office in Student Development. All students living in undergraduate residence halls are required to participate in the food service program.

All university undergraduate residence halls will be closed over the Christmas holiday.

Housing Reservation

All accepted applicants requiring on-campus housing will be sent a housing information card by the Office of Admission along with their notice of acceptance. This card must be filled out and returned to the Office of Admission with a $250 housing deposit and the required $300 enrollment deposit. No room can be reserved without these deposits.

Applicants who have paid the $250 room reservation deposit but decide not to attend Biola or obtain exemption from the residence requirement may request a refund of this deposit if the Housing Manager in Student Development has been notified in writing. The Housing Manager must receive this notification by the deadlines listed below. Failure to notify the Housing Manager by the designated dates will result in forfeiture of the deposit.

Prior to fall:
- July 1 (incoming students) or July 15 (continuing students)

Prior to spring:
- January 15 (all students)

The $250 housing deposit will be kept by the university to hold a space in on-campus housing until such a time as the student withdraws, graduates, is eligible to live off-campus and does so or receives an exemption from the residence requirement.

In the case of withdrawal, or moving off campus, the student must submit a written request for refund of the housing deposit to the Housing Office at the time the student moves off campus (claim forms available at the Housing Office). Such notification must be received prior to July 15 after the spring semester or prior to January 15 after the fall semester. Refunded deposits will be credited to the student’s university account balance. In the case of graduation, the deposit will be automatically refunded to the student’s account balance. In case of an exemption to the residence requirement, the terms of the exemption will inform the student whether
the deposit will be refunded or forfeited. Refunded deposits will be credited to the student’s university account balance.

**Continuing Students:**

Procedure for Reserving Campus Housing
Continuing on-campus students desiring to reserve on-campus housing for the fall must sign up for the room of their choice according to the reservation schedule in the spring. Commuter students desiring to live on campus need to contact the Housing Manager.

**Commuter Students**

Students who live off campus are an important part of our university community. The Office of Commuter Life is responsible for establishment and on-going development of an environment that supports the undergraduate commuter population. This department is responsible for representation of commuter student concerns as well as provision of services and programs tailored for commuters. Commuter Life also serves as a resource to advise the University regarding current commuter student needs and concerns, and is also responsible for the management of the Collegium, a home-away-from-home for commuter students.

**Food Service**

Biola provides excellent food service for all students. A wide variety of entrées, sandwiches, soups, fresh fruits, bread, beverages, and desserts is offered. The food service staff will work out individual programs for students with special dietary requirements or weight reduction programs prescribed by a physician.

A variety of meal plans are available. All students living in the residence halls are required to choose either a 10 without flex or 10-, 12-, 15- or 20-flex meal plan. (The numbers indicated are meals per week.) A “flex” plan is 10, 12, 15 or 20 meals per week at Café Biola, our dining room, plus “flex dollars” to purchase additional meals either at Café Biola, the Eagles’ Nest, our on-campus coffee shop, or Common Grounds, our coffee house, the coffee cart, or the School of Business Grab N Go.

Commuter students or students who reside in the Biola apartments have further meal plan options. Check with Food Services for details.

**Duplicating Center**

The Biola Duplicating Center, located on the McNally Campus, is available to students, staff, faculty and the public. The duplicating center has high-speed duplicating equipment and can do a variety of jobs, including thermal binding, tabs, covers, color copying, color posters and banners, etc. Our prices are generally lower than off-campus duplicating stores. There is also an after-hours drop box located outside of the duplicating center.

**Bookstore**

The Biola Bookstore is open Monday through Saturday for the convenience of the students, faculty, staff and public. All required textbooks, as well as general books and supplies, are available. The Bookstore has a large selection of Christian books and offers Bibles in a variety of styles and bindings at substantial discounts: Biola insignia clothing and school spirit merchandise, a large selection of greeting cards, school supplies, dorm-room furniture/accessories, gift items, theme park tickets and music are available for purchase. The bookstore welcomes special orders via its 1-800-MY-BIOLA phone line. For a fee, Fax messages may be sent or received at the Bookstore and a quick-turnaround photo development service is provided. A convenience store located inside the bookstore contains a generous selection of soft drinks, juices, yogurts, ice cream, snacks and candies. During school breaks and vacations the Bookstore has shortened hours. Please call (562) 903-4883 for information. Website: www.biolabookstore.com.

**Computer Store**

Located next to the Bookstore, the Biola Computer Store offers exceptional pricing on Apple Macintosh and Dell Windows products through special agreements with these companies. Designed to meet the academic community’s needs for computers, software and accessories, the student will find most of their computing needs conveniently met, at very competitive prices. Through agreements with Microsoft, Adobe, Macromedia and others, some software can be purchased at one-half to one-third the non-academic rate. Visit our website at: www.computerstore.biola.edu for the latest products and pricing. The Computer Store keeps different hours than the bookstore, please call ahead (562) 903-4884 or visit our website to check our hours.

**Health Services**

The Student Health Center provides acute, ambulatory health services for all current registered Biola students. The facility is located directly adjacent to the library. Consultation with a physician or a nurse is free; however, there are assigned fees for medications or specific treatments. There is no third party billing service available. Payment is required at the time of each visit by cash, check or credit card at the Health Center. Health Center fees are not payable through student account billing. Children’s services are not available at the Health Center. Consult the website: www.biola.edu/healthcenter for specific hours of operation and other information.

**Insurance**

All students who enroll in seven units or more or those students who live in a campus residence hall are required to have current health insurance. Personal HMO Insurance plans must provide coverage in this local area. Biola facilitates enrollment in a Blue Cross catastrophic accident and illness policy for those who do not have an insurance plan providing coverage locally. Cost of this
insurance is subject to change. The Blue Cross student insurance policy and enrollment form is available on the Health Center website www.biola.edu/healthcenter. Student insurance is not required for students to use the Health Center. Fees for spouses and children are also available online.

HEALTH REQUIREMENTS

Undergraduates: All students who register for seven units or more and those who are living in residence halls are required to have an entrance physical exam completed by a physician, N.P. or P.A. using the standardized Student Health Center physical exam form. Return completed form to the Health Center for filing.

Non-Resident Graduates: A completed Student Health History, immunization record and current TB test (within one year), are required. Please submit forms to the Health Center.

Resident Graduates: A physical exam, completed using the standardized Student Health Center form submitted to the Health Center, is required for all resident graduate students.

Any of the above forms are available through the Admissions Department, the Student Health Center or download from the Health Center website www.biola.edu/healthcenter. Completed forms may be faxed to the Health Center at (562) 906-4512.

Please check with the Health Center staff for assistance or other specific information (562) 903-4841.

Campus Safety

Campus Safety’s primary responsibility is to protect all those individuals associated with Biola University, their property, as well as the property of the University. Trained officers are on duty 24 hours a day.

The Campus Safety Department offers special services such as a campus escort service, a rape prevention program, and bicycle registration service throughout the year. Vehicle registration, traffic control, building security, assistance in medical emergencies, and the university switchboard are also handled by this department. Recognizing that a Christian university is not exempt from crime, students are asked to use common sense and caution in every aspect of their activities. Crime statistics are available upon request at the Office of Campus Safety, or on the Biola website.

Please refer to the Campus Safety Handbook for further Information or call (562) 903-4877.

International Student Services

International Student Services

Biola believes that students from various cultures contribute significantly to the university community. The diversity that comes from their experiences enhances our environment of faith and learning. Biola, for its part, provides services that will help the international student to acclimate to the university environment. Contact the International Student Division in Student Development at (562) 777-4008 for further information.

The Learning Center

The Learning Center is committed to ensuring equal treatment, educational opportunity, academic freedom, and human dignity for students with learning, physical and psychological disabilities. The Learning Center actuates this commitment by providing reasonable and appropriate accommodations to students with disabilities, assisting students with disabilities in advocacy, educating the Biola community about disabilities, and by ensuring legal compliance with state and federal disability laws, the Americans With Disabilities Act and Section 504 of the Rehabilitation Act. For more information, contact Disability Services at The Learning Center at (562) 906-4542.

The Learning Center also provides programs which assist students in becoming effective and intentional learners in order to meet the academic demands of the University. Programs offered to the undergraduate population include:

- College Study Skills course for students who would like to strengthen academic skills.
- Tutoring Programs provided for most General Education courses and selected major emphasis courses (a minimal fee may be required).
- Provisional Entrance Program—“EXCEL” provides specific assistance to selected newly-admitted students in the form of study skills development, counseling and peer mentoring.
- Individual Academic Counseling and Advising

Counseling Services

Personal counseling services are available to interested graduate and undergraduate students for a modest reduced fee. Individual counseling, group counseling, relationship, premarital and marital counseling are available during the school year and summer months. Groups for special needs, workshops and seminars are held throughout the year. Inquiries may be made in person at the Biola Counseling Center or by phone at (562) 903-4800. Emergency service is accessed through this same number during non-clinic hours.
Career Services
The mission of Career Services is to assist students to discover and
discern their callings in life and to make a successful transition
into work and career.

• By providing counseling, assessment tools, programs
and resources that facilitate the discovery of their unique
design, whether in personality, interests, skills, values,
strengths or gifts.

• By educating students through a variety of means, includ-
ing website resources, university classes, workshops,
seminars or individual appointments.

• By integrating personal, spiritual and career development
theory and practice into all aspects of what we do.

• By connecting students with practical experiences that so-
idify their major choice and enhance their academic train-
ing, give opportunity for career exploration and develop
workplace competencies.

• By linking students to graduate programs, organizations
and employment opportunities.

Writing Center
The Writing Center, Sutherland Hall 213, is a place where students
of all disciplines and writing abilities can meet with trained writing
consultants. These consultants help student writers revise current
writing projects and help them develop writing skills that can be
applied in courses across the academic spectrum.

Appeals & Grievances
Detailed information regarding grievances and appeals, whether
in regard to scholarships, academic life, federal legislation or stu-
dent conduct are found in the Student Handbook of each school.
Copies are available upon request.

Off-campus Programs
Biola University values experiential and cross-cultural learning.
We are committed to providing opportunities for our students to
participate in off-campus and study abroad programs. Off-campus
programs offer unique opportunities for students to make the
world their classroom, going beyond the confines of the tradition-
al classroom experience. These programs are vital to fulfilling our
mission to educate students in mind and character and to impact
the world for Christ.

In most cases, students can participate in off-campus programs at
the same cost of on-campus tuition and average room and board.
Participating students may continue to qualify for federal, state
and/or Biola aid in fall and spring programs. This allows students
to continue to obtain the maximum aid possible while participat-
ing in an off-campus program.

Students who are interested in this type of educational experience
should contact the specific Biola faculty program director or the
Off-campus Programs Coordinator in the Registrar’s Office. These
programs are open to juniors and seniors.

All students participating in off-campus programs must com-
plete the Off-campus Programs Registration and Approval form
available at the Office of the Registrar or online at www.biola.
edu/offcampusprograms) in addition to the program application.
The Biola faculty program directors are available to help students
determine their coursework.

Curriculum Requirements
Coursework taken through off-campus programs does not count
toward resident units at Biola for a major or minor. A minimum
of six upper division units must be taken in residence toward the
completion of a major. A minimum of 6 upper division units must
be taken in residence towards the completion of a minor. Of the
30 units of Bible required, 15 units must be taken in residence.

Students earning a Bachelor of Arts degree who take foreign
languages while studying abroad (in CCCU or other off-campus
programs) are advised to use the units as elective credit since the
student could find difficulty in finding the second and third sem-
ester instruction in the languages not offered at Biola. Students
earning a Bachelor of Science degree may be able to fulfill the lan-
guage requirement while abroad as only four units are required.

Initials in parentheses represent transcript codes.

Biola Baja (BAJA)
Biola Baja is a three-week interterm field trip in January to Baja
California, Mexico, to study the natural history of the Baja penin-
sula. The program uses the Vermilion Sea Field Station in Bahia de
Los Angeles on the Sea of Cortez as a base of operations. Students
receive three units of either general education science credit (BIOS 120 Current Topics: Plant and Animal Studies) or upper division biology elective credit (BIOS 333 Natural History of Baja California) by studying the systematics, distribution, behavior and ecology of common plants and animals in a field setting. Emphasis is placed on desert ecology, bird and whale migrations, and natural resource management. The following courses may also be offered: SOCI 376 Baja in its Social & Cultural context and ARTS 410 Seminar in Art (watercolor, photo, etc). Enrollment is limited to 20 students who must be in good health and physical condition. The program provides an orientation before starting classes. The student's transcript will be interpreted in light of our American grading system. Roehampton will forward the student's transcript to Biola, where they would be reviewed by the department of the student's major, the coordinator of the Science Department.

Biola London Semester (BLS)
In cooperation with Roehampton University in London, Biola offers the opportunity for a semester of study in the United Kingdom. Roehampton is composed of four colleges: Digby Stuart College, Froebel Institute College, Southlands College and Whitelands College. It is located near Wimbledon, six miles southwest of the center of London. Application, payment of tuition and room are made through Biola. The applicant must be a junior or a senior not graduating in December with a 3.0 GPA and must be approved by the department of the student's major, the coordinator of the program and Roehampton University.

Students who are accepted live in campus housing and take three or four courses in the regular university curriculum. An additional course will be taught by an instructor designated by Biola, which fulfills the Bible integration requirement (BBST 465). Roehampton offers courses in a wide variety of academic disciplines, but students should inquire early to see if their academic needs can be met by the program. Because of the nature of British higher education, students are encouraged to take their courses in their areas of specialization.

The program gives students the opportunity to experience the British educational system firsthand, while enjoying the unique historical and cultural environment of London and the British Isles. Students receive an orientation at Roehampton before starting the term of study; and a Biola-designated faculty member will mentor the students while at Roehampton, providing counsel and guidance throughout the semester.

Students participating in the program are expected to abide by the rules and regulations of Roehampton University; in addition, they are expected to maintain Biola's code of conduct as they would on the La Mirada campus. At the end of the semester Roehampton will forward the student's transcript to Biola, where it will be interpreted in light of our American grading system.

For additional information, contact the Coordinator of the Biola London Program in the Department of English, or visit www.biola.edu/biolalondon.

Au Sable Institute of Environmental Studies (AU)
Biola University is a participating member of Au Sable Institute, a Christian environmental stewardship institute, whose mission is to bring healing and wholeness to the biosphere and the whole of creation. Students gain field experience, and develop practical tools for environmental stewardship at a field station in Michigan, on an island in Puget Sound, in Africa or in India. Several courses offered in the summer and interterm may be used for upper division elective units in the biology major. Financial assistance is available from Au Sable. Interested students should obtain information and forms from Dr. Rafe Payne (rafe.payne@biola.edu) in the Biological Science Department.

Biola Sundance (SD)
The Sundance Film Festival has become the most important film festival in the U.S. for independent filmmakers. During interterm, 20 Biola students will travel to the festival's site in Park City, Utah, to attend film screenings, sit in on lectures and participate in a dialogue of film and faith as part of a three-unit course.

Biola students will join others who are part of Windrider Forum, sponsored by Priddy Brothers Productions, for a dialogue on film and faith. Windrider is a loose partnership of several faith-based institutions, including the Colorado extension of Fuller Seminary, undergraduate film students from Biola University and Northwest Nazarene University, award-winning student filmmakers from Angelus Student Film Festival, and members of the Park City church community. Participants screen ten films during their time at Sundance. For more information, contact the Mass Communication Department at extension 4052.

“While these films challenged the mind, they also stirred the soul. They hit you hard and provoked so many different feelings because they were truthful and didn’t hold anything back.”

Creation Care Study Program (CCSP)
Students attend the Creation Care Study Program for either the fall or spring semester. The purpose of CCSP is to provide Christian-based undergraduate education that is cross-cultural and interdisciplinary, with a focus on the welfare of all God’s creation, both human and nonhuman, through the sustainable stewardship of the earth’s interconnected systems.

The CCSP mission is accomplished by the interconnected dimensions of ecology, theology, culture, and Christian discipleship. This program provides opportunities to interact with community leaders, work with nongovernment organizations, live among the Belizean people and explore the remarkable natural resources of Belize, including the second largest barrier reef in the world.
and the rich diversity of a tropical rainforest. Excursions to the barrier reef, Mayan ruins and other areas of interest in Belize, Mexico and Guatemala occur throughout the semester. Additionally each semester students have opportunities for independent travel around Belize or other countries in Central America. CCSP also offers similar semester-long educational experience in New Zealand. For information and an application, contact Dr. Murray Decker (murray.decker@biola.edu) in the Intercultural Studies Department.

**Development Studies Program in Honduras (DSP)**
Students attending the Development Studies Program in Honduras spend a fall semester studying economic development theories in the context of poor communities in Honduras. They live with a Honduran family, meet with government and NGO leaders, and visit health and literacy projects of development organizations analyzing their effectiveness in improving the lives of the poor in Honduras. For additional information and an application, see Dr. Brad Christerson (bradley.christerson@biola.edu) in the Sociology Department.

**Components**

<table>
<thead>
<tr>
<th>Component</th>
<th>Recommended Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exploring a Developing Society</td>
<td>3</td>
</tr>
<tr>
<td>The Problem of Poverty</td>
<td>3</td>
</tr>
<tr>
<td>Development Theory in Practice</td>
<td>3</td>
</tr>
<tr>
<td>Spanish Language Study</td>
<td>3</td>
</tr>
</tbody>
</table>

12 units

**Focus on the Family Institute (FFI)**
The Focus on the Family Institute in Colorado Springs, Colorado, is a highly competitive college opportunity that focuses on leadership training with the goal of restoring families, reviving the church and transforming society. A semester at the Institute provides personalized experience that strengthens students’ love for Christ and for families. The program offers 15 credit hours (or eight credits during the summer) in a supporting and exciting community living and learning environment. Regardless of academic discipline, a semester at the Institute is considered one of the best “life training experiences.”

Biola students may apply to the Focus on the Family Institute following the sophomore year. Applicants must also complete Biola’s Off-campus Programs Registration & Approval form (final candidates are selected by the Institute). For more information, contact the Office of the Vice Provost for Undergraduate Education at Biola or visit www.focusinstitute.org.

**International Business Institute**
Biola University is a participating member of the International Business Institute, an overseas study program founded and taught by committed Christian faculty for the purpose of combining rigorous academic study in international business and economics with international field experience. The ten-week summer program includes several periods of extended classroom time in key locations as well as coordinated visits to organizations of major political and economic significance in Eastern Europe, Western Europe and Russia. Applications are accepted in the fall and interested students can obtain information and forms from Dr. Steve Rundle (steve.rundle@biola.edu) in the Crowell School of Business. Upon approval by Biola and IBI, students will register through Messiah College and will need to provide a transcript to Biola for transfer credit.

**International Student Exchange Program (ISE)**
The International Student Exchange Program provides unique opportunities for Biola students to study at Christian universities in Korea and Japan. Students can study as exchange students at Handong University, Hannam University, Sook Myong Womens’ University, Seoul Women's University, and Yonsei University in Korea, or at Tokyo Christian University in Japan. Biola students with a GPA of 3.0 or higher may apply for up to two semesters of exchange study.

For additional information and an application, contact Dr. Sung Lee (sung.w.lee@biola.edu) in the Department of International Student Education.

**New York Center for Art & Media Studies (NYB)**
A semester program (for junior or senior level students) based in New York City sponsored by Bethel University. Internships provide unique opportunities to experience and engage professionally with the arts. An academically challenging, structured environment where students encounter contemporary trends in the visual arts and learn how to engage the culture with their faith and creativity.

For more information, contact Loren Baker (loren.baker@biola.edu) in the Art Department or visit http://nycams.bethel.edu/.

**CCCU: Off-campus Study Programs**
The Council for Christian Colleges and Universities (CCCU), an association of over 90 institutions, offers the following semester and summer programs to students of its member institutions. Because Biola University is a member of the Council, our students can participate in any of the CCCU off-campus study programs. These are available to juniors and seniors with a minimum GPA of 2.75 (with the exception of the Scholars’ Semester in Oxford, which requires a minimum GPA of 3.5). For further information regarding academic requirements, financial arrangements, and schedule planning see the Off-campus Programs Coordinator (in the Office of the Registrar) or the Biola program directors listed below for each program. Interested students can visit Biola’s Off-campus Programs website: www.biola.edu/offcampusprograms and the CCCU website: www.bestsemester.com.
AMERICAN STUDIES PROGRAM (ASP)

Founded in 1976, the American Studies Program has served hundreds of students as a “Washington, D.C., campus.” ASP uses Washington as a stimulating educational laboratory where colleagues gain hands-on experience in an internship of their choosing and meet face-to-face with Washington leaders and policy-makers to discuss pressing national and international issues. Public policy seminars involve policy analysis, field research classes and tutorials in issue-oriented, interdisciplinary courses led by ASP faculty and Washington professionals. Internships are tailored to fit students’ talents and aspirations, and are available in a wide range of fields. ASP bridges classroom and marketplace, combining biblical reflections, policy analysis and real-world experience. Students are exposed to on-the-job learning that helps them build for their future and gain perspective on the calling of God for their lives. They are challenged in a rigorous course of study to discover for themselves the meaning of Christ’s lordship in putting their beliefs into practice. The program aims to help Council schools prepare students to live faithfully in contemporary American society as followers of Christ. Participating students may earn 16 semester hours of credit. For additional information, contact Dr. David Peters (dave.peters@biola.edu) in the Department of History, Government & Social Science.

<table>
<thead>
<tr>
<th>Components</th>
<th>Recommended Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundation for Policy &amp; Involvement</td>
<td>2</td>
</tr>
<tr>
<td>Topics in Domestic Policy</td>
<td>3</td>
</tr>
<tr>
<td>Topics in International Policy</td>
<td>3</td>
</tr>
<tr>
<td>Internship / Practicum</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>16</td>
</tr>
</tbody>
</table>

Note: One unit of study each semester looks at an economic issue in either domestic or international policy.

AUSTRALIA STUDIES CENTRE (ASC)

Australia is a postmodern metropolis able to bridge philosophies, cultures and even continents—a place now known for its more contemporary styles of painting, literature, and other arts. ASC seeks to prepare students to live the Christian life in a world that is religiously and culturally pluralistic, whether in Australia, North America, or other parts of the world. Students are encouraged to think through their role as kingdom builders in a Western world that is increasingly secular both intellectually and culturally. They are further challenged to grapple with the meaning of being salt and light in the culture-shaping arena of professional performing artists.

ASC is designed to integrate firsthand observation and study of Australian culture, history, religion and politics, together with experiential service learning and formal instruction in the arts. The program is comprised of one seminar course designed especially for ASC students, and three or four electives chosen from the list of courses at Wesley Institute for Ministry and the Arts in Sydney. ASC students will travel throughout Australia, visiting parks and population centers that influence the public discourse in the country. Students will have opportunities to discuss what it means to be a Christian artist and to better understand their own calling.

For more information, contact Loren Baker (loren.baker@biola.edu or ext. 3607) in the Art Department. Also visit www.bestsemester.com.

CHINA STUDIES PROGRAM (CSP)

The China Studies Program is an interdisciplinary, semester program based at Xi’an University in south coastal China. Students experience Chinese society while completing seminar courses under Chinese professors in the language, history, culture, geography, politics and the economic development of this dynamic nation. An elective business track includes business coursework and an internship. The program introduces students to China’s diversity and modernization through a series of trips to Beijing, Xi’an, Shanghai and Guangzhou. There are many opportunities to interact with Chinese students both on campus and in the metropolis of Xi’an. Completion of the semester provides 16-17 semester units of academic credit. For more information and application materials, contact Dr. John Liang (john.liang@biola.edu) in the School of Intercultural Studies. Business students should contact Dr. Steve Rundle (steve.rundle@biola.edu).

<table>
<thead>
<tr>
<th>Components</th>
<th>Recommended Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Courses</td>
<td></td>
</tr>
<tr>
<td>HIST 400</td>
<td>Chinese History</td>
</tr>
<tr>
<td></td>
<td>Intercultural Communication</td>
</tr>
<tr>
<td></td>
<td>Contemporary Society &amp; Public Policy</td>
</tr>
<tr>
<td>China Studies Track</td>
<td></td>
</tr>
<tr>
<td>HUFR 101</td>
<td>Chinese I</td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
</tr>
<tr>
<td>HUFR 102</td>
<td>Chinese II</td>
</tr>
<tr>
<td></td>
<td>Eastern Philosophy &amp; Religion</td>
</tr>
<tr>
<td>Select one or both of the following:</td>
<td></td>
</tr>
<tr>
<td>ARTS 410</td>
<td>Chinese Art</td>
</tr>
<tr>
<td>PEED 110</td>
<td>Tai Chi</td>
</tr>
<tr>
<td>Business Track</td>
<td></td>
</tr>
<tr>
<td>HUFR 101</td>
<td>Chinese I</td>
</tr>
<tr>
<td></td>
<td>International Business in China</td>
</tr>
<tr>
<td></td>
<td>Business Internship</td>
</tr>
<tr>
<td></td>
<td>17 units</td>
</tr>
</tbody>
</table>

CONTEMPORARY MUSIC CENTER (CMC)

The Contemporary Music Center is designed for students who are interested in making and marketing contemporary music. In addition to core courses investigating the music industry and the intersection of faith and culture, students may choose between the Artist Track and the Music Executive Track. The curriculum provides for ample hands-on experience, plus lectures, seminars, directed study and an intensive field experience in Nashville or New York. When not in class, students will be in the studio or the
music business offices, and together will make and market a CD of original music.

The program isn’t just for music majors; it’s for any student considering a career as a musician, vocalist, songwriter, producer, engineer, artist manager, booking agent, A&R director, marketing executive, music publisher, concert promoter or entertainment industry entrepreneur. For more information contact Dr. Michael Gonzales, extension 5466 (mike.gonzales@biola.edu) in the Mass Communication Department.

Core Courses

Faith, Music & Culture ................................................................. 3
Inside the Music Industry .......................................................... 3
Practicum .................................................................................. 1

Artist Track

Essentials of Songwriting .......................................................... 3
Studio Recording ........................................................................ 3
Performance .............................................................................. 3

Executive Track

Artist Management .................................................................... 3
Artists & Repertoire .................................................................... 3
Music Marketing & Sales ............................................................. 3

16 units

LATIN AMERICAN STUDIES PROGRAM (LASP)

This program is designed to deepen students’ cross-cultural understanding and to allow them to experience firsthand the multiethnic and multicultural world. It gives students the best possible scenario to integrate the study of both Latin American society and Spanish language.

Students have the opportunity to live and learn in Latin America through the Latin American Studies Program, based in San José, Costa Rica. The program introduces students to a wide range of Latin American experiences through the study of language, literature, culture, politics, history, economics, ecology, and religion of the region. Living with a Costa Rican family, students experience and become a part of the daily lives of Latin Americans. Students also participate in a service project and travel for three weeks to nearby Latin American nations.

In addition to the regular program of interdisciplinary offerings, four specialized academic tracks are available to qualified students: Latin American Studies (offered both fall and spring terms); Advanced Languages & Literature Studies (designed for Spanish majors and offered both fall and spring terms); International Business: Management & Marketing (offered only in fall semester); and Environmental Science (offered only in spring semester). Students in all tracks earn 16 semester hours of credit. Those participating in the environmental science track branch off from the main LASP group for six weeks to earn six of their credits in natural sciences. Each fall the LASP offers a specialized track for the students majoring in business. Entitled “International Business: Management & Marketing,” this program differs from the core program by offering six credits structured specifically for business students.

For additional information, contact Dr. Graciela Pérez (graciela.perez@biola.edu) in the Modern Languages Department at least two semesters prior to anticipated participation.

Components 

Recommended Credits

Core Courses:

Spanish Language ........................................................................ 6
Latin American History, Contemporary Issues & Perspectives 3
Travel Practicum ........................................................................... 1

Fall & spring: Latin American Studies Track:

Faith & Practice Seminar ............................................................. 3
Service Internship ....................................................................... 3

Fall & spring: Advanced Language & Literature Track

Language & Literature Seminar .................................................. 3
Service Internship ....................................................................... 3

Fall: Business Track

Seminar—International Business: Management & Marketing ... 4
Internship ..................................................................................... 3

Spring: Environmental Science Track

Seminar—Science ........................................................................ 4
Field Research ............................................................................... 2

16 units

LOS ANGELES FILM STUDIES CENTER (LAF)

The Los Angeles Film Studies Center is designed to train students to serve in various aspects of the film industry with both professional skill and Christian integrity. Students live, learn and work in the Los Angeles area near major studios. The curriculum consists of two required seminars focusing on the role of film in culture and the relationship of faith to work in this important industry. In addition, students choose a film studies elective; and internships in various segments of the film industry provide students with hands-on experience. The combination of the internship and seminars allows students to explore the film industry within a Christian context and from a liberal arts perspective. Participating students may earn 16 semester hours of credit that can be applied to a variety of student programs through consultation with an academic advisor. For additional information contact Peggy Medberry (peggy.medberry@biola.edu) in the Department of Mass Communication.

Components 

Recommended Credits

Internship ..................................................................................... 6
Hollywood Production Workshop ................................................. 3
Theology in Hollywood ................................................................. 4

Electives (choose one):

Motion Picture Production ......................................................... 3
Screenwriting ............................................................................. 3
Independent Study (with LAFSC instructors. Permission from LAFSC & Biola required.) ............................................................................ 3

16 units
**MIDDLE EAST STUDIES PROGRAM (MES)**
The Middle East Studies Program based in Cairo, Egypt, allows students to explore and interact with the complex and strategic world of the modern Middle East. The interdisciplinary seminars give students the opportunity to explore the diverse religious, social, cultural, and political traditions of Middle Eastern people. In addition to seminars, students study the Arabic language and work as volunteers with various organizations in Cairo. Through travel to Jordan, Syria, and Turkey, students are exposed to the diversity and dynamism of the region. At a time of tension and change in the Middle East, MSP encourages and equips students to relate to the Muslim world in an informed, constructive, and Christ-centered manner. Participating students may earn 16 semester hours of credit. For information contact Dr. Judith Rood (judith.rood@biola.edu) or the Department of History, Government & Social Science.

<table>
<thead>
<tr>
<th>Components</th>
<th>Recommended Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arabic Language</td>
<td>4</td>
</tr>
<tr>
<td>Seminars:</td>
<td></td>
</tr>
<tr>
<td>Peoples &amp; Cultures of the Middle East</td>
<td>4</td>
</tr>
<tr>
<td>Islamic Thought &amp; Practice</td>
<td>4</td>
</tr>
<tr>
<td>Conflict &amp; Change in the Middle East</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>16 units</td>
</tr>
</tbody>
</table>

**RUSSIAN STUDIES PROGRAM (RSP)**
The exquisite domes of St. Basil’s in Red Square. The staggering treasures of the Hermitage in St. Petersburg. The ancient heritage of the cities of the Golden Ring. Were it only for its culture that students were to visit Russia, they would find themselves exposed to astonishing wealth indeed. In the Russian Studies Program, however, students have the opportunity not simply to glimpse monuments in passing, but to immerse themselves in the literature, language, and lives of the Russian people. In a semester spent in three of Russia’s largest cities —Moscow, St. Petersburg and Nizhni Novgorod—students will explore Russian culture, history, politics, economics, and religion through language study and interdisciplinary seminars. Three seminars will focus on Russian History & Sociology of Religion, Russian Cultures & Literature, and Post-Communist Russia in Transition; a fourth seminar, International Relations & Business in Russia, may be taken by those with proficiency in Russian who opt to take four rather than six credit-hours of language coursework. The RSP strives to give students a wide experience in this complex nation, beginning with time spent in Moscow, the heart of both medieval and modern Russia. Students then spend 12 weeks in Nizhni Novgorod, an 800-year-old city strategically located on the Volga River. After six weeks of language instruction, students live with a Russian family for the remainder of their stay in this city. Students also participate in a service opportunity in Nizhni Novgorod. The program concludes with a week spent in the magnificent city of St. Petersburg, the sea-fortress envisioned by Peter the Great that became the Russian “window to the West,” which allows students to earn up to 16 hours of credit toward their Biola degree. More importantly, it provides an opportunity to grow in their faith in a multinational, culturally diverse setting. For additional information contact Dr. Aaron Kleist (aaron.kleist@biola.edu) in the English Department.

<table>
<thead>
<tr>
<th>Components</th>
<th>Recommended Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Russian Language Study</td>
<td>4 or 6</td>
</tr>
<tr>
<td>International Relations &amp; Business (optional course)</td>
<td>2</td>
</tr>
<tr>
<td>History &amp; Sociology of Religion</td>
<td>3</td>
</tr>
<tr>
<td>Russian Peoples, Culture &amp; Literature</td>
<td>4</td>
</tr>
<tr>
<td>Russia in Transition</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>16 units</td>
</tr>
</tbody>
</table>

**THE SCHOLARS’ SEMESTER IN OXFORD (SSO)**
The Scholars’ Semester in Oxford, the “City of Dreaming Spires,” allows students to engage in intensive scholarship within this historic seat of learning. Students work with academic tutors to hone their skills and delve into areas of interest, broadening their thinking by living and learning in this major crossroads of the academic world. As the Oxford tutorial style differs from the North American system of education, many students find this a stimulating and challenging transition, requiring experience and maturity. The program is designed to be academically rigorous and a GPA of 3.5 or above is required. Students are generally members of an Honors Program, although high-achieving, academically gifted students are also encouraged to apply for their junior or senior year. Students select one primary tutorial, a secondary tutorial, and an integrative seminar. In addition, they participate in a special lecture program and attend Oxford Faculty Lectures. Students enrolled in the SSO are granted Visiting Student status and as such are members of Oxford University through Wycliffe Hall. This gives them full access to the Bodleian Library and relevant faculty libraries, university lectures, as well as sports teams and social organizations. Wycliffe Hall is one of 45 colleges and halls that comprise Oxford University. As a theological college, Wycliffe Hall seeks to build up future Christian leaders from around the world. Students may be housed in student lodgings in residential areas of Oxford. For more information contact Dr. David Horner (david.homer@biola.edu or ext. 5449) in the Biblical Studies Department. Also visit www.bestsemester.com.

<table>
<thead>
<tr>
<th>Components</th>
<th>Recommended Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Christianity &amp; Cultures</td>
<td>4</td>
</tr>
<tr>
<td>Oxford Integrative Seminar</td>
<td>4</td>
</tr>
<tr>
<td>Primary Tutorial</td>
<td>6</td>
</tr>
<tr>
<td>Secondary Tutorial</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>17 units</td>
</tr>
</tbody>
</table>

**UGANDA STUDIES PROGRAM (USP)**
The Uganda Studies Program offers an invaluable opportunity for studies in and about Africa, for authentic cross-cultural exposure, and for participation in the lively faith and worship of Global South Christianity. Studying at Uganda Christian University is a unique experience in the British lecture and tutorial style of learning. Opportunities include academic classes taken alongside
African students from the Honours College at Uganda Christian University. Students will take courses on the history and culture of East Africa, the religions and traditions of Africa, and African literature, as well as an elective of their choosing. Students participate together in a faith and practice seminar where they will process and apply their experience in Uganda.

The program features language study (Luganda) and home stays in the local community, as well as field trips to historical and cultural sites in East Africa. Students will join local campus groups in order to share and serve with fellow African students. These opportunities include working with Habitat for Humanity, volunteering with a local orphanage, and contributing to campus worship and missions. For more information contact Dr. Evanson Wamagatta (evanson.wamagatta@biola.edu or ext. 5545) in the Department of History, Government & Social Science. Also visit www.bestsemester.com.

WASHINGTON JOURNALISM CENTER (WJC)
The Washington Journalism Center, designed for students interested in journalism, offers an advanced, experiential semester on Capitol Hill that will cultivate professional skills and encourage students to think through the implications of being a Christian working in the news media in Washington, D.C. Students attend classes that focus on the history and future of the media and how it relates to the public as well as to their personal writing skills. Students live with families in home stays, learn to integrate their faith in a journalism career and participate in service learning opportunities.

For more information, contact Dr. Michael Longinow (michael.longinow@biola.edu) in the Mass Communication Department. Also visit www.bestsemester.com.

<table>
<thead>
<tr>
<th>Components</th>
<th>Recommended Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundations for Media Involvement</td>
<td>4</td>
</tr>
<tr>
<td>Reporting in Washington</td>
<td>3</td>
</tr>
<tr>
<td>Washington, News &amp; Public Discourse</td>
<td>3</td>
</tr>
<tr>
<td>Internship</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>16 units</td>
</tr>
</tbody>
</table>

CCCU Summer Programs

OXFORD SUMMER PROGRAMME
This three-week program in Oxford is sponsored by the Council of Christian Colleges and Universities and Wycliffe Hall, Oxford. It defines itself as a "Christ-centered educational program that is committed to examining history, literature, theology, and other disciplines through the eyes of faith." The study is done with Oxford academics and includes field trips, and it may be taken for three to six units of credit. For full program description and online applications, visit www.bestsemester.com. Contact Dr. David Horner (david.horner@biola.edu) in the Biblical Studies Department to discuss how academic credit is earned or transferred to Biola. For a full program description and online applications, visit www.bestsemester.com.

Other Off-campus Study Opportunities
Occasionally, opportunities occur for Biola students to attend symposia, seminars, and conferences at international colleges and universities for which academic credit may be available. In addition, unique exchange programs may sometimes be offered directly to students through Biola University. For example, Nursing students recently had special study opportunities in Ecuador.

Students can contact the academic department overseeing the opportunity or the Off-campus Programs Coordinator in the Office of Registrar for further information.

BIOLA ENGLISH STUDY TOUR (BEST)
Biola University offers a four-week non-credit summer English Study Tour on its La Mirada campus for international college students. The experience includes intensive study of the English language and daily activities that increase understanding of American culture. The program concludes with a tour of San Francisco and other popular locations in California.

For information concerning this program and similar opportunities at Biola, please contact the Department of International Student Education.

TORREY OFF-CAMPUS & TORREY ABROAD
For students in the Torrey Honors Institute, there are additional opportunities for them to participate in special off-campus Torrey programs. Refer to the Torrey section of the catalog for further information, or contact Dr. John Mark Reynolds (john.reynolds@biola.edu) at the Torrey Honors Institute.

Summer Session
A continuing summer session program provides students with the opportunity for a greater degree of flexibility in planning their total program. Students may enrich their course of study and reduce the overall time spent in school or decrease their regular course load by careful selection of summer session courses. Visiting students find it refreshing to study in a different atmosphere and perhaps a different locale, and entering students find it helpful in gaining advanced standing. Work taken may be applied to both the degree and the teaching credential programs. Instruction is offered in standard courses by the Biola faculty and capable visiting professors. Certain courses or workshops may be offered in the summer that are not listed in this catalog. These may be innovative or the course may be in response to specialized needs or current topics.

Courses offered cover the areas of art, Bible, theology, history, literature, mathematics, philosophy, psychology, biological science, sociology and other subjects, including education courses for teaching credential candidates. Graduate courses in education,
General Information

2007–2009 Catalog

The curriculum includes rappelling, physical fitness development, practical application of managerial techniques, and classes in military history and tactics. Army ROTC also allows students to pursue commissions in the U.S. Army.

Programs

The military science curriculum is divided into two parts. Basic Course is the first two years of lower division study during which students complete 12 units of leadership classes. Advanced Course is the last two years of upper division study consisting of 14 units of leadership classes, and a six week summer camp typically between junior and senior years. (Cadets receive an allowance for travel expenses and are paid for attending this camp.)

Students who did not enroll in Army ROTC as a freshman or a sophomore can receive equivalent credit in several different ways (see Two-Year Program below).

Admission to the Advanced Course is limited to students who meet all academic and physical requirements. Students in this course receive a subsistence allowance of between $250 and $400 a month for 10 months during each of the two academic years, plus military science books and uniforms. After completion of the Advanced Course and college, students are eligible to be commissioned as second lieutenants in one of the Army's 17 specialty areas in either the Army National Guard, Army Reserve, or active Army. Students' desires are a major factor in determining which service option is selected.

The active duty obligation for those students selected to enter the National Guard or Army Reserve is typically four months. Students entering the Active Army serve longer periods. ROTC students desiring to obtain advanced degrees may be granted a delay in reporting to their initial assignment.

Scholarship

Scholarships are available on a national and regional basis. Two and three year scholarships are available on a competitive basis to any qualified student of Biola University who desires to compete. An Army scholarship will pay for most tuition costs, school supplies, and provide a monthly subsistence allowance of between $250 and $400. The scholarship competition is conducted from November through February during the school year prior to when the scholarship would go into effect. Scholarship winners are announced in May, and the scholarship becomes effective at the start of the following fall term.

Two Year Program

This program is designed for students who receive placement credit for two years of ROTC. Placement credit may be given for a variety of conditions. Included are: completing three years of high school ROTC; attending a special one-week Basic Course summer camp; joining the Army Reserves or National Guard; prior military service on active duty (veterans may receive VA benefits concurrently with Advance Course benefits); and by completing two years of college level Air Force or Navy ROTC.

Extra Curricular

Cadets in Army ROTC are eligible to participate in a wide variety of extra-curricular activities. Included are rappelling, land navigation, parachuting and other adventure opportunities.

Further Information

Biola University students who desire more information regarding this program may write: Department of Military Science, CSUF, P.O. Box 6830, Fullerton, CA 92834; or call (714) 278-3007.
Air Force ROTC

Through arrangements with Loyola Marymount University (LMU) in west Los Angeles, students may participate in the Air Force Reserve Officer Training Corps (AFROTC) program. AFROTC offers a variety of two-, three- and four-year scholarships, many of which pay the full costs of tuition, books, and fees. Successful completion of AFROTC academic classes and leadership laboratories can lead to a commission as a second lieutenant in the United States Air Force.

Classes consist of one hour of academics and two hours of leadership laboratory for freshmen and sophomores and three hours of academics and two hours of leadership laboratory for juniors and seniors. The academic hours earned can normally be counted as elective credit toward graduation. All AFROTC classes and laboratories are held on Friday to better accommodate students commuting from other colleges and universities. Currently, LMU does not charge for the courses and offers cross-town students free parking while attending AFROTC activities. Additionally, AFROTC cadets under scholarship and all juniors and seniors receive a monthly, tax-free stipend.

For more information, contact the Loyola Marymount University Department of Aerospace Studies (AFROTC) at (310) 338-2770, http://www.lmu.edu/acad/rotc/main.htm. Other AFROTC detachments are located at: University of Southern California, (213) 740-2670.

Summer Institute of Linguistics at Biola

In cooperation with the Summer Institute of Linguistics and Wycliffe Bible Translators, USA, the university offers, through the Department of Applied Linguistics & TESOL (ALT), a high-quality linguistics program for students planning to work in cross-cultural missions. Experienced instructors from Wycliffe cooperate on teaching courses such as phonetics, phonology, morphology, syntax, literacy, and Bible translation. These courses are equivalent to those offered at other SIL schools and are recognized as valid for membership in Wycliffe and other similar organizations. They can also form part of a degree or minor for regular students who complete all other requirements in their departments. This collaboration enriches ALT’s applied linguistics program, by offering students both undergraduate and graduate training for culturally appropriate field-based work.

Interested students should contact the Department of Applied Linguistics & TESOL for additional information.

Undergraduate Programs

High School Record

An applicant for regular standing must be a graduate of an accredited high school with a scholastic record (including SAT or ACT scores) which indicates ability to pursue higher education successfully.

Biola University welcomes applications from students who have been home schooled. A transcript showing high school work completed, SAT or ACT scores, and two references. GED scores may be requested at the discretion of the Director of Admissions. Students must be 17 years of age by the time of enrollment at the University. Home-schooled students are eligible to qualify for all merit scholarships.

The applicant must have a high school diploma. The following is a recommended college prep curriculum: English (four years), mathematics (three years), science (two years, including a laboratory science), foreign language (four years), social science (two years). Additional high school course electives are recommended as well. Prospective students interested in the nursing program must take chemistry and algebra in high school.

Applicants are urged to have at least two years in one foreign language in high school. The applicant with four years of the same foreign language in high school will not have to take any foreign language unless majoring in Bible, which requires Greek or Hebrew. Those with no foreign language in high school or wishing to begin a new language in college to meet the general education requirement must take 12 units of foreign language for most majors. Catalog information regarding each major will indicate any exceptions to this rule.

Admission Procedure

The following must be filed in seeking admission:

1. The personal application form. The application for admission must be accompanied by a $45 non-refundable application fee.

2. An official high school transcript. The applicant should request the high school to send this directly to the Office of Admissions.

3. An official transcript sent directly to the Office of Admissions from each school the applicant has attended since high school. To be considered official, transcripts must be sent directly to Biola by the previous institution(s) attended. This includes schools attended for even part of a semester. Those applying to the education or nursing programs should have an additional copy of each school’s transcript sent directly to the appropriate department.
4. Two personal references: one from the applicant’s pastor or someone on the pastoral staff who knows the applicant and one from the school last attended (teacher or counselor) or from an employer if the applicant has been out of school for at least one year and has been working.

5. The scores of the SAT Reasoning Test of the College Entrance Examination Board or the ACT must be submitted. Information regarding testing dates may be secured from a high school counselor. Applicants are encouraged to take the SAT I or the ACT no later than the January testing date. The SAT I is preferred.

6. Application deadline for fall is March 1 and for spring is December 15. Applications may be submitted after deadlines (late fee of $55), and will be considered and processed if space is available and time allows.

**APPLICATION DEADLINES**

**Fall**

<table>
<thead>
<tr>
<th>File completed by</th>
<th>Notification</th>
</tr>
</thead>
<tbody>
<tr>
<td>December 1 (Early Action #1)</td>
<td>January 15</td>
</tr>
<tr>
<td>January 15 (Early Action #2)</td>
<td>February 15</td>
</tr>
<tr>
<td>March 1 (Regular Deadline)</td>
<td>April 1</td>
</tr>
</tbody>
</table>

Note: Files completed after March 1 will be processed on a bi-monthly basis with notification of admittance beginning after April 1. Applications are considered late after March 1 (late fee of $55) and will be processed if space is available and time allows.

**Spring**

<table>
<thead>
<tr>
<th>File completed by</th>
<th>Notification</th>
</tr>
</thead>
<tbody>
<tr>
<td>December 15</td>
<td>Rolling Basis</td>
</tr>
</tbody>
</table>

Note: Official documents presented for admission or evaluation become part of the student’s academic file and cannot be returned or copied for distribution.

**Home-schooled Students**

As a home-schooled student seeking admission, there are two means by which you can apply:

**STANDARD PROCEDURE**

Applicants must submit an application along with high school transcripts, SAT or ACT scores, and two references.

Note: Contact Office of Admission for transcript guidelines.

**PROCEDURE WITHOUT TRANScripts**

Applicants must submit an application along with the GED or State Certificate of High School Proficiency, SAT or ACT scores, and two references.

Please contact the Biola Transfer Counselor or the Transfer Evaluator with any questions regarding courses at a Community College.

**Notification**

Applicants who are granted acceptance are required to validate their acceptance by the payment of an enrollment deposit of $300 (non-refundable after May 1).

Accompanying the letter of acceptance will be a health form, which must be properly completed by both the applicant and the applicant’s physician prior to enrollment. A medical consent form is also required of single students under the age of 18 at the time of entrance.

**Transfer Students**

Transfer students must present the same application forms and transcripts as those applying for freshman standing. The transcript from the last school attended must bear the statement of honorable dismissal. The Office of the Registrar has final authority for the release of transfer credits into Biola University.

Transfer students with less than 27 semester units of regular college work must qualify for admission on the basis of both their high school and their college record. Those transferring with 27 semester units or more of college work will be considered primarily on the basis of their college grades (high school graduation transcript is still required). A cumulative GPA of 2.5 is required for admission to Biola. A minimum grade average of “C” (2.00) is required to transfer college units into Biola on each course attempted at the college level.

Transfer students will not be required to take the SAT Reasoning Test or the ACT if given sophomore classification upon application to the University (this requires 27 semester units of transferable credits). However, all transfer students entering the Nursing program must have the SAT Reasoning Test or the ACT.

Transfer students coming from institutions which are not accredited or recognized may be given the opportunity to validate credits through the College Level Examination Program or through consultation. Information on this procedure is available from the Registrar’s Office. Provisional credit for liberal arts courses from non-accredited institutions will be granted in accordance with the policies of state colleges or universities of the state in which the institution is located. Provisional credit is considered validated only when the student performs at the “C” level or better following enrollment in Biola University.

Only college-level credit earned during the 11th and/or 12th grade will count toward Biola’s curriculum. A combined maximum of 32 units will be awarded for all forms of advanced credit options including AP, CLEP and IB.
Community College Transfer
A student will be permitted to transfer a maximum of 70 units of credit from community colleges. Upper division credit cannot be allowed for courses taken at a community college. Final authority for the acceptance of transfer credits into Biola University rests with the Office of the Registrar. Current students taking courses at local community colleges while enrolled at Biola should request written prior approval of courses in order to assure that transfer credit will meet the needs of their curriculum. No course below a “C” (2.0) grade will be transferred from another institution. Credit / No credit and Pass / Fail courses should not be taken. Vocational or technical courses will not be accepted for university credit. Admission counselors are prepared to give academic advisement to those attending, or planning to attend, community colleges with the intention of transferring into Biola University.

Distance Education
Biola University will accept credit for equivalent courses from schools accredited by regional or national agencies recognized by CHEA (Council for Higher Education Administration), including courses by correspondence / distance learning. English Composition credit may not be earned via distance education. Communication credit may not be earned by distance education unless first approved by the Communication Studies Department.

Bible Residency Requirement
Biola has a residency requirement for biblical studies. Of the 30 units of Bible required of all students, 15 units must be taken at Biola. Students may petition the Registrar’s Office for an exception to this rule. Transfer credit, credit for prior learning or credit by examination may not be used to fulfill the minimum residency requirement.

General Education Options for Transfer Students
Transfer students may fulfill their general education requirements by completing Biola University’s General Education Curriculum or, prior to enrolling at Biola, completing the Intersegmental General Education Transfer Curriculum (IGETC).

The IGETC model for the California State University (CSU) and University of California (UC) systems are accepted by Biola University with the following provisions:

1. The current foreign language requirement for all Bachelor degrees cannot be completed by the IGETC certification.
2. The minimum of 130 units for graduation will stay the same.
3. In addition to the IGETC, all prerequisites and support courses for existing majors must be met.
4. Transfer students following the IGETC must complete it before they enroll at Biola University. A certified IGETC must normally be in the student’s Biola file before enrolling for classes. Students who do not complete it before they enroll will follow the Biola General Education curriculum.

Advanced Placement Program
Biola University, as a member of the College Entrance Examination Board, recognizes the merits of the Advanced Placement Program and will grant credit for Advanced Placement exams taken in high school. Credit will be given when the Advanced Placement examination grade is 3 or better.

Note: A maximum of 32 units can be awarded for all forms of advanced credit (AP, CLEP IB, etc.) Military credit is unlimited. The maximum for CPL is 30 units.

College Level Examination Program
Biola University subscribes to the College Level Examination Program (CLEP) of the College Entrance Examination Board. Biola University encourages transfer students from non-accredited schools to validate certain credits on the basis of the examinations provided by this program. High school students with superior records are encouraged to take the general examinations prior to attending Biola University.

Credit for CLEP general examinations will be awarded only in those areas where a general education requirement has not been met by previous college coursework and only up to the amount needed to complete the requirement. (For example, a maximum of only eight units in the sciences and mathematics will be released if the student has no credits in these areas.) Elective credit will not be given for the general examinations of CLEP.

Credit will be awarded for CLEP subject examinations in areas not covered by CLEP general examinations, provided no college credits have been attempted or earned in the same field. Students should not take English composition through CLEP. English composition through CLEP does not meet the English Composition requirement.

Students should take the CLEP test as early as possible in their college program to receive the maximum value from them. After 27 units of college coursework have been completed (including transfer units), students are no longer eligible to take CLEP exams excepting foreign language, calculus and pre-calculus exams. Biola University reserves the right to determine the score at which credits will be released and the amount of credit awarded. Bold students should refer to the BOLD Student Handbook to review BOLD CLEP policies. The Office of the Registrar has final authority for the release of CLEP credits into Biola University.

Unlike other CLEP exams, having previously attempted or completed a college level foreign language course does not preclude
a student from taking the exam. A student may take a CLEP foreign language exam without pre-approval from the Office of the Registrar. To obtain credit, the student must seek a higher level of language than previously completed.

To view current CLEP score requirements, visit http://www.biola.edu/admin/registrar/. Then, select transfer/pre-approved courses.

**Challenging a Course**
A student may be able to challenge a course or requirement if the department has a challenge exam available. Check with the specific department to see if a comprehensive challenge exam is available.

By waiver: If a student's performance on a comprehensive examination demonstrates a good grasp of the course content, an exemption from taking the course may be given but no units or credits will be allowed.

By registration: The Nursing, Biblical Studies and Intercultural Studies department offer some exams for which the student may be granted credit units based on the successful completion of the challenge exam. The exams are listed in the course schedule. A fee rather than tuition applies. Specific information regarding these examinations is available from the Nursing and Bible departments. For further information see the University Registrar.

**Academic Standards**
A minimum cumulative grade point average of "C" (2.00) is necessary to graduate. A grade of "D" is normally acceptable as a passing grade in a single course. However, some departments have different standards (for example: Business, Communication Studies, the Conservatory of Music, the School of Education, Foreign Language, Mass Communications and the Nursing departments). Also, "D" quality work in general is normally insufficient to allow the student to progress from level to level. Higher GPA minimums are required before admission to teaching and nursing and other major departments. To determine whether a "D" is an acceptable grade in a required course and to review admissions requirements for a major, check with the appropriate academic department. Students receiving less than a "C" grade in a major course may be required to repeat the course to progress. Transfer students from other institutions must also maintain an average grade of "C" in all work completed at Biola University as a requirement for graduation since grades from other schools are not calculated into the student's cumulative grade point average. All students must have a minimum of a "C" average (2.00) in their major coursework.

**ACADEMIC PROBATION**
Any student whose cumulative grade point average in Biola University falls below "C" (2.00) is placed on academic probation. Probation indicates a period of trial and the student must achieve better than a 2.00 average the subsequent semester or face the possibility of being disqualified. A student is restricted from participation in extracurricular university activities and the academic load will be limited during this period of probation to a maximum of 13 units each semester. Students on academic probation must participate in the Learning Skills Program.

**ACADEMIC DISQUALIFICATION**
A student may be disqualified at any time if his grades are below a 1.00 GPA in one semester or if he has achieved minimum grades for two successive semesters. A student who is considered for disqualification may make written appeal to the Office of the Registrar to be allowed to continue on strict probation as determined by the Academic Standards Committee. A disqualified student may apply for re-admission only after a full year has elapsed. After one year, he may apply for re-admission only if evidence is given which indicates that chances for scholastic success are good. A student who has been disqualified twice may not be re-admitted.

For full statement on satisfactory academic progress, please see the Academic & Behavioral Standards section of the catalog.

**General Education Program**
The general education program at Biola is designed to support the university’s distinctively Christian mission by giving specific attention to four themes: (1) developing intellectual skills, (2) educating whole persons, (3) understanding our Christian heritage, and (4) becoming thinking Christians. All four themes presuppose the hallmarks of any genuine university education which are honest inquiry after truth and the development of creativity. The knowledge and skills gained from courses in general education will be further developed by students in their major fields of study and in their life long learning.

**PHILOSOPHY OF GENERAL EDUCATION**

1. Developing Intellectual Skills: Because all students need to strengthen and supplement the set of intellectual skills they acquired in their primary and secondary education, Biola devotes part of its general education requirement to specific and intensive training in those skills. Cultural, technological, and other developments may from time to time require changes in the list of skills studied in our general education courses.

2. Educating Whole Persons: Our general education courses seek to educate students as human beings rather than as prospective members of particular professions. This "whole person" approach to education is designed to help prepare our students to succeed in their roles in the family, the church, and the larger society of our culturally diverse world. It pays particular attention to the spiritual formation and character development of students by faculty members who are open and honest about their own need for growth. To assist students in their holistic development, the program includes traditional education in the arts and sciences, supplemented by contemporary explorations of
important issues. As a Christian university, Biola rests its primary understanding of what ‘whole persons’ are and need on the basis of the central teachings of the Christian faith. This understanding guides every aspect of our general education program.

iii. Understanding Our Christian Heritage: An essential element of Biola’s general education program is its requirement in biblical and theological studies. This curricular emphasis is integral to Biola’s institutional history, and it is foundational to a mature understanding of our heritage as Christians. Although the biblical and theological courses may address any aspect of the Christian heritage right up to contemporary developments, they are supplemented across the general education curriculum by other courses that give students further exposure to the broad range of Christian thought and cultural contribution since the close of the New Testament canon.

iv. Becoming Thinking Christians: The general education program at Biola aims at assisting our students to develop an intellectually mature understanding and practice of their Christian faith. To accomplish this, the program provides students with biblically-informed critical assessments of beliefs and practices prominent in the contemporary world, and it trains them to make their own Christian assessments of these things. A goal of every course is to challenge the students to put their maturing Christian thinking to use in the conduct of their lives.

BIBLICAL & THEOLOGICAL STUDIES REQUIREMENT

Thirty units of biblical studies and theology must be included in the program of each student. Each student must take at least one course each semester until the requirement has been fulfilled. The following are required:

**Foundational Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BBST 103</td>
<td>Biblical Interpretation &amp; Spiritual Formation</td>
<td>3</td>
</tr>
<tr>
<td>BBST 105</td>
<td>Foundations of Christian Thought</td>
<td>3</td>
</tr>
<tr>
<td>BBST 109</td>
<td>Old Testament History &amp; Literature</td>
<td>3</td>
</tr>
<tr>
<td>BBST 110</td>
<td>New Testament History &amp; Literature</td>
<td>3</td>
</tr>
</tbody>
</table>

**Intermediate Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BBST 251</td>
<td>Theology I</td>
<td>3</td>
</tr>
<tr>
<td>BBST 254</td>
<td>Theology II</td>
<td>3</td>
</tr>
<tr>
<td>BBST 306</td>
<td>Early Christian History—Acts</td>
<td>3</td>
</tr>
</tbody>
</table>

**Elective Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Upper Division Bible Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Integration Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

May be repeated with different content for a maximum of six units counted toward graduation.

**Note:** Students who select a liberal arts major may count only a total of 30 units of biblical studies and theology toward the required units for a degree. In the BOLD Program, elective units counting toward the graduation requirement cannot be taken in biblical studies. (Biblical studies and Christian education majors may count unlimited biblical studies or theology units toward the required units for a degree.) Challenge exams are available (see Biblical Studies section).

Part-time students (less than 12 units per semester) are required to include at least one biblical studies and theology course within each 15 units completed at Biola University unless the 30 units requirement has been met. Part-time students seeking a degree from Biola University must complete the entire requirement as outlined above.

ARTS & SCIENCES REQUIREMENT

The students must make selections from the following courses in the arts and sciences.

**First Year Seminar** .......................................................... 1 unit required

Not counted toward total number of units for graduation. Required of all new students and students transferring with 12 units or less.

**Behavioral Science** ......................................................... 3 units required

**Communication** .............................................................. 3 units required

**English** .......................................................... 6 units required

**Fine Arts** .......................................................... 3 units required

**Foreign Language** .......................................................... 12 units required

**History** .......................................................... 6 units required

**Literature** .......................................................... 3 units required

**Philosophy** .......................................................... 3 units required

**Physical Education** ......................................................... 4 activities required

**Science / Mathematics** ................................................... 8 units required

The courses that fulfill the general education requirement are the following:

**Behavioral Science** 3 units

Select 1 Course from:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 200</td>
<td>General Cultural Anthropology</td>
</tr>
<tr>
<td>PSYC 200</td>
<td>Introduction to Psychology</td>
</tr>
<tr>
<td>SOCI 220</td>
<td>Sociology</td>
</tr>
<tr>
<td>SOCI 362</td>
<td>Social Problems</td>
</tr>
</tbody>
</table>

**Note:** Check the catalog to determine which majors require PSYC 200 as a support course. PSYC 200 is required for all majors leading to a teaching credential.

**Communication** 3 units

Select 1 Course from:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 100</td>
<td>Introduction to Public Communication</td>
</tr>
</tbody>
</table>
Comm 170 Small Group Communication
Comm 181 Introduction to Argumentation & Debate
Comm 280 Oral Interpretation

English 6 units
ENGL 100 Basic Studies in Critical Thinking & Writing
OR ENGL 110 A Critical Thinking & Writing
AND ENGL 110 B Critical Thinking & Writing

All students scoring less than 480 on the verbal section of the SAT (or 16 ACT) must enroll in English 100, unless they receive a score of 510 or better on the SAT II Writing Exam. There will be a late make-up fee of $25 when placement exams are not taken on the dates indicated in the student’s acceptance letter. Non-native English speakers who do not pass the Biola English Placement Exam (BEPE) must enroll in the prescribed English for Non-Native Speakers course(s) prior to enrolling in English 100.

Note: International students, please see the English Language Studies section of the catalog for English 103, 105, 107, and 109.

Fine Arts 3 units
Select 1 Course from:
ARTS 100 Art Appreciation
COMM 160 Theatre Appreciation
MUSC 101 Music Appreciation

Foreign Language 12 units
The foreign language requirement is based on the number of years of foreign language completed in an accredited high school and the degree a student is pursuing. Students are required to take the same language taken in high school.

<table>
<thead>
<tr>
<th>Years Completed in an accredited High School</th>
<th>B.A. Requirement</th>
<th>B.S. Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 year completed</td>
<td>12 units</td>
<td>4 units</td>
</tr>
<tr>
<td>Elementary 1 &amp; 2 and first semester Intermediate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 years completed</td>
<td>8 units</td>
<td>None</td>
</tr>
<tr>
<td>Elementary 2 and first semester Intermediate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 years completed</td>
<td>4 units</td>
<td>None</td>
</tr>
<tr>
<td>First semester Intermediate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 years completed</td>
<td>None</td>
<td>None</td>
</tr>
</tbody>
</table>

Note: Conversational language courses may be used toward the B.S. requirement but not the B.A. requirement. If you take a classical or conversational language for your foreign language you must take it through the 102 level for a B.S. degree.

History 6 units
HIST 107 United States History
OR POSC 225 Survey of American Government
AND HIST 207 World Civilizations I
OR HIST 208 World Civilizations II

Note: An alternate route for meeting the requirement for History 207 or 208, History 107 or Political Science 225 is to take the appropriate History department proficiency examination. The examinations are given twice a year in September and February. For those students, who pass the examination, upper division History courses will be substituted in lieu of History 207 or 208, History 107 and Political Science 225. Appropriate upper division coursework is determined in consultation with the History department.

Literature 3 units
Select 1 Course from:
ENGL 220 Film & Literature
ENGL 230 Literature in Context
ENGL 281 American Literature I
ENGL 282 American Literature II

Students with two years of a high school language from an accredited school must take the 102 and 201 sections of the same language in order to complete the B.A. requirement. However, the instructor of each class may require an unprepared student to change to a lower level class. Enrollment in Spanish classes will be determined on the basis of a mandatory placement exam. Students who do not maintain continuous enrollment in the program must be retested and placed accordingly. If the student needs to review prior coursework, he should audit the appropriate lower-level course. Repeating a level for credit will forfeit all prior experience credit for that level and above.

Exceptions to this policy are noted under the appropriate departments (please note the unit difference per semester for classical languages). International students for whom English is a second language need not take a foreign language under certain circumstances. In addition, students who have acquired a second language without taking high school or college classes in it may be eligible for a waiver of the requirement by taking a foreign language exam. If the exam is passed, a waiver will be granted for the corresponding GE foreign language requirement (4 or 12 units). Credit is not given for these exams. (For advisement see the Foreign Language Department.) All non-native speakers of English will be able to count 12 units of English 103-109 toward graduation. For students pursuing the B.A. degree, the 12 units of ESL will satisfy the foreign language requirement unless majoring in Bible, which requires Greek or Hebrew. For students pursuing the B.S. degree, four units will satisfy the foreign language requirement, and an additional eight units can be counted as electives. Biola now accepts American Sign Language to fulfill the foreign language requirement.
Philosophy 3 units
Select 1 Course from:

PHIL 210 Introduction to Logic
PHIL 211 Introduction to Ancient Philosophy
PHIL 212 Introduction to Medieval Philosophy
PHIL 213 Introduction to Modern Philosophy
PHIL 214 Introduction to Philosophy
PHIL 215 Introduction to Ethics
PHIL 216 Introduction to Philosophy & Aesthetics

Physical Education 4 activities
Each student is required to complete four activities of physical education to be eligible for graduation. Selection from the following skill classes (110, 130, 140, 150). Students may select one unit of recreation skill and one dance class to meet the general education requirement. Note: First Aid and CPR do not count as P.E. activity credit.

A student may enroll for one activity and repeat once at a higher level if offered (intermediate or advanced) for general education purposes. Four units of P.E. are required containing three different activity skills, allowing one skill to be repeated at a higher level to complete the four units. Students 21 at the time of entrance to Biola are exempt from the physical education requirement.

Science / Mathematics 8 units
Eight units are required in science and/or mathematical sciences. A minimum of three units in math and three units in science is required. Computer Science 104 is the only computer science course that may be used to fulfill the final 2 units of the Science / Mathematics requirement. Biology 100 with 110 and Physical Science 101 with 102 have both been designed for the student with a limited background in science. The courses in Science / Mathematics approved for General Education credit are:

- Anthropology (ANTH): 220
- Biology (BIOS): 100, 110, 111, 120, 130, 290
- Chemistry (CHEM): 100, 105, 112
- Mathematics (MATH): 101, 102, 103, 105, 120 or 130, 190, 210
- Physical Science (PHSC): 101, 102, 103, 109, 110, 111 & 111L, 115 & 115L, 132 & 132L, 250

Note: BIOS 252 Human Anatomy and BIOS 281 Physiology are for nursing, human biology and physical education majors only. CHEM 112 is for nursing majors. For those students who need to complete one or two units remaining in their math / science requirement, Computer Science (CSCI) 104 or Physical Science (PHSC) 105 is acceptable. Exception, those in the Bachelor of Music program.

General Education Course Substitutions
While the general education requirement will normally be met from the courses specified in the catalog, in exceptional cases where students have the appropriate prerequisites and where the department in which the course is taught determines that the intentions of the general education requirement would be satisfied, students may request permission to substitute an upper division class for the lower division course specified in the catalog. Students are to secure written approval for such a substitution prior to taking the class.

Electives
Normally a student has considerable freedom in the choice of electives in addition to the biblical studies and theology, general education and major requirements. However, in addition to the note given at the end of the biblical studies and theology requirements, the non-music major is limited to a maximum of eight units of credit in applied music (including ensembles) and the non-physical education major is limited to eight units of credit in physical education or skill courses.
Torrey Honors Institute

Mission & Learning Outcomes
The Torrey Honors Institute is a general education program in the liberal arts for undergraduates at Biola University. It is dedicated to forming leaders through the study of the master works of Western civilization, with a special emphasis on the Bible and Christian authors. Students in the program, who come from a variety of majors, are outstanding examples of academic ability, Christian character, and potential for leadership. They learn in a rigorous discussion group format to think and express themselves clearly in both verbal and written forms.

Program Plan
The Torrey Honors Institute is the most rigorous general education course of studies at this university. Its courses fulfill the liberal arts requirements for a four-year degree at Biola University in the following areas: Communication, English, Literature, Fine Arts, History, Philosophy and Behavioral Science. Torrey courses also fulfill the biblical and theological studies requirements (30 credits) for a four-year degree at Biola. Students need 60 credits in Torrey to satisfy these general education requirements. To gain a four-year degree, students must meet all other academic, social, and spiritual requirements of Biola University.

Torrey Houses
The curriculum included in the Morgan and Johnson House models are the same and meet the general education requirements as reflected below. However, the content is encapsulated in either 4-unit (Morgan) or 8-unit (Johnson) models.

Morgan House Requirements:

<table>
<thead>
<tr>
<th>YMDT 110</th>
<th>Greek Thought</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Meets ARTS 100, COMM 100</td>
<td></td>
</tr>
<tr>
<td>YMDT 111</td>
<td>Old Testament Beginnings</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Meets BBS T105</td>
<td></td>
</tr>
<tr>
<td>YMDT 122</td>
<td>Church Fathers &amp; Life of Christ</td>
<td>8</td>
</tr>
<tr>
<td>YMDT 125</td>
<td>Greco-Roman Thought</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>(YMDT 122 and 125 must be taken during the same term: Meets ENGL 110A, 110B, 230 and BBST 110)</td>
<td></td>
</tr>
<tr>
<td>YMDT 214</td>
<td>Medieval &amp; Reformation Thought</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Meets HIST 207 or 208, PHIL 214</td>
<td></td>
</tr>
<tr>
<td>YMDT 217</td>
<td>Pauline Epistles</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Meets BBST 306</td>
<td></td>
</tr>
<tr>
<td>YMDT 220</td>
<td>Early Modern Thought</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Meets HIST 107 and Behavioral Science</td>
<td></td>
</tr>
<tr>
<td>YMDT 226</td>
<td>Wisdom Literature</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Meets BBST 109</td>
<td></td>
</tr>
<tr>
<td>YMDT 310</td>
<td>Revivalism &amp; Romanticism</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Meets BBST 251</td>
<td></td>
</tr>
<tr>
<td>YMDT 325</td>
<td>Nineteenth Century Thought</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Meets BBST 254</td>
<td></td>
</tr>
<tr>
<td>YMDT 410</td>
<td>America &amp; Russia</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Meets BBST 300/400</td>
<td></td>
</tr>
<tr>
<td>YMDT 465</td>
<td>Twentieth Century Thought</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Meets BBST 465</td>
<td></td>
</tr>
</tbody>
</table>

Johnson House Requirements:

| YMDT 101 | On Origins | 8 |
|          | Meets ENGL 110A, 110B, BBST 109 |   |
| YMDT 102 | On Desire | 8 |
|          | Meets ARTS 100, COMM 100, Behavioral Science |   |
| YMDT 201 | The City & Man | 8 |
|          | Meets ENGL 230, HIST 207 or 208 |   |
| YMDT 202 | On Knowing God | 8 |
|          | Meets BBST 110, 251 |   |
| YMDT 301 | On Learning & Knowledge | 8 |
|          | Meets PHIL 214, HIST 107 |   |
| YMDT 302 | On The Cosmos | 8 |
|          | Meets BBST 105, 254 |   |
| YMDT 401 | On History & Rhetoric | 8 |
|          | Meets BBST 300/400, 306 |   |
| YMDT 402 | The Future | 4 |
|          | Meets BBST 465 |   |

Note: Students may receive credit for the following courses via registration for YMDT 490, 491 or 492 with permission of faculty mentor and program director: YMDT 302, 310, 325, 401, 402, 410, 465.

*Johnson House students may substitute 8 units of YMDT 490, 491 or 492 in place of YMDT 302, 310, 325, 401, 402, 410, 465.

Torrey Certificate
A student who completes the full Torrey program (64 credits including thesis) will be awarded the Torrey Honors Institute Certificate. A student need not graduate from Biola University to receive the Certificate, and a student can graduate without earning the Certificate. Certificates are presented at a special ceremony.

Admission Requirements
The Torrey Honors Institute is highly selective. The average applicant to Torrey is among the top ten percent of students planning to attend Biola University in terms of academic, social, and spiritual leadership. High school students wishing to apply to Torrey should take four years of each of the core disciplines. Torrey applicants should have completed successfully some honors or Advanced Placement work, if such is available at their high schools.
English Requirements
Students wishing to enroll in any courses in the Torrey Honors Institute must have outstanding skills in both written and spoken English. The prospective student will demonstrate the former in a paper submitted with the Torrey application and the latter by a personal interview.

Advanced Placement Credit
Although most Torrey students will have earned Advanced Placement credit in high school, they will not be exempted from any Torrey required classes. Advanced Placement courses are helpful in preparing the student for Torrey, but not equivalent to Torrey classes in style, content or rigor.

Transfer Students
The Torrey Honors Institute normally does not accept transfer students. In exceptional cases, owing to outstanding academic merit, applications for admission from transfer students may be considered. Transferred credits may satisfy some standard Biola general education requirements, and major prerequisites not covered by Torrey coursework; however, they will under no circumstances be accepted as satisfying any Torrey Honors Institute course requirements. Students who leave the Torrey program, and who wish to transfer their credits in Torrey to Biola’s general education program should first consult the Office of the Registrar.

Torrey Off-campus
Torrey offers opportunities to live and study away from the Biola campus for credit. Torrey Berkeley is a three-week course in Berkeley, California. Students read books, attend lectures, participate in discussion groups, visit cultural points of interest, and are involved in practical ministry. Torrey Europe is a three-week trip and course in selected parts of Europe. It provides students with four credits. Students read books prior to the trip and are led by Torrey tutors in integrating that reading, and their other Torrey readings, with the cultural and religious heritage of Europe. Torrey Abroad is a three-week course in selected overseas locations in which students teach in public schools and work with local Christian organizations. The credits from these programs may be applied to Morgan House 310, 325, 410 and/or 465 or Johnson House 302, 401 and or 402. With approval, 492 may be substituted in place of the Torrey Honors Thesis, YMDT 480.

TORREY BERKELEY
Torrey Berkeley consists of a three week session, usually offered in the summer. Students read books, attend lectures, participate in discussion groups, may visit cultural points of interest, and may be involved in practical ministry. While residing at a campus ministry facility beside the campus of the University of California, Berkeley, students have the opportunity for spiritual bonding and intellectual growth in a more intensive and intimate environment than is possible during the school year. They are supervised and led by a tutor in the Torrey Honors Institute and are able to interact with other stimulating leaders.

TORREY EUROPE
Torrey Europe is a three-week tour and course in Europe, usually offered in the summer. It provides students with four credits in the Torrey program. Students read books prior to the tour and are led by Torrey tutors in integrating that reading, and their other Torrey readings, with the cultural and religious heritage of Europe. Students will gain historical, archaeological, and cultural insights into the origin and development of Western civilization and Christianity. The itinerary may alter from year to year.

TORREY ABROAD
Torrey Abroad is a three-week summer course. Students work in a selected overseas locations with local Christian organizations. Students read books prior to the trip and are led by Torrey tutors in integrating that reading with their cross-cultural experiences.

Courses (YMDT)
Courses are normally, but not always, taken in the semester sequence described below.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>YMDT 492</td>
<td>Torrey Off-campus</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>YMDT 101</td>
<td>On Origins</td>
</tr>
<tr>
<td>YMDT 102</td>
<td>On Desire</td>
</tr>
<tr>
<td>YMDT 110</td>
<td>Greek Thought</td>
</tr>
<tr>
<td>YMDT 111</td>
<td>Old Testament Beginnings</td>
</tr>
</tbody>
</table>

- YMDT 101 Introduces students to western epics such as Homer’s Iliad and Odyssey and Virgil’s Aeneid; along with works from Ovid, Dante, Spenser and Milton. Lays a foundation for biblical theology and includes the works of the Pentateuch and Hebrews. Fall, freshman year.
- YMDT 102 Examines the classical topic of eros through selected texts such as works by Plato, Shakespeare, Donne, as well as Augustine’s Confessions, Leo Tolstoy’s Anna Karenina, F. Dostoyevsky’s Brothers Karamazov, biblical wisdom literature and the gospel of Mark. Spring, freshman year.
- YMDT 110 Introduces the student to works such as Iliad, Odyssey, Peloponnesian War, Plato’s Phaedo, Meno, Symposium, Timaeus, and Republic, along with works from Aeschylus and Sophocles. Fall, freshman year.
- YMDT 111 Introduces the student to Biblical literature and includes works such as Genesis through Joshua and Hebrews. Fall, freshman year.
YMDT 122 Church Fathers & Life of Christ .......................................................... 8

YMDT 125 Greco–Roman Thought ................................................................. 4
Examines works such as Aristotle's Nicomachean Ethics, Euripides' Bacchae, Virgil's Aeneid, Tacitus' Annals of Imperial Rome, Ovid's Metamorphoses and Marcus Aurelius' Meditations. Concurrent with 122. Spring, freshman year.

YMDT 201 The City & Man ........................................................................... 8
Examines works dealing with human social order and political thought. Selections include readings such as Augustine's City of God, Machiavelli's Prince, Hobbies' Leviathan, Austen's Pride and Prejudice, Burke, Lincoln, Nietzsche, the U.S. Constitution, the book of Luke and Acts. Fall, sophomore year.

YMDT 202 On Knowing God ......................................................................... 8
Examines the development of classical Christian doctrine. Includes readings such as the letters of Paul, the gospel of John, works by Irenaeus, Athanasius, Anselm, Thomas Aquinas, Martin Luther, Calvin and John Bunyan. Spring, sophomore year.

YMDT 214 Medieval & Reformation Thought ............................................. 8
Considers writings such as The Divine Comedy, Canterbury Tales, Erasmus' Praise and Folly, Boethius' Consolation of Philosophy, Anselm, Abelard, Aquinas' Summa Theologica, Martin Luther, Calvin and Creeds of the Church. Fall, sophomore year.

YMDT 217 Pauline Epistles .......................................................................... 4
Examines each of the Pauline Epistles. Fall, sophomore year.

YMDT 220 Early Modern Thought .............................................................. 8
Examines works such as selections from Shakespeare, John Donne, George Herbert, Pascal, Descartes, Locke's Essay Concerning Human Understanding and Second Treatise on Government, Hume's Enquiry Concerning Human Understanding, Hobbes' Leviathan, Federalist Papers and the U.S. Constitution. Spring, sophomore year.

YMDT 226 Wisdom Literature ................................................................. 4
Examines Job through Ecclesiastes. Spring, sophomore year.

YMDT 301 On Learning & Knowledge ......................................................... 8
Readings focus on epistemology, education and a survey of the biblical history of Israel. Explores works by authors such as Plato, Aristotle, Augustine, Descartes, Pascal, Locke, Kant, Rousseau, Hume, Newman, Dewey, C.S. Lewis and the books I and II Samuel, 1 and II Kings and Isaiah. Fall, junior year.

YMDT 302 On The Cosmos ........................................................................... 8
Selections for discussion include authors such as Aristotle, Bacon, Newton, Darwin, Wordsworth, Emerson. Books of the Bible focusing on prophets and apostles are also included in this study of cosmology, the natural world and the human place in it. Spring, junior year.

YMDT 310 Revivalism & Romanticism ...................................................... 4
Includes works such as I and II Samuel, Kings, and Chronicles, selections from William Blake, Samuel Coleridge, John Wesley, Jonathan Edwards and Kant's Groundwork for the Metaphysics of Morals. Fall, junior year.

YMDT 325 Nineteenth Century Thought ..................................................... 4
Includes works such as Isaiah and Jeremiah, Goethe's Faust, Austen's Pride and Prejudice, Bronte's Jane Eyre, Dicken's Tale of Two Cities, Dostoyevsky's Brothers Karamazov, and Tolstoy's Anna Karenina. Spring, junior year.

YMDT 401 On History & Rhetoric .............................................................. 8
Selected readings on history, apologetics and holiness. Authors such as Thucydides, Eusebius, Hegel, Aristotle, Quinaillan, Cicero, Justin Martyr, Augustine, Seneca and Wesley are included. Fall, senior year.

YMDT 402 The Future ............................................................................ 4
Examines works on eschatology and judgment such as Daniel, Revelation, Boethius' Consolation of Philosophy, Dostoyevsky's Crime and Punishment and selections from Flannery O'Connor, T.S. Eliot and G.K. Chesterton. Mandatory if the student's major does not have integration requirement. Spring, senior year.

YMDT 410 America ..................................................................................... 4
Includes readings such as the Non-Pauline epistles, selections from Emerson, Melville, Burke, James, O'Connor, Douglass and Lincoln. Fall, senior year.

YMDT 465 Twentieth Century Thought .................................................... 4
Examines works such as Daniel, Revelation, C. S. Lewis' The Abolition of Man, Newman's The Idea of a University, Nietzsche's On the Genealogy of Morals, Freud's Civilization and Its Discontents, and selections from T.S. Eliot and G.K. Chesterton. Mandatory if the student's major does not have an Integration requirement. Spring, senior year.

YMDT 480 Torrey Honors Thesis .............................................................. 4
The last term of the senior year will be devoted to writing a tutor-supervised thesis of not less than 12,000 words. These required four credits are counted toward the total number needed for graduation from Torrey and Biola University. The
thesis may be waived for students who do senior theses, projects, recitals, etc., for their majors, with prior approval.

Students may substitute an internship in their major field or a Torrey off-site program for the thesis with prior approval. The internship must be approved by the Torrey Thesis Director and student’s major advisor. All theses and internships should make a significant contribution to the student’s major field of study.

**YMDT 490** Selected Readings & Topics ............................................ 1–4
Designed primarily for upper-division students in Torrey who want to study specialized topics not covered in catalog course offerings. May be taken up to three times with different readings. Admission is by approval of the Director.

**YMDT 491** Independent Study ............................................................ 1–4
Independent readings on a topic chosen by the student. Offered both semesters. Admission is by approval of the Director.

**YMDT 492** Torrey Off-Campus ............................................................ 1–4
Independent readings on a topic chosen by the professor. Offered usually in the summer. May be taken up to three times with different readings. May substitute for the Torrey Honors Thesis with approval. Admission is by approval of the Director.

---

**Pre-Professional Programs**

Many opportunities exist for Biola students who are actively seeking professional education and training. Several agreements currently exist (Chiropractic and Engineering) that allow Biola students to participate in degree completion programs leading to specialized bachelors degrees or both bachelor’s degree and a first professional doctorate. Additional opportunities are available that prepare the Biola graduate to enter the professional education / training phase with confidence. A significant number of Biola graduates are currently serving in professional capacities. They routinely cite their excellent undergraduate education programs as predictors of success in their professional endeavors.

Students who are interested in pursuing professional degrees after attending Biola should plan carefully and consult with potential professional schools concerning their requirements. In some cases, assistance from a major adviser should be supplemented by other advising resources available at Biola. The Office of Career Services assists students in various ways. If a student is unsure about pre-professional advising, help should be sought from the Office of the Vice Provost for Undergraduate Education, located in Metzger Hall. The following provides some basic information about pre-professional education at Biola.

**Pre-Medicine**

Students who wish to pursue a career in medicine should plan to build a strong foundation in the sciences and mathematics. Courses in biology, chemistry and physics form the core of this preparation. While most students at Biola who are preparing to enter medical school major in biological science or biochemistry with a pre-med emphasis, other majors are possible if the student completes all of the core science courses required by the medical school.

Medical schools also expect a broad background in the liberal arts such as is provided by Biola’s program in general education. In addition, Biola’s biblical and theological studies requirement and its integration of a biblical perspective in all courses equips the prospective Christian health professional in mind and character to impact the world for Jesus Christ.

A Pre-Medical Advisory Committee helps prepare students for the rigorous process involved in applying to medical school. In particular, students are assisted in their preparation for medical school interviews. Information about the Pre-Medical Advisory Committee and Medical College Admission Test (MCAT) is available from the secretary in the Science Building. For further information, please consult with either the Department of Biological Science or the Department of Physical Science.
Pre-Dentistry
Preparation for entrance into dental school is similar to preparation for medical school. Students should contact the dental schools of their choice for specific entrance requirements. Information on the American Dental Association Dental Admission Test can be obtained from the secretary in the Science Building.

Pre-Chiropractic
Biola’s Pre-Chiropractic Program is a 3 + 1½ cooperative degree completion program leading to a Bachelor of Science degree in Human Biology. The needs of society for health care practitioners are changing. Doctors of Chiropractic are providing legitimate, alternative treatment strategies to clients both directly and through HMO’s. Chiropractic medicine has long been known to have a holistic emphasis. Biola provides a context in which to prepare a more thoroughly educated doctor of chiropractic whose faith is truly integrated with her or his profession.

This program is offered in cooperation with Southern California College of Health Sciences. Students attend Biola for three years taking courses in biology, chemistry, physics, biblical studies and the liberal arts. The upper division biology courses are taken while enrolled at Southern California College of Health Sciences (SCCHS) during the final year. Upon successful completion of the program, the student receives the B. S. degree from Biola. Upon successful completion of the entire chiropractic program and examinations the student would receive the Doctor of Chiropractic degree from SCCHS.

SCCHS is located just three miles from Biola, in Whittier, CA. It is a professional school, accredited by the Western Association of Schools and Colleges and the Council on Chiropractic Education.

Students interested in this program should major in human biology. Specific requirements for this program are listed under this heading in the Course Descriptions section of this Catalog. Further information may be obtained from the Department of Biological Science.

Pre-Physical Therapy
Students interested in a career in physical therapy have the opportunity to pursue one of two program options at Biola. Both of these options are designed to meet the entrance requirements of master’s degree programs in Physical Therapy. (A master’s degree in Physical Therapy would be required to work in this field.) The options contain a common core of courses, but differ in the courses which complement this core. The choice between the two options depends on a student’s interests, abilities and ultimate career goals. Physical therapy can be practiced in a variety of settings, from sports to schools to hospitals.

The core courses common to both options include selected courses in biology, chemistry, physics, mathematics and psychology. Pre-physical therapy students typically major in kinesiology in the Department of Kinesiology, Health & Physical Education, or they major in human biology in the Department of Biological Science. Consult with either of these departments for the specific details of this program.

Other Post-Graduate Health Professional Programs
Many students are interested in careers in areas such as veterinary medicine, pharmacy, optometry, medical technology, podiatry, toxicology, public health and nutrition. Entry into many of these programs does not necessarily require a B.A. / B.S. degree, but it is often advised or is the norm. Each of these areas has its own required basic science and general education courses; the student is advised to determine these from the catalogs of the schools of interest. In general, Biola offers all of the prerequisite courses necessary for gaining acceptance into these programs. Information on several of these programs is available in the Science office or on the Pre-Medical Advisory Committee bulletin board.

Pre-Law
Each year a number of students come to Biola anticipating a career in law. Law schools are seeking students with excellent reading comprehension, strong analytical and critical thinking skills, the ability to write clear and effective prose, oral communication skills and experience in serving other people. They also seek students who have a breadth of knowledge that includes an understanding of history, human behavior, and social and political institutions. The successful completion of a challenging undergraduate program and a high score in the Law School Admission Test (LSAT) is the most appropriate preparation for law school.

The American Bar Association does not recommend any particular undergraduate major as primary preparation for law school. At Biola, pre-law students have chosen from a variety of majors since many law schools look for diversity in the backgrounds of their students. Traditional paths to law school include majors in Business, Communication, English, History and Social Science with an emphasis in Political Science.

For a Christian planning a career in the legal field, Biola’s curriculum composed of an undergraduate major, general education and a biblical studies requirement provides a solid foundation. The 30-unit biblical studies program contributes a biblical and theological framework on which to build a Christian perspective on the practice of law, especially in the areas of values and ethics. The implications of a Christian worldview are further developed in the general education curriculum, which can be customized for the pre-law student.

Following the recommendations of the American Bar Association, the pre-law student is urged to select ENGL 240: American Literature, PHIL 210: Introduction to Logic or PHIL 214: Introduction to Philosophy, and POSC 205: Survey of American Government in partial fulfillment of the General Education requirement.
Additional courses can supplement preparation depending on the student’s individual areas of interest.

For further information about the LSAT or about the pre-law program at Biola, please see Professor Dave Peters in the Department of History, Government & Social Science in Sutherland Hall.

**Pre-Engineering**

Biola's pre-engineering program is a 3 + 2 cooperative degree completion program in which a student takes three years of classes at Biola, including the foundational science and mathematics courses of a typical engineering program. In addition, the student takes the biblical studies and general education courses to meet Biola’s requirements. Biola has a formal arrangement with the University of Southern California that permits the student, if qualified, to complete the remaining two years of an engineering curriculum at USC and receive both the Bachelor of Science degree from Biola in Engineering Physics, and the Bachelor of Engineering degree from USC. Some students in this program elect to transfer to an engineering school other than USC; students interested in this option should contact the school of their choice no later than the beginning of their sophomore year.

The student interested in this program should major in physical science with an emphasis in pre-engineering.

**Pre-Speech / Language Pathology & Pre-Audiology**

A student wishing to prepare for careers as a speech-language pathologist or audiologist should choose the Communication Disorders major. Coursework in this major follows the guidelines of the American Speech-Language-Hearing Association (ASHA) and provides students with an understanding of both normal communication processes as well as communication disorders. Students have the opportunity to begin their clinical training in the on-campus Biola Speech & Language Clinic that provides speech-language assessment and treatment for members of the local community in a carefully supervised setting. Students who complete this major are prepared for the graduate studies necessary to obtain professional credentials.

The Communication Disorders major at Biola University is a member of the Council of Academic Programs in Communication Sciences and Disorders and the National Academy of Preprofessional Programs in Communication Sciences and Disorders. In addition, the major has a local chapter of the National Student Speech Language Hearing Association (NSSLHA), which is the American Speech-Language Hearing Association’s pre-professional organization for students in communication disorders programs.

**Pre-Seminary**

Biola University provides an excellent background in undergraduate education for seminary training. Students would be greatly assisted in preparing for their graduate studies by undergraduate courses in areas such as biblical studies, philosophy, logic, history of Western civilization and advanced composition. The pre-seminary student should compare the program at Biola University with the requirements of the particular seminary the student plans to enter.

**Pre-Bible Translation**

Students interested in working in Bible translation, linguistics or literacy with organizations such as the Wycliffe Bible Translators are able to get Wycliffe-approved undergraduate courses in these areas. These courses are taught by members of SIL and Wycliffe in the Department of Applied Linguistics & TESOL (ALT). For further information about this program students should contact the SIL office in the School of Intercultural Studies. For information about a minor in Applied Linguistics, see the ALT chair.
Student Activities

Spiritual Formation
The University believes the spiritual life of the individual student is of utmost importance. Therefore, every student is urged to set aside time for prayer and studying God's Word. Students can also choose to be part of small discipleship groups—men or women. In addition to these personal devotional periods, undergraduate students meet each Monday, Wednesday and Friday in Chase Gymnasium for a 40-minute chapel service of worship and praise and an alternate chapel on Thursday. The graduate schools plan separate chapel programs. The chapel programs include speakers chosen from faculty, alumni, students, visiting guests; musical groups; Christian films; drama; and other special events. Each fall there is a Spiritual Emphasis Week. Once each semester the school observes a planned Day of Prayer, and informal prayer groups meet as a regular part of residence hall life. The Torrey Memorial Bible Conference and the Missions Conference are high points in the development of the spiritual life of the student. Attendance is required at all of these events.

Student Government For Undergraduates
All registered undergraduate students are members of the Associated Students (A.S.), Biola's undergraduate student government. The stated purpose of this organization is: “To represent the student body on an administrative level, giving ear to their voice, providing services, and facilitating events necessary to foster a Christ-centered community.”

The A.S. President presides over two branches that comprise the student government, the Executive Branch and the Services Branch. The Executive Branch, which holds the legislative power of A.S., is chaired by the Senior Vice-President and consists of elected Senators. The Services Branch, which plans activities and provides services is chaired by the Vice President of Services and consists of the following members: Social Board Chair, Multi-cultural Relations Board Chair, Chapel Board Chair and Chair Elect, Intramural Board Chair, Spirit Board Chair, Director of Religious and Academic Relations, Marketing Director, International Student Association President, Chimes Editor-in-Chief (the student newspaper) and Biolan Editor-in-Chief (the undergraduate yearbook). Other offices of A.S include Vice-President of Finance, Controller, Secretaries, and the AS Office Manager.

A.S. offers many avenues for involvement with many elected positions, over 40 appointed and hired positions, and many volunteer opportunities each year. They are located in the upper level of the Student Union Building and are open Monday through Thursday, 8:30 a.m. to 5 p.m. and Friday from 8:30 a.m. to 3:00 p.m. They can also be reached at (562) 903-4882.

Student Government for Graduate Students
Each graduate school has an appropriate student government program which provides leadership and activities appropriate for graduate students. For additional information contact the respective graduate school offices.

Student Missionary Union
The Student Missionary Union (SMU) is a student led organization, founded in 1922, that has at the heart of its mission to glorify God and to see Him glorified. All of history is moving to a time when God will restore all of creation to what He had intended from the beginning. God began His work of restoration through Christ, reconciling the world to Himself. God has made us agents of that restoration by making us His ambassadors.

SMU seeks to motivate students to a lifetime of service to the Master through its Short Term Missions Department, Prayer Ministries, Missions Conference and Long Term Missions Department.

SMU facilitates the sending of more than twenty short-term mission teams to locations all over the globe, including such places as China, Mozambique, Mexico, Holland and Romania. They sponsor a Persecuted Church Simulation, weekly prayer meetings and other events through their Prayer Ministries. The entire student body attends Missions Conference, which includes exciting events such as Global Awareness, where students experience another culture, and Explorations, where they can visit such places as a mosque or a Mormon temple. The Long Term Missions Department seeks to answer many practical questions from students interested in long-term cross-cultural work.

SMU offers a multitude of opportunities for involvement with 24 staff positions and more than 100 volunteers each year. They are located in the upper level of the Student Union Building and are open Monday through Thursday, 10 a.m. to 5 p.m. and Friday from 10 a.m. to 3:30 p.m. They can also be reached at (562) 903-4881.

Athletics
Intercollegiate athletics at Biola University provide men and women with interest and ability in athletics an opportunity to compete with other institutions of higher education whose size and athletic policies are similar. Intercollegiate competition for men is conducted in the following sports: baseball, basketball, cross-country, soccer, swimming and track & field. Sports for women include basketball, cross-country, softball, swimming, tennis, track & field, soccer and volleyball.

Intramural activities are organized in both team and individual sports for men and women. This program is directed by the Associated Students.

Student Publications
The undergraduate student body sponsors two student publications: a weekly newspaper—the Chimes—and a yearbook—the...
Biolan. These serve to transmit news, keep a record of school life and provide further outlet for student creativity and expression.

**Theatre Productions**
The Speech / Drama emphasis within the Communication Studies Department provides fall and spring drama productions and many student-driven productions for the campus and immediate community. These productions are open for audition to all students, faculty and staff. Theatre seasons include serious drama, comedies, original student and family productions and musical theatre.

**Forensics**
In recent years Biola University has been ranked with successful speech squads among colleges and universities nationwide. As an active member of the Pacific Southwest Collegiate Forensics Association, Biola regularly attends debate and individual events speech tournaments throughout the western states. Exceptional student performances qualify for national tournaments each year in individual events and team debates.

**OTHER PERFORMANCE OPPORTUNITIES**
One-act play fundraisers for the forensics team, student film productions and occasional on-campus musical theatre productions have open auditions for all students, staff and faculty members. Performance dates are spread throughout the academic year.

**Student Ministry**
As part of Biola University’s commitment to impact the world for the Lord Jesus Christ, the mission of Student Ministries is to equip students to be lifelong, healthy ministers of the gospel in the church and the world. The intention of Student Ministries is to be fully yielded servants of Christ who are believing God in all things and becoming:

- Anchored in the truth of God’s Word
- Engaged in Spirit-empowered believing prayer
- Integrated into the local church
- Discipled through loving and accountable relationships
- Faithful in proclaiming Christ to the world

As an integral part of Biola’s academic program and mission, Student Ministries provides a broad range of opportunities for ministry in areas such as evangelism, missions, discipleship, urban and community services outreaches. Student Ministries is available to help students prayerfully seek where they can be involved during their years at Biola. If you have any questions, please call or come by our office located in the upper level of the Student Union Building.
Undergraduate Programs
Numbering of Courses

Courses numbered 100 to 299 are lower division (primarily for freshmen and sophomores). Courses numbered 300 to 499 are upper division (primarily for juniors and seniors). Courses numbered 500 and above are graduate level.

The course numbering system is designed to indicate the relative academic level of courses in this manner:

- **100–499**: Undergraduate, baccalaureate-level courses
- **500–700**: Graduate level, normally indicating first through third year beyond baccalaureate.
- **800–999**: Postgraduate level, indicating fourth year beyond baccalaureate.

In general, odd-numbered courses are given in the fall and even-numbered courses are offered in the spring. Courses ending in zero usually are offered each semester or either semester. Not all courses are offered every year.

The units of credit are indicated by the number after each course title.

The University reserves the right to withdraw any courses for which there is insufficient registration or lack of faculty resources.

Note: Biola University reserves the right to change any and all student charges, modify its services, or change its curriculum or programs of study should economic conditions, curricular revisions, or other relevant factors make it necessary or desirable to do so. While every effort is made to insure the accuracy of the information in this catalog, Biola University has the right to make changes at any time without prior notice.

Anthropology

A Division of the School of Intercultural Studies

Faculty

- **Dean**: F. Douglas Pennoyer, Ph.D.
- **Chair**: Murray Decker, Ph.D.
- **Program Director**: A. Sue Russell, Ph.D.

**Associate Professors**: A. Sue Russell, Ph.D.

**Assistant Professors**: Greene, Langenwalter, Pittle

Mission & Learning Outcomes

The anthropology major provides a holistic understanding of the diversity of human behavior across time, geography and culture through a distinctly Christian worldview. There are two primary objectives of the program at Biola. First, the program provides students with a solid foundation of the central theoretical concepts while providing opportunities to concentrate in one of the subdisciplines—sociocultural, linguistic and physical anthropology or archaeology. Second, the program provides students with the practical tools, through an emphasis on field research, to actively bridge cultural differences in order to effectively share the good news of the Gospel and holistically address human problems such as injustice and the effects of globalization on populations around the world.

The core of the program is the five-field emphasis in anthropology. Students will not only gain a firm academic foundation but also the tools necessary to be actively involved in using their anthropological skills to serve others. This program provides training for students planning to enter a variety of fields including research in the area of private and public agencies, social welfare, community and rural development, archaeology, refugee and immigrant assistance or further academic study.

Degree Program

A Bachelor of Arts degree in Anthropology is offered upon completion of the university baccalaureate and major requirements.

Major

**PREPARATION**

Students are required to take ANTH 200 and ANTH 220 as preparation for the major. These courses fulfill general education requirements.

The anthropology major requires 36 units which includes 15 units of core courses: ANTH 215, 310, 345, 350, and 401. Students may choose 21 units of upper division electives according to their interests. Students are encouraged to form an emphasis or minor in a subfield, but may choose from any of the following electives: any ANTH course; INC5 322, 331, 332, 345, 347, 420, 430, 433, 435,
All students in the major are required to take Biblical Studies 458 Theology of Mission as a Bible elective. Biblical Studies 465 Integration Seminar: Gospel & Culture is required in the senior year.

There are emphases offered in each of the subfields within the anthropology major. Students take introductory courses in each of the subdisciplines and are encouraged to concentrate in one of the following four areas. Students may also consult with their academic advisor regarding selecting a unique emphasis based on career goals.

APPLIED ANTHROPOLOGY
This emphasis seeks to provide students with the ability to apply anthropological research in the area of solving human problems. Courses include ANTH 400, 403, 420, INCS 345, 347, 430, 433, 435, SOCI 348.

ARCHAEOLOGY
This emphasis provides students with training in archaeological methods and research. Students may take electives in Biblical, classical or prehistoric archaeology. Courses include ANTH 215, 312, 315, 321, 330, 366, 410, 430, 432, 450.

LINGUISTIC ANTHROPOLOGY
The linguistic anthropology emphasis is designed for students interested in the relationship of language in culture. Courses include INCS 310, INAL 301, 405, 446, 481, ANTH 310.

PHYSICAL ANTHROPOLOGY
This emphasis provides students the opportunity to study the variation and adaptation of human biology within its cultural context. Courses include ANTH 303, 304, 405, 406, 440.

SOCIO-CULTURAL ANTHROPOLOGY
The socio-cultural anthropology emphasis provides students with a broad understanding of human behavior through a cross-cultural perspective. Courses include ANTH 300, 325, 400, 402, 403, 420, INCS 458.

Minors
 본래의 글

ANTHROPOLOGY
The anthropology minor is offered with completion of 18 units of anthropology courses including ANTH 200 and 15 units of upper division courses.

ARCHAEOLOGY
An archaeology minor is offered with a completion of 18 units of archaeology courses including ANTH 215, 312, 315 and 9 units of upper division courses chosen from 321, 330, 335, 365, 366, 410, 430, 432, 450. ANTH 200 and 220 are prerequisites for the minor and may be completed for general education requirements.

APPLIED LINGUISTICS
The applied linguistics minor is offered upon the completion of 18 upper division units, including 12 core courses and six units of electives. Please see the Applied Linguistics & TESOL section of the catalog for details and course descriptions.

Courses (ANTH)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 200</td>
<td>General Cultural Anthropology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>The nature of people in culture; worldview and perception; culture change; a study of the subsystems of cultures, including social organization, religion, language and related topics.</td>
<td></td>
</tr>
<tr>
<td>ANTH 215</td>
<td>Introduction to Archaeology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>An examination of the methodology and theories of the archaeological approach to the study of humankind from the earliest times to the present and how to interpret such data in respect to political, economic and social organization as well as analyze cultural adaptation and change.</td>
<td></td>
</tr>
<tr>
<td>ANTH 220</td>
<td>Physical Anthropology</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>A survey of the physical nature of humans from an anthropological perspective. The course will explore ideas and concepts in scientific method, genetics, human variation, primate behavior, fossil humans and archaeology. The laboratory (3 hours) will consist of a hands-on study of specimens and an examination of the relationship between human biology and the influence of culture.</td>
<td></td>
</tr>
<tr>
<td>ANTH 300</td>
<td>Magic, Witchcraft &amp; Sorcery</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>A treatment of conceptions of the supernatural, the function of religion in society, religion and social control, the nature of religious ritual and paraphernalia, sacred places and religious practitioners. Prerequisite: consent of instructor.</td>
<td></td>
</tr>
<tr>
<td>ANTH 303</td>
<td>Human Variation</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>The study of the processes and theories for the existence of the present variation between and within human populations, the genetics of human populations and the significance of racial classifications. Prerequisite: ANTH 200, 220.</td>
<td></td>
</tr>
<tr>
<td>ANTH 304</td>
<td>Human Osteology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Techniques in the basic identification of human skeletal remains, including aging, sex, race and stature reconstruction. Prerequisite: ANTH 200, 220.</td>
<td></td>
</tr>
<tr>
<td>ANTH 306</td>
<td>Cognitive Anthropology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Survey of the growth and development of anthropological theories and research methods for understanding cultural knowledge. Explores key ideas, concepts and issues relating to cognition, culture and meaning.</td>
<td></td>
</tr>
</tbody>
</table>
ANTH 310 Introduction to Linguistic Anthropology: Language, Culture & Society
This course is a holistic approach to language that addresses the interdependence of language, interaction and culture in society. It examines the relationship between cognition and behavior to language in communities worldwide. Topics include the structure of language and interaction, symbols and metaphors, language and identity, language and cognition, classification of experience, and language and power.

ANTH 312 Archaeology Methods & Theories
Survey of approaches, methods and theory used in current and past archaeological research. The course addresses the use of assumptions, models, strategies and research designs. Prerequisite: 215 or consent of instructor.

ANTH 315 Field Methods in Archaeology
Field archaeology examines the principles of archaeological site survey, excavation and laboratory operation. The course is focused on the hands-on study of the methodology of field and laboratory processes commonly used to recover and study the wide range of materials recovered from archaeological contexts.

ANTH 320 Topics in Gender Studies
Examination of a variety of issues related to gender. Topics may include gender and communication, globalization and gender, feminization of poverty, representation of gender, etc. May be repeated once with different course content. Prerequisite: 200.

ANTH 321 Prehistoric Cultures of North America
The origin and development of the cultures of the prehistoric peoples of North America, north of Mexico, are explored using archaeological evidence. The class focuses on the development of regional and continent-wide patterns of human adaptation. Prerequisites: 200, 215.

ANTH 325 Comparative Folklore & Mythology
A cross-cultural comparison of the oral traditions of cultures including an examination of the major themes, cultural uses of myth, and the anthropological analysis and interpretation of the folk literature in society.

ANTH 330 California Native Americans
Survey of native California groups indigenous to the state at the beginning of the historic period. Environmental and technological adaptations, social organization, religious systems, art and culture change are explored in this survey class. Prerequisite: 200 or consent of instructor.

ANTH 335 World Archaeology
Survey of the development of ancient culture and society throughout the world. Regional development of cultures and general themes of social behavior are explored, with a focus on the adaptation, social organization, technology and culture change. Prerequisite: 200 or consent of instructor.

ANTH 345 Ethnographic Field Methods
Techniques of field methods learned such as genealogies, participate observation, life history, mapping, structured interviews, etc in preparation for the field practicum. Ethnographic research conducted as part of the course. Prerequisite: 200.

ANTH 350 Anthropological Field Practicum
A six-week field learning situation during which time students, under supervision, will engage in the application of field methods of research including participatory observation, interviews, mapping, and other data gathering strategies as appropriate to their discipline. Prerequisites: 200, 345.

ANTH 361 Anthropology of Gender
The dynamics of male and female roles in Western, non-Western and biblical cultures. Focus on responsibilities, obligations, expectations, leadership and interrelationships as they relate to the society as a whole.

ANTH 365 Biblical Archaeology: Ancient Near East
The history of archaeology and literature of the Ancient Near East and the bearing of archaeological findings on the interpretation of the Old Testament. Prerequisites: 215, BBST 109 or consent of the instructor.

ANTH 366 Biblical Archaeology: Palestine
The history of the excavation, the history and geography of Palestine and how archaeological findings have bearing upon Biblical interpretations. Prerequisites: 215, BBST 110 or consent of the instructor.

ANTH 370 Topics in Cultural Anthropology
Examination of a variety of anthropological issues from either a theoretical or applied perspective including: marriage customs, leadership patterns, political relations, indigenous movements, culture change, world view, etc. May be repeated with different course content. Prerequisite: 200.

ANTH 400 Political Anthropology
Cross-cultural study of leadership including diverse patterns of authority, legitimacy, public support, leadership recruitment, and training as they affect communication, national and international development.

ANTH 401 History of Anthropological Theory
An examination of the theories and principle figures who have contributed to the development of modern anthropological inquiry, research strategies and field methods.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Units</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 402</td>
<td>Family, Kinship &amp; Gender</td>
<td>3</td>
<td>Cross-cultural study of the basic human groups of family, kin and community, examining marriage patterns and gender roles within families.</td>
</tr>
<tr>
<td>ANTH 403</td>
<td>Economy, Society &amp; Values</td>
<td>3</td>
<td>Exploration of theory and methods for the study of economic and social relations as they impact human values, with emphasis on analytic tools for comparative research and cross-cultural application. Prerequisite: 200.</td>
</tr>
<tr>
<td>ANTH 404</td>
<td>Sign, Symbol &amp; Structure</td>
<td>3</td>
<td>An exploration of approaches, methods and theory in the interrelated fields of semiotics, symbolic anthropology and structural anthropology. Focus on ways in which anthropologists examine social and psychological structures, mental entities and lived experience, and symbolic contrasts and correspondences.</td>
</tr>
<tr>
<td>ANTH 405</td>
<td>Human Paleontology</td>
<td>3</td>
<td>A survey of the human fossil record focusing on the functional and behavioral significance of important morphological changes within the fossil record. Prerequisites: ANTH 200, 220.</td>
</tr>
<tr>
<td>ANTH 406</td>
<td>Bioarcheology</td>
<td>3</td>
<td>An exploration of the theory and methods of the study and preservation of human skeletal remains from archaeological sites. Topics include nutrition, disease, injury, and population history. Prerequisites: ANTH 200, 215, 220, 304.</td>
</tr>
<tr>
<td>ANTH 407</td>
<td>Ethnicity, Identity &amp; Memory</td>
<td>3</td>
<td>An exploration of the ethnic dimensions of human association and community, with an emphasis on the cultural construction and maintenance of identity and social memory. Topics include concepts and theories of ethnicity, identity, and social memory; the relationships of language and religion to ethnic identity, and ethnic conflict and nationalism.</td>
</tr>
<tr>
<td>ANTH 410</td>
<td>Topics in Archaeology</td>
<td>1-4</td>
<td>Examination of a variety of issues related to archaeological issues either from a theoretical or practical perspective. These topics may include: Advanced Archaeological Methods, Fieldwork in Archaeology, Prehistory California, Southwestern Archaeology, Archaeology of North America, Archaeology Laboratory Method, etc. May be repeated once with different course content. Prerequisite: 215.</td>
</tr>
<tr>
<td>ANTH 430</td>
<td>Field Excursion: Turkey, Greece &amp; Rome</td>
<td>4</td>
<td>Examines the archaeological, historical and geographic backgrounds of Acts, the Epistles and Revelation. The program visits archaeological sites in Turkey, Greece and Rome including Ephesus, Pisidian Antioch, Corinth, Athens and several others. Anthropology students will examine the archaeological field reports from each of these excavations as part of their preparation. Prerequisite: BBST 110 or consent of the instructor.</td>
</tr>
<tr>
<td>ANTH 432</td>
<td>Field Excursion: Israel</td>
<td>3</td>
<td>Examines the archaeological, historical and geographic backgrounds of the Old Testament and the Gospels. The program visits archaeological sites in Israel, and students are able to experience the historical and geographic context of the Old Testament and the gospels. Anthropology students will examine the archaeological field reports from excavations in Israel as part of their preparation. Prerequisite: BBST 109 or consent of the instructor.</td>
</tr>
<tr>
<td>ANTH 440</td>
<td>Topics in Biological Anthropology</td>
<td>1-3</td>
<td>Selected topics in biological anthropology. May be repeated with different content. Prerequisites: 200, 220.</td>
</tr>
<tr>
<td>ANTH 450</td>
<td>Internship in Archaeology</td>
<td>1-3</td>
<td>Students may spend four weeks to a semester in a field learning situation, during which time a student under supervision engages in the application of archaeological methods in a current archaeological excavation. Prerequisites: 312, 315 or consent of the instructor.</td>
</tr>
<tr>
<td>ANTH 460</td>
<td>Topics in Modern Anthropological Theory</td>
<td>1-3</td>
<td>An examination of various approaches to anthropology from 1950 to present. Topics may include neo-evolutionist, symbolic, psychological, postmodern, or feminist theoretical approaches. Course may be repeated once with different course content. Prerequisite: 401.</td>
</tr>
<tr>
<td>ANTH 480</td>
<td>Directed Research in Anthropology</td>
<td>1-3</td>
<td>Individual directed research in anthropology on a specific topic or problem. Prerequisite: junior or senior standing and consent of professor. May be repeated with different content to a total of 6 units.</td>
</tr>
<tr>
<td>ANTH 490</td>
<td>Thesis</td>
<td>1-6</td>
<td>Research for and writing of a thesis under the supervision and guidance of an anthropology faculty mentor. Student must receive prior approval for topic and writing of thesis from faculty mentor.</td>
</tr>
</tbody>
</table>
Art

Faculty
Chair: ................................................... Loren Baker
Professors: ................................................... Baker, Callis, Krammes
Assistant Professors: Anderson, Nakamura, Puls, Simonson

Mission
The Department of Art creates an academic environment that thrives on the interrelationship of Biblical Christianity and artistic practice. It offers students a professional visual arts program with a rigorous curriculum that reflects a strong liberal arts emphasis and a solid Christian worldview.

Learning Outcomes
The Bachelor of Fine Arts degree at Biola University is designed:

1. To equip students with a foundational and integrative understanding of art production based on formal and conceptual skills

2. To develop critical understandings of art history and aesthetics that construct global perspectives on contemporary culture

3. To integrate faith and learning in such a way that students become servant-leaders who have integrity, creativity, excellence and vision and who will impact the church and the marketplace

4. To broadly prepare students for a variety of arts related fields, graduate education and church related ministries

5. To foster a commitment to life-long learning whereby graduates are able to critically assess and produce work that recognizes, understands and responds to socio-political, philosophical and spiritual concerns

The Department of Art is accredited through the National Association of Schools of Art and Design (NASAD).

Degree Program
A Bachelor of Fine Arts degree in Studio Arts (B.F.A.) is offered upon completion of the university baccalaureate and the studio arts major in one of the following emphases: design, painting, photography, sculpture and interdisciplinary.

Major
STUDIO ARTS (72 UNITS)
The BFA major is designed to give art students flexibility in constructing their program which will include one of five areas of emphases.

The Design Emphasis integrates a fine arts perspective into a curriculum that promotes conceptual thinking while developing technical proficiency and allows students to work in a variety of areas including graphic design, web-design and motion graphics.

The Painting Emphasis embraces traditional and non-traditional approaches to drawing and painting while engaging students in current discourses within the discipline.

The Photography Emphasis focuses on integrating the skills of black and white darkroom techniques with contemporary digital color practices to produce conceptually-driven, photo-based art.

The Sculpture Emphasis equips students to think creatively while developing proficiency in a variety of three-dimensional fabrication techniques—including additive and subtractive processes, modeling, carving, mold-making and casting.

The Interdisciplinary Emphasis allows students to design their own curriculum choosing a variety of upper-level courses.

Studio arts majors are exempt from the general education requirements in fine arts and foreign language. The general education requirement for studio art majors is reduced in history (only three of six units are required - HIST 107), and students need to take only six units in mathematics and/or science.

The following general education courses have been designed for all studio art majors and are required for the Bachelor of Fine Arts degree: Philosophy 216 (Introduction to Philosophy & Aesthetics); Biblical Studies 465 (Integration Seminar / Art & the Bible)

All B.F.A. students are required to take these core courses: 107, 108, 109, 110, 111, 112, 116, 126, 311, 315, 433, 440, 450, and 475.

Design Emphasis Studio Arts Majors
Choose two (2) courses from the following: 210, 211, 213, 221, 326, 331, 341, 348. Must take 312, 314, 321, 423, 429, and either 333 or 428.

Must complete 3 upper division art electives (9 units) that may be selected from 331, 333, 345, 428, 436, 442.

Painting Emphasis Studio Arts Majors
Choose two (2) courses from the following: 210, 211, 213, 221, 326, 331, 341, 348. Must take 312, 314, 321, 423, 429, and either 333 or 428.

Must complete 4 upper division art electives (12 units).
**Sculpture Emphasis Studio Arts Majors**
Choose one (1) course from the following: 213, 221, 326, 314, 327, 331, 341, 348. Must take 210, 211, 304 or 327, 305, 415, and complete 4 upper division art electives (12 units).

**Interdisciplinary Emphasis Studio Arts Majors**
Choose three (3) courses from the following: 210, 211, 213, 221, 314, 326, 331, 341, 348. Complete seven (7) upper division art electives (21 units).

It is recommended that all Studio art majors own a Macintosh laptop. Contact the Department of Art office for recommended specifications.

**Minor**
An Art Minor is offered with the completion of lower division courses 107, 110, one lower division elective and 4 upper division courses totaling 21 units.

**Admissions & Program Requirements**
The Department of Art has an open admissions policy. Incoming first-year students and transfer students from other institutions may declare an art major when they apply for admission to Biola University. Because of the rigorous schedule and amount of work required in the BFA degree program, transfer students and Torrey Honors Institute students may need an additional semester to complete all of their requirements.

Every year, all art majors participate in formal reviews to evaluate his or her progress in the department. Student portfolios are appraised using a variety of criteria, such as technical achievement, creative problem solving, and aesthetic/artistic development. Reviews are conducted at the end of the freshman, sophomore and junior years. Graduating seniors are evaluated the semester before their thesis exhibit.

All art majors are required to maintain a 2.5 GPA in the program. Any grade below a C- (1.67) must be repeated.

**Courses (ARTS)**

**ARTS 100** Art Appreciation.................................................................3
An introduction to the history of art criticism and aesthetics; a visual analysis of works of art; comparative studies on selected paintings and sculptures. Meets GE Fine Arts requirement. Fee: $60.

**ARTS 107** Drawing I.................................................................................3
An introduction to drawing, perspective, line, shape, value, texture and composition. Fee: $60.

**ARTS 108** Figure Studies I........................................................................3
An introduction to the fundamentals of drawing and sculpting the human figure from gesture to finished work. This course will focus on the structure and dynamics of the human body and its expressive potential. Fee: $60

**ARTS 109** Digital Tools.............................................................................3
An introduction to the terms, tools and techniques of visual computing for artists using the Macintosh platform. This course is designed to train students with basic computer skills and programs such as Adobe Photoshop and Illustrator and to insure digital literacy. Fee: $90.

**ARTS 110** 2-D Design................................................................................3
A foundation course to establish visual design concepts. This course examines elements and principles of two-dimensional design. Fee: $90.

**ARTS 111** 3-D Design................................................................................3
A foundation course to establish visual design concepts. This course examines elements and principles of three-dimensional design. Fee: $90.

**ARTS 112** 4-D Design................................................................................3
Introduction to time—the fourth dimension—and time-based artworks, including installation, performance art and video. Studio exploration with emphasis on historical and current issues as they apply to individual direction and expression in time. Prerequisites: 110, 111. Fee: $90.

**ARTS 116** History of Western Art I: Prehistoric Through Gothic........3
Survey of Western visual art and architecture from its ancient origins through the Gothic. Works of art and architecture are discussed in terms of style, meaning and social context. Field trips to area museums examine original art from the Classical era to the Gothic. Fee: $60.

**ARTS 126** History of Western Art II: Renaissance through Romanticism......3
Second in a two-part survey of Western visual art and architecture, this course covers the great artistic contributions from the Renaissance to the mid-19th century. Works of art and architecture are discussed in terms of style, meaning and social context. Field trips to area museums examine original art from each era. Prerequisite: 116. Fee: $60.

**ARTS 210** Sculpture I................................................................................3
Introduction to the methods, materials, and tools of sculpture and general concepts of sculptural form. Prerequisite: 111. Fee: $90.

**ARTS 211** Ceramics I................................................................................3
An introduction to wheel technique and beginning throwing skills. Formulation of basic glaze applications in the development of fire ceramics will be emphasized. Fee: $90.
Undergraduate Programs

ARTS 213 Painting I .................................................................3
Basic color theory and painting techniques. Traditional to contemporary styles will be explored. Prerequisite: 107. Fee: $60.

ARTS 221 Photography I ..........................................................3
An introduction to the fundamentals of black and white photography covering both creative and technical aspects. Students highly recommended to own a 35mm SLR camera. Fee: $90.

ARTS 304 Ceramics II ...............................................................3
Continued individual development in all areas of ceramics. Introducing vessel construction from hand-built techniques, low fire glaze applications and introductions in firing the kilns. Prerequisite: 210. Fee: $90.

ARTS 305 Sculpture II ..............................................................3
Emphasizes sculptural aesthetics and appropriate technology. Focus on formulating a conceptual and technical basis for work. Prerequisite: 210. Fee: $90.

ARTS 306 Elementary Art Workshop .......................................3
Developing and preparing art assignments suitable for elementary school pupils. Fee: $90.

ARTS 307 Drawing II .................................................................3
Exploration of the overlapping relationships of traditional and experimental methods of drawing: to include processes, tools, and surfaces. Concentration on issues of formal, narrative, and symbolic development with emphasis placed on finished works of art. Prerequisites: 107, 108. Fee: $60.

ARTS 308 Painting II .................................................................3
Continuation of the exploration of painting as a visual language with emphasis placed on color theory, technical and conceptual development. The class will focus on issues of color and design as manifest in organic, geometric and pattern abstraction. Prerequisite: 213. Fee: $60.

ARTS 311 Modernity: Realism to Surrealism ..............................3
The history of painting, sculpture and architecture from 1850 to 1940. Major aesthetic issues that shaped 20th Century art and influenced the early 21st Century will be examined. Prerequisites: 116, 126. Fee: $90.

ARTS 312 Letters & Symbols ....................................................3
Typography, icon study, and application. This course explores how type advances the meaning and visual strength of a message, idea, or communicative device. The class also includes the consideration of the meaning of symbols and non-typographic forms as they apply to visual communication. Discussions will include consideration of art history and its influence within communication design practice. Prerequisite: 112. Fee: $90.

ARTS 314 Integrated Design I ...................................................3
Students develop methods of visual communication that draw on the cumulative experience of 2-D, 3-D, and 4-D coursework. Through the use of digital / analog tools and readings related to the history of design, exploration of creative ideas and processes are related to communication design with an emphasis on developing individual styles and concepts. Prerequisite: 112. Fee: $90.

ARTS 315 Contemporary Art Trends .......................................3
A study of art produced since World War II, focusing on current movements within the international art community. Prerequisite: 311. Fee $90.

ARTS 319 Figure Studies II ......................................................3
Extensive investigation of the figure. Emphasis is placed on a broad approach to understanding and interpreting the human figure. Prerequisite: 108. Fee $60.

ARTS 321 Historical Development of Design .............................3
An investigation of issues and ideas in the history of design, focusing on the development of the image from the icon to motion graphics. Individual designers and significant design movements will be covered.

ARTS 322 Photography II ........................................................3
Focused exploration of black and white photography covering creative, technical and historical aspects. Students highly recommended to own a 35mm SLR camera. Prerequisite: 221. Fee: $90.

ARTS 323 Photography III ......................................................3
Extensive exploration in studio problems with emphasis on historical and current issues as they apply to individual direction and expression in photography using either color and/or black and white photography. Prerequisite: 322. Fee $90.

ARTS 326 Printmaking .............................................................3
An introduction to screenprinting techniques and other mixed media alternative printmaking methods, including monoprinting. Fee: $90.

ARTS 327 Installation & Performance Art I ...............................3
Interdisciplinary studio exploration in installation and performance studies. Course will focus on studio practice with an emphasis on the history of installation and performance art. Prerequisite: 112. Fee: $90.

ARTS 331 Digital Photography I ..............................................3
Studio exploration in color photography via digital photo production. Emphasis placed on a professional print-quality workflow, color photographic issues, digital image manipulation, as well as theory relating to digital photography. Highly
recommended that students own or have access to a digital SLR camera. Prerequisite: 221. Fee: $90.

**ARTS 333 Graphic Design Forms I**
A critical exploration of current graphic design forms emphasizing core design competencies including color theory, image-text integration and problem solving. A variety of software applications such as Adobe Illustrator, Photoshop and InDesign are used in investigating mass media and examining particular strategies, imagery and delivery. Prerequisite: 312. Fee: $90.

**ARTS 341 Animation I**
Interdisciplinary studio exploration in analog and digital animation. Course focuses on experimental and theoretical movement, and choreography systems investigating culture and identity. Prerequisite: 112. Fee: $90.

**ARTS 345 Digital Photography II**
Advanced studio exploration in color and/or black and white digital photo production. Emphasis placed on developing a personally directed body of work, producing a professional print portfolio, and understanding contemporary photographic trends. Highly recommended that students own or have access to a digital SLR camera. Prerequisite: 331. Fee: $90.

**ARTS 348 Video Art I**
Exploration of video art including formal, conceptual, and narrative approaches. Emphasis on the use of video as a creative medium for personal expression. Emphasis placed on the history of video and film art. Students are recommended to provide their own video cameras. Prerequisite: 112. Fee: $90.

**ARTS 352 Installation & Performance Art II**
Advanced interdisciplinary studio exploration in installation art and performance art studies. Emphasis is placed on the architecture, choreography and psychology of body and space. Prerequisite: 327. Fee: $90.

**ARTS 354 Video Art II**
Advanced studio exploration in video art studies. Emphasis placed on the history of video and film art. Students are recommended to provide their own video cameras. Prerequisite: 348. Fee: $90.

**ARTS 408 Drawing III**
Extensive exploration in studio problems with emphasis on historical and current issues as they apply to individual direction and expression in drawing. Prerequisite: 307. Fee: $60.

**ARTS 410 Seminar in Art**
Independent study in areas of concentration under faculty direction with emphasis in history, studio and creative research. Seminars may be repeated. Prerequisite: consent.

**ARTS 413 Painting III**
Extensive exploration in studio problems with emphasis on historical and current issues as they apply to individual direction and expression in painting. Prerequisite: 308. Fee: $60.

**ARTS 415 Sculpture III**
Advanced sculptural concepts emphasizing individual development of style, aesthetic ideas, and continuation of media exploration. Prerequisite: 305. Fee: $90.

**ARTS 423 Integrated Design II**
A consideration of psychological, technical and aesthetic concerns relating to various types of communication design including 2-D, 3-D and 4-D forms. Emphasis on production processes. Discussions will include consideration of art history and its influence within communication design practice. Prerequisite: 314. Fee: $90.

**ARTS 428 Web Design I**
Exploration in studio problems with emphasis on the psychology of interactivity and interface design as they apply to individual direction and expression in web site production. Prerequisite: 314. Fee: $90.

**ARTS 429 Integrated Design III**
Advanced research and studio exploration within the arena of communication design. Emphasis is placed on developing design with a critical understanding of culture and identity. Prerequisite: 423. Fee: $90.

**ARTS 433 Global Art Paradigms**
Investigation of non-western art and architecture in relationship to its currency within the global contemporary art scene. Emphasis is placed on the influence of major forms, functions and materials used by the peoples of Asia, Africa, Oceania and the Americas on contemporary art. Prerequisite: 126. Fee: $90.

**ARTS 434 Interdisciplinary Investigations**
A cross-discipline studio and theory seminar focusing on individual and collaborative thematic investigations. Prerequisite: junior standing. Fee: $150.

**ARTS 436 Graphic Design Forms II**
Advanced study and analysis of graphic design forms emphasizing sequential systems and pacing. Using a variety of software applications, students are exposed to all areas of production, including printing and pre-press technologies. Prerequisite: 333. Fee: $90.

**ARTS 440 Senior Seminar**
Senior-level cross-emphasis studio and theory investigation. Individual direction is navigated through thorough critique and discourse. Prerequisite: senior standing. Fee: $90.
ARTS 441  Critical Thought.........................................................3
An intensive, reading seminar focusing on writings that have influenced contemporary art criticism and theory. Course will focus on specific authors and/or themes that have impacted the production and discussion of art within the 21st Century. Prerequisite: 126, 311, 315. Fee: $90.

ARTS 442  Web Design II...............................................................3
An advanced course in web site production emphasizing creative and technical skill development. Students examine current directions in web site management, user interface design, information architecture and scripting. Prerequisite: 428. Fee: $90.

ARTS 450  Internship........................................................................3
Apprenticeship program designed to give students first-hand exposure to professional artists, designers and art institutions. Internships individually tailored to meet the needs of the student. Approved internship experiences require student to complete a minimum of 120 hours with one or more mentors or organizations. Prerequisite: junior standing.

ARTS 475  Culmination........................................................................3
Course is a culmination of student’s art practice, critical theory, and practical survival skills needed to become a professional artist. Meetings and discussion will focus on the pragmatic elements of art production: grant writing, press relations, slide / portfolio presentation as well as discourse and critique of a final portfolio and exhibition.

The senior exhibition requires developed artworks based on an integrated theme. Full statement of intent must be presented along with visual samples of ideas at the beginning of the semester, approved and signed by committee. Final project is exhibited at the University Art Gallery. Prerequisite: senior standing. Fee: $90.

### Biblical & Theological Studies

**A Division of Talbot School of Theology**

**Faculty**

Dean:.................................................................Dennis H. Dirks, Ph.D.
Dean of the Faculty:.........................Michael J. Wilkins, Ph.D.
Chair:..............................................................James Mohler, Ph.D.
Professors:.........................................................Curtis, Pierce
Associate Professors:..............Berding, Horner, Langer, Lunde,
...........................Mohler, Nuñez, S. Russell, Talley, Thoennes, Williams
Assistant Professors:.....................Klink, Lee, Lister, McKinley

**Mission & Learning Outcomes**

A strong emphasis in Biblical & Theological Studies has always been at the core of Biola's curriculum. It is intended that all students regardless of major will graduate with a working knowledge of the Scriptures and a Christian worldview, integrated with academic learning as well as personal and professional living.

The mission of the B.A. program in Biblical Studies is to provide the student with a foundational knowledge of the history, literature, and theology of the Old and New Testaments, of systematic and historical theology, and of methods for further biblical and theological studies -- equipping men and women in mind and character to impact the world for the Lord Jesus Christ.

As a result of this program, the student will:

1. Gain sufficient knowledge of the geography, history, social and cultural backgrounds of the Old and New Testament Scriptures to be able to interpret the Bible with keen sensitivity to these vital contextual issues.

2. Understand, value, and use appropriately the principles of sound interpretation and application of the Bible, including analysis of presuppositions, general rules, and specialized principles for the various biblical genres.


4. The student should gain an understanding of, and ability to use, the basic reference works for Biblical Studies and Theology (e.g. dictionaries, encyclopedias, commentaries etc.).

5. Understand and demonstrate the ability to read and analyze either Hebrew or koine Greek in the biblical text.

6. Demonstrate with tested competence a basic understanding of church history and the historical outcomes of theology.
7. Learn the issues, rationale, and biblical texts for the major doctrines of the Bible.

8. Develop a commitment to critical thinking about theological issues and their relation to other doctrines, disciplines and life.

9. Continue to value and to progress toward the fulfillment of God's purpose in his/her life, to be conformed to the image of His Son, resulting in a more intimate relationship with God.

10. Continue to develop the ability to apply the truths learned to life and ministry, and thereby have greater impact on the world for Christ and His church.

Degree Program
A Bachelor of Arts in Biblical & Theological Studies is offered upon the completion of the university baccalaureate and major requirements. Obtaining a degree with this major requires 39 units. Majors must complete general requirements (excluding the two electives) plus 301, 311, 312, 411, 412, 455, 18 units of 300 / 400-level Bible electives, HIST 321, 12 units of either Greek (BLGR 101/102, 201/202) or Hebrew (BLHE 101/102, 201/202). In addition to the major requirement, students are encouraged to select a specialization of 12-14 units outside the department to fulfill their non-prescribed electives.

General Bible Requirements
All students must complete 30 units of Biblical & Theological Studies including 103, 105, 109, 110, 251, 254, 306, 465 and two Bible electives. Biola has a residency requirement for biblical studies. Of the 30 units of Bible required of all students, 15 units must be taken at Biola. Students may petition the Registrar's Office for an exception to this rule. Transfer credit, credit for prior learning or credit by examination may not be used to fulfill the minimum residency requirement. Majors other than Biblical & Theological Studies or Christian Education may count a maximum of 30 units toward graduation.

Christian Ministries Certificate Program
Jointly sponsored by the Biblical & Theological Studies and Christian Education departments, this program is designed for those desiring a concentrated year of biblical studies and Christian ministry, without a baccalaureate degree. It involves 33 semester units of regular university coursework and meets the standards for organizations requiring one year of Bible training. Specific courses include BBST 103, 105, 109, 110, 251, 254, 306, CEED 150, plus either BBST 320 or CEED 320, three units of BBST or CEED elective, and three units of BBST or CEED independent study and/or practicum. For those who have a baccalaureate degree, a course of study leading to an M.A. is available through Biola’s graduate school, Talbot School of Theology. Please see graduate section for details.

Biblical Studies Challenge Exam
Challenge exams are designed for those who have a working knowledge of the course content as a result of attending a Christian high school, for example, but were not able to transfer that work to Biola. Informal, personal study normally will not prepare one adequately to pass these exams. These exams may be taken only during the student’s first year at Biola. Also, if the student has taken the Old Testament or New Testament class (or even a portion of it), he is not eligible to take the challenge exam.

Exams are given in two parts, written and oral. Successful performance must be attained on the written and oral portions in order for the student to receive credit for the challenge exam. Grades are recorded on a credit or no credit basis only. No re-takes permitted.

Courses (BBST)

Courses (BBST)

| BBST 103 | Biblical Interpretation & Spiritual Formation | 3 |
| BBST 105 | Foundations of Christian Thought | 3 |
| BBST 109 | Old Testament History & Literature | 3 |
| BBST 110 | New Testament History & Literature | 3 |
| BBST 150 | Old Testament Survey | 4 |

New Testament History & Literature……………………………………3
Old Testament History & Literature……………………………………3

New Testament History & Literature……………………………………3
Old Testament History & Literature……………………………………3

Undergraduate Programs

2007–2009 CATALOG

71
BBST 251  Theology I ................................................................. 3
The Biblical doctrines of God, Christ, man, and sin, with reference to the history and development of Christian theology.
Prerequisites: 103, 105.

BBST 254  Theology II .............................................................. 3
The Biblical doctrines of salvation, the Holy Spirit, the church, and last things, with reference to the history and development of Christian theology. A service learning component is incorporated into this class. Prerequisites: 103, 105.

BBST 306  Early Christian History—Acts .................................. 3
Study of the Book of Acts from a missions perspective, dealing with the activity of the early church and its current expression in evangelism and missions. Prerequisites: 103, 105, 110.

BBST 307  Missiological Principles in the Book of Acts .......... 1
A look at mission issues in the book of Acts, through the lens of biblical, historical, cultural and strategic studies with an emphasis on contemporary international Christianity. Required for students missing this emphasis in their study of Acts.

ELECTIVES

BBST 220  Guided Study .......................................................... 1-3
For those needing units to complete their Bible requirement. Reading with written reports on biblical and/or theological subjects. Prerequisite: consent of undergraduate Biblical & Theological Studies chair. BOLD students only or by permission.

BBST 301  Biblical Studies Research Seminar ...................... 3
Research skills for use of the internet, library and reference works in biblical studies and theology. Methods of writing with emphasis on critical thinking, persuasion, and evaluation are covered, culminating in a research paper and oral presentation. Required of Bible majors. Bible Majors only. Must be taken within the first two years at Biola.

BBST 311  Biblical Backgrounds ............................................. 3
Contributions of archeology, geography, culture, and history to biblical interpretation. May include abroad-study in lands of the biblical world. Bible majors only.

BBST 312  Principles of Interpretation ................................. 3
Methods and principles for interpreting Scripture throughout church history and the present era. Theory is applied to texts with an emphasis on the grammatical-historical method. Prerequisites: 103, 105.

BBST 320  Inductive Bible Study ............................................. 3
Essentials of inductive Bible study will be applied to Old and New Testament genres of literature in order to equip the student with skills for observation, interpretation, application, and edification. Cross-listed: CEED320. Prerequisites: 103, 105.

BBST 330  Jesus’ Life & Ministry .............................................. 3
Chronological study of the gospels, similarities and differences between the writers, as well as the historical, cultural and theological factors aiding in interpreting events and teachings. Prerequisite: 110.

BBST 340  Guided Study ...................................................... 1-3
In-depth study of a specific book or books of the Bible including written report on the relevance of the book to the student’s life. Course offered to fulfill BOLD program requirement. Prerequisite: consent of the Biblical & Theological Studies department.

BBST 341  Pauline Literature .................................................. 3
Authorship, occasion of writing, themes, theological issues, literary structure and content of Paul’s writings. May focus on a smaller unit such as Prison or Pastoral Letters. Prerequisites: 103, 105, 110.

BBST 342  Johannine Literature ............................................... 3
Authorship, occasion of writing, themes, theological issues, literary structure and content of John’s writings. Prerequisites: 103, 105, 110.

BBST 343  General Letters ..................................................... 3
Authorship, occasion of writing, themes, theological issues, literary structure and content of non-Pauline letters. Prerequisites: 103, 105, 110.

BBST 360  Pentateuch ............................................................. 3
Mosaic authorship, historical and cultural backdrop, themes, theological issues, literary structure and content. Prerequisites: 103, 105, 109.

BBST 371  Early History of Israel ............................................. 3
Conquest through the establishment of David’s kingdom, focusing on historical, cultural and theological issues that aid in interpreting events and texts. Prerequisites: 103, 105, 109.

BBST 372  Later History of Israel ............................................. 3
Kings and prophets from Solomon through the return from exile, emphasizing historical, cultural and theological issues that aid in interpreting events and texts. Prerequisites: 103, 105, 109.

BBST 380  Wisdom & Poetic Literature .................................. 3
Authorship, date of writing, historical and cultural backdrop, themes, theological issues, literary structure and content of Job through Song of Songs. Prerequisites: 103, 105, 109.

BBST 391  Major Prophets ..................................................... 3
Authorship, date of writing, historical and cultural backdrop, themes, theological issues, literary structure and content.
Prerequisites: 103, 105, 109.
BBST 392  Minor Prophets .................................................3
Authorship, date of writing, historical and cultural backdrop,
themes, theological issues, literary structure and content.
Prerequisites: 103, 105, 109.

ADVANCED STUDY ELECTIVES
Descriptions often provide a general framework for focused elec-
tives. Specific titles for 430, 440 and 450 appear in the semester
schedule prefixed by “Adv St:”; sections of 465, by “Integ Sem:”.

BBST 411 New Testament Theology.................................3
Method, practice and history of the discipline. May emphasize
selected writers or themes. Prerequisites: 103, 105, 110, 251,
254. Bible majors only.

BBST 412 Old Testament Theology.................................3
Method, practice and history of the discipline. May emphasize
selected writers, themes or eras. Prerequisites: 103, 105, 109,
251, 254. Bible majors only.

BBST 430 Advanced Study: New Testament ...................1-3
Independent student research and writing in addition to a
seminar style classroom atmosphere for the study of selected
texts and/or topics. May be repeated with different content
for a maximum of six units counted toward graduation.
Prerequisites: 103, 105, 110.

BBST 440 Advanced Study: Old Testament .................1-3
Independent student research and writing in addition to a
seminar style classroom atmosphere for the study of selected
texts and/or topics. May be repeated with different content
for a maximum of six units counted toward graduation.
Prerequisites: 103, 105, 109.

BBST 450 Advanced Study: Systematic Theology .........1-3
Independent student research and writing in addition to
a seminar style classroom atmosphere for the study of selected
texts and/or topics from either or both testaments,
thematically arranged to emphasize biblical, historical and/or
systematic theology. May be repeated with different content
for a maximum of six units counted toward graduation.
Prerequisites: 103, 105, 251, 254.

BBST 455 Pauline Theology—Romans .......................3
Study of Paul’s theology and worldview as contained in the
book of Romans, with special attention given to introductory
and historical matters. Prerequisites: 103, 105, 110, 251, 254.
Bible majors only.

BBST 458 Theology of Mission.................................3
Study of God’s redemptive acts in Scripture in behalf of
mankind, with application to the mission of the church today.
Prerequisites: 103, 105, 109, 110, 251, 254, 306.

BBST 465 Integration Seminar ....................................3
Senior level capstone seminar in which the student will search
the Bible and the literature dealing with the topic(s) under
discussion in the course leading to the discovery of means
whereby the subject area may be “integrated” with Biblical
truth. The results of the research will be incorporated in a
paper or project which will be critiqued by the seminar mem-
bers and by the professor. May be repeated with different
content for a maximum of six units counted toward gradua-
tion. Prerequisites: 103, 105, 109, 110, 251, 254 or consent of
the instructor.

BBST 480 Directed Research .......................................1-3
Guided independent reading, research, problem-solving and
preparation of a formal paper or project done in consultation
with a selected professor. May be repeated with different con-
tent for a combined total of six units of 480 and 490 counted
toward graduation. Prerequisite: consent of the instructor.

BBST 490 Practicum ...............................................1-3
Supervised experience in teaching biblical studies. Includes
course preparation, observation and evaluation. May be
repeated with different content for a combined total of six
units of 480 and 490 counted toward graduation. Prerequisite:
consent of the instructor.
Biblical Languages

A Division of Talbot School of Theology

Faculty

Professors: Arnold, Curtis, Finley, Hellerman, Rigsby, Wilkins

Associate Professors: Berding, Hubbard, Lunde, Rhee

Assistant Professors: Geringer, Klink

Mission & Learning Outcomes

The purpose of these courses is to provide students with tools which will enable them to use the Greek and/or Hebrew languages in the study, interpretation and exposition of the Word of God and to prepare students for future graduate studies.

Upon completion of 12 units of Greek or Hebrew, it is intended that the student will be able to read and translate the original text with accuracy using a standard lexicon and grammar, explain basic grammatical and syntactical features of the text, exegete a biblical text accurately and undertake individual research in biblical and related background material. Two years of Greek (BLGR101, 102, 201 and 202) or two years of Hebrew (BLHE101, 102, 201 and 202) will fulfill the general education foreign language requirement.

Courses

GREEK (BLGR)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BLGR 101</td>
<td>Elementary Greek Grammar I</td>
<td>3</td>
</tr>
<tr>
<td>BLGR 102</td>
<td>Elementary Greek Grammar II</td>
<td>3</td>
</tr>
<tr>
<td>BLGR 201</td>
<td>Intermediate Greek Grammar &amp; Exegesis</td>
<td>3</td>
</tr>
<tr>
<td>BLGR 202</td>
<td>Intermediate Greek Grammar &amp; Exegesis</td>
<td>3</td>
</tr>
</tbody>
</table>

Hebrew (BLHE)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BLHE 101</td>
<td>Elementary Hebrew Grammar</td>
<td>3</td>
</tr>
<tr>
<td>BLHE 102</td>
<td>Elementary Hebrew Grammar</td>
<td>3</td>
</tr>
<tr>
<td>BLHE 201</td>
<td>Intermediate Hebrew Grammar</td>
<td>3</td>
</tr>
<tr>
<td>BLHE 202</td>
<td>Intermediate Hebrew Grammar</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BLGR 304</td>
<td>Studies in Biblical Greek</td>
<td>1-4</td>
</tr>
<tr>
<td>BLGR 305</td>
<td>Studies in Biblical Greek</td>
<td>1-4</td>
</tr>
</tbody>
</table>

BLGR 403 Hellenistic Greek

Readings from the Jewish, patriotic and pagan writers of the Hellenistic period, including the Septuagint, with attention to literary analysis and comparison with relevant biblical authors. Opportunity may be given to use the GRAMCORD and Ibycus computer projects. Prerequisite: 202 or equivalent.

BLGR 405 Advanced New Testament Textual Criticism

A survey of the materials, history and theories of New Testament textual criticism. Prerequisites: 201 and two years of Greek.

BLGR 407 Advanced Greek Grammar

An advanced study of syntax focusing on nuances of grammar and style. To facilitate this study, in addition to the use of advanced grammar, special studies and articles, extensive use is made of examples drawn from biblical and extra-biblical literature. Prerequisites: 304 and 305.

BLGR 480 Directed Research

Individual research and writing for advanced students by special arrangement. Study may include concentration in New Testament literature, history, textual criticism, specialized grammatical or lexical projects, introductory matters, or New Testament theology. Prerequisites: 202 and at least six units of upper division Greek and/or consent. May be repeated with different content.
Biological Sciences

Faculty
Chair: ......................................................... Matt Cruzen, Ph.D.
Professor: ..................................................... Payne
Associate Professors: ................. Cruzen, Ebeling, Kuld, Lin
Special Appointment Faculty: ..................... Havoonjian

Mission & Learning Outcomes
The mission of the Department of Biological Sciences at Biola University is to provide an academically stimulating and challenging environment for intellectual and spiritual growth; preparing students to pursue careers as scientists, health care professionals, and teachers. Our goals are that upon graduation each student will be able to demonstrate:

1. Knowledge of the practice of science and scientific methodology;
2. Understanding and knowledge of the biomolecular basis of life;
3. Understanding of the diversity of organismal form, structure and function, and the relationship of the organisms to one another and the environment;
4. Understanding of the integration of faith and learning as it relates to the biological sciences through the lens of intelligent design, and to practice as good stewards of creation.

Degree Program
A Bachelor of Science degree in Biological Science or a Bachelor of Science degree in Human Biology is offered upon completion of the university baccalaureate and major requirements. The biological science major requires the completion of the following.

Majors

BIOLOGICAL SCIENCE (68 UNITS)
Forty-one units from the Department of Biological Sciences, including 111, 111L, 112, 112L, 222, 281 or 282, 312, 322, 332, 401, 450 or 470, and a minimum of 11 units of upper division electives.

Twenty-seven units of supporting sciences from the Departments of Physical Sciences and Mathematical Sciences are also required including Chemistry 105, 106, 301, 302; Physics 111, 111L, 112, 112L; and Math 101 or 105 or 210, and the remaining units from the supporting sciences.

Biology 312, 332, 401, 450 and 470 have been designated as the writing competency courses. Other upper division biology course work may be used with the consent of the department.

Science Teaching Credential
Students interested in a teaching credential must have passing scores on the appropriate Praxis / SSAT examinations prior to submitting an application for student teaching. See the School of Education for details.

HUMAN BIOLOGY:
PRE-HEALTH CARE PROFESSIONAL EMPHASIS (71 UNITS)
A Bachelor of Science degree in Human Biology for Pre-Health Care Professions careers, especially Pre-Physical Therapy and Pre-Physician’s Assistant is offered upon the completion of the university baccalaureate and major requirements: Biology 111, 111L, 112, 112L, 252, 281, 311, 312; Chemistry 105, 106, 301, 311; Physics 111, 111L, 112, 112L; Math 210; Physical Education 301 or 302; Psychology 200, and 309 or 320, and 16 units of electives, 12 of which must be upper division; to be selected from Biology 282, 301, 310, 332, 402, 411, 412, 422, 441, 442, 460; Chemistry 302, 312; Psychology 309, 320, 325; Physical Education 301, 302; in consultation with an academic advisor.

The student should be aware that most graduate programs and many health care professional schools require an overall minimum GPA of 3.0 and that a grade of “C” or better was earned for all science courses.

HUMAN BIOLOGY:
PRE-CHIROPRACTIC EMPHASIS (74 UNITS)
A Bachelor of Science degree in Human Biology with an emphasis in pre-Chiropractic is offered in cooperation with Los Angeles College of Chiropractic at the Southern California University of Health Sciences upon completion of the university baccalaureate and major requirements. Students attend Biola for three years taking courses in biology, chemistry, physics, biblical studies and the liberal arts. The upper division biology courses are taken at Los Angeles College of Chiropractic the final year. Upon successful completion of the program, the student receives a B.S. degree with a major in Human Biology from Biola. Upon successful completion of the entire chiropractic program and examinations the student receives the D.C. degree from Los Angeles College of Chiropractic.

The student should be aware that LACC has a minimum GPA requirement of 2.5, and that all transfer courses must be completed with a “C” grade (2.0 on a 4.0 scale) or higher. The minimum required pre-chiropractic courses taken at Biola are: Biology 111, 111L, 112, 112L, 252, 281; Chemistry 105, 106, 301, 302, 311, 312; Physics 111, 111L, 112, 112L; either Math 101, 105, or 210; Psychology 200. Ethics is strongly recommended. The upper division biology course requirements to be taken at LACC are Anatomy, Physiology and Histology I, II and III, and Human Biochemistry.

Note: Students in the pre-chiropractic Human Biology program sequence are exempt from general education
requirements in literature (3) and World Civilization (3). The student is also exempt from the last semester residency requirement.

Note: Philosophy 215 is recommended for Human Biology.

Note: All Biological Science majors automatically meet the general education requirement of eight units of science and mathematics. The foreign language requirement is met by two years in high school or first four units in college.

Minor
A Biological Sciences Minor is offered with the completion of 20 units, 12 of which must be upper division. General Biology (111 and 112) are required. The remaining elective units are to be approved by a department adviser. Please note that many upper division biology courses require chemistry as a prerequisite. Chemistry courses do not count toward the Biological Sciences Minor.

Admission Requirements
High school requirements are: one year of biology, one year of chemistry, three years of mathematics, and two years of foreign language. One year of physics is desirable. Deficiencies can be fulfilled with permission from the Department of Biological Science.

English Requirements
Students wishing to enroll in any courses in the Biological Sciences must be eligible to take English 100 or 110A or must have the permission of the instructor to take the course.

Courses (BIOS)

BIOS 100 Biological Principles: Lecture ..........................................................3
Unifying principles of biology with emphasis on human organ systems. No lab is required, but Biology 110 is the lab course designed to accompany this course. Biology 100 without the lab (110) will not receive transfer credit at most other universities. Not open to biology majors.

BIOS 110 Observational Biology—Laboratory ............................................2
Observational and investigative approach to surveying a range of biological organisms and examining selected human systems. Three hours lab, one hour lecture / discussion designed to be taken with Biology 100. Lab fee: $40.

BIOS 111 General Biology I ............................................................3
Introductory course for majors emphasizing the principles of cellular and molecular biology, genetics, development.

BIOS 111L General Biology I: Laboratory ................................................1
This laboratory accompanies General Biology I and is divided between observational and experimental approaches, with emphasis on the collection and interpretation of quantitative data. Frequent lab discussion of relevant issues and literature will be included. Usually taken concurrently with BIOS 111, but may be taken separately if Biology AP credit has been granted. Lab fee: $60.

BIOS 112 General Biology II ......................................................................3
Continuation of general biology emphasizing the principles of human physiology, ecology and homeostatic mechanisms. Prerequisite BIOS 111 or signature of instructor. Spring semester.

BIOS 112L General Biology II: Laboratory ................................................1
This laboratory, which accompanies General Biology II, will involve dissection as well as experimentation. A major project involving the Biola Creek is included. Usually taken concurrently with BIOS 112, but may be taken separately if Biology AP credit has been granted. Lab fee: $60.

BIOS 120 Current Topics in Biology ......................................................3
Selected topics of current interest and concern are studied. Sections are offered each year upon sufficient demand. Topics are the following:

- Human Ecology. An introduction to contemporary environmental problems emphasizing man's role in their cause and responsible stewardship of natural resources, including such topics as biological diversity, cycles in nature, population dynamics, pollution, progress, energy sources, natural resources, endangered species, and attitudes toward the earth.

- Human Biology. Selected body systems and/or diseases will be studied in detail.

- Nutrition. A detailed study of the basic nutritional needs of humans: water, carbohydrates, lipids, proteins, vitamins and minerals. Also included is coverage of certain nutritional issues such as health foods, megavitamins, obesity and food additives, as well as a computer-aided personal diet-analysis assignment.

- Plant / Animal Studies. An investigative and/or identification approach to studying selected plant and/or animal groups. Baja Trip fee: $900 (if field taught in Baja). (See also Biology 333).

BIOS 130 Seminar in Biological Science ................................................1-2
Directed research (literature or laboratory) in selected areas of biology with written and/or oral presentations by students; intended to stimulate inquiry and creative thought. Not open to biology majors.

BIOS 222 Botany .....................................................................................4
The study of the organs, tissues, functions and responses to environment of typical flowering plants and the morphology
and life history of the major lower plant groups. Some classification of local forms is included, and limited use of the scanning electron microscope is available. Three hours lecture, four hours laboratory. Prerequisite: BIOS 100 or 111. Lab fee: $60.

BIOS 252 Human Anatomy .........................................................3
An introduction to the basic structure and function of the human body. Laboratory emphasis varies from section to section to meet the needs of the different majors. Cadavers are used. Two hours lectures, one hour pre-lab, three hours laboratory. Lab fee: $60.

BIOS 281 Physiology ...............................................................4
A study of the basic concepts of physiological regulation from the level of the cell to the integrated intact organism including neural, muscular, and neuro-endocrine regulatory systems. Laboratory including human systems analysis and electrophysiology. Three hours lecture, one hour pre-lab, three hours laboratory. Prerequisite: CHEM 105 or BIOS 112. Lab fee: $60.

BIOS 282 Microbiology ...........................................................4
A study of microbial organisms with emphasis on bacteria and viruses, including their morphology, physiology, metabolism and genetics; host parasite interactions; humoral and cell-mediated immunity. Laboratory practice in handling microorganisms, including identification and culture techniques. Three hours lecture, four hours laboratory. Prerequisite: CHEM 105 or BIOS 112. Lab fee: $60.

BIOS 290 Natural History of Marine Mammals .........................1
Biology and natural history of marine mammals with special emphasis on California species.

BIOS 301 Vertebrate Biology .....................................................3
The biology of vertebrates, stressing structure and function. Laboratory dissection of representative vertebrates (shark, mud puppy, cat) emphasizes comparative anatomy. Prerequisite: BIOS 112. Alternate years. Lab fee: $40.

BIOS 310 Prosection .................................................................1-2
An introduction to the human body through dissection and demonstration of a selected portion of a human cadaver. Thirty hours of laboratory. Prerequisite: consent. Dissection fee $60. (May be repeated for a maximum of two units credit.)

BIOS 311 Neurobiology ...........................................................3
Analyzes neuroanatomy and synaptic transmission at the neuromuscular junction and between neurons of the CNS. Emphasis on understanding cellular organization and neurophysiology of major subsystems of the vertebrate nervous system, with particular attention to the brain, visual system, spinal cord, and autonomic nervous system. Alternate years. Prerequisite: BIOS 100 or 111, 111L; and CHEM 105 or 112.

BIOS 312 Cell & Molecular Biology ..........................................3
Discusses the molecular organization and function of cells and their organelles, with emphasis on chromosome structure, gene expression, membrane structure and function, energy conversion, and experimental methods used to study subcellular components. Prerequisites: BIOS 112, 112L, and CHEM 301, 311.

BIOS 322 Laboratory in Cell & Molecular Biology .....................2
Practical application of traditional and current laboratory techniques used in research, including microscopy, histology, chromosomal analysis, isolation and purification of DNA, RNA and enzymes, DNA restriction mapping, cell transformation, analytical biochemistry, and cell culturing. Six hours of laboratory, one hour discussion. Prerequisites: BIOS 112 and CHEM 301 and 311. Must be taken concurrently with or subsequent to BIOS 312. Lab fee: $75.

BIOS 332 Genetics ....................................................................4
Integrates principles of Mendelian and molecular genetics toward understanding structure and function of the gene. Emphasizes quantitative analysis of genetic data and explores current issues of genetic engineering from technical and ethical viewpoints. Three hours lecture, three hours lab. Prerequisites: CHEM 301 and 311. Lab fee: $60.

BIOS 333 Natural History of Baja California ..............................3
Systematics, distribution, behavior and ecology of the common plants and animals of Baja. Emphasis on desert ecology, and bird and whale migrations. The course is a three week field trip to Baja California, Mexico. Offered during interterm only. Prerequisites: One course in college Biology. Baja Trip fee: $900.

BIOS 351 Invertebrate Biology ..................................................4
Taxonomy and morphology of invertebrate phyla; laboratory dissection of invertebrates. Three hours lecture, four hours laboratory. Prerequisite: BIOS 100 and 110, or BIOS 111. Lab fee: $60.

BIOS 352 Marine Biology ..........................................................4
Introduction to oceanography, marine plant and animal diversity, and ecological relationships. Research technology emphasized through field trip observation and group experimentation. Three hours lecture, four hours laboratory. Prerequisite: BIOS 110, 112, 112L. Lab fee: $60.

BIOS 362 Natural History of Southern California .......................3
A field-oriented course to study and identify the common plants and animals found within the major plant and animal communities of Southern California. Two hours lecture, four hours laboratory / field, including one or two extended field trips. Prerequisites: BIOS 110 or 112L. Transportation fee: $60.
BIOS 382 Vertebrate Physiology ..................................................4
The mechanisms of integration and homeostasis at the cellular, organ and system levels. Muscular, neural, vascular, excretory, and endocrine interactions are studied. Three hours lecture, four hours laboratory. Prerequisites: BIOS 111, 111L, 112, and 112L. Lab fee: $60.

BIOS 390 Au Sable Institute of Environmental Studies ..........4
Au Sable is a Christian institute focusing on field studies from a stewardship perspective. Biola is a participating member of the institute. Courses are taught at field stations in Michigan, Washington, Florida, India and Africa. Coursework taken through the institute can be counted as elective credit in the Biological Sciences, or may be substituted for specific major requirements. May be repeated with different content for a maximum of 16 units. Prerequisite: upper division standing and consent.

BIOS 401 General Ecology ..........................................................4
An introduction to the general concepts of the ecology of populations, communities and ecosystems, including physiological ecology, speciation and evolutionary theory. Laboratory includes computer simulations, fieldwork and a research project. Prerequisite: BIOS 112, 112L or 222. Lab fee: $60.

BIOS 402 Parasitology .................................................................4
Taxonomy, life history, physiology, ecology, and morphology of animal parasites with emphasis on those affecting man. Three hours lecture, four hours laboratory. Prerequisites: BIOS 112, 112L. Alternate years. Lab fee: $60.

BIOS 411 Biochemistry I ..............................................................3
Structures and properties of biomolecular components of cells: including proteins, carbohydrates, lipids, nucleotides, nucleic acids, vitamins and coenzymes, kinetics and mechanism and regulation of enzymes action in biological systems. Prerequisite: BIOS 312, 411, CHEM 302.

BIOS 412 Biochemistry II ............................................................3
Mathematical treatment of bioenergetics emphasizing major concepts and problem solving; principles of metabolic processes. Prerequisite: BIOS 312, 411; CHEM 302. Alternate years.

BIOS 431 Developmental Biology ..............................................4
Analyzes the molecular, genetic and cellular mechanisms which control development of body form and specialized cell types from a single fertilized egg, and which maintain stable differentiated states in the adult. Laboratory emphasizes gametogenesis, vertebrate embryology, histology and directed experimental manipulation of embryos. Prerequisite: BIOS 312. Lab fee: $60.

BIOS 440 Topics in Advanced Biology ......................................3-4
One section offered each year upon sufficient demand. Course may be repeated with different content (section title).

BIOS 442 Immunology ...............................................................3
A study of the structures and functions of the immune system, humoral and cell mediated immunity and analysis of medically significant disorders of the immune system. Prerequisites: BIOS 282 or 321.

BIOS 444 Ornithology .................................................................3
Systematics, distribution, physiology, behavior and ecology of birds. Field identification emphasized. Two hours lecture, four hours laboratory / field trip. Prerequisite: BIOS 100, 110 or 112 and 112L. Lab fee: $60

BIOS 450 Directed Research .....................................................1-4
Literature and laboratory or field research of a specific subject or technique in biology, advanced students gain experience in experimental design, laboratory investigation and technical writing. Requires a written report. Prerequisite: junior or senior biological science major standing or consent one semester in advance. Lab fee: $60.

BIOS 460 Practicum .................................................................1
• Pre-Medical Practicum
• Pre-Dental Practicum
• Pre-Medical Technology
• Pre-Veterinary Practicum
Practicum. Professionally supervised observation, demonstration and study in a local medical, dental or laboratory facility. Introduction to health care philosophies, hospital and patient routines, personnel, instrumentation and specific treatment practices. Case study and research paper required. Thirty hours of observation. Prerequisite: junior standing and consent. Insurance fee: $20.

BIOS 470 Seminar in Advanced Biology ....................................1
Literature research followed by oral presentation, group discussion and evaluation; independent thought and study stressed. May be repeated for maximum of two units of credit. Prerequisite: junior or senior biological science major standing.
**Internship**

Professionally supervised participation in a research project at a laboratory facility or an industry. Documentation of the time spent and the activities performed as well as a written paper explaining the project are required. A minimum of thirty hours of involvement. May be repeated for a maximum of 2 units. Prerequisite: junior standing and consent.

---

**Business Administration**

*A Division of the Crowell School of Business*

**Faculty**

- Dean: Larry D. Strand, Ed.D.
- Associate Professors: Buckles, Canning, Harman, Passwater, Rundle, Sherwin, Strand, Woodward
- Assistant Professor: Bourgeois

**Mission & Learning Outcomes**

Biola University, through its School of Business, is nationally accredited by the Association of Collegiate Business Schools and Programs to offer a Bachelor of Science in Business Administration degree with emphases in the following: accounting, information systems, international business, management and marketing.

Each program is structured to give the student broad understanding of the social and economic environment in which Christian business persons function, and provides a common body of knowledge for students who elect this major. Students study economics, finance, management, business law, accounting, and marketing as the core of the major based upon quantitative management skills. The five individual emphases prepare students through additional specified courses to enter a career field in those areas, or to select a graduate school upon graduation.

It is the purpose of the School of Business to prepare highly skilled, technically competent business persons who have broad preparation in the liberal arts as well, and who can make significant contributions in the workplace or in Christian organizations they may serve.

**Degree Program**

A Bachelor of Science degree in Business Administration is offered upon the completion of baccalaureate requirements and the business major in one of the following emphases: accounting, information systems, international business, marketing, and management. Thirty of the required units must be upper division. Other requirements include courses: 190, 201, 202, 211, 212, 220, 223, 230, 232, 301, 327, 361, 370, 470.

The general education requirement for a foreign language for those following a business administration major may be met by two years of high school language or the first four units of a college language. Business administration majors may use Business 190 and 223 for a math credit toward the science / mathematics requirements for the general education requirements, but the units cannot be counted in both general education and in the major. Philosophy 215, Communication 181 and Psychology 200 are recommended for all business majors.
Majors

Requirements for the emphases are as follows. Upper division classes require department signature.

ACCOUNTING (60 UNITS)
Must complete 311, 312, 313, 314, 315, 411, 412 and three units of upper division business electives.

INFORMATION SYSTEMS (60 UNITS)
Must complete: 105, 305, 306, 402, 403, 405, CSCI 430 and three units of upper division business electives.

INTERNATIONAL BUSINESS (60 UNITS)
Must complete: 344, 347, 375, 429, three units BUSN upper division electives, ANTH 403, INCS 322 or 420, three units upper division chosen from INCS 313, 338, 400, 425 or 456.

Note: All students in the International Business emphasis are encouraged to take ANTH 200 for GE Behavioral Science, and BBST 458 Theology of Mission as a Bible elective.

MANAGEMENT (60 UNITS)
Must complete: 318, 344, 421, 453, 464 and 9 units of upper division business electives.

MARKETING (60 UNITS)
Must complete: 332, 337, 344, 432, 433, 435, three units of upper division business electives and one of the following: 453 or 460 (with department approval).

Minor

A Minor in Business Administration is offered with the completion of 18 units (201, 211, 212, 230, 232, 370) plus six units (190 and 220) of specified quantitative prerequisite courses. Business 190 also counts toward the general education requirement for science/math, but these units cannot be counted toward both general education and a business minor.

Admission Requirements

Admission into Biola University does not guarantee admission as a business administration major in the School of Business, nor permission to enroll in upper division business administration courses. (Intermediate Accounting excepted.) The following requirements must be observed:

a. Complete, with a minimum of a "C" (2.0) grade in each course, Business Statistics 190, Accounting 211 and 212, Economics 201 and 202, English 110A and B, and Calculus for Management Sciences 223 (24 semester hours), or the equivalent, with a cumulative grade point average of 2.5. A minimum requirement of 30 hours of General Education (including Bible) must be completed with an overall GPA of 2.5.

b. Accomplish an overall cumulative GPA of 2.5 in all college level course work completed at the time of formal application to the School of Business.

c. File an application with the School of Business for admission, which shall include an essay, and affirm that the above requirements have been achieved either at Biola University or another accredited institution. The application should be filed at the completion of the fourth semester with a fee of $20.

d. Meet approval of the faculty of the School of Business. The process will require an interview.

e. Prior to formal admission, students shall continue to be advised as pre-business majors.

Courses (BUSN)

BUSN 105 Programming & Data Structures for Business..........3
This course presents object oriented and procedural software engineering methodologies in data definition and measurement, abstract data type, construction and use in developing screen editors, reports and other IS applications using data structures including indexed files.

BUSN 190 Business Statistics .....................................................3
Collection and presentation of business data, central tendency and dispersion measures for business analysis, sampling and inference for confidence intervals and hypothesis testing, business forecasting with simple and multiple regression, index numbers.

BUSN 201 Principles of Macroeconomics ..................................3
Macroeconomics: supply and demand analysis, fiscal and monetary policy, money and banking, international trade and the balance of payments.

BUSN 202 Writings in Microeconomics .....................................3
Integration of basic microeconomic theory with research and composition on issues related to market efficiency. The course includes an analysis of the firm in the various market structures as well as studies in the resource markets and regulatory activities. A paper will be a part of course requirement and will double as pass / fail on writing competency requirement. May not be transferred without consent.

BUSN 205 Economic Principles ..................................................3
Micro and macro economic theory with an emphasis on the application of this theory to current economic issues, including the study of those who developed the theory and their predecessors. Issues involving trade and finance among nations and their comparative economic systems will also be examined. (For non-business majors only).
**BUSB 211 Principles of Accounting I** ................................. 3  
Financial accounting concepts and techniques essential for all business majors and those seeking to learn the language of business; analyzing and recording transactions; preparation of financial statements; valuation and allocation procedures. Fee: $10.

**BUSB 212 Principles of Accounting II** ................................. 3  
Financial accounting for corporations; analysis of financial statements; international accounting issues; introduction to managerial accounting; product costing and cost allocation procedures; budgetary control and responsibility accounting; analysis and techniques for planning and managerial decision making. Prerequisite: 211. Fee: $10.

**BUSB 220 Management Information Systems** ......................... 3  
Information systems, their design, implementation and contribution to management planning, decision making and control. Applications involving microcomputers and decision support systems. Fee: $20.

**BUSB 223 Calculus for Management Sciences** ......................... 3  
Fundamental principles of differential and integral calculus. Applications chosen mainly from the management sciences. Prerequisite: Passing proficiency exam administered by Math Department or receiving a "C" or better grade in Math 90 the prior year.

**BUSB 229 Personal & Family Finances** ................................. 3  
Managing family finances; budgeting use of credit; borrowing money; saving methods; purchase of life, health, property and auto insurance; buying and renting property; taxes; buying securities; wills and estates.

**BUSB 230 Introduction to Marketing** ................................. 3  
Introduction to the basic elements of modern marketing including the study of the marketing environment framework, target market, market segmentation, marketing ethics, and the marketing mix variables of product, promotion, price, public relations, and place / distribution. Prerequisite: 190 or consent.

**BUSB 232 Organizational Behavior** ................................. 3  
Principles of management; planning, controlling, organizing, organizational behavior and communication; leadership, management of conflict, change and innovation; business ethics and societal relationships.

**BUSB 301 Business Writing & Case Analysis** ......................... 3  
Provides a basic understanding of business communication and trains students to become effective written and oral communicators by imparting the fundamentals of style and strategy for typical business documents, developing critical thinking by means of case analysis and analytical reports, and by teaching managerial communication. It is designed to 1) familiarize students with the techniques, strategies, and forms of writing used in the professional world; 2) teach students to use precise and persuasive language to achieve business goals; and 3) prepare students for communication in the workplace and in other business classes. Passing this course will satisfy the Crowell School of Business Writing Competency Requirement (WCR). A student must receive a grade of “C” or higher to pass this course. This course must be taken the first semester after the student is admitted into the Business Administration major. No substitutions or transfers will be allowed in place of this course. Prerequisites: upper division standing, ENGL 100A and 100B.

**BUSB 305 Information Technology Hardware & System Software** ......................... 3  
Principles and application of computer hardware and software will be presented through lecture of the theoretical underpinnings, installation, configuration, and operational laboratory experience. Prerequisite: 220.

**BUSB 306 System Analysis & Design** ................................. 3  
Students with information technology skills will learn to analyze and design information systems. Students will practice project management during team oriented analysis and design of a departmental level system. Prerequisite: 105, 220.

**BUSB 311 Intermediate Accounting I** ................................. 3  
Advanced treatment of cash-flow, funds-flow analyses, preparation of financial statements, income tax allocation, valuation, forecasts, cash reconciliation. Prerequisites: 212, 311 for 312.

**BUSB 312 Intermediate Accounting II** ................................. 3  
Cost Accounting ................................. 3  
Cost accounting from managerial, conceptual and technical viewpoint; product, labor, material and overhead costing; planning and control processes; analytical procedures. Prerequisite: 312 or consent.

**BUSB 314 Federal Income Tax For Individuals** ......................... 3  
An explanation of the federal income tax law as it relates to individuals. The tax structure is examined in light of its historical development with emphasis on problem solving. Prerequisite: 212.

**BUSB 315 Federal Income Tax for Partnerships, Corporations & Estates** ......................... 3  
An explanation of the federal income tax law as it relates to partnerships and corporations. Estate taxes are reviewed with historical perspective. Problem solving is emphasized to provide the student with practice in application of tax principles to specific situations. Prerequisite: 212.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUSN 318</td>
<td>Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 319</td>
<td>Organizational Ethics</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 327</td>
<td>Production &amp; Operations Management</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 332</td>
<td>Marketing for Non-Profit Organizations</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 334</td>
<td>Promotions</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 336</td>
<td>Sales Practicum</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 337</td>
<td>Direct Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 344</td>
<td>Global Marketing Management</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 347</td>
<td>Global Business Environment</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 350</td>
<td>Money &amp; Banking</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 361</td>
<td>Business Law</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 370</td>
<td>Business Finance</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 375</td>
<td>Business as Mission</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 392</td>
<td>Principles of Advertising</td>
<td>3</td>
</tr>
</tbody>
</table>

A practical approach to examining the value and strategies of direct marketing. Focus is beyond just product awareness, but instead will examine activities that seek a direct response from the respondent. Discuss various combinations of promotion strategies that help organizations identify new customers and also enhance relationships with existing ones. Prerequisite: 230.

Focus on the formulation of global marketing strategies. Presents a conceptual overview of the world market environment. The manager’s perspective in the fields of international business are analyzed. At the completion of the course, students should be able to plan and implement an integrated international marketing strategy that is driven by their analysis of, and adaptation to the remote and changing external environment. Prerequisite: 230.

This course introduces the student to the various dimensions of the world economy and to the characteristics of foreign countries that are important for economic activity. Topics covered in the course include: 1) the fundamentals of international trade and finance; 2) the role of culture, religion and politics in international business; and 3) the role of multinational corporations in the world economy. Prerequisites: 201 and 202.

Nature, functions and flow of money and credit in the American economy and the world, analysis of commercial banking and U.S. monetary system. Prerequisite: 201.

The legal and regulatory environment of business including a survey of the legal system, torts, contracts, employment and labor law, business organizations, administrative law and the regulatory process. Prerequisite: upper-division standing.

Problems and methods in securing funds for business firms, nature of securities markets, short- and long-term financing. Prerequisites: 190, 212.

This course is an examination of the emerging role of business in missions. The general themes covered in this course include: 1) the theology of business as missions; 2) practical issues related to using business as a vehicle for cross-cultural missions, and 3) specific for-profit business models and case studies. By the end of the course the student will have a better understanding of the opportunities and challenges associated with integrating business and missions.

Facts of advertising principles and techniques. The study of effective and ineffective forms of advertising. Applications
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUSN 402</td>
<td>Data Base Management</td>
<td>3</td>
<td>Integrated data base system, logical organization, data description language (DDL), data manipulation language (DML), hierarchical networks and relational data bases, overview of selected data base management systems (DBMS). Prerequisite: BUSN 105. (See also Computer Science 402)</td>
</tr>
<tr>
<td>BUSN 403</td>
<td>E-Business Strategy</td>
<td>3</td>
<td>This course focuses on the linkage between organizational strategy and networked information technologies to implement a rich variety of business models in the national and global contexts connecting individuals, businesses, governments, and other organizations to each other. The course provides an introduction to e-business strategy and the development and architecture of e-business solutions and their components. Prerequisite: 220.</td>
</tr>
<tr>
<td>BUSN 405</td>
<td>MIS Project Management</td>
<td>3</td>
<td>Advanced IS majors operating as a high-performance team will engage in and complete the design and implementation of a significant information system. Project management, management of the IS function, and systems integration will be components of the project experience. Prerequisite: 306.</td>
</tr>
<tr>
<td>BUSN 407</td>
<td>Computer Applications in Business</td>
<td>3</td>
<td>The study and application of spreadsheet and database software to business problems with an emphasis on problem solving and presentation techniques. Prerequisites: 212, 220, 230, 370. Fee: $20</td>
</tr>
<tr>
<td>BUSN 411</td>
<td>Advanced Accounting</td>
<td>3</td>
<td>Examines essential elements of corporate consolidations, branch and departmental accounting, international accounting, advanced partnership and fund accounting concepts. Prerequisites: 312, 313.</td>
</tr>
<tr>
<td>BUSN 412</td>
<td>Auditing</td>
<td>3</td>
<td>Introduction to standards and procedures which comprise the contemporary audit environment. Topics include, ethics, legal liability, internal control, substantive evidence, and reporting. Course work includes comprehensive practice audit. One hour each week non-credit lab. Prerequisites: 312, 313.</td>
</tr>
<tr>
<td>BUSN 421</td>
<td>Managerial Negotiation &amp; Leadership</td>
<td>3</td>
<td>Managerial leadership within the political realities of modern organizational life. A strong emphasis will be placed upon responsible handling of power and the ethical dilemmas that graduates will encounter in the business world. The course content will include examination of value structures and critical decision making that is founded upon the Christian faith. Prerequisite: 232 (majors) and consent (non-majors).</td>
</tr>
<tr>
<td>BUSN 429</td>
<td>International Entrepreneurial Management</td>
<td>3</td>
<td>This is the capstone course for the international business majors. Students will be expected to apply principles and skills learned previously into the design of a business plan. Students will learn to identify and screen potential international business ideas, and develop an idea into an opportunity for generating financial, social and spiritual returns. Prerequisites: 347, 375.</td>
</tr>
<tr>
<td>BUSN 432</td>
<td>Marketing Research</td>
<td>3</td>
<td>Understanding the role of marketing research in management decision making. Project approach to the marketing search process of secondary research, focus groups and survey preparation, collection and analysis. Preparation of written research reports. Prerequisites: 190, 220, 230. Signature required.</td>
</tr>
<tr>
<td>BUSN 433</td>
<td>Marketing Decision Making</td>
<td>3</td>
<td>As the capstone course for marketing majors only, (to be taken the last spring of college) emphasis will be placed on exploring a holistic approach to marketing decision making process through working with local, real world clients. There will also be a focus on career preparation such as choosing an industry, developing a resume and sharpening interviewing skills. Prerequisites: 230, 326, 432, 435. Signature required.</td>
</tr>
<tr>
<td>BUSN 435</td>
<td>Business to Business Marketing</td>
<td>3</td>
<td>A practical approach to understanding and implementing marketing strategies as applied to the business to business sector. Special attention will be given to examination of various marketing employment positions including analysis of the following subjects: purchasing, negotiating, marketing research, market segmentation, personal selling, sales management, promotion and ethics in the business to business marketing environment. Prerequisite: 230. Signature required.</td>
</tr>
<tr>
<td>BUSN 437</td>
<td>Real Estate</td>
<td>3</td>
<td>Laws relating to rights and obligations inherent in ownership of real property; how title to real property is transferred; homesteads, trust and deeds; liens; land descriptions; escrow procedures; title insurance; the real estate broker. Prerequisite: 361.</td>
</tr>
<tr>
<td>BUSN 450</td>
<td>Directed Studies</td>
<td>1-4</td>
<td>Extensive exploration of the literature in a selected field of business or economics under faculty guidance. Prerequisites: upper division standing and consent. May be repeated with different section title for maximum of six units.</td>
</tr>
</tbody>
</table>
| BUSN 453   | Web-site Development for Marketing              | 1-3   | Purpose of course is to learn and immediately apply practical technological skills that are necessary in developing an
effective and efficient web-site. Individual units satisfied by five-week modules. Topics may include: web-site research and proposal, web page design and development, internet graphics. Prerequisites: 220, 230. Signature required.

**BUSN 455** Internet Marketing ................................................... 3
The study and development of marketing tools for competing effectively in the Internet economy, including marketing issues that managers must address as they consider how to develop successful commercial strategies on the web and other emerging electronic media. Views the web as a channel of information distribution, and increases understanding of the nature of the internet, its culture, and issues related to flow, stickiness, navigation, inter-activity, addressability, trust, and privacy. Topics include marketing research, consumer behavior, customer service, advertising, positioning, and web economics. Teaching methods include class lecture, readings, guest speakers, case studies, on-line activities, and a web-based marketing project. Prerequisite: 230.

**BUSN 460** Business Internship ................................................... 1-3
Business work experience related specifically to field of study. A proposal describing learning objectives, collateral reading and expected benefits must be submitted and accepted by a supervisor / instructor during the semester prior to registration. Departmental approval required.

**BUSN 462** Investments............................................................... 3
Principles for the individual investor; tests of a sound investment, information sources, types of stocks and bonds; mechanics of purchase and sale. Prerequisites: 202, 370.

**BUSN 463** Advanced Corporate Finance ........................................ 3
Advanced analysis of the management of long-term assets, debt and equity, including capital acquisitions. Some attention to shorter term management of inventory and payables. Prerequisite: 370.

**BUSN 464** Entrepreneurship & Small Business Management............ 3
Methods, problems and factors involved in launching and operating small profit and non-profit organizations. Prerequisites: 230, 370 or consent.

**BUSN 470** Strategic Management ................................................... 3
How to determine strategic direction in organizations. Core studies and projects provide practical application of principles, with projects designed to provide actual research experience, with case study approach. Prerequisites: 220, 230, 232, 301, 361, 370.

---

**Chemistry**

**Faculty**

Professor: ________________________________ Rynd
Associate Professor: ________________________ Lin
Assistant Professor: _________________________ Johnson
Instructor: ________________________________ Pichaj

**Mission & Learning Outcomes**

While primarily providing service courses for other programs, the department does offer two programs with chemistry as the major component. These are Biochemistry and Physical Science with a chemistry emphasis.

Since chemistry is the study of matter and the changes it undergoes, sequences of courses are designed to meet the needs of students as they prepare for a variety of different majors that require an understanding of the nature of matter. The objective of these courses is to provide the student with a basic understanding of the laws of theories of chemistry such that the student will be able (1) to explain the basic physical and chemical properties of matter in terms of molecular structure, (2) to do quantitative problem solving, (3) to gain some level of proficiency in laboratory methodology, and (4) to be acquainted with basic resource material in chemistry.

**Degree Program**

A Bachelor of Science degree in Physical Science with a Chemistry emphasis is offered. The requirements for this major are given under the Physical Science Department. The Biochemistry Program is given below.

**Minor**

A Chemistry Minor requires the completion of 21 units, including the following courses: Chemistry 105, 106, 301, 302, 311, 312, and either 350 or 411, 422A, 422B. Six distinct chemistry minor units apart from any other major or minor.
Biochemistry

Biochemistry is the study of the chemistry of living systems. Thus, this interdisciplinary program requires upper division course work both in biology and chemistry.

Mission & Learning Outcomes
The major is designed especially for those students planning a career in the health professions. The requirements for schools of medicine, pharmacy, dentistry and medical technology are met within this major. This program also prepares one for graduate school in a variety of bioscience programs. There are excellent opportunities for careers in biotechnical, pharmaceutical and environmental related businesses and governmental agencies.

Degree Program
A Bachelor of Science degree in Biochemistry is offered upon completion of the university baccalaureate and major requirements. The biochemistry major consists of 62 units of chemistry, biology, physics and math courses. Required lower division (28 units) are: Chemistry 105, 106; Biology 111, 111L, 112, 112L; Physics 111, 111L, 112, 112L or 132, 132L, 233, 233L; Math 105. Required upper division (28 units) are: Chemistry 301, 302, 311, 312, 350, 402, 422A, 422B; Biology 312, 411, 412 and Physical Science 460. In addition, 6 units of electives are required (3 of which must be upper division) to be chosen from: Chemistry 420, 480; Biology 281, 282, 311, 322, 332, 382, 402, 431; Physics 234, 321, 450.

Note: The general education requirement for mathematics and science is met within this major. The foreign language requirement is met by two years in high school or four units of college foreign language.

Courses (CHEM)
(Chemistry and Biochemistry)

- **CHEM 091** Basic Chemistry A.................................................................2
  This course is designed for students planning to enroll in Chemistry 112 (Principles of Organic & Biochemistry) but did not score sufficiently well on the Chemistry Placement Exam. Offered in the fall. Units do not count toward graduation requirements.

- **CHEM 092** Basic Chemistry B.................................................................2
  This course is designed for students planning to enroll in Chemistry 105 (General Chemistry) who did not pass the Chemistry Placement Exam. Offered in the spring. Units do not count toward graduation requirements.

- **CHEM 100** The Chemistry of Everyday Life........................................3
  The basic principles of chemistry for the non-science major. Uses materials of modern society as a theme for exploring the properties and structure of matter as well as the methods and consequences of transforming natural resources to consumer products.

- **CHEM 105** General Chemistry I.........................................................4
- **CHEM 106** General Chemistry II.........................................................4
  Principles and theories of the structure and properties of matter. Chemistry 105 includes stoichiometry, atomic theory, the periodic table, chemical bonding, molecular structure, nomenclature, chemical reactions, states of matter, gas laws and solutions. Prerequisites for 105: high school chemistry or Chemistry 092; two years of high school algebra and a passing grade on the Chemistry Placement Exam. Chemistry 106 includes chemical kinetics, equilibrium, thermodynamics, solubility, acidity, electrochemistry, coordination complexes and various special topics. Prerequisite: Chemistry 105. Lab fee: $60 each semester.

- **CHEM 110** Chemistry Topics ................................................................1-4
  Various topics in introductory chemistry. Prerequisite: department approval.

- **CHEM 112** Principles of Organic & Biochemistry.............................5
  Chemical bonding, structure, properties and reactivity applied to organic and biochemical compounds. Includes basic metabolic processes and nuclear chemistry with application to medicine and health. Meets the Nursing requirement in chemistry. Four hours lecture and three hours lab. Prerequisite: passing grade on Chemistry Placement Exam, Chemistry 91 or 105 with at least C. Lab fee: $40.

- **CHEM 301** Organic Chemistry.............................................................3
- **CHEM 302** Organic Chemistry.............................................................3
  Structure, properties and reactivity of carbon-containing compounds with emphasis on reaction mechanisms. Applications to biological systems are integrated throughout the course. Concurrent or prior enrollment in Chemistry 311, 312 required. Prerequisite: 106.

- **CHEM 311** Laboratory in Organic Chemistry.....................................1
- **CHEM 312** Laboratory in Organic Chemistry.....................................1
  The laboratory portion of Chemistry 301, 302 which must be taken concurrently. Techniques for the synthesis, characterization, identification and isolation, of organic compounds. (3 hour laboratory) Lab fee: $75.

- **CHEM 350** Analytical Chemistry.........................................................5
  A survey of classical chemical methods of analysis such as titrimetric and gravimetric along with various instrumental methods including electrochemical, spectroscopic and chromatographic. Three hours lecture, six hours laboratory. Prerequisite: 301. Lab fee: $80.
Chem 402  Physical Chemistry .................................................. 3
Molecular energetics: the thermodynamic and kinetic principles underlying molecular properties and chemical reactivity with specific application to biological systems. Macromolecular behavior and spectroscopic tools are included. Prerequisites: Math 105, Physical Science 112 and 112L or equivalent, Chemistry 106.

Chem 411  Biochemistry I .......................................................... 3
Chem 412  Biochemistry II .......................................................... 3
Fundamental concepts of metabolism, bioenergetics, biosynthesis and other chemistry of life processes. Three hours lecture. Prerequisite: 302.

Chem 420  Special Topics in Chemistry ........................................ 1-3
Short subjects in such areas as the chemical literature, various instrumental methods, polymers, organometallics and industrial chemistry. Prerequisite: departmental approval.

Chem 422A  Laboratory in Biochemistry ...................................... 1
Chem 422B  Laboratory in Biochemistry ...................................... 1
A laboratory course to accompany Biology 411, 412 (Chemistry 411, 412). The isolation, characterization and analysis of biomolecules including the use of biochemical instrumentation and methodology for work in protein structure, enzymology, metabolism and genetics. Prerequisite: Chemistry 302. Lab fee: $60.

Chem 480  Special Project in Chemistry ...................................... 1-3
Research or industrial internship. Requires a written report. Prerequisite: departmental approval.

Christian Education

A Division of Talbot School of Theology

Faculty

Dean: ............................................................................. Dennis H. Dirks, Ph.D.
Dean of the Faculty: .................................................... Michael J. Wilkins, Ph.D.
Chair: ................................................................. Richard J. Leyda, Ph.D.
Professors: ................................................. M.J. Anthony, Dirks, Issler, Lawson
Associate Professors: ........................................... Carr, Kim, Leyda
Assistant Professor: ............................................... M.D. Anthony

Mission & Learning Outcomes

The Christian Education Ministries major is designed to develop and equip its graduates for entry-level professional ministries in church and parachurch agencies and to provide foundation for seminary or other graduate education.

As a result of this program, the student will:

1. Understand and appreciate the biblical and theological foundation of the Church's ministry, particularly related to the various educational ministries of the local church and parachurch organizations.

2. Develop critical understandings and acquire values concerning God, self, others, and Christian service which form the personal basis for ministry and gain skills both to achieve an effective vocational placement and a vital long-term professional and personal life.

3. Achieve understandings, make necessary commitments, and develop skills for effective leadership and administration of a range of disciple-making functions including evangelism, nurture, teaching, pastoral counseling, and leadership development, in order to enhance implementation of programming for these functions.

4. Understand the process of human and spiritual development of people, especially related to different age-levels, and apply this theory to personal life and to the lives of others in ministry.

5. Demonstrate competence and commitment to the study of biblical texts, including steps of observation, interpretation, application, and edification.

6. Understand contemporary educational ministries critiqued from a biblical and theological viewpoint, informed by and integrated with historical, philosophical, educational, and social science perspectives, and establish a basic philosophy of Christian education on the basis of this knowledge.
7. Demonstrate an ability to work with individuals and small groups based on sound understanding of interpersonal relationships and dynamics and show an ability to relate in a caring way to others of differing gender, ethnicities, cultures, and ages.

8. Achieve a working knowledge of the teaching-learning process and make appropriate application to a variety of age-levels and ministry settings by life-transforming biblical teaching.

9. Gain the experientially-based knowledge, values, and skills vital for a Christian educator through service in an internship site under supervision of a competent mentor.

10. Actively pursue and progress in a life-long process of personal spiritual development by nurturing a relationship with God, connecting in Christian community, growing in moral integrity, and engaging in vocational service in light of giftedness.

Degree Program
A Bachelor of Arts degree in Christian Education Ministries is offered upon completion of the university baccalaureate and major requirements. The Christian Education Ministries major requires the completion of a core of 37 units, 24 of which must be upper division and include: 150, 252, 260, 261, 271, 351, 380, 382, 415, 426, 461, 462 and one of the following: 372, 373, 374. Bible 320 must be taken as the Bible elective.

In addition to the 37-unit core, each student is encouraged to select a specialization of 10 units to be taken either within or outside of the Christian Education and Biblical Studies Departments to fulfill his / her elective requirements. There are six specializations from which a student may choose that reflect a broad variety of ministry options in this field. The diversified specialization allows the student to design a program that best suits his / her vocational interests.

The general education requirement for a foreign language for those majoring in Christian education depends upon the number of years that were completed in high school of the same foreign language. Specific requirements are listed under “general education requirements” for the bachelor of arts degree.

All specialization courses are subject to departmental approval. Students may choose a general B.A. in Christian Education Ministries or declare an area of specialization. If a general degree is sought, the student may choose elective courses from across the University to satisfy the total number of units needed for graduation, with the approval of the student’s academic advisor. If the student chooses to identify a specialization, evidence of that focus should come through a list of 10 units of specialization coursework approved in consultation with the student’s advisor.

ELEMENTARY TEACHING CREDENTIAL PROGRAM (64 UNITS)
The Christian Education Ministries teaching emphasis majors must complete a core of 64 units, of which 24 must be upper division and include: 150, 260, 261, 271, 351, 372, 380, 382; Education 301, 330, 341, 420, 430, 440, and 442. Bible 320 must be taken as the Bible elective.

Education 440 may be taken before graduation in lieu of CE 461 and 462. Certain specific general education courses are also required which include: Psychology 200 and Physical Education 201.

This option combines the C.E. major core with liberal studies courses. This specialization requires ARTS 306, LEDU 380, LEDU 335, MATH 117, 118, and MUSC 310 for credential requirements. Students must pass the general knowledge section of the National Teachers Examination (NTE) prior to student teaching. The student must consult with the Departments of Christian Education and Education for specifics.

Those interested in this teaching credential should be advised that all single subject teaching credential programs are undergoing revision. Consult with the Education department for details on current programs.

Children
Vocational opportunities with this option include children’s director or minister in a local church, a staff member with organizations that minister to children in the United States or on a mission field, a writer of materials for use with children.

Youth
Vocational opportunities for youth specialization would include a local church youth director or minister, a club director for youth parachurch agencies, a youth camp director, a Christian education director in a church that emphasizes youth or an assistant or associate pastor with responsibilities for youth.

Adult & Family
Vocational opportunities with this specialization include director / pastor of adult and family ministries or associate pastor with responsibilities in these areas.

Intercultural
Vocational opportunities with this option include service on a foreign mission field or service in one of the many subcultures in the United States.

Diversified
This option is for those who wish to design a specialization unique to their interests, such as church-related camping, counseling, communication, business, music, computer science, etc.
Pre-Seminary Preparation
For those who desire to pursue graduate work, the undergraduate major has been designed to prepare the student for continued academic and professional development through enrollment in a theological seminary. The student graduating with a Bachelor of Arts in Christian Education may be able to take advantage of accelerated Master of Arts or Master of Divinity programs offered at Talbot School of Theology. Several specializations are offered with the M.A. degree. Specific information and qualifications for these degree programs may be secured through an academic advisor in the C.E. department or from the Talbot admissions office.

Minor
A Christian Education Ministries Minor requires the completion of 18 units including the following courses: 252, 261 and one of the age level courses (372, 373, 374). Nine additional upper division units are also required which may be selected by the student from any C.E. departmental offerings. BBST 320 must be taken as the Bible elective.

SERVICE LEARNING COURSES
Certain courses in the major will be designated and marked in the course schedule as “Service Learning Courses,” which meet the university’s service learning requirement. These courses will include the three practicum classes: 380, 461 and 462.

Courses (CEED)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEEP 150</td>
<td>Foundations of Ministry</td>
<td>3</td>
<td>An overview of the discipline of Christian Education Ministries. Topics of study include the historical and theological nature of the church, principles of evangelism and edification, spiritual gifts, training and equipping lay leadership, and an examination of contemporary career opportunities and para-church ministries. Offered fall / spring.</td>
</tr>
<tr>
<td>CEEP 252</td>
<td>Foundations of Teaching Ministry</td>
<td>3</td>
<td>Major emphasis upon learning theories and their application to teaching the Bible within the context of the local church and parachurch agencies. Offered spring semester.</td>
</tr>
<tr>
<td>CEEP 260</td>
<td>Foundations of Interpersonal Relationships</td>
<td>3</td>
<td>Focuses on development of relationships and communication skills between individuals and within small groups. Includes conflict resolution in ministry. Offered fall / spring.</td>
</tr>
<tr>
<td>CEEP 261</td>
<td>Foundations of Development</td>
<td>3</td>
<td>Introduction to human development. Aspects of development will include the physical, intellectual, social, personal, moral and spiritual, covering the whole lifespan as a base for a more holistic Christian education ministry. Offered fall semester.</td>
</tr>
<tr>
<td>CEEP 271</td>
<td>Evangelism &amp; Follow-up</td>
<td>3</td>
<td>An overview of the biblical principles of evangelism and follow-up. The class will seek to develop the skills of personal evangelism and explore biblical teachings regarding teaching and nurturing as they apply to local church and parachurch agencies. Offered fall semester.</td>
</tr>
<tr>
<td>CEEP 319</td>
<td>Media in Ministry</td>
<td>2</td>
<td>Skill development in the design and use of audio-visual technology for use in ministry to all age levels and in a wide variety of teaching settings. By arrangement.</td>
</tr>
<tr>
<td>CEEP 320</td>
<td>Inductive Bible Study</td>
<td>3</td>
<td>Essentials of inductive Bible study will be applied to Old and New Testament genres of literature in order to equip the student with skills for observation, interpretation, application and edification. Prerequisites: BBST 103/105. Offered fall / spring. Cross-listed: BBST 320.</td>
</tr>
<tr>
<td>CEEP 351</td>
<td>Leadership for Christian Ministry</td>
<td>3</td>
<td>Biblically based study of leadership principles and practices, including a theology of leadership. Leadership theory and development of personal leadership qualities will be emphasized. Offered fall semester.</td>
</tr>
<tr>
<td>CEEP 372</td>
<td>Christian Education of Children</td>
<td>3</td>
<td>Discovery and evaluation of methods and materials appropriate for achieving learning objectives which meet the physical, mental, social, emotional and spiritual needs of children (birth through grade six). Students may choose 373 or 374. Prerequisites: 150, 261. Offered spring semester.</td>
</tr>
<tr>
<td>CEEP 373</td>
<td>Christian Education of Youth</td>
<td>3</td>
<td>Examination of the adolescent in our culture with emphasis upon designing a ministry to this age level within the context of the local church and parachurch agencies. Each student will prepare a model ministry to this age level (junior high through college) for use in enlistment and training of workers and parents. Students may choose 372 or 374. Prerequisites: 150, 261. Offered fall semester.</td>
</tr>
<tr>
<td>CEEP 374</td>
<td>Christian Education of Adults</td>
<td>3</td>
<td>Focus on understanding the needs and development of contemporary adults. Discovery of the uniqueness of adult learning and investigation of design, curricula, methods, and implementation of educational programs for the church and other agencies. Students may choose 372 or 373. Prerequisites: 150, 261. Offered spring semester.</td>
</tr>
</tbody>
</table>
| CEEP 380 | Internship I: Career Development | 3 | Personal and interactive evaluation of the student’s calling to Christian ministry, including character, gifts, interests, and abilities. Field observations and other experiences designed to give perspective and aid in subsequent placement in voca-
### Undergraduate Programs

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ceed 382</td>
<td>Historical &amp; Philosophical Foundations of Education</td>
<td>3</td>
<td>Introduction to historical and philosophical foundations of Christian educational ministry. Each student will be expected to analyze his own view of the teaching and learning process to establish the framework for a personal and biblical philosophy of Christian education. Prerequisites: 150, 252, 271. Offered spring semester.</td>
</tr>
<tr>
<td>Ceed 412</td>
<td>Missions Education in the Church</td>
<td>2</td>
<td>Basic administration of a program within the church's educational ministry through which missions is taught to all age levels. By arrangement.</td>
</tr>
<tr>
<td>Ceed 413</td>
<td>Women's &amp; Men's Ministry in Christian Education</td>
<td>3</td>
<td>An examination of the biblical, historical, and contemporary perspectives of women and men in leadership roles within a ministry. Assessment of role expectation, relationships and vocational opportunities. Prerequisite: 150. Offered spring even years.</td>
</tr>
<tr>
<td>Ceed 415</td>
<td>Organization &amp; Administration of Christian Education</td>
<td>3</td>
<td>An introduction to the biblical principles and current practice of management: planning, organizing, staffing, directing, and evaluating with special emphasis upon the application of these functions to church and parachurch administration. Prerequisites: 150, 260. Offered fall semester.</td>
</tr>
<tr>
<td>Ceed 416</td>
<td>Curriculum Development</td>
<td>2</td>
<td>Essential principles in curriculum formulation including evolution of existing curricula and curriculum writing experience. Prerequisite: one of the age level courses: 372, 373 or 374. By arrangement.</td>
</tr>
<tr>
<td>Ceed 422</td>
<td>Singles Ministries in the Church</td>
<td>2</td>
<td>Issues and needs of never-married and formerly married persons, including identity crisis, role definition, self-acceptance and the development of intimacy. Resources, programs and skills for ministering to these needs are emphasized. Offered by arrangement.</td>
</tr>
<tr>
<td>Ceed 426</td>
<td>Foundations for Counseling Ministry</td>
<td>3</td>
<td>Investigation of foundations for pastoral counseling to individuals and families in ministry settings. Study of psychological theories and a vision for church community will be followed by the development of personal counseling skills for listening and compassion. C.E. Majors only. Offered spring semester.</td>
</tr>
<tr>
<td>Ceed 430</td>
<td>Camp Leadership</td>
<td>2</td>
<td>Study in the philosophy, objectives, leadership, program and administration of the Christian camp. Investigation into the trends of camping, both centralized and decentralized. Techniques in organizing and directing a camp program, including counselor training. Emphasizes utilization of camping to enhance church's ministry. Fee may be required. Prerequisite: Upper division status. Offered interterm / summer.</td>
</tr>
<tr>
<td>Ceed 438</td>
<td>Family Ministries in the Church</td>
<td>3</td>
<td>Biblical concepts of the family; survey of the needs of whole and fragmented families in the church; resources and techniques available to meet these needs. Offered fall, odd years.</td>
</tr>
<tr>
<td>Ceed 461</td>
<td>Internship II: Student Teaching Ministry</td>
<td>2</td>
<td>Guided instruction in skills necessary for effective instructional delivery in the context of a classroom, church service, camp, or conference setting. Elements include writing instructional objectives, lesson plan preparation, delivering opening illustrations, storytelling techniques, public reading, using animated gestures, minimizing classroom distractions, giving instructions and platform speaking strategies. There will be structured teaching experiences in a field setting with a selected age group. These will be video taped for critical analysis by the student, course instructor, and internship site supervisor. (Ten hours per week in supervised internship is required.) For Christian Education Ministries majors only. Prerequisites: 252, 380. Offered fall / spring.</td>
</tr>
<tr>
<td>Ceed 462</td>
<td>Internship III: Leadership Development</td>
<td>2</td>
<td>Personal leadership development focused on preparing students with knowledge and skills necessary for sustainable life and career vitality. Emphasis placed on character development in areas such as personal integrity, small group accountability, personal purity, emotional wholeness and spiritual maturity. Lifelong learning strategies will be discussed to enable students to make this emphasis a sustainable discipline. (Ten hours per week in supervised internship is required.) For Christian Education Ministries majors only. Prerequisites: 380, 461. Offered fall / spring.</td>
</tr>
<tr>
<td>Ceed 467</td>
<td>Current Topics in Christian Education</td>
<td>1-3</td>
<td>Designed for upper division students in C.E. who want to study specialized topics not currently covered in catalog course offerings. May be taken two times with different emphasis. Fee may be required. Admission by academic advisor approval. By arrangement.</td>
</tr>
<tr>
<td>Ceed 468</td>
<td>Independent Study in Christian Education</td>
<td>1-3</td>
<td>Development of skill in independent study of topics in the field of Christian Education Ministries. Prerequisite: Senior level Christian Education Ministries majors only and departmental approval. May be repeated. Offered fall / spring, by arrangement.</td>
</tr>
</tbody>
</table>
Communication Disorders

Faculty

Chair: Matthew Rouse
Associate Professor: Rouse
Assistant Professor: Hernandez

Mission & Learning Outcomes
The mission of the department of Communication Disorders at Biola University is to prepare Christian men and women with the proper foundation for graduate studies in Speech-Language Pathology and Audiology, so they can one day serve with excellence the millions of people whose lives are affected by various speech, language, hearing, cognitive, and swallowing disorders, problems that touch our sense of humanness. By the end of the program, students will have: (1) a foundational background in the sciences; (2) knowledge of normal communication structures and processes; (3) comprehensive knowledge of various communication disorders; (4) practical experience through observation of professionals in the field and through working in Biola’s Speech & Language clinic during the senior year; (5) a Christian perspective on course content and the fields of Speech-Language Pathology & Audiology.

Degree Program
Upon completion of the university baccalaureate and major requirements, the Communication Disorders department offers the Bachelor of Science degree in Communication Disorders.

Note: All majors must achieve a minimum grade of a “C” in all major courses taken at Biola. Anyone receiving a lower grade must repeat the course with a higher grade to receive credit for the course.

Major: Communication Disorders
The major in communication disorders is a pre-professional degree that provides the student with a foundation in normal communication and an understanding of the complexities of communication disorders. It is the aim of the department to set this knowledge within the framework of a Christian perspective. Students completing this major should be fully prepared for the graduate work necessary for certification and licensure in the fields of Speech-Language Pathology or Audiology.

Overall, obtaining a degree in this major requires 56 units.

Students must take: 210, 318, 321, 324, 325, 326, 327, 328, 418, 422, 424, 425, 429, 432, 439, 441, 442, 444, 466, and must complete 25 hours of observation.

In addition to the above courses, eventual credentialing in the field by the American Speech Language Hearing Association requires at least one course in the following GE areas: Math, Biological Sciences, Physical Sciences, Behavioral/Social Sciences, Research/Statistics, and an alternative communication modality. In light of this, the department strongly recommends that students take the following GE courses:

- Math: MATH 101 or 120
- Biological Sciences: BIOS 100
- Physical Sciences: PHSC 101
- Behavioral/Social Sciences: PSYC 200 (recommend SOCI 220 in addition if schedule permits)
- Research/Statistics: MATH 210
- Alternative Communication Modality: HUFA 101 or 102 or 201 (4 units of American Sign Language)

Courses (CODS)

CODS 210 Introduction to Human Disabilities
Survey of various types of human disabilities with an emphasis on communication disorders. Explores the roles of Speech-Language Pathologists, Audiologists, Physical Therapists and Occupational Therapists in working with people with disabilities. Open to all majors.

CODS 318 Neurology & Neurological Conditions
An in depth analysis of the nervous system as it pertains to communication and communication disorders. In addition, various neurological disorders will be surveyed that can affect communication including, but not limited to, ALS, Parkinson’s disease, stroke, brain tumor, etc.

CODS 321 Clinical Phonetics & Phonology
The study of phonetic transcription and phonological theory and the application of these concepts to patients with disordered speech.

CODS 324 Anatomy & Physiology of Speech
Anatomy and physiology of the speech and hearing mechanisms. The normal processes of respiration, phonation, articulation, resonance and hearing are covered.

CODS 325 Speech & Hearing Science
Introduction to acoustics of sound and the physiology and acoustics of speech production and perceptions. Topics include voice, resonance, and individual speech segments as well as instrumentation for analyzing the acoustic and perceptual characteristics of speech and hearing. Prerequisites: MATH 101, PHSC 101. Fee: $30.

CODS 326 Speech & Language Development
Normal development of speech and language in children in terms of syntax, semantics, phonology and pragmatics. Motor and cognitive development surveyed.
Cods 327  Childhood & Adolescent Language Disorders ............3
Study of delayed language development and childhood language disorders. Includes theories concerning etiology, classification, evaluation and therapy. Prerequisites: 210, 326.

Cods 328  Fluency Disorders .................................................3

Cods 418  Multi-Cultural Issues in Communication Disorders ....3
Involves the assessment and intervention of students from multicultural backgrounds with speech and/or language difficulties. Attention paid to developing "cultural sensitivity" and an awareness of the cultural and bilingual influences on assessment and intervention decisions. The course is intended to prepare the student for effective and innovative work with clients from diverse populations. Prerequisite: 210.

Cods 422  Neurogenic Communication Disorders .................3
Covers assessment and treatment of cognitive and communication disorders resulting from stroke, traumatic brain injury, and other neurological disorders. Diagnoses include aphasia, right hemisphere syndrome, head injury, apraxia, dysarthria and dementia. Prerequisite: 210, 318, 324 or permission.

Cods 324  Aural Rehabilitation ..............................................3
Review of management procedures used by professionals for the rehabilitation / habitation of persons with hearing impairments. Includes speech reading, auditory training, hearing aids and other communication systems and assistive listening devices. Prerequisite: 210, 318, 324, or permission.

Cods 425  Audiology .................................................................3
Anatomy and physiology of the ear; hearing problems, testing and rehabilitation. Practical experience in pure tone threshold testing. Prerequisite: 210, 324, 325 or permission. Lab fee: $15.

Cods 429  Clinical Practicum: Biola Speech / Language Clinic 1-2
Supervised experience working with persons with communication disorders in the Biola Speech Clinic. Permission of the department must be secured the semester prior to enrolling for this course. May be repeated for a total of six units. Prerequisites: 210, 327, 439, 441, 442 and departmental consent. Students must have completed 25 hours of observation prior to clinic. Fee: $50.

Cods 432  Dysphagia .................................................................3
The anatomy and physiology of normal swallowing and the anatomic and physiologic disturbances affecting deglutition, emphasizing radiographic and bedside diagnostic and treatment procedures. Prerequisites: 210, 318, 324 or permission.

Cods 439  Articulation & Phonological Problems .......................3
Overview of the etiologies, diagnosis and remediation of articulation and phonological problems. Prerequisites: 210, 321, 324.

Cods 440  Communication Disorders Internship ......................1-3
Limited to qualified juniors or seniors who wish to gain practical experience usually off campus in a work situation. Department permission required. May be repeated for a maximum of six units.

Cods 441  Diagnostic Methods ..............................................3
Survey of procedures ranging from interviewing to formal and informal tests involved in the evaluation and assessment of speech, language, voice, cognitive and swallowing problems in children and adults. Prerequisites: 210, 324. Lab fee: $10.

Cods 442  Therapeutic Methods ..............................................3
Introduction to general therapeutic approaches and specific techniques of habilitation and rehabilitation of speech, language, voice, cognitive and swallowing problems in child and adult populations. Prerequisites: 210, 324, 441. Lab fee: $10.

Cods 444  Voice & Craniofacial Disorders ..............................3
Topics to be covered include: etiologies, types of voice disorders including neurogenic, functional and organic voice disorders, and review of assessment and treatment methods. Various craniofacial disorders will also be surveyed such as cleft palate. Prerequisites: 210, 324 or permission.

Cods 450  Communication Disorders Practicum ......................1-3
Directed practical experience in the various fields of communication disorders. Permission of the department must be secured the semester prior to enrolling for the course. May be repeated for a maximum of six units.

Cods 466  Capstone Research Project in Communication Disorders ..............3
Survey of research terminology and methods as well as an emphasis on critiquing research. Course includes a student capstone research project. Prerequisite: senior status.

Cods 470  Communication Disorders Seminar .........................1-3
Various aspects and problems in communication disorders.

Cods 480  Directed Research ................................................1-3
Individual research in areas of communication disorders determined in consultation with the instructor. May be repeated for a maximum of three units. Prerequisite: consent.
Communication Studies

(See also Mass Communication Department)

Faculty

Chair: ..................................................... Todd Lewis,
Professor: .................................................. Lewis
Associate Professor: .................................... Muehlhoff
Assistant Professors: ................................. Brandon, Roebuck

Mission & Learning Outcomes
It is the purpose of the Communication Studies Department that when you complete our major you will have: (1) well developed personal communication skills and be able to think, write, and speak clearly and effectively; (2) learning skills which will enable you to continue to develop personally and professionally after graduation; (3) entry level skills for employment in your chosen field or else have suitable preparation for graduate study; (4) at least the beginnings of a workable world view which unifies your life's work and your Christian faith.

Degree Programs
Upon completion of the university baccalaureate and major requirements, the Communication Studies department offers the Bachelor of Arts degree in Communication.

Note: Communication majors must achieve a minimum grade of a "C" in all major courses taken at Biola. Anyone receiving a lower grade must repeat the course with a higher grade to receive credit for the course.

In the communication major, the total number of units for major area credit from practicum, internship and directed research courses may not exceed nine units. The required general education course for the Communication Studies Department is COMM 100, unless otherwise stated.

Major: Communication
Students must choose one of three emphases under this major:

- Communication Studies
- Speech / Drama
- Interdisciplinary Studies

COMMUNICATION STUDIES
When students have completed this concentration they should be prepared for employment in fields where excellent interpersonal and group communication skills are especially important. This concentration is also excellent preparation for advanced graduate work in the discipline of communication studies. Many of our graduates have gone on to earn their M.A. and Ph.D. degrees in the field at other institutions. In addition, the Communication Studies degree provides excellent general preparation for careers in fields such as the ministry, human resources, sales, education or law.

Obtaining a degree with this concentration requires 39 units, 30 of which must be upper division. Twenty-one units are required: 254, 270, 383, 385, 386, 458, 478. Eighteen units of electives must come from the following courses: 170, 181, 263, 280, 282/382, 363, 387, 440, 450, 461, 463, 465, 468, 470, 472, 473, 474, 480; MCOM 104, 111, 389, 392, 433, 470.

SPEECH / DRAMA
The Speech / Drama emphasis focuses upon the development of theatrical skills with practical uses for dramatic expression, oral communication and writing. Graduates may pursue careers in teaching, community theatre management, graduate work in theatre arts or seminary training. The interdisciplinary nature of the offerings provides performance skills that can find outlets vocationally in theatre, sales, church ministries, education, and human resources.

Obtaining a degree in this emphasis requires 42 units, 30 of which must be upper division, 24 are required: 109, 263, 363, 367, 385, 409, 440, 468, 478. An additional 18 units must be taken from the following courses: 170, 181, 254, 270, 280, 282, 382, 383, 386, 387, 391, 435, 440, 450, 458, 461, 463, 465, 470, 473, 474, 480, MCOM 104, 351, 433, 470. You may not count more than six units of COMM 440 Internship toward the major; students may only count a maximum of nine units which combine COMM 109; 409; 440; 450; 480 toward the major. It is recommended that all Speech / Drama emphasis students take the following general education courses: COMM 160 (for "Fine Arts" requirement); PHIL 216 Aesthetics (for "Philosophy" requirement).

INTERDISCIPLINARY
This concentration will provide students maximum latitude in creating a course of study to suit their particular needs. Students choosing this option, begin by consulting with an advisor from the Communication Studies Department. An advisor will help students choose appropriate courses, which may include courses from other departments. Students will then complete a form (available from the Communication Studies Department) in which they describe career goals and give a rationale for each of the courses selected.

The form will be submitted to a committee made up the Communication Studies Department chairman, and a second faculty member. The committee may accept the proposal as submitted, make minor modifications before accepting it, or reject it. If accepted, the proposal becomes part of the student's graduation requirements.

In making its decision the committee will consider the following: (1) the proposed courses should prepare students well for stated career objectives; (2) the proposal should focus study to a limited
area which can be covered in depth; (3) the academic rigor of the 
proposal should be at least equal to that expected of other Com-
munication Studies concentrations; and (4) if, in the judgment of 
the committee, these goals can be met better through another 
major or concentration the proposal will be rejected.

Obtaining a degree with this concentration requires a minimum of 
42 units, 24 of which must be from the Department of Communi-
cation Studies. Two specific courses, 458 and 478, are required. A 
minimum of 27 units must be upper division. The interdisciplinary 
proposal must be submitted and approved no later than the first 
semester of the junior year. No exceptions will be made.

Minor

A Communication Studies Minor is offered with completion of a 
minimum of 21 units, 12 of which must be upper division. Must 
include 383 and 478. Contact the Communication Studies Depart-
ment regarding specific courses.

Courses (COMM)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 100</td>
<td>Introduction to Public Communication</td>
<td>3</td>
</tr>
<tr>
<td>COMM 109</td>
<td>Production Practicum</td>
<td>1</td>
</tr>
<tr>
<td>COMM 140</td>
<td>Leadership Practicum I</td>
<td>1-3</td>
</tr>
<tr>
<td>COMM 160</td>
<td>Theatre Appreciation</td>
<td>3</td>
</tr>
<tr>
<td>COMM 170</td>
<td>Small Group Communication</td>
<td>3</td>
</tr>
<tr>
<td>COMM 181</td>
<td>Introduction to Argumentation &amp; Debate</td>
<td>3</td>
</tr>
<tr>
<td>COMM 254</td>
<td>Communication Theory</td>
<td>3</td>
</tr>
<tr>
<td>COMM 263</td>
<td>Beginning Acting</td>
<td>3</td>
</tr>
<tr>
<td>COMM 270</td>
<td>Interpersonal Communication</td>
<td>3</td>
</tr>
<tr>
<td>COMM 280</td>
<td>Oral Interpretation</td>
<td>3</td>
</tr>
<tr>
<td>COMM 282</td>
<td>Intercollegiate Forensics</td>
<td>2</td>
</tr>
<tr>
<td>COMM 286</td>
<td>Survey of Rhetorical Theories</td>
<td>3</td>
</tr>
<tr>
<td>COMM 294</td>
<td>Persuasive Communication</td>
<td>3</td>
</tr>
<tr>
<td>COMM 363</td>
<td>Intermediate Acting</td>
<td>3</td>
</tr>
<tr>
<td>COMM 367</td>
<td>Conceptions of Stagecraft</td>
<td>3</td>
</tr>
<tr>
<td>COMM 383</td>
<td>Forms of Public Communication</td>
<td>3</td>
</tr>
<tr>
<td>COMM 385</td>
<td>Persuasion Theory</td>
<td>3</td>
</tr>
</tbody>
</table>

Development of communication skills in public speaking. The 
course will include presentation skills, attention to multi-
cultural communication encounters, audience analysis, speech 
opportunities, research, organization and critical thinking.

Beginning directed practical experience in dramatic produc-
tion. Credit for performing in a play, set construction, costume 
construction, publicity, or other aspects of the theatrical 
process. Must be repeated twice for a total of two units.

Provides students with the opportunity to learn, exercise and 
refine skills which will facilitate personal growth and increase 
their ability to solve problems as a member of the Leadership 
Community. Students should be enabled to reach higher levels 
of self-understanding and deeper insights into dynamics 
which enhance and hinder interpersonal relationships. Cannot 
be counted toward the major. May be repeated with different 
content.

Appreciation of drama through an understanding of the com-
ponents, terms, personnel, history, styles, and techniques of 
thatre. Attendance at selected plays is required. Lab Fee: $60.

This course focuses on the individual's communication in a 
group setting: leadership in groups; group communication 
 norms and processes with emphasis on problem solving and 
conflict management techniques.

Effective oral communication: invention, analysis, evidence, 
methods of attack and defense and arrangement of ideas.

Descriptions and applications of communication theories 
such as symbolic interaction, relational theories, narrative 
paradigm and selected group operational theories.

This foundational acting class emphasizes the use of the 
performer's body. Attention to various practical movement 
and vocalization theories will provide the student a great 
command of the performer's primary tool for acting.

This course focuses on developing communication skills in 
the dyadic setting including emphasis on essential precondi-
tions, conflict management, interpersonal relationships, non-
verbal behavior and creative supportive climates.

Learning to read types of literature aloud in a manner that 
enhances and enriches the audience's understanding and 
appreciation of that literature.

Practical speech experience in debate and individual speaking 
events. Each section may be repeated once for a total of eight 
units. Prerequisite for 382. COMM 282 or signature required.

Continuance of acting technique from solo and ensemble 
 improvement to basic scene work with theatrical texts. Prereq-
 uisite: 263, signature required.

Explorations in costuming, basic essentials of makeup, set 
design, sound, and multi-media usage. Fee: $25.

Major theories of rhetorical and public address from classical 
to contemporary periods. Prerequisite: 254.

Techniques of persuasive speaking and communication per-
 suasion theories. Experience in the preparation and delivery of 
speeches. Prerequisite: 100.

Application, practice and analysis of selected communica-
tion forms from a rhetorical perspective. Sections offered in
religious, political and social issues communications. May be repeated with different course content.

**COMM 387 Organizational Communication**

The dynamics of organizational communication centering in systems, structures and patterns; the role of communication in organizational development.

**COMM 391 Directing Theatre**

Exploration of the art and craft of directing for the theatre. Topics covered: storytelling, instincts, staging, picturization, dramatic tension, style, meaning, examining, text, groundplans, auditioning, working with actors and other relevant issues facing the director. Attendance at selected plays is required. Prerequisite: consent of instructor. Fee: $50.

**COMM 409 Production Practicum II**

Advanced practical experience in dramatic process. Credit for performing in a play, set construction, costume construction, publicity, or other aspects of theatrical process. Must be taken twice for a total of two units.

**COMM 435 Writing for Performance**

Creation of original material for solo or corporate dramatic performance. Workshop for the presentation of created original materials for stage.

**COMM 440 Communication Internship**

Limited to qualified juniors or seniors who wish to gain practical experience usually off campus in a work situation. Department permission required. May be repeated for a maximum of six units.

**COMM 450 Communication Practicum**

Directed practical experience in the various fields of communication. Permission of the department must be secured the semester prior to enrolling for course. May be repeated for a maximum of six units.

**COMM 451 Leadership Practicum II**

Directed practical experience in leadership communication for students involved in Residence Life, Student Ministries, Student Orientation Service, Associated Student Government, the Student Missionary Union, and Commuter Life. Signature required. Cannot be counted toward the major. Prerequisite: COMM 140 Leadership Practicum.

**COMM 458 Introduction to Communication Research**

Methodology for communication research, including sampling, questionnaire design, introduction to statistics. Students conduct survey research project. A major goal is to become adept at reading and evaluating research reports.

**COMM 461 Readers Theatre**

Readers Theatre consists of two or more performers using their oral interpretation and acting skills to present/perform prose, scripture, poetry, drama and other sources. Class members will be actively involved in researching and creating scripts, directing performance pieces, and acting in performance pieces.

**COMM 463 Advanced Acting Workshop**

Further in-depth study of characterization, script analysis, and various styles of acting. Topics may vary. Prerequisites: 263 and 363.

**COMM 465 Rhetorical Criticism**

Evaluation and assessment of communication sources and artifacts. Application of critical methodologies (e.g., pentadic, narrative, feminist, metaphorical, generic) to generate scholarly commentary. Lab fee: $30.

**COMM 468 Drama for Christian Ministry**

Introduction to the mechanics and creativity of drama in the church, as well as issues facing the Christian drama coordinator or director. Class members are involved in class performances. This course explores the potential and practical experiences for use of drama in church and para-church settings, providing insights for participants and leaders in drama ministry.

**COMM 470 Communication Seminar**

Various aspects and problems in the fields of communication.

**COMM 472 Intercultural Communication**

Relationship between communication and culture with emphasis on factors affecting the quality and processes of interpersonal communication between persons of different cultures or subcultures. (See also INCS 420)

**COMM 473 Multi-Cultural Communication**

Study and analysis of issues of cross-cultural communication within ethnic groups primarily residing in the United States. (See also INCS 421)

**COMM 474 Advanced Studies in Communication Behavior**

Selected communication topics varied by semester. Sections offered include: gender studies, relational studies, family communication, leadership communication. May be repeated with different course content. Prerequisite: 270.

**COMM 478 Pragmatic Social Theories of Communication**

A capstone course for all communication studies majors. Survey and application of social theories, including negotiations, communication to the grieving, gender studies, civility, and grace in communication and media criticism. Prerequisite: junior or senior status.
Computer Science

Faculty

Chair: Edward Thurber, Ph.D.
Professor: Thurber
Associate Professor: Lin

Mission & Learning Outcomes

Computer science studies the representation, storage and transformation of information utilizing computer systems. The Department of Computer Science at Biola University provides two primary areas of concentration in addition to a basic core curriculum. These two areas are computer science and information systems. The department also offers a selection of courses for those majoring in other fields who wish a minor emphasis in computer science. Our student labs are equipped with numerous Pentium and Macintosh workstations. We also have a Computer Science Alcove equipped with the latest Pentium IV platforms running either Windows or Linux.

The department endeavors to provide each student with an understanding of the organization and operation of modern computer systems. Fundamental values and knowledge are emphasized so that students will be able to stay abreast of their field. At the same time students are exposed to practical applications and current computer systems so that they will have significant opportunities in the marketplace upon graduation. The pervasive use of computers today allows the student to pursue a career in many different areas including aerospace, insurance, teaching, the computer industry, and banking, to name a few. Also, the student is prepared to pursue further studies in graduate school, typically in computer science or business. There is a concerted attempt by the department to integrate faith and learning in the study of computer science and its impact upon our society.

Degree Program

A Bachelor of Science degree in Computer Science is offered upon completion of the university baccalaureate and the computer science major in one of the emphases.

Majors

Computer Science (53 Units)
This emphasis must complete: 105, 106, 202, 230, 301, 302, 311, 400, 430, 440 twice with two different topics and one course (3 units) at the 300 or 400 level in Computer Science or Math. Math 105, 106, 112, 291 and 321 or 333.

Information Systems (57 Units)
This emphasis must complete: 105, 106, 202, 230, 301, 302, 311, 402, 430, 440, and one course (3 units) at the 300 or 400 level in Business or Computer Science. Business 202, 211, 212, 328, 370. Math 103, 112 and 210.
**Courses (CSCI)**

**CSCI 103**  
Computer Applications
Introduction to computer applications using programs such as Word, Excel, or PowerPoint. Cannot be used toward the major. Does not count toward General Education. May be repeated with a different topic. Fall, spring.

**CSCI 104**  
The Nature of Computing

**CSCI 105**  
Introduction to Computer Science
Introduction to computer hardware and software. Problem solving methods. Elementary concepts of algorithm development. C programming. Three hours lecture, one hour lab. Fall.

**CSCI 106**  
Data Structures
Linear lists, strings, arrays and orthogonal lists; graphs, trees, binary trees, multi-linked structures, searching and sorting techniques, dynamic storage allocation; applications. Prerequisite: 105. Spring.

**CSCI 202**  
Assembly Language Programming
Basic concepts of computer systems and computer architecture. Assembly language programming. Micros, program segmentation and linkages. Prerequisite: 106. Spring.

**CSCI 230**  
Programming Languages
Organization and structure of programming languages. Runtime behavior and requirements of programs. Introduction to programming language specifications and analysis. Study of various alternative languages such as Ada, C++ and Lisp. Prerequisite: 106. Fall.

**CSCI 301**  
Software Engineering
Concepts, principles, techniques, and documents of software engineering. Emphasis on systematic approaches to software engineering and the software life cycle. Team project required. Prerequisite: 230. Alternate years.

**CSCI 302**  
Computer Organization
Organization and structuring of the major hardware components of computers. Mechanics of information transfer and control within a digital computer system. Fundamentals of logic design. Communications systems. Prerequisite: 202 or consent. Alternate years.

**CSCI 311**  
Operating Systems
Computer operating systems; topics include time sharing, process communication, memory management, storage allocation, interrelationships between the operating system and the architecture of computer systems. Prerequisites: 106. Alternate years.

**CSCI 400**  
Theory of Algorithms
Various types of algorithms, analytic techniques for the determination of algorithmic efficiency, NP-complete problems, complexity hierarchies, intractable problems. Prerequisite: 106, Math 112. Alternate years.

**CSCI 402**  
Database Management
Integrated database systems, logical organization, data description language (DDL), data manipulation language (DML), of hierarchical networks and relational databases, overview of selected database management systems (DBMS). Prerequisite: 230. Alternate years.

**CSCI 430**  
Computer Communications
Concepts of computer communications, local area networks, seven layers of communication protocols, global networks. Prerequisite: 106. Alternate years.

**CSCI 440**  
Topics in Computer Science
Course may be repeated for credit with different content (section title). Prerequisite: 106. Topics are selected from the following:

- **Compiler Theory.** The theory of languages and their implementation.
- **Systems Programming.** Design and implementation of language translators and system utilities.
- **Theory of Computation.** Concepts from theoretical computer science, finite state concepts, decidability, computability, and Turing machines.
- **Computer Graphics.** Computer interactive graphics, software structures, screen display, graphical techniques.
**Artificial Intelligence.** Concepts and techniques of artificial intelligence, representation, search strategies, control, communication and perception, and applications.

**CSCI 480 Research Seminar.................................................................1-3**
Special studies in computer science. Prerequisite: senior standing or consent.

---

**Education**

*A Division of the School of Education*

**Faculty**

Chair:......................................................... June Hetzel, Ph.D.
Professors:..................................................... Hetzel, Sibold
Associate Professors:.........................Johnson, Menjares, O’Quinn, Soto-Hinman, Stranske, Walters
Assistant Professors:...............................LaBarbera, D. Taylor

**Mission & Learning Outcomes**

The mission of the School of Education is “to equip Christian educators to impact public, private, mission, and homeschools through biblically-centered education, scholarship, and service.” The vision of the School of Education is “to equip a generation of influential educators, focused on God’s calling, devoting their strengths, gifts, and scholarship, to meet the needs of diverse students and to advance the Kingdom of God.”

Biola University offers high quality undergraduate teacher preparation programs. Students participate in a broad general education program, thorough subject matter competence sequences, and challenging classroom observation and participation experiences. These programs provide a distinct foundation for professional careers in education.

In addition, Biola’s undergraduate 30-unit biblical studies and theology requirement, with its emphasis upon Scriptural knowledge and the dynamic integration of biblical and academic thought, provides a strong foundation for service in public, private, mission and home schools.

The learning outcomes for Biola’s Liberal Studies majors are to:

1. Gain a strong foundational knowledge and understanding of subject matter content that is characteristic of an educated person.
2. Incorporate this learning with Christian beliefs to facilitate integration of personal faith and intellectual learning.
3. Develop thinking and intellectual skills such as: historical consciousness, scientific inquiry, critical thinking, understanding numerical data, aesthetic valuing and ethical awareness.
4. Develop oral and written communication skills that enable effective work within a global society.
5. Prepare students to analyze situations; synthesize information from multiple sources; make decisions on rational bases; communicate skillfully; appreciate diverse perspec-
tives; and articulate the ethical, moral and practical implications of important ideas and issues.

6. Manifest strong social and personal traits, ethical standards, and spiritual commitment that enables them to contextually and creatively contribute to a complex, rapidly-changing society.

7. Develop and inspire a passionate understanding of the Great Commission and clarity of individual callings in the body of Christ, enabling each student, under the guidance of the Holy Spirit, to understand, respond to, and influence the larger political, social, economic, legal and cultural context for the cause of Jesus Christ as it interfaces with his/her community.

The learning outcomes for Biola’s teacher preparation students are to:

1. Develop each candidate’s subject matter expertise and subject specific pedagogy so candidates can make subject matter comprehensible to all K-12 students.

2. Develop each candidate’s expertise in assessing student learning through skillful pre-assessment, monitoring, and post-assessment, using a variety of holistic learning assessments to inform the teaching/learning cycle.

3. Develop each candidate’s expertise in engaging, supporting, and differentiating student learning by providing developmentally, culturally, and linguistically appropriate instruction that makes content accessible to all students.

4. Develop each candidate’s expertise in planning and designing learning experiences for students, celebrating diversity in the process.

5. Develop each candidate’s expertise in creating and maintaining effective learning environments through appropriate use of instructional time and the development of positive learning climates.

6. Develop each candidate’s knowledge base for continuing as a self-reflective practitioner who understands his or her professional, legal, and ethical obligations and continues to pursue professional growth on a life-long basis.

7. Develop and inspire a passionate understanding of the Great Commission and clarity of individual callings in the body of Christ, enabling each teacher candidate, under the guidance of the Holy Spirit, to understand, respond to, and influence the larger political, social, economic, legal and cultural context for the cause of Jesus Christ as it interfaces with the educational community and affects the lives of the next generation of children.

**Liberal Studies Degree Program**

A Bachelor of Arts degree in Liberal Studies is offered upon completion of the university baccalaureate and liberal studies major requirements.

The Liberal Studies Major is designed to prepare elementary school teachers with a broad foundation in subject matter. There are 34 units of required core courses: Art 306; Bible 109; Education 335, 341, 380; History 403; Intercultural Studies 331; Math 104, 118; Music 310; Physical Science 101, 102.

In addition to this core, each student must complete a concentration of 12 units in one of eight subject areas: Biology, English, Intercultural Studies, Mathematics, Physical Education, U.S. History or World History and Visual Arts.

Liberal Studies majors must take BBST 465 Integration Seminar: Christian Philosophy of Education to meet their Bible Integration requirement.

Liberal Studies majors who are not pursuing a teaching credential at Biola can substitute one of the following courses: CEED372, 374, INCS 322, 332 or 420 in place of LEDU341.

The General Education requirements for the Liberal Studies major are unique and include the following:

1. English 110A, 110B; three units of literature, (English 220, 230, 281 or 282); three units of Communication (COMM 100, 170, 181 or 280)

2. Math 117; Biology 100, 110

3. History 107, 207, 208; Psychology 200

4. Three units of fine arts: Art 100, Communication 160, or Music 101; three units in Philosophy (PHIL 210, 214 or 215); and a foreign language as specified in the university General Education section

5. Elementary School Activities (Physical Education 201); and two physical education activities

6. All Liberal Studies majors must complete the writing competency requirement even if not completing the teaching credential.

7. In order for a Liberal Studies major to receive the Elementary Education emphasis attached to their degree, a cumulative GPA of 2.75 must be earned.
Professional Teacher Preparation
PRELIMINARY CREDENTIAL
SB2042 Professional Teacher Preparation Programs are available for Single Subject and Multiple Subject credentials.

Elementary Credentials
Undergraduate students interested in teaching in the elementary schools should take the Liberal Studies major along with the required teacher preparation courses. They must also pass four Teacher Performance Assessments (TPA), state exams (CBEST, CSET, RICA), and U.S. Constitution requirement. The Multiple Subject Credential authorizes instruction in any self-contained classroom for grades K-12, preschool, and classes organized primarily for adults, but is especially appropriate for grades K-6. If a student wishes to teach elementary school, but is not taking the Liberal Studies major, they must still take all required teacher preparation courses and pass four Teacher Performance Assessments (TPA) and state exams (CBEST, CSET, RICA). In addition, all elementary teacher credential candidates must successfully complete the following competency courses with a grade of “C” or better: Education 380; Math 117 and 118; Music 310; Art 306; and Physical Education 201. Elementary teacher credential candidates must earn a cumulative 2.75 grade point average in all teacher preparation courses and the following requirements must be satisfactorily met to proceed to student teaching: minimum TPA scores, Professional Behavior Protocol Evaluations, and Fieldwork Evaluations.

Secondary Credentials
Undergraduate students interested in teaching at the secondary level must meet subject matter competency requirements through either a State-approved single subject major or by passing the CSET. In addition, they must take required teacher preparation courses. Candidates must also pass four Teacher Performance Assessments (TPA), the CBEST, and the U.S. Constitution requirement. The Single Subject Credential is the document most commonly used in middle schools and high schools. This credential authorizes instruction in the subject(s) listed on the credential in departmentalized classes at any grade level, including preschool, grades K-12, and classes organized primarily for adults. All students should regularly see advisors in their single subject program as well as in the School of Education.

In addition, all secondary teacher credential candidates must earn a cumulative 2.75 grade point average in all teacher preparation courses. The following requirements must also be satisfactorily met to proceed to student teaching: minimum TPA scores, Professional Behavior Protocol Evaluations, and Fieldwork Evaluations.

Credential candidates complete their student teaching the second semester of their senior year or the semester after they graduate with their B.A. After successfully completing student teaching, candidates make an appointment with a credential analyst in the School of Education at Biola University and apply for the Preliminary Credential from the State of California’s Commission on Teacher Credentialing.

Private school teachers who have taught three or more years in WASC-accredited schools may qualify to have teacher preparation courses and / or student teaching waived per SB57. See an advisor for details.

TEACHER PREPARATION REQUIREMENTS:
1. All candidates for the Preliminary Multiple or Single Subject Teaching Credential must complete the following undergraduate education courses in sequence: LEDU 301 (Intro), 330 (Psych), 420/425 (Reading), 341 (Linguistic Diversity), 430/435 (Curriculum), and 440/442 or 450/452 (Student Teaching).

2. Students who wish to complete the undergraduate teacher preparation program must formally apply for admission to the education program during the Introduction to Teaching course (LEDU 301). A minimum 2.75 GPA on a 4.0 grade scale is required. Other departmental requirements and competencies are available on the website, and are covered in the Introduction to Teaching course (LEDU 301).

3. Students planning to take the Introduction to Teaching course (LEDU 301) must complete the Application for Character and Identification Clearance. This background clearance requires fingerprinting and must be completed prior to any fieldwork in the local school districts. Fees required.

4. All education and competency courses must be completed with a grade of “C” or higher with the exception of Student Teaching LEDU 440/442 and 450/452 which must be completed with a grade of “B-” or higher for the candidate to be recommended for a Preliminary Teaching Credential. Overall, a 2.75 GPA must be maintained in the teacher preparation course sequence.

5. All students must pass four Teaching Performance Assessments (TPA), and complete and successfully present the School of Education Department Portfolio.

6. The California Commission on Teacher Credentialing also requires that a teaching credential candidate must have completed a minimum 2-unit course that covers the U.S. Constitution or fulfill this requirement by examination. Biola University students can complete this requirement by taking HIST 107 U.S. History, with a grade of “C” or better. Transfer students must either show proof of U.S. Constitution in a transferred course or an appropriate exam covering the principles of the U.S. Constitution. A U.S. Constitution exam and study packet is available in Biola’s School of Education.
7. Show verification of current training in cardiopulmonary resuscitation (CPR) - infant, child and adult - that meets the standards in either the American Heart Association "B" or "C" level course or the American Red Cross CPR course.

8. Students in Single Subject Programs must reference the respective department regarding minimum GPA requirements.

**PROFESSIONAL CLEAR CREDENTIAL**

In order to earn an SB2042 Professional Clear Credential, you must first hold a Preliminary Credential. To clear your credential, the state requires a CCTC-approved, two-year induction program at your employing district. However, if the candidate presents a verification letter indicating that an induction program is not available, he or she may apply for the Fifth Year Program at Biola University which includes 30-units beyond the B.A. (See Professional Clear Credential requirements in the graduate education section of the School of Education.) Graduate units from induction or Fifth Year may be applied toward an M.A. in Education. See the graduate education programs in the School of Education section of this catalog or see a graduate advisor for details.

Additionally, for your credential, you must show verification of current training in cardiopulmonary resuscitation (CPR)—infant, child and adult—that meets the standards in either the American Heart Association "B" or "C" level course or the Red Cross CPR course.

**Note:** The Professional Preparation Program leading to a California Teaching Credential at Biola University is subject to change in response to new legislation. Please see a credential analyst for current information on completing the requirements for a teaching credential.

**ENGLISH LANGUAGE LEARNERS AUTHORIZATION**

The School of Education and the School Intercultural Studies have designed coursework for the authorization of teaching English Language Learners. This authorization provides teachers with the knowledge, skills and attitudes needed to effectively teach and guide students from culturally, linguistically and socio-economically diverse backgrounds.

Students entering Biola’s Teacher Preparation Program from fall 2002 forward will receive an English Language Learner embedded program which meets the California Commission on Teaching Credentialing requirements pursuant to AB1059 legislation. Students interested in teaching English Language Learners at the adult level should consult with the Department of Applied Linguistics & TESOL in the School of Intercultural Studies.

**ASSOCIATION OF CHRISTIAN SCHOOLS INTERNATIONAL CERTIFICATE**

The credential program at Biola University meets the requirements for the Association of Christian Schools International (ACSI) Certificate (identical to the California Preliminary Credential program except that BBST 465 Christian Philosophy of Education must also be completed). Application information may be obtained from the ACSI liaison in the School of Education Office.

**Courses (LEDU)**

**LEDU 301** Introduction to Teaching ...................................................... 3

The structure and function of the school, foundations of education, qualities required for teacher effectiveness, and contemporary issues in education. A 25-hour fieldwork practicum component is required. Successful completion of this course constitutes one of the requirements for admission to the Preliminary Credential program. CBEST must be taken during this course. See Teacher Preparation requirements in this catalog for fingerprinting and background clearance information. Approximately $130 in fees required in class. Prerequisites: sophomore standing, livescan submission, and signature required.

**LEDU 330** Psychological Foundations of Education ...................... 3

Application of psychological principles to the educative process, role of the teacher and learner, human growth and development, learning styles, motivation, memory, transfer of learning, measurement and evaluation, research and experimentation in learning theory. This class is designed to fulfill the University’s writing competency requirement. Prerequisites: 301, Psychology 200, formal application and acceptance to the School of Education and signature required.

**LEDU 335** Child Development: Birth through Adolescence ........ 3

Basic concepts of cognitive development, including psychosocial, moral and language development. Define concepts related to the development of personality and temperament. Examine scope of physical development of children and the connections between health and learning. These theories are investigated in light of classroom implications for identifying and describing individual differences in the development of children. The impact of genetic, sociocultural and socio-economic factors on the development of children and young adolescents. Prerequisites: PSYC 200, LEDU 301, for credential candidates, signature required.

**LEDU 341** Methods of Teaching Linguistically Diverse Students ...... 3

Assessment, theory and instructional methodology for assisting English learners. In-depth analysis of state mandates to ensure appropriate English development for reading, writing and content areas. Selection of appropriate instructional materials, methodology and social support to maximize English language development. Prerequisites: PSYC 200, LEDU 301,
330, 420 or 425 or concurrent, for credential candidates and signature required. TPA #1. Fee: $25.

**LEDU 380  Children's Literature ..................................................3**

Designed to provide an understanding of the historical perspective on children's literature through literature, film, lecture, and discussion. Literature representative of a variety of cultures and ethnic groups will be analyzed and discussed in order to strengthen cultural understanding. Emphasis will be upon developing a variety of responses to literature through art, drama, and writing in order to strengthen children’s literacy development. Prerequisites: ENGL 100 or 110A, 110B, and one of the following: 220, 230, 281 or 282. Signature required.

**LEDU 420  Elementary Reading/Language Arts................................3**

Methods and materials for teaching reading to students in elementary schools; attention to a variety of approaches and techniques; consideration of the needs of pupils with varied cultural and language backgrounds. A 35-hour fieldwork practicum component is required. Prerequisites: 301, 330 and signature required.

**LEDU 425  Secondary Content Area Reading ..................................3**

Methods and materials for teaching reading through content areas in secondary schools; attention to reading techniques, testing, and individualization. A 35-hour fieldwork practicum component is required. Prerequisites: 301, 330 and signature required.

**LEDU 430  Elementary Curriculum ..................................................4**

Introduction to the scope and sequence of the elementary school curriculum in mathematics, science, social studies and language arts; emphasis on a variety of teaching approaches, integration across content areas, classroom management and resources available. A 60-hour fieldwork practicum component is required. Prerequisites: 301, 330, 341, 420 and signature required. TPA #2. Fee: $25.

**LEDU 435  Secondary Curriculum .....................................................4**

Secondary school curriculum, classroom management and teaching methods in content areas. A 60-hour fieldwork practicum component is required. Prerequisites: 301, 330, 341, 425 and signature required. (See also SEED 506.) TPA #2. Fee: $25.

**LEDU 440  Elementary Student Teaching I .......................................6**

Full time laboratory experience in school classrooms under the direction of qualified supervising master teachers and university supervisors. Weekly seminar required. Must register concurrently with LEDU 442 if completing all of student teaching in one semester. Prerequisite: application and consent. Students doing student teaching are limited to a maximum of 15 units that semester. (See also SEED 512/513). TPA #3 and #4. Signature required. Fee: $60.

**LEDU 442  Elementary Student Teaching II ......................................6**

See LEDU 440. Signature required.

**LEDU 450  Secondary Student Teaching I .......................................6**

Full time laboratory experience in school classrooms under the direction of qualified supervising master teachers and university supervisors. Weekly seminar required. Must register concurrently with LEDU 452 if completing all of student teaching in one semester. Prerequisite: application and consent. Students doing student teaching are limited to a maximum of 15 units that semester. (See also SEED 514/515). TPA #3 and #4. Signature required. Fee: $60.

**LEDU 452  Secondary Student Teaching II ......................................6**

See LEDU 450. Signature required.

**LEDU 480  Directed Study .............................................................1-3**

Subject matter and credit by arrangement.
English

Faculty

Chairs: Buchanan, Kleist, Malandra
Professor: L. Smith
Associate Professors: Buchanan, Kleist, Malandra, Pickett
Assistant Professors: Davidson, D. Smith
Special Contract Faculty: Miller

Mission & Learning Outcomes

The Department of English equips students to explore, from a faith-informed perspective, the complex narrative worlds of both literature and life that they might live out their callings more intelligently and compassionately.

With this in view, the English department’s objectives are:

1. To mentor students in the concepts, skills and attitudes which enable trenchant literary analysis and deepen the pleasures of reading.

2. To equip students to write and speak incisively, persuasively and creatively.

3. To explore and appraise the ideas and ideologies literary works represent, and to appreciate the complex ways such works and their traditions arise from, reflect, and contribute to the development of culture and history.

4. To acquaint students with diverse theoretical approaches to literature and help them identify implicit assumptions, contributions and implications.

5. To explore and identify how literary skills and sensibilities can prepare Christians to engage more intelligently and compassionately in their worlds.

Degree Program

A Bachelor of Arts degree in English is offered upon completion of the university baccalaureate with an English major in one of three emphases: Literature, Writing, or Secondary Credential. 36 units are required, of which 24 units must be upper division in the major. A minimum grade of “C” is required for credit for any course counted toward the major. Students must complete with at least a “B-” (2.67) average the following courses: ENGL251, 252, 281, and 282. Students may progress to upper division classes after satisfactorily completing at least two courses in this series.

Note: History 305 is recommended for all English majors.

Majors

LITERATURE EMPHASIS (36 UNITS)

In addition to the three English courses taken for general education credit (ENGL110A, 110B and 281), the student of Literature must complete 24 units in required courses (English 251, 252, 282, 360, 370, 400, 451 and 452) and at least 12 units in elective upper division English offerings.

WRITING EMPHASIS (36 UNITS)

The English Department offers a Writing Emphasis. This program enables students to supplement their study of literature with theoretical and vocational training in writing.

As part of the regular general education requirement, students must complete English 110A and 110B, English 281, and either Communication 100, 170, 181, or 280. The major consists of 36 units, 27 of which must be upper division. Students must take the following courses: English 251, 252, 282, 340, 360, 370, 400, 451 and 452. Three additional units must be completed in any one of the following courses: English 350, 360, 370, 410, 420, 430, 440, or 460. Six units must be completed in any of the following courses: English 343, 344, Mass Communication 300, 305, 335, 431, 445, 454.

ENGLISH / SECONDARY CREDENTIAL (42 UNITS)

The English Department provides a program leading to a Single Subject California Teaching Credential in English. This program provides considerable flexibility for those planning to teach English in high school. Students who complete this program are able to waive the subject matter examinations (see School of Education), which otherwise would be required for a California Teaching Credential.

In addition to the general education requirement of 12 units in English 110A, 110B, English 281 American Literature I and Communication 280 Oral Interpretation, an English core of 33 units (English 251, 252, 282, 320, 340, 351 or 353 or 354 or LEDU341, 360, 370, 400, 451, 452) is required. An additional 9 units are to be selected from English 343, 344, 420, 430, 440, 460, Communication 363, 367, 383, 461, 463, 473, or Mass Communication 335, 454 and 470, for a total of 42 units in the major. The student must consult with the Departments of English, Communication, Mass Communication and the School of Education for specific courses allowed in the relevant areas.

Those students interested in a teaching credential should be advised that all single subject teaching credential programs are subject to revision. Consult the School of Education for details on current programs.

Humanities Major / English Emphasis

For students seeking to compliment an English major with coursework in History and/or Philosophy, the department offers
an English emphasis for the Humanities major (for details, see the Humanities section).

Minor
An English Minor is offered upon the completion of 18 units, 12 of which must be upper division. (Of these 12, 6 must be taken on Biola's campus.) The minor consists of six classes selected from the list of courses below (excluding ENGL 103-109).

International Students
All students requesting transfer of credits from countries where English is not the primary language must provide the following to be assessed by the English Department prior to approval of credits: sample writings, a course description from the university’s catalog, a syllabus of the course, writings from the course and transcript. Final decision will be made by the department chair.

English Second Language (ESL)
All non-native speakers of English will be able to count 12 units of ESL instruction from English 103-109 toward graduation. For students pursuing the B.A. degree, the 12 units of ESL will satisfy the foreign language requirement. For students pursuing the B.S. degree, four units will satisfy the foreign language requirement and an additional eight units can be counted as electives.

- ENGL 103 English for the Non-Native Speaker: Foundations of Academic Writing ........................................4
- ENGL 105 English For the Non-Native Speaker: Oral Skills.................................................................3
- ENGL 107 English for the Non-Native Speaker: Foundations of Academic Writing ..........................3
- ENGL 109 English for the Non-Native Speaker: Writing Workshop .........................................................3

Note: See course descriptions under English Language Studies Program section.

Courses (ENGL)
Note: Unless otherwise stated, a course may be repeated with different content (section title). The English Department does not exclude students from any of its courses on the basis of gender.

- ENGL 100 Basic Studies in Critical Thinking & Writing .................................................................3
  Reading and discussion of ideas and methods in writing, stressing fundamentals of grammar, punctuation, spelling and paragraph writing, along with critical thinking persuasion and evaluation. International students scoring below 480 on the verbal section of the SAT II (and under 510 on the SAT II Writing Exam, if applicable) and undergraduate students finishing ENGL 109 in ESLP must take ENGL 100 within the first term of residence. Three hours of lecture, two hours of lab. Prerequisite: to 110B.

- ENGL 10A Studies in Critical Thinking & Writing.............................................................................3
  Reading and discussion of ideas and methods in writing, stressing critical thinking, persuasion and evaluation; experience in writing a variety of expository and persuasive essays. Students scoring 480 or higher on the verbal section of the SAT or 510 or higher on the SAT II Writing Exam may enroll in ENGL 110A. Prerequisite to 110B.

- ENGL 10B Studies in Critical Thinking & Writing.............................................................................3
  A continuation of 100 or 110A, this course uses literary works as content for reading and discussion of ideas and methods in writing, stressing critical thinking, persuasion and evaluation; experience in writing essays and the research paper. Required. Prerequisite: 100 or 110A.

- ENGL 210 Writing for Competency.................................................................................................3
  Intensive practice in writing at the college level. Designed for the students who have not satisfactorily fulfilled their department’s WCR (Writing Competency Requirement) as described in the General Studies section. A grade of C+ or better will fulfill the competency requirement. Prerequisites: English 100 or 110A, 110B; two unsuccessful attempts to complete GNRC 300; and instructor’s signature. ELSP students must have passed the EDET. Fee: $25.

- ENGL 220 Literature & Film ..............................................................................................................3
  Designed to fulfill the general education literature requirement. Comparison of fictional and dramatic texts with their cinematic adaptations. Prerequisite: 100 or 110A, 110B. Fee: $25.

- ENGL 230 Literature in Context.......................................................................................................3
  Designed to fulfill the general education literature requirement. Selected writers representative of international or ethnic literatures. Prerequisite: 100 or 110A, 110B.

- ENGL 251 English Literature to 1798............................................................................................3
  Designed as a prerequisite for advanced studies in literature. Selected writers and their works from the early Middle Ages through the 18th century. English majors only. Non-English majors may petition instructor. Required for English and Humanities / English majors. Prerequisites: 100 or 110A, 110B.

- ENGL 252 English Literature Since 1798 .....................................................................................3
  Designed as a prerequisite for advanced studies in literature. Selected writers and their works from the 19th and 20th centuries. English majors only. Non-English majors may petition instructor. Required for English and Humanities / English majors. Prerequisites: 100 or 110A, 110B.

- ENGL 281 American Literature I.................................................................................................3
  Designed to fulfill the general education requirement. Selected writers from the Colonial period through the Age of
ENGL 282 American Literature II .................................................. 3
Designed to fulfill the general education requirement. Selected writers from the Age of Realism through the present day. Required for all English majors. Prerequisite: 100 or 110A; 110B.

ENGL 320 Studies in Grammar & Language ..................................... 3
Introductory language course for education students: history of language, grammatical systems, usage / composition, teaching applications. Prerequisites: 100 or 110A, 110B; 220 or 230 or 251 or 252 or 281 or 282 or consent.

ENGL 340 Advanced Composition .................................................. 3
Study of the theories of writing and rhetorical models. Extensive practice in writing. Prerequisites: 100 or 110A, 110B; 220 or 230 or 251 or 252 or 281 or 282 or consent.

ENGL 343 Creative Writing: Poetry .................................................. 3
Poetry workshop. Students will read and critique each other's work, study selected modern and contemporary poems and investigate the creative writing process. Permission of instructor required. Prerequisites: 100 or 110A, 110B; 220 or 230 or 251 or 252 or 281 or 282 or consent.

ENGL 344 Creative Writing: Fiction ............................................... 3
Fiction workshop. Students will read and critique each other's work, study selected modern and contemporary short stories and investigate the creative writing process. Permission of instructor required. Prerequisites: 100 or 110A, 110B; 220 or 230 or 251 or 252 or 281 or 282 or consent.

ENGL 350 History of the English Language ...................................... 3
Follows the development of the English language from earliest origins to its current status as a world language, considering linguistic, political, social and literary influences. Prerequisites: 100 or 110A, 110B; 220 or 230 or 251 or 252 or 281 or 282 or consent.

ENGL 351 General English Linguistics ............................................. 3
Introduction to the basic concepts in scientific study of language, major areas of linguistic analysis and several subareas of the field. Although the primary emphasis is on English, material from other languages is introduced to provide a broad perspective. (See INAL 300)

ENGL 353 Introduction to TESOL: Adult ............................................ 3
Basic concepts, methods and techniques of teaching English (ESL or EFL) to speakers of other languages. Introduces principles of second language learning along with techniques for teaching both separate and integrated skills to adults or postsecondary students. (See INTE 421).

ENGL 354 Introduction to TESOL: K–12 .......................................... 3
Examination of rationale, methods and materials for teaching English in elementary and secondary multilingual classrooms. Assessment, the role of the primary language, and techniques for teaching oral and written language are also covered.

ENGL 360 Studies in American Literature ....................................... 3
Specific eras and movements in American literature. Two or more sections offered every year. The sections include American literature from Colonial America, the Constitution to the Civil War, the Civil War to the New Deal, and the New Deal to the present. Prerequisites: 100 or 110A, 110B, 281 and 282 or consent.

ENGL 370 Studies in English Literature .......................................... 3
Specific eras and movements in English literature. Two or more sections offered every year. The sections include: Medieval literature, Renaissance literature, 17th-century literature, Romanticism, Victorian literature, Early 20th-century literature, and Contemporary literature. Prerequisites: 100 or 110A, 110B; 251 and 252 or consent.

ENGL 380 Studies in Children's Literature ...................................... 3
Readings in children's literature, including consideration of forms, themes and critical approaches. Prerequisites: 100 or 110A, 110B, 220 or 230 or 251 or 252 or 281 or 282 or consent. Intended for Education majors only.

ENGL 400 Introduction to Shakespeare .......................................... 3
Studies of a selection of Shakespeare's plays, providing an overview of Shakespearean tragedy, comedy and historical drama. Prerequisites: 100 or 110A, 110B; 251 and 252 or consent.

ENGL 410 Studies in Specialized Writing ........................................ 3
Studies in specialized areas or genres of writing. Sections may be offered in areas such as: technical writing, book editing, playwriting, writing for children or advanced studies in poetry or fiction. Prerequisites: 100 or 110A, 110B, 220 or 230 or 251 or 252 or 281 or 282 and three units of upper division writing or consent.

ENGL 420 Studies in Comparative Literature .................................. 3
Comparative studies of a specific cultural literature. Sections offered in areas such as: African, Spanish, Russian, Jewish, German literature. Prerequisites: 100 or 110A, 110B, 220 or 230 or 251 or 252 or 281 or 282 or consent.

ENGL 430 Special Studies in Literature ......................................... 3
Studies in general areas of literary interest such as film and literature, science fiction and folklore or in such specific literary topics as women's literature or life writings. Prerequisites: 100 or 110A, 110B, 220 or 230 or 251 or 252 or 281 or 282 or consent.
ENGL 440  Studies in Major Authors ............................................... 3
An in-depth study of the works of one or more significant authors with attention to the chronological development of the author’s style, main themes and relationship to the literary tradition. Sections offered include such authors as: Chaucer, Milton, Wordsworth and Coleridge, Faulkner and Hemingway. Prerequisites: 100 or 110A, 110B, 220 or 230 or 251 or 252 or 281 or 282 or consent.

ENGL 451  History of Critical Theory: Plato to T.S. Eliot ................. 3
A historical overview of literary and critical theory from its origins in Greek thought through the late 19th century. The course will focus on the changing definitions of literature as well as the evolution of critical approaches and debate across time. Prerequisites: 100 or 110A, 110B, 220 or 230 or 251 or 252 or 281 or 282 or consent. Junior / Senior standing.

ENGL 452  Contemporary Literary Theory ...................................... 3
An overview of the major concepts in the 20th-century literary theory and an introduction to the major approaches in contemporary critical theory, including formalism, myth criticism, hermeneutics, deconstruction, feminism, psychoanalytic criticism, Marxism, post-colonial theory and the new historicism. Prerequisites: 251, 252, 451 and junior standing / consent.

ENGL 460  Studies in Literary Genre .............................................. 3
Studies in a specific literary genre such as, poetry, drama, the novel and film. Prerequisites: 100 or 110A, 110B, 220 or 230 or 251 or 252 or 281 or 282 or consent.

ENGL 471  Honors Seminar .......................................................... 3
An honors research project developed in consultation with a faculty advisor and approved by an English faculty committee which includes the department chair. Students seeking to extend their previous work in a particular author, period, genre, or critical approach through the development of more advanced research and writing skills are encouraged to apply. This course is especially recommended for those planning to continue literary study on the graduate level. Interested students should submit their qualifications and proposals to the course instructor whose approval is required for enrollment. Prerequisites: 100 or 110A, 110B, 220 or 230 or 251 or 252 or 281 or 282 or consent. Junior / Senior standing.

ENGL 490  English Practicum ......................................................... 1-3
Practical experience in English teaching, editing and/or research at the college level. Limited enrollment. Prerequisites: 100 or 110A, 110B, 220 or 230 or 251 or 252 or 281 or 282 or consent.

History

Administered by the Department of History, Government & Social Science

Faculty

Acting Chair: .................................................. Todd Pickett, Ph.D.
Professors: .................................................... Peters, Wilshire
Associate Professor: ...................................... J.M. Rood
Assistant Professors: ............................... Christensen, Gruendyke,
................................................................. P. Rood, Wamagatta

Mission
The mission of the Department of History, Government, & Social Science is to foster a community of learners, who, as lovers of truth study history, political science, and geography. In recognition of both the dignity and depravity of humankind, our aim is to develop insight into past and present civilizations based upon our acknowledgement of God’s providence, the dependability of His promises, and His redemptive purpose on earth. Through the rigor of our disciplines, we prepare our students to influence and transform the world for Jesus Christ through their lives and vocations in obedience to the Greatest Commandment and the Great Commission.

Learning Outcomes
The department objectives are to increase the student’s general knowledge and understanding of history, to encourage analytical thinking in dealing with historical problems, including the relationship of Christianity to culture, to enhance proficiency in research and writing, and to stimulate interest in the reading of literature bearing on the discipline. Offerings in geography are designed to develop understanding of and appreciation for the physical and cultural landscapes. Emphasis is on regional studies. Those interested in acquiring a background in physical geography are urged to take physical science and geography survey.

Degree Program
A Bachelor of Arts degree in History is offered upon completion of the university baccalaureate and major requirements. The student is required to take History 107 and 208 (which will meet the general education requirement) before taking upper division courses in History. The history major requires the completion of 30 units beyond the general education requirement, 24 of which must be upper division including 327, 480 or 490 and 491 (see History Honors Program below). Political Science 225 is required as a supporting course. A concentration of 12 units of course work in one of the following areas: Asian Civilization, Civilization of the Americas or European Civilization and the remaining 12 units to be chosen from History.

History majors preparing for graduate school should include a foreign language in their program with advice of the department.
Other programs available include:

**HUMANITIES MAJOR / HISTORY CONCENTRATION**

The Department of History, Government & Social Science offers a History concentration for the Humanities major (see Humanities section for specifics). It is basically a minor in History, but more flexibility is possible through department advisement.

**Minor**

A History Minor is offered with the completion of 18 units beyond the general education requirements, 12 of which must be upper division. The student is advised to take at least 12 units in one area of concentration.

**HISTORY HONORS PROGRAM**

This program is designed for senior history majors and for those who have history concentrations in social science and humanities. It is designed as a year-long, independent research project under faculty supervision. Students who are few units short of senior standing may petition the chairman for admission into the Honors Program. Students entering the program must have 15 units of upper division history. History majors with a departmental GPA of 3.5 or better are eligible. Candidates for honors will be required to meet all history major requirements: the program will count as six units of work (see 490, 491). The J.O. Henry Prize will be given annually for the outstanding paper in the disciplines of History, Political Science or Social Science.

**SOCIAL SCIENCE SECONDARY TEACHING CREDENTIAL**

The Department of History, Government & Social Science in cooperation with the School of Education provides a program leading to the Social Science Secondary Teaching Credential. For specifics on the Social Science: Secondary Education program contact the Department of History, Government & Social Science directly.

This program prepares students to teach history, government, geography and economics in California high schools. A minimum departmental GPA of 3.1 is required for students in the Social Science: Secondary Education Program.

**Courses (HIST)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 107</td>
<td>United States History</td>
<td>3</td>
<td>Geographical expansion and development of the United States from its colonial foundations to present. Assessment of influence of Puntans, colonial experience, the industrialization, urbanization, 20th century wars and an expansive economy in shaping the American mind and American international relations. Meets the requirements for United States Constitution for California teacher certification. Fee: $12.</td>
</tr>
<tr>
<td>HIST 115</td>
<td>Perspectives on American History</td>
<td>1-2</td>
<td>Topics on the influence of Christianity in shaping the American mind. A discussion class is required along with this course.</td>
</tr>
<tr>
<td>HIST 207</td>
<td>World Civilizations I</td>
<td>3</td>
<td>Highlights in the development of World civilization with an overview of Western, Asian, African and Latin American civilizations to 1500. Examination of comparative cultural contributions made in the arts, sciences, government and religions. Includes regional geographic studies. Fee: $12.</td>
</tr>
<tr>
<td>HIST 208</td>
<td>World Civilizations II</td>
<td>3</td>
<td>Highlights in the development of World civilization with an overview of Western, Asian, African and Latin American civilizations since 1500. Examination of comparative cultural contributions made in the arts, sciences, government and religions. Includes regional geographic studies. Three hours lecture, one hour discussion. Fee: $12.</td>
</tr>
<tr>
<td>HIST 215</td>
<td>Perspectives on World Civilizations</td>
<td>1-2</td>
<td>Introduction to historical interpretation with reference to Christian understandings of history. For clarification contact the Department of History, Government &amp; Social Science.</td>
</tr>
<tr>
<td>HIST 300</td>
<td>The Black American Experience</td>
<td>3</td>
<td>An historical examination of the black’s experience beginning with the African kingdoms, slave trade, slavery in the New World, emancipation during the Civil War, and the search and struggle for equality, to the present.</td>
</tr>
<tr>
<td>HIST 304</td>
<td>Ancient Near East</td>
<td>3</td>
<td>A study of the culture of the Ancient Near East with emphasis on history, literature, religion and the modes of thought. Attention is given to cultural preparation for the biblical faith.</td>
</tr>
<tr>
<td>HIST 305</td>
<td>English History</td>
<td>3</td>
<td>Survey of British history from the Anglo-Saxon period to contemporary times; emphasis on social, intellectual, religious and political developments.</td>
</tr>
<tr>
<td>HIST 307</td>
<td>The Colonial Period, American Revolution, 1607-1800</td>
<td>3</td>
<td>Settlement and growth of the Anglo-American civilization; the American Revolution; growth of political, economic, social and religious institutions to 1800.</td>
</tr>
</tbody>
</table>

For clarification contact the History Department. Departmental approval required.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 308</td>
<td>American Democracy, Civil War &amp; Reconstruction, 1800-1877</td>
<td>Nationalism and the growth of sectionalism reform movements; Manifest Destiny; disruption of American democracy, Civil War and political reconstruction to 1877.</td>
</tr>
<tr>
<td>HIST 310</td>
<td>Social &amp; Intellectual History of the United States</td>
<td>Social impact of westward expansion, immigration, industrialization, urbanization and cultural pluralism combined with major intellectual ideas instrumental in the shaping of American society. Prerequisite: 107. Alternate years.</td>
</tr>
<tr>
<td>HIST 312</td>
<td>History of Latin America</td>
<td>Major indigenous civilizations; conquest by Spain and Portugal; colonial institutions and culture; wars of independence, political, economic and social developments to the present, including the role of the United States in the region.</td>
</tr>
<tr>
<td>HIST 313</td>
<td>Medieval History</td>
<td>Medieval Europe from the fall of Rome through the 14th century; emphasis on the church, theological development, political institutions, society, literature and economics of the period. Offered alternate years.</td>
</tr>
<tr>
<td>HIST 318</td>
<td>Studies in Modern Europe</td>
<td>Thematic and period studies in 16th through 20th century Europe including: Age of Revolutions, Age of Ideologies, Enlightenment, Industrialization, Holocaust, and Global Interdependence. May be repeated with different focus.</td>
</tr>
<tr>
<td>HIST 320</td>
<td>The American Presidency</td>
<td>Historical development of the office of the presidency; formal and informal powers of the President in executive, legislative, judicial, military, diplomatic and political areas.</td>
</tr>
<tr>
<td>HIST 321</td>
<td>History of the Christian Church</td>
<td>A historical survey of Church history from Pentecost to the present. Emphasis given to leading personalities and movements within the Church. Offered fall semester.</td>
</tr>
<tr>
<td>HIST 322</td>
<td>Ancient Greece</td>
<td>History of Ancient Greece from the Minoan-Mycenaean cultures to the Hellenistic period; emphasis on the literature, religion, art and modes of thought of the period.</td>
</tr>
<tr>
<td>HIST 324</td>
<td>Roman History</td>
<td>Roman history from its beginning to the fall of the Empire; Rome's part in the preparation of the Mediterranean world for the spread of Christianity; Rome's contributions to Western civilization.</td>
</tr>
<tr>
<td>HIST 325</td>
<td>Themes in American History</td>
<td>Sections offered each year on such topics as: the American South, the American West, Women in America, the Asian Americans.</td>
</tr>
<tr>
<td>HIST 327</td>
<td>Historiography</td>
<td>Philosophies and problems of history, historical methodology. Development of the historical discipline and introduction to research and writing.</td>
</tr>
<tr>
<td>HIST 331</td>
<td>Great Asian Civilizations</td>
<td>Survey of Indo-Aryan, Chinese and Japanese civilizations from ancient times to the present, stressing the religio-philosophical developments and their impact upon culture.</td>
</tr>
<tr>
<td>HIST 332</td>
<td>Studies in Asian Civilizations</td>
<td>In-depth study of specific regions of Asia; one or more sections offered every year in such areas as: Modern India, Pacific Rim Nations, Modern Japan, and Modern China. May be repeated with a different focus. Prerequisite: 225.</td>
</tr>
<tr>
<td>HIST 350</td>
<td>Great Western Political Thinkers</td>
<td>A study of selected political theorists. Emphasis on such writers as Plato, Aristotle, Church Fathers, Augustine, Aquinas, Machiavelli, Luther, Calvin, Hobbes, Locke, Burke, Bentham, Marx, Niebuhr and others. Readings in primary sources. Prerequisite: History 107, 207 or 208 or Political Science 225.</td>
</tr>
<tr>
<td>HIST 360</td>
<td>Economic History of the United States</td>
<td>Growth and development of the American economy from the Colonial period to contemporary times. Emphasis on such dynamic factors as political, social, legal, technological and international developments affecting changes in agriculture, transportation, communication, commerce, industry and finance.</td>
</tr>
<tr>
<td>HIST 375</td>
<td>Teaching Assistant Preparation</td>
<td>Mentoring, instruction, and practice in pedagogical approaches and methods of teaching and administering large numbers to students as an assistant to professors in class and outside of class. May be taken more than once for a maximum of three credits.</td>
</tr>
<tr>
<td>HIST 390</td>
<td>History of Mexico</td>
<td>Survey of the history of Mexico from pre-Colombian times to the present, emphasizing social, cultural, religious and political developments, as well as relations between Mexico and the United States.</td>
</tr>
</tbody>
</table>
| HIST 391    | Latin America: History, Peoples & Culture                                                    | Study of ethno-cultural groups—highland Mayas, Afro-Cubans, Japanese, Brazilians, etc.—and social groups such as university students, urban slum dwellers (favelados), etc. eco-
nomic activities, social practices, religion and arts. Emphasis on both historical factors and contemporary developments.

HIST 392 Latin American Revolutions
Revolutionary movements and regimes in 20th century Latin America: Mexican Revolution of 1910, Castro's Cuba, Sandinismo (Nicaragua), Sendero (Peru), Zapatismo (Mexico). Analysis of international, regional and local factors, as well as of revolutionary culture and search for social justice.

HIST 400 Studies in Developing Nations
Regional studies in the Third World; stress on indigenous cultures. European exploration and colonization; independence movements in the post-World War II era; contemporary problems including economic growth and cultural conflict.

HIST 401 The Rise of Modern America, 1877-1920
Post-Civil War economic growth, immigration, trans-Mississippi settlement, industrialization, urbanization; America's rise to world power, Progressive Era and World War I.

HIST 402 The United States Since 1920
Shaping of American social, economic, political, religious and intellectual life and foreign policy in the era of the twenties, New Deal, World War II, Cold War; emphasis on America's new role in a world of global interdependence.

HIST 403 California History
Exploration, colonization and geography; indigenous people; the Mexican period, statehood, the social, economic and political developments in the 20th century. Examination of contemporary California diversity and regional issues. Lab fee: $15 Interterm and summer only.

HIST 405 Problems in American Diplomacy
Growth and development of American foreign relations from the Revolution to the present. Analysis of the conduct of foreign relations, its objectives and limitations.

HIST 408 The Church in the American Experience
A religious history of the United States from the Colonial to the contemporary period, emphasizing the Church's effect on and its response to Puritanism, the westward movement, social and intellectual ferment, industrialization, immigration, urbanization and war.

HIST 410 American Constitutional Law
An examination of the principles of the American constitutional system looking primarily at U.S. Supreme Court decisions and the historical development of constitutional law. Attention also given to the judicial branch and its role in American government and politics, particularly its continuing interpretation of the U.S. Constitution as the framework for American democracy.

HIST 420 History of Russia
Russia from the origin of the nation, the Soviet period, and post-Soviet era. Analysis of Czardom, the Revolution and international relations in the modern world.

HIST 422 Renaissance & Reformation
Europe from the late 14th to early 17th century. Stress on changes inaugurated by the Renaissance and Reformation; rise of nation-states and foundations of modern European society.

HIST 424 Twentieth Century Europe
Europe in the era of World War I, the rise of Communism, Fascism and Hitler's Nazi Party; World War II and the post-war period; the Cold War and the collapse of the communist system.

HIST 430 History of the Jewish People
Post-biblical period to the present; social, political and cultural history of the Jew in the Middle East, Europe and the Americas; Anti-Semitism, the Holocaust, the State of Israel and Arab-Israeli tensions in the contemporary world.

HIST 433 History of Christianity in Africa
A study of the major developments in the history of Christianity on the continent of Africa from the first century to the present. Emphasis will be on the role of missionaries and Africans in the emergence and growth of both mission and indigenous African churches and how Africans have engaged the gospel and adapted it to their social, religious, economic and political contexts.

HIST 441 History of the Middle East & Islam I
Political, social and cultural history of the Middle East with an emphasis on Islamic civilization to 1453. Special emphasis on relationships of Muslim and non-Muslim peoples under Islamic rule.

HIST 442 History of the Middle East & Islam II
Political, social and cultural history of the Middle East with an emphasis on Islamic civilization from 1453. Special emphasis on the development of the Middle Eastern state system following the First World War. Special emphasis on the Arab-Israeli conflict.

HIST 443 Special Topics on Middle Eastern History
Topics in Middle Eastern history including individual reading in historical literature. May be repeated with a different topic.

HIST 445 Africa: History, Peoples & Culture
African society and culture from antiquity to the present. Emphasis on regional diversity, with particular focus on the effects of Islamization, African diaspora, colonialism, Christian-
ORIZATION, modernization and nationhood. Special emphasis on contemporary religious movements.

**HIST 447** Topics in African History ....................................................3
An in-depth study of a significant topic, period, or region in African history. These may include but are not limited to African religious history; African economic history; ancient African civilizations; trans-Atlantic slave trade; European colonialism; armed conflicts in Africa; pre-colonial Africa, gender issues in Africa, and postcolonial Africa. This course may be repeated for credit with a different theme.

**HIST 460** Seminar in Religious Traditions..............................................3
Significant religious traditions offered with different focus and content, such as: Asian Religious Traditions, the Evangelical Tradition. May be repeated with a different focus. Prerequisite: Political Science 225.

**HIST 462** History of the Expansion of Christianity ..........................3
The background, original development and spread of the Christian religion; emphasis on the modern era, especially contemporary growth dynamics and church structure in Africa, Asia and Latin America.

**HIST 465** Integration Seminar ............................................................3
Issues in the contemporary world addressed from an interdisciplinary social science and Biblical perspective. Prerequisites: Senior standing.

**HIST 470** Studies in History .............................................................1-3
Topics in history including individual reading in historical literature. May be repeated with a different topic.

**HIST 480** Research Seminar...............................................................3
Special studies in history for majors utilizing the techniques of problem-solving, research and formal writing. Non-majors may undertake special study in specific geographical areas; Latin America, Europe, Asia, United States, Near East and Africa. Prerequisite: 327 or consent.

**HIST 488** Internship........................................................................1-6
Designed for "public history" experience such as historical preservation, archival research, work in museums, etc., as well as other work-related experience that fits into the student's planned career track. Proposal describing objectives, collateral reading and anticipated benefits to be approved by faculty advisor and Career Services during semester prior to registration. Units to be counted toward elective credit beyond the 30 units required for history and social science majors. May be taken more than once for a maximum of 6 units each.

**HIST 490** Honors Program .................................................................3
**HIST 491** Honors Program .................................................................3
A year-long independent research project for history majors culminating in an honors thesis. First semester: reading and research under supervision. Second semester: drafting and writing final paper.
**Geography**

**Faculty**

Chair: ............................................ Judith Mendelsohn Rood, Ph.D

**Courses (H GEO)**

**H GEO 301** Cultural Geography ........................................... 3

World cultural regions; study of cultural forces and their interaction with the physical environment to produce the varieties of cultural landscape: population distribution, general land-use, settlement pattern, transportation and communication; attention given to contemporary environmental concerns.

**H GEO 310** Studies in Geography ........................................... 3

Continental areas studies by regions emphasizing physical, cultural, economic and historical dimensions which give geographic personality to individual regions and nations, or thematic topics such as globalization, demography, human rights or other topics. One or more sections offered each year in areas such as Latin America, North American, Europe, Africa and Asia. May be repeated with different content (section title).

**Humanities**

**Faculty**

Chair: ............................................ Aaron Kleist, Ph.D.

Professors: ..................................... Peters, Smith, Wilshire

Associate Professors: .......... Buchanan, Ciocchi, Kleist, Pickett,

....................................................... Rood, TenElshof

Assistant Professor: .................... Davidson, TenElshof

**Mission & Learning Outcomes**

The Departments of English, History and Philosophy offer an interdepartmental major in humanities. It consists of a concentration of 18-20 units in one area and two support areas of six upper division units each. The area of concentration is basically an emphasis in the desired field but offers more flexibility through advisement of the Humanities Committee.

The objective of the humanities major is to provide the student with a broader perspective in selected liberal arts disciplines than is possible with a single subject matter. Courses taken to satisfy the general education requirement cannot be credited to the major.

**Degree Program**

A Bachelor of Arts Degree in Humanities is offered upon completion of the university baccalaureate and humanities major in one of the following concentrations.

**ENGLISH (36 UNITS)**

The Humanities English major consists of a total of 36 units, of which 24 must be upper division.

Twenty-one units in English are required, 12 of which must be upper division. The English requirement includes English 251, 252, 281 and 282. An additional 12 upper-division units must be chosen from the History and Philosophy courses listed below. Student may combine these concentrations in any of the following ways:

All 12 units in one concentration (History or Philosophy); 6 units in each concentration; 9 units in one and 3 units in the other.

**History**

Choose 3-12 units of any History Department electives.

- World Civilization I and II are prerequisite to taking upper-division courses in History.

**Philosophy**

Prerequisite 214 for general education. Choose 3-12 units from:

- Philosophy and Religion: 302, 413 and six additional upper division units in philosophy with approval of the Humanities Committee.
Intercultural Studies

A Division of the School of Intercultural Studies

Faculty

Dean:......................................................F. Douglas Pennoyer, Ph.D.
Chair:.....................................................Murray Decker, Ph.D.
Professor:..............................................Hayward
Associate Professors:.................Bartlotti, Campbell, Decker,
...............................................McMahan, Pennoyer, Russell, Steffen
Assistant Professor:.................Greene, Langenwalter, Pittle

Mission & Learning Outcomes

The objectives of the undergraduate department of Intercultural Studies are five-fold:

1. To build in students both knowledge and skill in areas of theology, history, linguistics, anthropology, sociology, and strategy for the effective transmission of the gospel across cultural boundaries.

2. To develop in students a personal responsibility to the mandate given by the Lord Jesus Christ to make disciples of every nation based on a proper understanding of text (Scripture) and context (culture and humanity) and to authentically and prophetically embody the gospel in diverse settings.

3. To equip Christian professionals to serve in a broad range of vocations.

4. To facilitate the growth of Christ-like character and assist students in their spiritual formation.

5. To increase student understanding of linguistic and cultural diversity, so that they will relate more meaningfully to people with a different linguistic and cultural background and be encouraged to analyze and develop Christian perspectives toward cross-cultural problems.

The careers open to Intercultural Studies majors are diverse, and include such areas as missions outreach, cross-cultural health services, development programs and agencies, social welfare, translation work, information research, bilingual and multicultural education, cross-cultural communications and public and foreign service.

The Intercultural Studies major is designed to allow students to pursue options that will best prepare them for their career objectives. The interdisciplinary concentration offers a unique opportunity to combine Intercultural Studies with other disciplines in the University to prepare the student for careers such as bicultural education, cross-cultural mass media communications, social
work, cross-cultural counseling, missions political liaison, urban program administration and international business.

*Missions* outreach has been the major thrust and the spiritual strength of our program. It is the desire of the faculty that each student in the program will find in their particular career choice the means to effective cross-cultural personal ministry and evangelism. Toward that end the school will provide an information center which will answer inquiries concerning missions and encourage students and faculty to pursue academic excellence and spiritual maturity so that they can carry out with competence the Lord's program of discipling all peoples.

**Degree Program**

A Bachelor of Arts degree in Intercultural Studies is offered upon completion of the university baccalaureate and major requirements.

**INTERCULTURAL STUDIES (36 UNITS)**

The intercultural studies major requires the completion of 36 units of which 24 must be upper division. The 18-unit core includes: 233, 310 or 313 (or ANTH 310), 322, 350, 457 or 458 and ANTH 200, with the remaining 18 units chosen to support the particular career interest of the student.

**INTERCULTURAL STUDIES CONCENTRATIONS**

Students are strongly encouraged to choose the majority of their electives in one or two areas of concentration. These concentrations create an emphasis in a particular career field. Focusing your Intercultural Studies degree on a specific area of study or interest allows future employers to recognize special skills in an area of expertise in your college experience.

The following are our concentration offerings.

**Anthropology: Theory & Application**

Courses include ANTH 200, 300, 310, 361, 400, 401, 402, 403.

**Applied Linguistics & Bible Translation**

Courses include INCS 310, 313, INAL 301, 403, 405, 437, 446, 452, 453, 454.

**Area Studies**

This concentration provides students with personal cross-cultural experience by studying abroad for one semester in one of the eight programs offered at Biola. Areas of study include Belize, China, Costa Rica, Egypt, Honduras, Japan, Russia, the South Pacific and Uganda.

**Church Planting**

Courses include 333, 334, 338, 451, 460.

**Cross-cultural Healthcare**

Courses include INCS 430 repeated with different content - Cross-cultural Health Care Delivery, Maintaining Your Health Overseas, Anthropology of Cross-cultural Heath Care and Management Strategies in Cross-cultural Health Care. Other courses include INCS 345, 347.

**Creation Care Study Program**

This concentration is completed by participating in the Global Stewardship Program in Belize or the South Pacific along with related coursework at Biola's campus focusing on the care for creation and sustainable development. Courses include ANTH 403 as well as courses taken in tropical ecosystems and sustainable development.

**International Development**

Courses include ANTH 403, HIST 400, INCS 345, 347, 433, 435, 455, 485.

**Islamic Studies**

Courses include INCS 324, 325, 431, 432, 447, 448.

**Principles & Practice: Theory of Missions**

Courses include INCS 331, 332, 333, 420, 446, 453, 468, 470.

**Religious Studies**

Courses include ANTH 330, INCS 425, 445, 453, 456, SOCI 402.

**TESOL (Teaching English to Speakers of Other Languages)**

Courses include INCS 310, INTE 309, 421, 427, 441, 460, 492. For the minor in TESOL please see the Applied Linguistics & TESOL section of the catalog.

**Urban Ministry**

Courses include INCS 331, 455, 457, 460, 467, SOCI 330, 346.

**INTERDISCIPLINARY (36 UNITS)**

A personalized interdisciplinary program may be designed by the student and the student’s advisor. The 18-unit core includes: 233, 310 or 313, 322, 350, 420 or 457 or 458 and ANTH 200. For the interdisciplinary program, six units of intercultural studies electives and 12 upper division units are to be chosen from outside of the major in a discipline that supports the student’s career objectives.

**ELEMENTARY TEACHING CREDENTIAL PROGRAM**

The intercultural studies/teaching emphasis majors must complete the interdisciplinary core along with INCS 331 and 332, the professional preparation program of 24 units and 8 units of competency courses: ARTS 306, ENGL 380, MUSC 310.

Certain specific general education courses are also required which include: Psychology 200, Physical Education 201, and Math 117/118.
In addition, teaching credential candidates must pass the Multiple Subject Assessment for teachers (MSAT) and the California Basic Educational Skills Test (CBEST) prior to entering the elementary curriculum course. This option combines the ICS major with the Professional Preparation Program and the required competency courses and meets the requirements for a Preliminary Multiple Subject Teaching Credential. The student must consult with the School of Intercultural Studies and the School of Education for specifics. This program is only available to U.S. citizens and/or permanent residents.

All students in the major are required to take BBST 458 Theology of Mission as a Bible elective. BBST 465 Integration Seminar, either Gospel & Culture or Church & Mission in Context, is required in the senior year.

Note: For the Intercultural Studies majors only, Anthropology 200 is prerequisite to all anthropology coursework.

Students who desire a concentration/certificate in TESOL (Teaching English to Speakers of Other Languages) are advised to check the Applied Linguistics & TESOL section of the catalog. They should also complete an application form and pick up a handbook from the ALT department.

Biola and the Summer Institute of Linguistics (SIL) at Biola provide a number of linguistic courses that can comprise a concentration for Intercultural Studies majors interested in language analysis/Bible translation. See The Applied Linguistics & TESOL sections of the catalog for these course descriptions.

CREDIT FOR PRIOR LEARNING EXPERIENCE

Students earning a Bachelor of Arts in Intercultural Studies at Biola University may be granted academic credit through the evaluation of college level technical and professional training equivalent to an internship experience. Credit is awarded by university faculty.

The application for Credit for Prior Learning Experience will include a portfolio-based assessment of advanced college-level technical and professional training that reflects theory, data collection and analysis, and application such that it advances student mastery of the principles and practices of SICS Internship and/or specified elective SICS courses. Course credit will be granted upon satisfactory evaluation of prior learning experience for INCS 350A or B or INCS 490 to a maximum of 6 units (courses are indicated with a CPLE notation). Credits do not count toward the term’s academic load; they are granted toward graduation requirements only. Fee: $50.

FIELD INTERNSHIP

Every Intercultural Studies major must participate in a cross-cultural/overseas learning experience. This may be fulfilled by taking an approved field internship, which provides opportunity to apply skills studied in the classroom in a foreign environment. Students are encouraged to fulfill this requirement in the summer following the junior year. Students may also fulfill this requirement by participating in an approved Biola semester-abroad program. Those choosing the latter will not get additional academic credit but are required to complete three more units of electives within the major. Whichever option a student chooses to fulfill this requirement must be pre-approved by the student’s academic advisor.

Minor

An Intercultural Studies Minor is offered with the completion of ANTH 200 and 15 additional INCS units, 12 of which must be upper division. The student is required to take BBST 458 for Bible elective. Students must consult with department adviser.

An Islamic Studies Minor is offered with the completion of 18 units in Intercultural Studies and 3 specified units in Bible. The minor will equip students with the knowledge, understanding and skills needed to serve as Christian professionals in a broad range of vocations in diverse Islamic contexts. Required courses are INCS 324, 325, 447; either 233 or 322; two of the following courses, INCS 431, 432, or 448; and BBST 458 for a Bible elective. Students are strongly encouraged to take ANTH 200 for general education credit.

Courses (INCS)

(For additional courses to be used in the major, see the Anthropology and Sociology sections of the catalog.)

INCS 233 Foundations for Global Studies ........................................3
Exploration of foundational issues related to international and intercultural ministry, including foundational models of global Christian witness, mission formation, contextualization, and an overview of various global realities (poverty; international development; Islam; globalization; and peace, security and conflict) from a Biblical perspective. Career tracks in intercultural and global service are explored.

INCS 310 General Linguistics .........................................................3
Introduction to the basic concepts in the scientific study of language, major areas of linguistic analysis, and several sub-areas of the field, including language in society. Material from English and a variety of other languages is used to provide a broad perspective.

INCS 313 Language & Culture Learning .......................................3
Techniques and activities to help a person be a successful independent learner of a spoken language and of the culture within which it is used. Practical experience in language and culture learning in a foreign-speaking community. Fee: $100.

INCS 332 Interpersonal & Intercultural Adjustment ......................3
Exploration of the cross-cultural transition process, focusing on healthy adjustment as a sojourner in a new culture. Atten-
InCs 324  Introduction to Islam & Islamic Theology ................................................................. 3
An introductory survey of the Islamic world and its faith, and major themes in Muslim theology and doctrine from the Qur’an to contemporary Muslim thinkers. Topics include faith, practice, the daily life and spiritual world of Muslims; the systematic character of Muslim thought; theological, historical, political, social and cultural barriers and bridges between Muslims and Christians. Critical issues like contextualization, power encounter, church multiplication, the role of women, and contemporary Islamic thought including the emergence of Islamic fundamentalism and militant Islam.

InCs 325  Popular Islam ........................................................................................................... 3
Survey of varieties of “folk” beliefs, practices and local expressions of the less orthodox, mystical and more syncretic/animistic components of Islam. This course equips students to understand the religious experience of everyday Islam (representing 80% of Muslims) from a biblical perspective in order to contextually communicate to the felt needs of ordinary Muslims. Prerequisite: INCS 324 or instructor’s permission.

InCs 331  Peoples of Ethnic America .................................................................................... 3
A study of non-caucasian ethnic groups in America in light of their historical and socio-cultural background. Practical field experience in an ethnic community.

InCs 332  Peoples of the World ............................................................................................... 3
A study of specific cultural areas with an emphasis on customs, social structures, religion, arts, and history. May be repeated with different course content. Areas of specialty may include:

- History, People & Cultures of Latin America
- History, People & Cultures of Sub-Saharan Africa
- Peoples & Cultures of China
- Peoples & Cultures of India
- Women in Islamic Cultures
- Peoples of the Islamic World
- Native Peoples of America

InCs 333  Discipleship Multiplication .................................................................................. 3
Exploration of the foundational issues related to global ministry, emphasizing church planting strategies for entering and leaving an area. A holistic approach to ministry designed to empower nationals for ministry and using teamwork with the investigation of spiritual gifts, skills and life experience.

InCs 334  Church Planting Models & Strategies ................................................................. 3
A survey and analysis of the strengths and weaknesses of various church planting strategies. Emphasizing key factors which the church planter can implement in a given cross-cultural context with strategy for turning over the leadership to the local church. Prerequisites: 333 or consent of professor.

InCs 338  Urban Church Planting Models: L.A. Excursion .................................................. 3
Participants go beyond the classroom to actual urban church plants in the greater L.A. area, and they visit and dialogue with those involved in planting churches cross-culturally. These case studies provide practical ways pastors, lay people, para-church people, and missionaries prepare themselves and their congregations for intentional church planting in ethnically diverse communities. Fee: $50.

InCs 342  Contemporary International Christianity ............................................................ 3
An introduction to the contemporary worldwide Christian movement, focusing on social political issues, international relations and religious movements as they relate to missiological issues.

InCs 345  Introduction to International Development ....................................................... 3
Key theories, models and macro concerns in development, and historic overview of the practice of relief and development. Exploration of topics such as poverty, gender, human rights, debt, nationalism and economic development, globalization, and transformational/holistic development. Provides a broad survey of development concepts, trends, and challenges. Prerequisite to INCS 347, 433, 435. Offered in the fall.

InCs 347  Micro Issues in Relief & Development ............................................................... 3
This course deals with micro issues in relief and development such as sustainable agriculture, HIV/AIDS and other health issues, literacy, the environment, food security, micro-enterprise development, gender, migration issues, internally displaced persons (IDPs), refugee response and the role of NGO’s and faith-based organizations/agencies in working with complex humanitarian emergencies. Prerequisite: INCS 345.

InCs 350A Field Internship ................................................................................................ 1
Also available for CPLE.

InCs 350B Field Internship ................................................................................................ 2
Field internship provides an opportunity to develop cross-cultural confidence and competence in a field environment while exploring specific geographical, cultural and career areas of interest. Preparation for field internship, 350A is taken in spring semester; and 350B, actual field experience and portfolio, are completed in fall semester. This course may not be taken in conjunction with a semester abroad study program. Prerequisites: 233, 322, Anthropology 200, and one other INCS course. Required for all emphases. Also available for CPLE.

InCs 360  Short-Term Mission Leadership ......................................................................... 3
Preparation to effectively lead a short-term mission team (STM), including team training and preparation, models of
STM service, spiritual and cultural issues, analysis of the STM paradigm, and assessment of STM effectiveness.

INCS 420 Intercultural Communication ........................................... 3
Principles and processes of communicating from one culture to another. Focus on different perceptions, ways of thinking, values, non-verbal expression, language expression and subgroups within a culture as they relate to the media and the message. (See also Communication 472.)

INCS 421 Multicultural Communication ........................................... 3
Study and analysis of issues of cross-cultural communication between ethnic groups primarily residing within the United States. (See also Communication 473.)

INCS 425 Spiritual Conflicts in Cross-cultural Context .......................... 3
The study of historical and contemporary worldview beliefs in the existence and activity of spiritual beings or forces. The course establishes for the cross-cultural worker biblical, theoretical, and practical guidelines in dealing with spirit beliefs and conflicts.

INCS 430 Seminar: Topics in Intercultural Health Care .......................... 3
May be repeated with different content.

Cross-cultural Health Care Delivery. Theories and skills related to health teaching, physical assessment, preparation and utilization of indigenous health care.

Maintaining Your Health Overseas. Preparation for living overseas: healthy lifestyle, prevention of disease, mental and spiritual burnout, initial treatment where there is no doctor.

Anthropology of Cross-cultural Health Care. The anthropological study of problems of illness and health with emphasis on the cultural context of health care programs.

Management Strategies in Cross-cultural Health Care. Preparation for serving organizations involved in planning and implementing health care systems at the district and village level.

INCS 431 History of the Middle East & Islam I .................................... 3
Political, social and cultural history of the Middle East with an emphasis on Islamic civilization to 1453. Special emphasis on relationships of Muslims and non-Muslim peoples under Islamic rule. (This cross-listed course is taught by the History Department, HIST 441.)

INCS 432 History of the Middle East & Islam II .................................... 3
Political, social and cultural history of the Middle East with an emphasis on Islamic civilization from 1353. Special emphasis on the development of the Middle Eastern state system following the First World War. Special emphasis on the Arab-Israeli conflict. (This cross-listed course is taught by the History Department, HIST 442.)

INCS 433 Community Development Models & Strategies ..................... 3
Exposure to various models for engagement in development projects and practice, assessment of participatory learning and action approaches, examination of the role of expatriates in community development, analysis of the complexities of community participation, exploration of the role of transformational development practitioners in sustainable economic development and community organizing. Prerequisite: INCS 345.

INCS 435 Project Design & Assessment ............................................. 3
Examination of the planning, design, implementation, and evaluation/assessment of a development project. Special emphasis on project funding and support, project supervision, project partnership issues, governmental and non-governmental relationships, and participatory evaluation methods. Students will gain practical/hands-on experience through evaluating a local development project. Prerequisite: INCS 345.

INCS 445 New Religious Movements ................................................. 3
Examines the role of religion and belief systems as they affect the appearance and direction of a variety of revitalization movements found in Africa, North America, Brazil, Asia and the Pacific.

INCS 446 History of the Expansion of Christianity .............................. 3
The background, origin, development and spread of the Christian faith from the apostolic period until today.

INCS 447 Approaches to the Islamic world ........................................ 3
Exploration of historical and contemporary approaches to Muslim peoples, including an analysis of effective interactions and Muslim perceptions, and individual and organizational approaches like evangelism, apologetics, interfaith dialog, education, development and compassion ministries, reconciliation, peace-building and the planting of transformational communities. This course will equip students with an understanding of the basic competencies needed to live and serve effectively among Muslim peoples in the name and spirit of Jesus. Prerequisite: INCS 324 or instructor’s permission.

INCS 448 Topics in Islamic Studies ................................................... 1-3
Studies in selected issues pertaining to Islam, such as comparative religious traditions, conflict and change in the Islamic world, Islam in America, reformed Islam, or an in-depth study of a particular aspect of Islamic thought, practice or history. May be repeated with different course content. Prerequisite: INCS 324 or instructor’s permission.
InCs 450  Theology of Mission .......................................................... 3
A study of the centrality of God's redemptive acts in behalf of mankind from both the Old and New Testaments, with emphasis on their application to the mission of the Church in modern times. (See Biblical Studies 458.)

InCs 451  Principles of Church Growth ........................................... 3
A basic understanding of church growth concepts as related both to the local congregations and to the task of worldwide evangelization.

InCs 453  Christianity & Culture .................................................... 3
Anthropological approach to Christian theologizing; inter-relationships between supracultural Christianity and human cultures.

InCs 455  Poverty & the City ............................................................ 3
Examines contemporary concerns of inhabitants in the city for justice, employment, housing and education. Special emphasis is given to developing strategies to empower residents of the city.

InCs 456  World Religions ............................................................... 3
The distinctive features of the historical ethnic religions, with special emphasis on their comparison and encounter with Christianity and their bearings upon missionary strategies.

InCs 457  Urban Research ............................................................... 3
The use of social science research techniques to learn about the people, needs and opportunities for living, working, and serving in the city.

InCs 458  Village & Tribal Cultures ................................................ 3
Analysis of the cultural institutions and values in tribal, peasant and newly emerging economies, with special consideration as to their openness or resistance to change.

InCs 459  Urban Social Change ....................................................... 3
Explores the literature and contemporary case studies of urban social changes and urban change agents. Attention is given to the analysis of social transformation through the creation of committed communities including urban churches.

InCs 460  Urban Practicum ............................................................... 3
A program of cross-cultural internships in the urban metropolitan area of Los Angeles. By permission of instructor only.

InCs 463  Mission in Political Context ............................................. 3
Consideration of modern political ideologies and movements as they affect the church and its mission in selected national contexts.

InCs 465  Integration Seminar ....................................................... 3
Gospel & Culture: Issues in the contemporary world, such as social justice and contextual theologies, addressed from a cross-cultural and biblical perspective. The presentation of a major paper is used to demonstrate integrative skills.

InCs 467  Exegeting the City ........................................................... 3
An introductory study of the city as the center of religion, economics, politics and social life for all major cultures. Focuses on forming a professional response for ministry in the city.

InCs 468  Women in Missions .......................................................... 3
The dynamics of understanding the role of missionary women; historical, physical, social, psychological, and spiritual. Focus on the issues and opportunities in contemporary world.

InCs 470  Seminar / Intercultural Studies:
Selected Topics & Issues in Missions ........................................... 1-3
Short Term Missions Preparation: Orientation for short term missions program. May be repeated with different course content.

InCs 471  Introduction to Bible Translation .................................... 3
An introduction to the principles and problems of cross-language and cross-cultural communication with the special emphasis on translating the Bible into indigenous languages.

InCs 473  Practicum Seminar ......................................................... 1-3
Structured experience with a specific class related topic. May be repeated with different topics. Topic selection and course enrollment by advisor's approval.

InCs 474  Practicum Seminar ......................................................... 1-3
Structured experience with a specific class related topic. May be repeated with different topics. Topic selection and course enrollment by advisor's approval.

InCs 475  Multicultural Education ................................................ 3
Focuses on the need to understand the techniques of teaching the multicultural populations which our urban schools serve.

InCs 480  Directed Research .......................................................... 1-3
Directed reading, individual work, in-depth investigation of a topic under the guidance of the faculty using standard research procedures. Topic selection and course enrollment by advisor's approval.

InCs 485  Topics in Intercultural Studies ........................................ 1-3
Studies in selected issues that arise from or require an international perspective such as contextualization, minority rights, ethno-art, economics and development. May be repeated with different course content.

InCs 490  Practical Mission Training .............................................. 1-6
Topics in missionary preparation. Also available for CPLE.
Kinesiology, Health & Physical Education

Faculty
Chair: .................................................. Marc Apkarian, Ph.D.
Professor: .................................................. Holmquist
Associate Professors: .............................. Henry, Orr
Assistant Professor: ................................. Apkarian

Mission
The mission of the Department of Kinesiology, Health & Physical Education is to facilitate Biblically-based learning about human movement and performance so that students are prepared to be competent and caring Christian professionals who work in the fields of teaching, exercise science and allied health care, or who pursue advanced studies in related graduate programs.

Learning Outcomes
The Department of Kinesiology, Health & Physical Education purposes to:

- Provide quality coursework and research that integrates theory and application with Biblical principles and practice
- Prepare majoring students for careers in physical education, kinesiology, allied health care or graduate school
- Permit minor study options for students with related interests in coaching, physical education and health and fitness
- Present all undergraduate students with a diverse range of activity classes that encourage healthy lifestyles
- Promote the value and understanding of physical activity and human performance for lifelong health and wellness to the entire Biola community

Each student is required to complete four activities of physical education to be eligible for graduation. Selection from the following classes: 101, 110, 130, 140, 150. Students may select one unit of a recreation skill to meet the general education requirement. Note: First Aid and CPR do not count as P.E. activity credit.

A student may enroll for one activity and repeat once at a higher level, if offered (intermediate or advanced) for general education purposes. Example: A student who has taken beginning volleyball once may take it at the intermediate / advanced level once. In addition, two different activities are required to fulfill the four activity general education requirement. Credit for varsity sports may be substituted for two regularly scheduled physical education classes. In addition to the four semesters of physical education activities required for general education, the student may complete four more semesters for credit (a maximum of eight) for graduation. Students 21 and older at the time of entrance to Biola are exempt from the physical education requirement.

Students studying for the multiple subject teaching credential but not selecting physical education as a minor area of emphasis, should select PE 201 And two other physical education activity classes to fulfill the general education requirement.

Degree Program
A Bachelor of Science degree in Physical Education or a Bachelor of Science degree in Kinesiology is offered upon completion of the university baccalaureate and major requirements. All major requirements and any biology, chemistry, physical science or math general education requirements must be completed with a "C-" or better grade.

Major

PHYSICAL EDUCATION
SECONDARY TEACHING CREDENTIAL (52 UNITS)
The Bachelor of Science degree in Physical Education is designed for students who wish to teach physical education in schools, and requires 52 units, 37 of which must be upper division. Requirements include the following: 101, 180, 201, 205, 301, 302, 303, 307, 331, 332, 335, 400, 401, 405, 408, 412, 420, and seven units of activity courses in addition to the four semester general education requirement. Required general education courses include Biology 252, 281, Math 210 and Psychology 200. Chemistry 112 is required as a supporting course. For the teaching credential program, LEDU 301, 330, 341, 425 and 435 are required.

Those students interested in a teaching credential should be advised that all single subject teaching credential programs are subject to revision. Consult the School of Education for details on current programs.

EXERCISE SCIENCE & HEALTH PROMOTION (54 UNITS)
The Bachelor of Science degree in Kinesiology with an emphasis in Exercise Science & Health Promotion is ideal for students who wish to work in health and fitness, wellness promotion or strength and conditioning, and serves as preparation for graduate study in exercise physiology, athletic training, and other kinesiology-related disciplines. This emphasis requires 54 units, 37 of which must be upper division. Requirements include 205, 301, 302, 303, 307, 335, 401, 408, 420, 440, 480 for three units, BIOS 252 and 281. The remaining 16 units of electives, of which nine units must be upper division, are chosen from: BIOS 111, 111L, 112, 112L, 282, 310, 311, 312, 322, 332, 382, 431 and 442; CHEM 106, 106L, 301, 302, 311, 312, 411, 412, 422A, 422B; PEED 402, 460, 470, 480; PHSC 112, 112L; or PSYC 210, 305, 306, 309, 315, 320, 325, 412, 420. Also, PEED 101 must be taken as a part of the four semester general education requirement in physical education. Required general education
courses include Chemistry 105 or 112, Math 210, PEED 101, Physical Science 111, 111L and Psychology 200.

**PRE-PHYSICAL THERAPY (55 UNITS)**
The Bachelor of Science degree in Kinesiology with a pre-Physical Therapy emphasis is for students who plan to pursue a graduate degree (master’s or doctoral) in physical therapy, occupational therapy or other programs in allied / sports health care. Our program is designed to meet the prerequisite needs of most nationwide graduate programs. Obtaining a degree with this emphasis requires 55 units, 34 of which must be upper division.

Requirements include 301, 302, 303, 335, 401, 408, 420, 440, 480 for three units, BIOS 252, 281 and 311 or PSYC 412; CHEM 106, PHSC 112, 112L. The remaining 12 units of electives, of which six must be upper division, are chosen from: BIOS 111, 111L, 112, 112L, 282, 310, 312, 322, 332, 382, 431 and 442; CHEM 301, 302, 311, 312, 411, 412, 422A, 422B; PEED 307, 402, 460, 470, 480; or PSYC 210, 305, 306, 309, 315, 320, 325, 420. Required general education courses include: CHEM 105, MATH 210, PEED 101, PHSC 111, 111L and PSYC 200.

**Minor**
A minor in Kinesiology, Health & Physical Education is offered for those with an interest in personal training, group fitness instruction, coaching, recreational leadership or physical education. Twenty units beyond the general education requirement must be completed; at least 12 of these units must be upper division. All courses for the minor must be 200-level or higher, with the exception of PEED 180. Required courses include Biology 252 and PEED 301, and the remaining units must be chosen in consultation with a department advisor in order to create a focus area.

**Courses (PEED)**

**PEED 101** Health & Wellness.................................1
The course provides students from diverse backgrounds with opportunities to consider their own health and wellness. Through a range of different learning experiences, the class considers issues from contemporary society that confront their health, well-being and quality of life. Out of class exercise required.

**PEED 110** Physical Education Skills & Techniques ...............1
Fundamental techniques of individual skills, basic strategy and rules. Aerobics, archery, badminton, basketball, bowling, conditioning / jogging, lacrosse, flag football, first aid**, interpretive dance*, rhythms & dance***, golf, disc golf, snowboarding/skiing, soccer, softball, tennis, tumbling & gymnastics, karate, total self defense, tae kwon do, Rape Aggression Defense Systems (RADS), volleyball, wrestling and weight training. Other activities may be offered upon sufficient demand.

Recreation classes offered are backpacking, outdoor survival, mountain biking, road cycling and rock climbing.

* Only one recreation and dance class may be counted as a PE. activity credit.

** First Aid and CPR do not count as PE. activity credit.

*** Rhythms and dance, PE. majors only.

Lab fees: $15 (exceptions: gymnastics and Rape Aggression Defense Systems (RADS), $35; disc golf, $40; bowling and golf, $45; backpacking, outdoor survival, mountain biking, road cycling and rock climbing, $75; snowboarding/skiing $575).

**PEED 117** Junior Varsity & Freshman Athletics .........................1
For intercollegiate athletic teams at junior varsity and freshman level. Enrollment during registration period necessary. Lab fee: $15.

**PEED 118** Varsity Athletics ..................................................1
Reserved for intercollegiate athletic teams. Enrollment during the registration period necessary. Lab fee: $15.

**PEED 130** Intermediate Physical Education Skills & Techniques 1
Intermediate skills, individual and team strategy and rules in selected activity classes. Lab fee: $15 (exceptions: bowling, golf $45).

**PEED 140** Physical Education Skills & Techniques: Aquatics.......1
Fundamental and advanced techniques of individual skills. Swimming, lifeguard training, water safety instruction (WSI), water polo. Prerequisite for Lifeguard Training: First Aid and CPR. Note: First Aid and CPR do not count as PE. activity credit. Prerequisite for WSI: Valid EWS or Lifeguard Training Certificate or equivalent. Lab fee: $15.

**PEED 150** Advanced Physical Education Skills & Techniques......1
Advanced skills, individual and team strategy and rules in selected activity classes. Lab fee: $15 (exceptions: bowling, golf, $45, disc golf, $40).

**PEED 180** Recreation Leadership & Programming..................2
Basic qualifications of the successful leader of recreational groups; aims of a successful program; techniques of organizing and supervising the program. Recommended for youth club leaders and directors, and playground and camp assistants.

**PEED 201** Elementary Physical Education Methods & Activities2
Understanding, planning programs and implementing a range of fundamental movement and fitness activities designed for the elementary child: preparation for the upper division methods course. (Education and PE. majors only)
PEED 205  History & Philosophy of Physical Education ..........................3
A historical review of physical education and sports; objectives of physical education; development of a basic philosophy and background for professional education. Offered fall semester.

PEED 301  Kinesiology ..................................................................3
Human movement with emphasis on the structure and function of the skeletal, muscular and nervous systems, with simple mechanical principles involved in movement skills.
Prerequisite: Biology 252.

PEED 302  Exercise Physiology .....................................................3
Basic physiological concepts of muscular exercise with emphasis on the acute responses and chronic adaptations of the neuromuscular, circulatory and respiratory systems.
Prerequisite: Biology 252, 281.

PEED 303  Exercise Physiology Laboratory ......................................1
Laboratory and field applications of testing in exercise physiology. Theory and skills in fitness assessment will be covered, along with analyses of test results. Prerequisite or Co-requisite: PEED 302.

PEED 307  Measurement & Evaluation in Kinesiology ......................3
Lecture, laboratory and field experience in the development, evaluation and application of tests in kinesiology and physical education; use and interpretation of elementary statistics.
Prerequisite: MATH 210 or equivalent.

PEED 330  Psychology of Coaching ................................................2
Analysis of factors in coaching in areas of motivation, attitude formation and behavior, leadership and techniques of coaching.

PEED 331  Analysis of Teaching Individual & Dual Sports ..............3
This course introduces the student to essential concepts for teaching individual and dual activities such as gymnastics, tennis, track and field and wrestling. Teaching methods, fundamentals and officiating and mechanical and physiological principles for each activity are presented. Prerequisite: Sections of PEED 110, 130 or 150 with content related to each activity covered, or consent of instructor.

PEED 332  Analysis of Teaching Team Sports ..................................3
This course introduces the student to essential concepts for teaching team sports such as softball, basketball, volleyball and soccer. Teaching methods, fundamentals of officiating, and mechanical and physiological principles for each activity are presented. Prerequisite: Sections of PEED 110, 130 or 150 with content related to each activity covered, or consent of instructor.

PEED 335  Health Education .........................................................3
Physical fitness and disease; nutrition and obesity; mental health and stress management; substance abuse (drugs, tobacco and alcohol); human sexuality. Three hours lecture.
Supports the teacher certification requirement in health for physical education majors. The course is designed for majors in kinesiology and physical education. Not for the general education requirement in the sciences.

PEED 400  Administration of Physical Education & Sports Programs ........................................3
Implementing the activity program through proper organization, leadership and management; purchase and care of equipment; public relations at all levels; legal and insurance issues; auxiliary activity programs offered by organizations outside the school; the place of the intramural and interschol program; development of principles which serve as a basis of the profession. Offered spring semester.

PEED 401  Care & Prevention of Athletic Injuries .........................3
Introduction to understanding athletic injury, including principles, theories and practice in the disciplines of injury prevention, assessment and treatment.
Prerequisite: BIOS 252. Fee: $50.

PEED 402  Advanced Athletic Training .........................................3
Advanced theory and application of techniques in injury evaluation, therapeutic modalities and rehabilitative exercises currently used in the fields of athletic training and physical therapy.
Offered alternate years. Prerequisite: BIOS 252, PEED 401. Fee: $50.

PEED 405  Adapted Physical Education ........................................3
Analysis of the principles underlying the teaching of physical education for the handicapped; survey of specific disabilities and the implication of each for physical education.
Prerequisite: PEED 201.

PEED 408  Motor Learning ..............................................................3
Overview of significant factors that influence and determine the learning and control of motor skills. Motor learning issues are examined from a behavioral perspective, and applications are made to teaching, coaching and rehabilitation settings.

PEED 412  Physical Education Methodology ................................3
Systematic analysis and refinement of teaching skills within the discipline of physical education. Planning whole school curricula; meeting needs of middle school and high school PE programs. Prerequisites: 201, 205. Offered spring semester.

PEED 420  Sociology & Psychology in Physical Education & Sport ....3
This is an introduction to sociological and psychological aspects of physical education and sport. Within these contexts,
sociology considers issues of access, culture, gender and power in the community and society. Psychology considers issues of behavior, stress, goal-setting and motivation and more in competitive contexts.

**Peed 440** Nutrition for Health & Sport .................................................. 3
Theoretical and practical aspects of human nutrition for health and sport. Scientific treatment of applied nutritional principles for health enhancement and successful sport performance. Prerequisites: BIOS281 or equivalent and CHEM105 or 112 or equivalent.

**Peed 460** Topics in Kinesiology .......................................................... 1-3
Study of topics related to kinesiology in areas such as exercise science and allied health care. May be taken more than once with a different topic.

**Peed 470** Seminars in Kinesiology ....................................................... 1-3
Seminar related to specific topics in kinesiology in areas such as exercise science and allied health care. May be taken more than once with a different topic.

**Peed 480** Directed Study ...................................................................... 1-3
Independent work, research, readings and/or professional experiences in the field. Senior standing with consultation or consent of instructor. Maximum of six units. Kinesiology majors only.

---

**Applied Linguistics & TESOL**

*A Division of the School of Intercultural Studies*

**Faculty**

Dean:.............................................................. F. Douglas Pennoyer, Ph.D.
Chair:............................................................... Kitty B. Purgason, Ph.D
Associate Professors: ......................... Lessard-Clouston, O’Herin,
............................................................. Liang, Purgason
Assistant Professor:................................. Barber

**Applied Linguistics**

**MISSION & LEARNING OUTCOMES**

Applied linguistics courses help students to more effectively learn languages. They also address other language-related human problems in the United States and abroad, such as language teaching, literacy, social aspects of language use, and translation. Students majoring in intercultural studies, education, English, modern languages, and biblical languages may especially benefit from the specialized training, but the courses and minor are open to all.

**APPLIED LINGUISTICS MINOR**

An Applied Linguistics minor requires 18 units of course work with a grade of “C” or higher as prescribed below:

**Applied Linguistics Minor**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>INAL 300</td>
<td>Introduction to Language &amp; Linguistics (or INCS 310 or ENGL351)</td>
<td>3</td>
</tr>
<tr>
<td>INAL 301</td>
<td>General Articulatory Phonetics</td>
<td>3</td>
</tr>
<tr>
<td>INAL 403</td>
<td>Introduction to Phonology</td>
<td>3</td>
</tr>
<tr>
<td>INAL 405</td>
<td>Introduction to Syntax</td>
<td>3</td>
</tr>
<tr>
<td>Electives*</td>
<td>Electives are chosen from INAL 437 Introduction to Literacy, INAL 446 Introduction to Sociolinguistics, INAL 452 Field Methods in Linguistics, INAL 453 Introduction to Bible Translation, or other INTE or INAL courses.</td>
<td>6</td>
</tr>
</tbody>
</table>

* Electives are chosen from INAL 437 Introduction to Literacy, INAL 446 Introduction to Sociolinguistics, INAL 452 Field Methods in Linguistics, INAL 453 Introduction to Bible Translation, or other INTE or INAL courses.

**Summer Institute of Linguistics at Biola**

The Summer Institute of Linguistics (SIL) at Biola is associated with the Department of Applied Linguistics & TESOL. This collaboration means that experienced instructors who have served with Wycliffe Bible Translators cooperate in teaching a range of courses including language analysis, language use, and Bible translation. These courses are equivalent to those offered at other SIL schools, and are recognized as valid for membership in Wycliffe and other mission organizations.
**TESOL**

**MISSION & LEARNING OUTCOMES**
English has become the most widely used language in the world today and there is great demand for trained professionals to teach with integrity. Opportunities for service include working in North America with immigrants, refugees, and international students, as well as working around the world. Students preparing for short-term missions as well as those seeking careers in adult education may take one or more TESOL courses. The courses are especially appropriate for students majoring in intercultural studies, education, English, and modern languages, but are open to all.

**TESOL MINOR**
Students who complete 19 units of course work with a grade of “C” or higher as prescribed below are eligible for a TESOL concentration within the Intercultural Studies major or a minor in addition to another major. Sixteen of these units must be completed at Biola University.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>INAL 300</td>
<td>Introduction to Language &amp; Linguistics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(or INCS 310 or ENGL 351)</td>
<td></td>
</tr>
<tr>
<td>INTE 421</td>
<td>Introduction to TESOL: Adult</td>
<td>3</td>
</tr>
<tr>
<td>INTE 309</td>
<td>English Pronunciation &amp; Grammar for TESOL</td>
<td>3</td>
</tr>
<tr>
<td>INTE 441</td>
<td>Intercultural Communication for Teachers</td>
<td>3</td>
</tr>
<tr>
<td>INTE 427</td>
<td>Materials Evaluation &amp; Preparation</td>
<td>3</td>
</tr>
<tr>
<td>INTE 460</td>
<td>Communicating Values Through TESOL</td>
<td>1</td>
</tr>
<tr>
<td>INTE 492</td>
<td>Practicum in TESOL</td>
<td>3</td>
</tr>
</tbody>
</table>

Students desiring the minor/certificate must complete a departmental application, usually after completing INTE 421. A TOEFL score of 600 paper / 250 computer / 100 internet or the equivalent, plus demonstrated oral and written proficiency, is required for non-native speakers of English.

**CERTIFICATE IN TESOL**
To recognize the significance of the training received, a certificate is granted to those who complete 19 units of prescribed TESOL coursework. Sixteen of these units must be completed at Biola University. While the Biola undergraduate certificate in TESOL does not have the same coverage as the graduate certificate, it should be noted that it requires much more than the typical entry level certificate and, as such, qualifies its holders for work in many institutions in the United States and abroad.

**Courses**

**TESOL (INTE)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTE 309</td>
<td>English Pronunciation &amp; Grammar for TESOL</td>
<td>3</td>
</tr>
<tr>
<td>INTE 310</td>
<td>Essentials of TESOL</td>
<td>5</td>
</tr>
</tbody>
</table>

*Study of major features of standard American English pronunciation and structure, with applications for ESL/EFL teachers. Prerequisite: junior or senior level standing.*

*Exploration of ways in which TESOL may be used to promote cross-cultural understanding through the communication of different worldviews and values. Includes ethical considerations. Prerequisite: 421 or English 353.*

*Historical and social survey of the development of the English language from a small tribal language to the widespread use of the English language. Includes methods and techniques, English pronunciation and grammar, teaching materials, culture, communicating values and practice teaching. Does not count toward the TESOL minor program.*

**INTE 410 Principles of Second Language Acquisition**
This course provides a comprehensive introduction to second language acquisition. How people learn second languages will be approached from several perspectives including the research evidence, the learner’s program, and the learning environment. This is an integrative theory course. Prerequisites: 300 and 421, or the equivalent.

**INTE 421 Introduction to TESOL: Adult**
Basic concepts, methods and techniques of teaching English (ESL or EFL) to speakers of other languages. Introduces principles of second language learning along with techniques for teaching both separate and integrated skills to adult or post-secondary students. (Cross-listed with English 353.)

**INTE 422 Introduction to TESOL: K-12**
Examination of rationale, methods and materials for teaching English in elementary and secondary multilingual classrooms. Assessment, the role of the primary language, and techniques for teaching oral and written language are also covered. Effective only.

**INTE 427 Materials Evaluation & Preparation**
Principles of ESL/EFL materials design to enable teachers to (a) evaluate and adapt published materials and (b) prepare their own materials. Prerequisite: 421 or English 353.

**INTE 430 TESOL & Literature**
Consideration of theory and method for teaching literature to non-native speakers, together with development of (1) a corpus of literary selections suitable for the ESL / EFL context, and (2) specific lesson plans. Prerequisite: 421 or English 353.

**INTE 441 Intercultural Communication for Teachers**
Study of cultural contexts of English as an international language, culture in the language class and intercultural communication with the goal of increasing intercultural understanding and teaching effectiveness.

**INTE 460 Communicating Values Through TESOL**
A practical course giving the skills and knowledge needed to gain foundational competence in teaching the English language. Includes methods and techniques, English pronunciation and grammar, teaching materials, culture, communicating values and practice teaching. Does not count toward the TESOL minor program.
international language it is today. Possible future trends also discussed.

**INTE 485** Topics in TESOL .........................................................1-3
Topics are listed in the class schedule each semester. Courses may be repeated for credit with a different topic. Prerequisite: 421 and consent of instructor.

**INTE 486** Topics in TESOL .........................................................1-3
Introduction to the basic concepts in the scientific study of language, major areas of linguistic analysis, and several sub-areas of the field, including language in society. Material from English and a variety of other languages is used to provide a broad perspective. (Cross-listed with English 351 and INCS 310)

**INAL 300** Introduction to Language & Linguistics .........................3
Introduction to the systematic arrangements and rules by which languages organize and alter their speech sounds. Prerequisite: 301 or 302.

**INAL 301** General Articulatory Phonetics ........................................3
The study of the articulation, classification, discrimination, production, and transcription of speech sounds. The focus is on a wide range of sounds found in the world’s languages.

**INAL 302** Phonetics & Phonology of English ....................................3
The study of the auditory discrimination, physical description, and systematic transcription of speech sounds, both standard and disordered, used in English and how these sounds are structured, organized and used. Some sounds from other languages are also included for comparison.

**INAL 313** Language & Culture Learning ...........................................3
Techniques and activities to help a person be a more successful independent learner of a spoken language and the culture within which it is used. Practical experience in language and culture learning in a foreign-speaking community. Fee: $125. (See Intercultural Studies 313.)

**INAL 403** Introduction to Phonology ...............................................3
Introduction to the systematic arrangements and rules by which languages organize and alter their speech sounds. Prerequisite: 301 or 302.

**INAL 405** Introduction to Syntax .....................................................3
Introduction to the patterns, regularities, and rule-governed alternations in grammar whereby words are organized into phrases, clauses, and sentences. Prerequisite: 300.

**INAL 437** Introduction to Literacy .....................................................3
An overview of literacy in neoliterate societies, including motivation, local authorship, orthography design, reading methodology, strategies for literacy programs and the relationship of literacy to social context.

**INAL 446** Introduction to Sociolinguistics .........................................3
Overview of the relationship between language and society. Topics covered include language and culture, language and social change, ethnicity, language contact, language policy, ethnography of communication, and social aspects of conversation. Prerequisites: 300 or equivalent.

**INAL 452** Field Methods in Linguistics ..............................................3
Extensive working with speakers of non-Indo-European languages, with special emphasis on collecting and analyzing language data leading to descriptions of phonology and syntax. Prerequisites: INAL 300, 301, 403, 405. Fee: $100.

**INAL 453** Introduction to Bible Translation .......................................3
An introduction to the principles and problems of cross-language and cross-cultural communication with special emphasis on translating the Bible into indigenous languages.

**INAL 454** Field Methods in Second Language & Culture Learning ................3
Overview of language and culture learning theories and skills. Topics covered include working with a cross-cultural partner, language learning styles, cultural bias, language and culture data management skills and comparison of cultural bias with biblical principles.

**INAL 480** Directed Research ..........................................................1-3
Independent study in various areas. Each student assigned to a faculty member for guidance and evaluation. Prerequisites: junior and senior standing and consent of instructor.

**INAL 481** Topics in Applied Linguistics .............................................1-3
Topics are listed in the class schedule each semester. Courses may be repeated for credit with a different topic. Prerequisite: 300 and consent of instructor.
Mass Communication

Faculty

Interim Chair: ........................................ Lisa Swain, M.A.
Professors: ........................................ Gonzales, Longinow
Associate Professors: ......Fisher, Medberry, Schmidt, Swain
Assistant Professors: ............... Tamplin, Welter, Yamada

Mission & Learning Outcomes
The Mass Communication Department equips students to serve as observers, interpreters, creators and patrons of mass media. We offer students a thorough grounding in the theory, research and practices of mass communication. We begin with an understanding of the ancient arts and aesthetics inherent in storytelling. Students will learn the history of their discipline, developing the research skills and critical thinking necessary to recognize their position in relationship to critical junctures in mass communication. Finally, students will polish and practice a particular craft. Our graduates will see their career and calling as comparable to the art of poets, painters, sculptors, historians, and politicians. They will be empowered to celebrate the innate, precious, God-given gift of life, the person and work of Jesus Christ, and the ongoing, surprising activity of the Holy Spirit. They will work out those enduring truths in the rapidly evolving, technologically driven, highly-competitive world of mass communication.

Degree Programs
Upon completion of the university baccalaureate and major requirements, the Mass Communication Department offers the Bachelor of Arts degree in two majors:

- Journalism
- Film / TV / Radio

Majors

JOURNALISM
Biola University’s Journalism program prepares students to do fact-gathering, writing, editing, and the capturing of visual images in ways that are compelling to audiences —— work that is culturally credible and professionally competent. Biola Journalism students learn to bring synergy to the work. Their writing and photos, page designs, video packages and audio work are convergent in ways that enhance meaning across many audiences, including those who follow the Internet.

Students are prepared for leadership in careers ranging from news journalism (print, broadcast and on the Web), magazine journalism, corporate and non-profit public relations, to the many markets that make use of visual journalism and video news packages. Campus media practicum courses give students a portfolio of work that can include reporting, writing, photojournalism and design for newspaper and magazine formats, deadline reporting, editing, anchoring and production for television. Internships are required and students are urged to pursue work as interns in the top media markets of the United States (e.g. New York, Washington, D.C., Los Angeles) and in overseas contexts.

Students choose electives within and outside of the major to craft study that fits their skills, interests and vocational vision. The Los Angeles media market figures prominently in the Biola Journalism Program through our access to guest speakers and workshop opportunities ranging from investigative news reporting to documentary photojournalism to in-depth television reporting. The curriculum blends theory with practice in ways that prepare students not only for top-level journalism careers, but law school, graduate study and media-related ministry.

Print News Emphasis
Students complete 45 units, of which 24 must be upper division.

The 34-unit core in print news includes: 106, 107, 110, 202, 225, 231, 300 (3 practicum semesters at 1 unit each), 305, 332, 433, 440 (totaling 3 units), 461 and 467. Students, guided by the academic advisor, are urged to take this internship in a major media market, in a cross-cultural setting, or overseas. Students select eleven units of electives, 6 of which must be upper division, with the approval of a journalism advisor.

Broadcast News Emphasis
Students complete 45 units, of which 24 must be upper division.

The 37-unit core includes: 106, 107, 110, 202, 225, 231, 233, 300 (3 practicum semesters at 1 unit each), 336, 337, 433, 440 (totaling 3 units), 461 and 467. Students guided by the academic advisor, are urged to take this internship in a major media market, in a cross-cultural setting, or overseas. Students select eleven units of electives, 6 of which must be upper division, with the approval of a journalism advisor.

Public Relations Emphasis
Students electing to take a public relations emphasis in the program will complete a total of 45 units of which 24 must be upper division.

The 39-unit core in public relations includes 106, 107, 110, 202, 225, 232, 300 (3 practicum semesters at 1 unit each), 332, 389, 433, 440 (totaling 3 units), 458, 461, and 467. Students guided by the academic advisor, are urged to take this internship in a major media market, in a cross-cultural setting, or overseas. Six units of electives, 3 of which must be upper division, will be selected with the approval of a journalism advisor.

Note: Public Relations students are encouraged to enroll in Business 230, Introduction to Marketing, as a general education elective, since it is a prerequisite to all marketing courses. Public Relations students also would be well-served to consider enrolling in additional busi-
ness / marketing courses, including, but not limited to, Business 332, 337 and/or 453.

Visual Journalism Emphasis
Students complete 45 units, of which 24 must be upper division.

The 37-unit core in Visual Journalism includes 106, 107, 110, 202, 225, 231, 249, 300 (3 practicum semesters at 1 unit each), 347, 433, 440 (totaling 3 units), 461, 466 and 467. Students, guided by their academic advisor, are urged to take this internship in a major media market, in a cross-cultural setting or overseas. The remaining 8 units of electives, 6 of which must be upper division, may be selected with the approval of a journalism advisor from the following courses: MCOM 101, 102, 103, 305, 332, 336, 348, 456, 470, ARTS107, 109, 110, 221, 312, 315 and 331.

FILM-TELEVISION-RADIO
Biola's Film-Television-Radio program seeks to usher in a new renaissance in mass media. We follow God as the ultimate creative force and communicate this with the world around us. Our location in Southern California allows us to access media professionals working in Hollywood, securing guest speakers, prime internships and additional resources via our Biola Studio Task Force.

A Film / TV / Radio major is 45 units, of which 24 must be upper division. Choose one of the emphases listed below.

Media Management Emphasis
A media management emphasis introduces students to the business principles that drive the entertainment industry. Media managers make strategic decisions regarding what films get produced and what TV shows get broadcast. By combining classes in mass communication and business, students are equipped to serve as producers or development and marketing executives, en route to corporate management. Students who choose this emphasis must include: MCOM 101 or BUSN 211, MCOM 202, 204, 301, 302 or BUSN 212, MCOM 355 or 449, 358 or 452, 359, MCOM 392 or BUSN 230, MCOM 433, 440 (for a total of 4 units), 455, 456, 458 or 470, COMM 387 or an upper division MCOM elective.

Production Emphasis
A production emphasis offers students a thorough grounding in the creation of film, television or audio-based media. Students are encouraged to develop their technical skills, training for positions as director, cinematographer, gaffer, editor, sound designer, recording engineer, and/or production designer. Whether pursuing careers in the entertainment industry or media ministry, students discover a spirit of cooperation and collaboration is essential. Students who choose this emphasis must include: 101, 102, 104, 202, 251, 262, 301, 302, 303, 315, 358 or 452, 359, 440, 456, and 8 units of upper division mass communication electives.

Screen Writing Emphasis
A screenwriting emphasis covers the fundamental elements of storytelling—from conception (the pitch and the outline), to execution (the script), to the all-important rewriting and polishing process. Through classes in the English department, students are encouraged to become vigorous readers. Students will also get a thorough grounding in the production process. Students who choose this emphasis must include: 101, 102, 103, 104, 202, 204, 320 or 355, 356, 440, 447, 456, 470, ENGL 344 or MCOM 364, and either ENGL 220, 230, 251, 252, 281 or 282 (in addition to the general education requirement) and 3 units of upper division mass communication electives.

Admission Requirements:
Film-Television-Radio program
The Entertainment Industry is a highly competitive, creative, and demanding business. Admission to FTR is separate from and contingent upon your admission to Biola University. Admission to Biola University does not guarantee admission into the FTR major of the Mass Communication Department. Applications to the FTR major will not be considered until after the applicant has been admitted to Biola University. Notifications concerning your acceptance to the FTR major will be processed by groups as listed on the application schedule page available from the Admissions Department.

After you have completed your application to Biola University, submit your application to the FTR major by the appropriate deadline. See the application schedule page.

Your application to the FTR major should include the following items.

1. Completed FTR Application Form.
2. Typed short answers to the questions on the second page of the Application Form.
3. Three references with e-mail addresses.
4. Any examples of your work or accomplishments you would want us to review. Quantity is not necessarily correlated with quality. We prefer one good example.

Please be assured that media production experience is not a prerequisite for admission into the FTR major. Our program will show you how to use the tools. We are more interested in leadership ability, creative thinking, problem solving, and dreamers of credible character.

The full department faculty will prayerfully review your application. Notification letters will be sent out by the deadlines listed in the schedule. You will be notified of your acceptance, placement on a waiting list or rejection.
If you have any questions about the status of your application, please call the department secretary at 562-777-4052 or write to:

Acceptance Committee  
Mass Communication Department  
Biola University  
13800 Biola Avenue  
La Mirada, CA 90639

FTR Students are encouraged to purchase a computer with video editing software. While we understand the financial strains of such equipment expenditures, we also recognize that this technologically driven major involves costs well beyond the textbooks that serve as the essential tools for many other undergraduate departments. Contact the department for specific equipment recommendations.

Note: All Mass Communication majors must achieve a minimum grade of “C” in all major courses taken at Biola. Anyone receiving a lower grade must repeat the course and receive a “C” or better. The total number of units for major area credit from practicum, internship and directed research courses may not exceed nine units. Also, all Mass Communication Department majors are required to take the Biblical Studies 465 integration seminar for Bible credit.

On-campus Study Opportunities

**BIOLA RADIO**
Biola Radio gives you a great opportunity for hands-on practical experience. Check it out at www.biolaradio.com.

**EAGLEVISION**
Biola’s television news service, keeps students, staff and alumni up-to-date with campus events. Journalism students get practical experience in writing, reporting, announcing and producing electronic news for the Internet broadcast.

**THE CHIMES**
Biola’s award-winning weekly newspaper provides deadline experience in reporting, writing, photojournalism, graphics design and application of news and features to the web. Training before and during the year provides students with portfolio material.

**THE BIOLAN**
Biola’s yearbook provides students experience in magazine-style writing, photojournalism and page design in a context that gives insight to book production.

**THE POINT**
The Point magazine offers students the opportunity to participate in the production of a full-color, slick, visually attractive, engaging magazine publication. Students are showcased and receive hands-on experience in article writing, copy-editing, photography for publication, graphic design, publication layout and production. A student’s name on the masthead is a valuable asset and will contribute to internship and job placement.

**PRSSA**
PRSSA purposes to cultivate a favorable and mutually advantageous relationship between students and professional public relations practitioners. PRSSA at Biola strives to serve student members by enhancing student knowledge of public relations and providing access to professional development opportunities. With this, PRSSA also serves the public relations profession by helping to develop highly qualified, well-prepared professionals.

**BIOLA FILM FESTIVAL**
An annual celebration of the best films created by Film / TV / Radio students. This campus-wide event recognizes and awards achievement in acting, directing, screenwriting, production design and editing.

**GUERRILLA FILM SOCIETY**
A student created, student led organization dedicated to the art of filmmaking. Weekly GFS meetings allow Film / TV / Radio major to exchange info, announce upcoming projects, connect with potential crew members, and rally around new and classic films.

**STUDIO TASK FORCE**
Over 250 media professionals gather on a quarterly basis to support and empower Biola’s Mass Communication department. These committed Christians work throughout the Entertainment Industry, allowing Biola students to draw upon their expertise and connections. The Parents Task Force comes alongside Biola’s students to complement the Programs and activities of the Mass Communication department, including special premiers, fundraisers, and galas.

**BIOLA MEDIA CONFERENCE**
Once a year we bring hundreds of mass communication industry professionals to campus for an all-day conference on a wide range of media related topics. Given Hollywood’s global influence, this event attracts participants from around the world and has grown into the largest gathering of Christian media professionals in the nation. For up-to-date information, visit, www.biolamedia.org.

**JOURNALIST IN RESIDENCE**
A series of meetings each spring with guest professionals from the journalism and public relations fields on themes such as photojournalism, music media, and political journalism. Students hear and see presentations, interact one-on-one with these professionals, and participate in a concurrent photo contest.
MASS COMMUNICATION AND JOURNALISM CHAPELS
Film / TV / Radio and Journalism majors meet monthly for a unique time of worship, fellowship and exploration of the abilities God has granted us and others. A wide range of special guests and experiences makes this “family time” an essential part of our growth as an artistic community.

INTERNSHIPS
Biola’s proximity to Hollywood and the entertainment industry affords Mass Communication majors prime internship opportunities. Our Studio Task Force has extensive contacts in all facets of mass media, from massive movie studios to smaller production companies. Our students find internships to suit their interests and career plans.

Off-campus Study Opportunities
Biola offers several off-campus study opportunities fitting for students earning a Bachelor of Arts in Mass Communication. More information about these experiential learning programs can be found in the “Off-campus Programs” section of this catalog, or at www.biola.edu/offcampusprograms/. Students interested in one of these programs should consult with an advisor as early as possible.

JOURNALISM OFF-CAMPUS
American Studies Program
A great semester for journalists - you study in Washington DC for a semester and intern with a national news organization.

Journalism Off-campus
Journalism students receive credit for studying off-campus in two programs offered during interterm. National News Reporting offers a chance to observe and interact with professionals in places such as Washington, D.C. and New York City. International Journalism allows students to interact in another country with media professionals. These three unit courses count toward electives for the Journalism major.

FILM-TELEVISION-RADIO OFF-CAMPUS
Los Angeles Film Studies Center

Biola Sundance
Students attend the premier festival for American and international independent film. This experiential class is held in Park City, Utah during January interterm.

The Contemporary Music Center
For musicians or those who wish to work behind the scenes in the music industry, this program gives you a semester-long opportunity to study the music industry. You spend most of the semester in beautiful Martha’s Vineyard, plus have an intensive field experience in Nashville.

Courses (MCOM)

MCOM 101 The Art of Storytelling .........................................................3
Creating poets via an introduction to the building blocks of storytelling: character, setting, plot. Students will read, analyze and create poetry, short fiction, non-fiction, drama, and film ideas. Special emphasis will be given to the history, art and aesthetics of storytelling. Fee: $40

MCOM 102 Visual Aesthetics .................................................................3
Creating painters via an introduction to the building blocks of visual storytelling: camera and lighting. Students will learn how to light and photograph on set and on location, indoors and outdoors, through the use of various cameras and film stocks. Special emphasis will be given to production design and the use of color / contrast / movement. Fee: $60

MCOM 103 Introduction to TV & Film Production .............................3
Creating sculptors via the building blocks of moving images: the editing of pictures and sound. Students will form groups to write, direct, shoot and edit short film and video projects. Fee: $60

MCOM 104 History of Cinema .............................................................3
Creating historians via a survey of the development of the motion picture. Films screened in the course will be analyzed from perspectives of auteur theory, genre theory and thematic criticism. Special emphasis will be given to cultural criticism locating films in their unique time and place. Fee: $40

MCOM 106 Convergent Journalism ......................................................3
Project-oriented course covering basic principles of reporting and writing as these cross the boundaries between readers of the printed page and web audiences. Brings public relations principles into the study and practice of newsgathering, writing and presentation of deadline material. Fee: $30.

MCOM 107 Convergent Journalism II ...................................................3
Covers the basic principles of news writing and presentation for radio and television. Students write, photograph, edit and deliver news stories for submission to EagleVision and Biola Radio. Prerequisite: 106. Fee: $50.

MCOM 110 Contemporary Issues in Mass Media ...............................2
Designed to help students thoughtfully explore the major issues of mass media in American society and in limited global contexts from legal, ethical, social, cultural, technical and fiscal perspectives. Students also explore the relationship of the press and religion.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MCOM 111</td>
<td>Introduction to Public Relations</td>
<td>3</td>
<td>A survey course in which students explore the nature and process of public relations process as well as methods and professional issues. Public Relations is conceived as the ‘overall umbrella’ under which come advertising, marketing, promotion, publicity, employee and community relations, and public affairs. In addition to exploring public relations generally, the class addresses both corporate and not-for-profit organizations as well as religious and mainstream operations. Fee: $25.</td>
</tr>
<tr>
<td>MCOM 202</td>
<td>Introduction to Mass Media</td>
<td>3</td>
<td>An introductory approach to the major mass media film, television, music, print, radio and Internet. Includes history, growth, business practices and technological aspects of each. Explores a Christian response, strategy for witness and influence, and integration into the field. Fee: $40.</td>
</tr>
<tr>
<td>MCOM 204</td>
<td>The Entertainment Business</td>
<td>3</td>
<td>A survey of current industry practices in film, television, music and emerging technologies. Students will learn to research and analyze business shifts in a strategic, long-term manner. Special emphasis will be given to the unique ethical questions and biblical applications that arise within the Hollywood context. Fee: $40.</td>
</tr>
<tr>
<td>MCOM 225</td>
<td>Introduction to Photography &amp; Photo Editing</td>
<td>2</td>
<td>An examination of the basics of photography-editorial, graphic and technical. This introduction presumes no previous knowledge of photography. Students learn to capture images based on the above criteria with standard digital photographic equipment (SLR based). Students also learn basic skills to edit still photographs with the ‘digital darkroom’ and prepare them for publications. Fee: $75.</td>
</tr>
<tr>
<td>MCOM 231</td>
<td>Public Affairs Reporting</td>
<td>3</td>
<td>A laboratory-oriented course in public affairs reporting that puts emphasis on back-grounding, interviewing, topic newsgathering and basic familiarity with use of public records and the paper trail for deadlines, stories in print and broadcast news. Prerequisites: 106, 107. Fee: $20.</td>
</tr>
<tr>
<td>MCOM 232</td>
<td>Writing for Public Relations</td>
<td>2</td>
<td>Familiarizes students with and challenges them in a variety of forms of public relations writing. Vehicles include internal and external media, print, electronic and audiovisual. Emphases include research, audience analysis, message design, and selection of communication channels. Prerequisite: 111.</td>
</tr>
<tr>
<td>MCOM 233</td>
<td>Photojournalism for Broadcast News</td>
<td>3</td>
<td>Study of one of the most valuable tools in a television newsroom: photography. In this in-depth workshop, students hear firsthand from industry experts what it takes to put pictures to words in television news. Features guest speakers including award-winning photographers, editors, and lighting experts. Required for all broadcast students because it is imperative for reporters, anchors, producers and photographers to understand the importance of using pictures to tell stories. Fee: $80.</td>
</tr>
<tr>
<td>MCOM 234</td>
<td>Producing &amp; Writing for Broadcast News</td>
<td>3</td>
<td>Students learn the nuts and bolts for writing and producing a television newscast. The class observes life behind-the-scenes in a television newsroom. Students study the format for writing for television news, as well as how to stack a show, assign packages and stories, and how to produce in breaking news situations. Students also study the writing format for television news, as well as how to properly write a television news package. Fee: $30.</td>
</tr>
<tr>
<td>MCOM 249</td>
<td>Desktop Publishing</td>
<td>3</td>
<td>Introduction to the world of desktop publishing, including basic principles of design and type use, hands-on practice with leading industry software and the ultimate production of publication material. The Adobe suite of products (Adobe Illustrator, Photoshop, InDesign) is used. Provides students with the opportunity to develop in the use of electronic procedures to produce and edit publications. Students create format, illustrate, design and print material. Students produce materials such as newsletters, flyers, brochures, publication spreads and advertising materials. This is an entry-level course, assuming students have little or no previous experience with the Adobe suite of products.</td>
</tr>
<tr>
<td>MCOM 251</td>
<td>Audio Recording</td>
<td>3–3</td>
<td>An introduction to field and studio audio recording, multitrack mixing an editing and audio effects as applied to film, television and the recording arts. Prerequisites: 101, 102. Fee: $100.</td>
</tr>
<tr>
<td>MCOM 262</td>
<td>Directing for TV &amp; Film</td>
<td>3–3</td>
<td>Covers all aspects of directing for motion pictures and television. Includes emphases on the director’s role and responsibility in the following stages: script, casting, actors, pre-production, camera, post-production. Also covers the director’s spiritual preparation and integration into the craft. Students complete one short film. Prerequisites: 101, 102. Fee: $40.</td>
</tr>
<tr>
<td>MCOM 300</td>
<td>Journalism Practicum</td>
<td>1</td>
<td>Portfolio course in which students produce professional-level work in one of the following campus media (newspaper, magazine, public relations, television, radio and Web media). Work in this course is a springboard to competitive internship applications. The course must be repeated three times. Students are urged to experience three different media, but may choose to emphasize one medium with two semesters’ work. Open to students who have completed First Year Seminar and two semesters of Journalism coursework at Biola or in another program approved by the Journalism Program Director. Fee may be required for some sections.</td>
</tr>
</tbody>
</table>
MCOM 301 New Media
Introduction to the use of computer technology in the field of media production. Topics include: web design, media streaming and other Internet delivery systems, small screen production for iPod and cell phone; graphic design, audio production and video production for new media; computer hardware, operating systems, networking and server systems for new media. Prerequisites: 101, 102. Fee: $100.

MCOM 302 Production Management
Covers the budgeting and scheduling necessary for film, television, audio and Internet production. Students learn the parameters considered in making decisions to balance the creative goals and logistical demands of production. Matters of insurance, deal negotiation, travel, contracts, union rules (including, but not limited to SAG, DGA, WGA, IATSE, AFTRA); copyright; music license and clearance issues; management of crew; liaison difficulties with studios, clients and outside publics; managing the demands of volatile talent; and other issues will be covered. Evaluation of students understanding will be based on a budget and schedule for a feature length film they will be required to complete as well as pertinent tests and quizzes. Fee: $50.

MCOM 303 Cinematography
Explores the aesthetics of the film image. Students gain the ability to talk and write about the aesthetics of an image and the practical business of image capture. Students will understand basic composition, lighting and exposure and what makes an image attractive to the human eye. Prerequisites: 101, 102. Fee: $100.

MCOM 305 Information Gathering & Database Analysis
Laboratory, lecture and discussion course in advanced principles of identifying news, its sources and the connection of issues with trends. Course emphasizes in-depth (documentary-style) interviewing, variable deadline writing, introductory use of and analysis of online and retrievable databases, and other online resources for journalism and public relations. Fee: $20.

MCOM 310 Visual Effects
An introduction to digital visual effects for film and television. The class covers basic 2-D, 3-D and motion graphics. Participants should have extensive computer experience. Fee: $100.

MCOM 315 Editing for Film & Television
Instruction and application in the art of digital editing with emphasis on Final Cut Pro HD. An intense study of the craft and role of the editor as storyteller. Covers various genres and formats (e.g., features, documentaries, short films, trailers). Emphasizes on the editor’s role in other aspects of post-production, including audio, music, color correction, digital effects, DVD authoring. Several individual projects allow hands-on practical learning. Prerequisites: 101, 102, 104. Fee: $100.

MCOM 320 Advanced Studies in Criticism
A detailed critical study of a particular auteur, genre, era, nation or theme. The course will be offered with a rotating series of subjects and professors focused upon film or broadcast history. May be repeated. Fee: $40.

MCOM 332 Principles, Practices of Editing & Design
Exploration of aesthetics and design with emphasis on copy editing and marking skills necessary for quality presentation of material in newspapers, magazines, newsletters and other journalistic venues. Extensive practice of copy editing with attention to style, grammar, punctuation, writing headlines, cutlines, selection of type, use of color and art. Prerequisite: 106. Fee: $50.

MCOM 335 Magazine & Free-Lance Writing
Principles of writing for targeted audiences that win readers and editors at niche and mainstream magazines. Students move articles from inception to querying through the revision processes of medium and long-form features and in-depth article writing. Course includes elements of business self-management, budgeting and copyright guidelines.

MCOM 336 Broadcast Journalism I
A laboratory course in radio and television journalism, including all aspects of writing and delivery of broadcast news programs and documentaries. Prerequisites: 106, 107. Fee: $25.

MCOM 337 Broadcast Journalism II
Students continue studying broadcast news. This class takes an in-depth look at each of the positions in a television newsroom including the news director, executive producer, anchors, reporters, photographers and assignment editors. Students work on projects typical to the real-life jobs and assignments given in a television newsroom, which air on EagleVision. Fee: $80.

MCOM 347 Introduction to Photojournalism
Explores reporting and documentation through the visual medium of still images. Students photograph assignments under working press conditions and advance their skills using the SLR camera. Prerequisite: 225. Fee: $80.

MCOM 348 Publication Design
Examines the trends in publication design as they impact newspapers, magazines, newsletters, Internet publications, books and more. It is expected that students have a basic ability with the Adobe Suite of products. Emphasis is on the design of cohesive multi-page publications. Examines editorial operations, production procedures, and the role of the art/design director. In the class’ workshop setting, students are
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Prerequisite(s)</th>
<th>Fee(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MCOM 350</td>
<td>Advanced Studies in Media Production</td>
<td></td>
<td>$40</td>
</tr>
<tr>
<td>MCOM 351</td>
<td>Broadcast Anchoring &amp; Announcing</td>
<td></td>
<td>$10</td>
</tr>
<tr>
<td>MCOM 354</td>
<td>Literary Journalists</td>
<td></td>
<td>$25</td>
</tr>
<tr>
<td>MCOM 355</td>
<td>History of Television Programming</td>
<td></td>
<td>$101</td>
</tr>
<tr>
<td>MCOM 356</td>
<td>Screen Writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MCOM 358</td>
<td>Motion Picture / Pre-Production</td>
<td></td>
<td>$50</td>
</tr>
<tr>
<td>MCOM 359</td>
<td>Motion Picture Production</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MCOM 360A</td>
<td>Intermediate Production: Narrative</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MCOM 360B</td>
<td>Intermediate Production: Documentary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MCOM 364</td>
<td>Acting for Film &amp; Television</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MCOM 365</td>
<td>Digital Audio Editing &amp; Post Production</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MCOM 366</td>
<td>National News Reporting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MCOM 367</td>
<td>International Journalism</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MCOM 368</td>
<td>Advanced Public Relations</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**MCOM 350 Advanced Studies in Media Production**

- 1-3 credits
- Aspects of theory and practice in media production. May be repeated with different course content. Fee: $40.

**MCOM 351 Broadcast Anchoring & Announcing**

- Students acquire the basic skills necessary to work as a television news anchor and reporter. Study of delivery topics including: breathing techniques, voice pitch, how to read the teleprompter, on-air appearance (hair and makeup) and one of the most important skills necessary as a broadcast journalist - how to deliver a live report. Class projects include mandatory appearances on Biola’s EagleVision newscasts, as both an anchor and reporter. Includes a visit to a local television news studio. Fee: $10.

**MCOM 354 Literary Journalists**

- Through written projects and discussion, this course helps students see the bridge between the best of American literature and the ongoing success of literary non-fiction journalism for such magazines as the New Yorker and Atlantic Monthly. By means of regular instruction and guest speakers, students learn to adapt theme, characters, plot and the pacing of narrative needed to develop stories that are both factual and dramatic. Students read and critique not only professionals’ work, but also their own. Includes study of the bridge between literary journalism and the best script-writing. Fee: $25.

**MCOM 355 History of Television Programming**

- A study of the history of the television business from a programming perspective. Students learn how programming of each season reflects the socio-economic trends of the times. A variety of sitcoms, dramas and variety shows are viewed and students learn to look at how current programming has developed from formats that were successful in the 1950s through the 1990s. Prerequisite: 101.

**MCOM 356 Screen Writing**

- An introductory course to the art of writing for film and television. Includes emphases on structure, especially the hero’s journey, archetypes, genre and story outline. Students will develop a detailed treatment before creating a feature screenplay. Prerequisite: 101.

**MCOM 358 Motion Picture / Pre-Production**

- The first course of a three-course sequence (358, 359, 452) in which a dramatic film will be produced. This course emphasizes the essential pre-production aspects including script development, budgeting, casting, set construction, location surveys, and develops skills in using production equipment. Prerequisite: 103. Fee: $50.

**MCOM 359 Motion Picture Production**

- Principal photography will be done for the film project begun in 358. Emphasizes lighting, camera operation, sound recording and directing. Prerequisites: 103. Fee $50.

**MCOM 360A Intermediate Production: Narrative**

- The planning and creation of a short fiction film or TV project with a special emphasis upon collaboration. Students will form crews, practising the crafts of writing, directing, cinematography, editing and sound design. Fee: $100.

**MCOM 360B Intermediate Production: Documentary**

- The planning and creation of a short documentary projects with a special emphasis upon collaboration. Students will form crews, practising the crafts of writing, directing, cinematography, editing and sound design. Fee: $100.

**MCOM 364 Acting for Film & Television**

- Use of acting skills in front of television cameras using scenes from actual television and film scripts. Includes critiques of acting methods.

**MCOM 365 Digital Audio Editing & Post Production**

- Exploration of digital audio editing. Entirely computer based exploration of developing, composing, recording, mixing and posting audio for film; television and recording arts. Prerequisite: 251. Fee: $50.

**MCOM 366 National News Reporting**

- Prerequisite course for the Interterm National News Seminar that takes place in a major news market. Focus on broadcast and print news from a national perspective. Students examine national publications and news broadcasts over the course of the semester. A major focus of the course is on political reporting in the nation's capital. Guest speakers may include reporters, anchors, producers, writers and editors from the national media.

**MCOM 367 International Journalism**

- Prerequisite course for the International News Seminar. Focus on broadcast and print news from an international perspective. Students follow news stories with international significance. Each student follows a news publication, reporter or international broadcast throughout the semester and compares the story content and coverage to the national media in the United States. Guest speakers include experts from the international news media.

**MCOM 368 Advanced Public Relations**

- Study of public relations theory and practice with writing press releases, research, handling press conferences and interviews, addressing international/external public relations, working with executives, and managing public opinion with integrity.
Contemporary professional issues are identified and explored. Prerequisite: 111.

MCOM 392  Principles of Advertising .................................................. 3
Advertising principles and techniques. The study of effective and ineffective forms of advertising. Applications linked to public relations, media events, marketing, and communication encounters. (Cross-listed with BUSN 392). Fee: $25.

MCOM 428  Advanced Audio Recording .................................................. 3
Development of advanced aesthetics and techniques in mixing, recording, editing and processing audio for music production. Includes both studio and live recording of musical performances. Developing a master CD is the final project of the class. Prerequisite: 365. Fee: $50.

MCOM 431  Investigative Reporting .................................................. 3
Takes students to the highest levels of identification of news trends and the roots of news events by means of advanced database investigation, use of extensive public documents and advanced forms of paper trail pursuit to report on people, businesses, organizations and institutions. The course approaches in-depth investigation with a Christian worldview that sees truth-telling as a Biblical prophetic mandate balancing mercy and justice. Fee: $20.

MCOM 433  Mass Media Law & Ethics .................................................. 3
Study of theoretical approaches to the First Amendment as well as specific areas of concern to professional journalists such as defamation, privacy, fair trial, obscenity, copyright, shield laws, sunshine laws, etc. Exploration of applied professional ethics and contemporary professional issues of ethics for journalists.

MCOM 440  Mass Communication Internship .................................... 1-3
A real world learning experience beyond the university classroom via working in a media-related organization. This class will test students' interest, aptitude and stamina for work within the entertainment or journalism industries. Sixty hours of internship is required for each academic unit. Includes on-campus sessions designed to strengthen and expand professional skills.

MCOM 445  Opinion Journalism .................................................. 2
A lecture, discussion and writing course in the power of well-researched argumentation through opinion writing in both print and online formats. Students analyze editorials, columns, news analyses, reviews, and editorial cartoons and illustrations as these appear in print and online. The course begins with the historical basis and ethics underlying opinion journalism, tracing its development to the current day and the unique place of the opinion page and opinion in web sites for newspapers, magazines, and online publications in various communities of readers in the United States and in other countries.

MCOM 446  Media Career Management ........................................... 3
A capstone class for junior and senior students preparing to enter the entertainment business. Students create cover letters, resumes, and do practice interviews. Students also do reader coverage and study the careers of various people in the entertainment business. The class culminates with a pitch meeting with visiting entertainment executives.

MCOM 447  Advanced Screen Writing .................................................. 3
Advanced work in writing and polishing dramatic scripts for television and motion pictures. Prerequisite: 356.

MCOM 449  The Role of the Producer .................................................. 3
Producers make film and television happen. This course covers what a producer does to create a budget, to find financing, to manage the production process, and to market and distribute a film or television project.

MCOM 450  Mass Communication Practicum .................................... 1-3
Directed practical experience in the various fields of mass communication. Departmental approval required. May be repeated for a maximum of six units.

MCOM 451  Audio Post Production for Film & TV .................................. 3
Development of advanced aesthetics and techniques in composing, editing and processing audio for film and television postproduction. Includes ADR, sound effects, surround sound and orchestra recording. Prerequisite: 365. Fee: $50.

MCOM 452  Motion Picture Post-Production .................................. 3
The final course in a three-course film production sequence (358, 359, 452). Emphasizes editing, music, sound effects, mixing, laboratory coordination, and distribution. Prerequisites: 103, 358, 359. Fee: $50.

MCOM 454  Reviewing the Creative Arts ........................................... 2
Examination of strategies and practice of reviewing the creative arts such as photography, dance, music, videos, film, books, architecture, drama with limited attention to major modern reviewers and critics. Required participation in field trips to various artistic presentations and shows serves as a basis for class discussions. Fee: $25

MCOM 455  Media Management .................................................. 3
Covers management strategies as applied to media companies, including radio and television stations, cable systems, motion picture production companies and companies in the emerging technologies.
MCOM 456  Senior Media Project
Student produces a "calling card" project with advice and guidance from faculty. The project will represent the student's highest achievement in media production. Projects can include scripts, audio recordings, video, motion pictures, and other emerging media. Prerequisite: 356 or 359. Fee: $50.

MCOM 457  Mass Communication Theory
Social scientific theory in mass communication with emphasis on practical usefulness of theories.

MCOM 458  Mass Communication Research
Methodology for mass communication research, including sampling, questionnaire design and introduction to statistics. Students conduct an audience analysis, focus groups and research project. A major goal is to become adept at reading and evaluating research reports.

MCOM 459  Practical & Ethical Issues in Communication Careers
Covers ethical and moral problems related to employment, current issues in the industry, and career planning. See also BBST465 Media Ethics.

MCOM 460  Advanced Production
Students will perform a particular above-the-line function (producer, director, cinematographer, editor, sound designer, production designer) for an advanced production that will serve as a calling card / resumé builder. Fee: $100.

MCOM 461  Philosophy of Journalism
A "capstone" class for journalism majors organized in a seminar style in which students review the philosophies of formative thinkers behind American journalism (print, broadcast and Internet), and examine the philosophy of a journalist whom they'll shadow. The course culminates in each student's examination of their own philosophy of journalism and sense of calling as a believer practicing journalism or public relations or as an influence in the marketplace of public opinion.

MCOM 463  Public Relations Campaigns & Cases
Develops critical thinking skills in selecting, creating and applying tools, techniques and principles of public relations to a variety of managerial cases, campaigns and problem situations. Actual case studies (both historical and current) are reviewed and analyzed. Students work in some facet in the creation of a public relations plan for a client. This course is for students close to graduation who have completed necessary classes to prepare them for application to the public relations problem. Prerequisite: 111.

MCOM 464  Advanced Editing for TV & Film
Advanced techniques in the art of editing, with special emphasis upon both seamless and experimental styles and emerging technologies. Prerequisites: 315, 452. Fee: $50.

MCOM 465  Advanced Directing for TV & Film
Film and television directors must master multiple disciplines while serving as a key creative decision-maker. This comprehensive class deals with the artistic, human, financial, and technical aspects of directing. Prerequisite: 262. Fee: $40.

MCOM 466  Advanced Photojournalism
Continues the exploration of reporting and interpreting the news through photos, photo documentaries, and photo analysis. Advanced techniques of visual reporting and interpreting news are explored. Working under deadline continues to be a part of the advanced course. Introduces the use of lighting techniques, including operation of portable and studio strobes. Prerequisite: 347. Fee: $80.

MCOM 467  Media Career Readiness
Practical study and experience in successful strategies for making the step from academia to journalism and public relations careers. Students interact with working professionals through guest lectures, media tours and mock job interviews, examining the maturity of their gifts and skills and whether they have the readiness needed for effective participation in journalism, public relations, or other media environments. Includes the examination of a Christian worldview as this interplays with prevailing philosophies of corporate ownership, ranges of newsroom and media etiquette for new staff, and the interplay of practical ethics in the target market for which students are preparing. The course also helps students examine graduate school, law school, and church or missions-related ministry as options naturally following their journalism preparation.

MCOM 470  Mass Communication Seminar
A rotating variety of topics and production experiences often employing special guests from within the Journalism or Entertainment Industries. Possible topics include, but are not limited to, Investigative Reporting, Writing for Publication, PR Fund Raising, Event Planning, Visual Effects, Audio Recording, Cinematography, Production Design, the Sundance Film Festival, the City of the Angels Film Festival, the Biola Media Conference. May be taken multiple times. May involve lab fees.

MCOM 480  Directed Research
Individual research in an area of mass communication determined in consultation with the instructor. May be repeated for a maximum of six units. Permission of professor required.
Mathematics

Faculty

---
Chair: Edward Thurber, Ph.D.
Professor: Thurber
Associate Professor: Stangl

Mission & Learning Outcomes
The Department of Mathematics at Biola University provides several areas of concentration in addition to a basic core curriculum. The student is allowed considerable flexibility in the major, depending upon vocational or professional goals. Our student labs are equipped with numerous Pentium and Macintosh workstations. We also have a Computer Science Alcove equipped with the latest Pentium IV platforms running either Windows or Linux.

The department endeavors to provide (1) a strong foundational core curriculum for the student desiring to pursue graduate study in both the pure and applied fields of mathematical science, (2) course work and training to prepare students for applied mathematical sciences (statistics, computer science, operations research and actuarial science) and the field of teaching, (3) support courses for the curriculum of other majors (biological science, physical science, engineering, business and nursing) and (4) courses basic to gaining some knowledge of mathematics as part of a liberal arts education. The department provides an attractive and thorough offering in mathematics as part of God’s creation and there is a concerted effort to integrate faith and learning.

Degree Program
A Bachelor of Science degree in Mathematical Sciences is offered upon completion of the university baccalaureate and the math major in one of the emphases. Those who plan to pursue graduate studies should take at least two of 410, 450 or 480 regardless of the area of concentration.

Majors

APPLIED MATH (47 UNITS)
Students who are interested in preparing for careers in business or industry should choose this emphasis. Courses introduce a variety of areas of applied mathematics. This emphasis must complete: Math 105, 106, 112, 205, 291, 305, 315, 321, 331, 332, 333, two units of 370, 435 or 440, one course (3 units) at the 300 or 400 level in Math, and Computer Science 105.

COMPUTER SCIENCE (53 UNITS)
This emphasis allows a mathematics major the opportunity to focus on the more mathematical aspects of computer science. This emphasis must complete: Math 105, 106, 112, 205, 291, 305, 315, at least two of 321, 331, 332, 333, two units of 370; Computer Science 105, 106, 202, 400; and three courses (9 units) at the 300 or 400 level in math or computer science.

MATHEMATICS (47 UNITS)
This emphasis allows the student flexibility in the selection of upper-division courses. A faculty advisor will aid the student in making these choices. The student planning to pursue mathematics in graduate school would find this particularly appropriate. This emphasis must complete: Math 105, 106, 112, 205, 291, 305, 315, two units of 370; Computer Science 105; and six courses (18 units) in math at the 300 or 400 level.

MATHEMATICS SECONDARY TEACHING (63 UNITS)
Students who wish to prepare to teach mathematics at the highschool level should select this emphasis. These students work toward a preliminary single-subject credential. Those students interested in a teaching credential should be advised that all single subject teaching credential programs are subject to revision. Consult the School of Education for details on current programs. This emphasis must complete: Math 105, 106, 112, 205, 291, 305, 315, 331, 332, 341, two units of 370, 415, two courses (6 units) at the 300 or 400 level; Computer Science 105, and Education 301, 330, 341, 425, and 435.

All concentrations must include 24 upper division units.

Note: The general education requirement for a foreign language for those following a mathematical sciences major may be met by two years of high school language or the first four units of a college language. The science / mathematics requirement may be met by three units of science.

Minor
A Mathematical Sciences Minor is offered with the completion of 23 units, six of which must be upper division. Students must consult with a department adviser. The basic curriculum for a minor is 106, 112, 205, 291, two courses (6 units) at the 300 or 400 level and Computer Science 105.

Courses (MATH)

MATH 101 Precalculus Mathematics
Sets, the real number system, relations, functions, graphs, algebraic processes, inequalities, trigonometric functions, exponential and logarithmic functions, introduction to sequences. Prerequisite: three years of high school mathematics or consent. Cannot be counted toward the major. Spring.

MATH 102 Topics in Mathematics
Topics in mathematics selected from general education mathematics classes. Arranged in conjunction with the individual needs of the student. Prerequisite: consent.

MATH 103 Calculus for Management Sciences
Fundamental principles of differential and integral calculus. Applications chosen mainly from the management sciences. Prerequisite: passing proficiency exam administered by
Mathematics Department or receiving a “C” or better grade in Intermediate Algebra the prior year. Fall, spring.

MATH 104 College Algebra ................................................................. 3
Equations, inequalities, systems of equations, functions and graphs, polynomial and rational functions, exponential and logarithmic functions, sequences and series. Prerequisite: Three years of high school mathematics or consent. Liberal Studies majors only.

MATH 105 Calculus I ................................................................. 4
Limits, differentiation and integration of rational and trigonometric functions, with applications. Introduction to use of Mathematica. Prerequisite: four years of high school mathematics or consent. Fall.

MATH 106 Calculus II ................................................................. 4
Differentiation and integration of logarithmic, exponential and inverse trigonometric functions; various methods of integration; infinite sequences and series; parametric equations, polar coordinates. Prerequisite: 105. Spring.

MATH 112 Discrete Structures ...................................................... 3
Elementary properties of sets, discrete probability and combinatorial analysis, graphs, relations, orderings, functions, simple algebraic structures, binary arithmetic and other bases, methods of proof. Prerequisite: three years of high school mathematics or consent. Spring.

MATH 117 Fundamentals of Mathematics for Elementary Teachers I ...................................................... 3
Problem solving, set theory, whole numbers, number theory, integers, rational numbers as fractions, decimals, percents, and real numbers. Use of manipulatives. For elementary education majors only. Cannot be counted toward the mathematics major.

MATH 118 Fundamentals of Mathematics for Elementary Teachers II ...................................................... 3
Introductory geometry, congruence, symmetry, measurement, algebra and coordinate geometry, statistics, probability. Use of manipulatives. For elementary education majors only. Cannot be counted toward the mathematics major.

MATH 120 The Nature of Mathematics ...................................................... 3
Selected topics in mathematics with consideration of historical development and related philosophical issues. Designed to meet the general education requirement in mathematics for liberal arts students. Cannot be counted toward the mathematics major. Fall, spring. Credit given for either 120 or 130, not both.

MATH 130 Honors Nature of Mathematics ...................................................... 3
A historical, thematic and integrative study of the nature of mathematics using selected topics. Readings in primary source material. Mathematical content includes number theory, geometries and concepts of calculus. May be counted toward the mathematics minor. Prerequisite: 101 or equivalent, or consent of the instructor. Credit given for either 120 or 130, not both.

MATH 190 Business Statistics ...................................................... 3
Collection and presentation of business data, central tendency and dispersion measures for business analysis, sampling and inference for confidence intervals and hypothesis testing, business forecasting with simple and multiple regression, index numbers. Prerequisite: consent. Fall, spring. For business majors only.

MATH 205 Calculus III ................................................................. 4
Functions of two and three variables, partial differentiation, multiple integration, curves and surfaces in three dimensional space. Prerequisite: 106. Fall.

MATH 210 Introduction to Probability & Statistics ...................................................... 3
Nature of statistical methods, description of sample data, fundamental concepts of probability, probability distributions, sampling, estimation, correlation and regression, application of same. Fall, spring.

MATH 291 Linear Algebra ................................................................. 3
Topics from matrices, determinants, linear transformations and vector spaces. Prerequisite: 106 or consent. Fall.

MATH 305 Advanced Calculus ...................................................... 3
The real number system, elementary topological concepts in Cartesian spaces, convergence, continuity, derivatives and integrals. Prerequisite: 112 and 205 or consent. Alternate years.

MATH 315 Modern Algebra ................................................................. 3
Introduction to abstract algebra with topics from elementary ring, field and group theories. Emphasis on ring of integers, congruences, polynomial domains, permutation groups. Prerequisite: 112 and 291 or consent. Alternate years.

MATH 321 Numerical Analysis ................................................................. 3
Functions of one variable, approximate numerical solutions of non-linear equations and systems of linear equations, interpolation theory, numerical differentiation and integration, numerical solutions of ordinary differential equations. Prerequisites: 291, Computer Science 105. Alternate years.

MATH 331 Probability ................................................................. 3
Samples spaces, axioms and elementary theorems of probability, combinatorics, independence, conditional probability, Bayes Theorem, one and higher dimensional random
variables, special and multivariate distributions. Prerequisites: 112, 205. Alternate years.

**MATH 332** Statistics ................................................................. 3
Estimation: consistency, unbiasedness, maximum likelihood, confidence intervals. Hypothesis-testing: type I and II errors, likelihood ratio tests, test for means and variances; regression and correlation, Chi-square tests, decision theory, nonparametric statistics; application of statistical methods. Prerequisite: 331 or consent. Alternate years.

**MATH 333** Operations Research ........................................... 3
Mathematical foundations of model building, optimization, linear programming models, game theoretic models. Prerequisites: 105, Computer Science 105.

**MATH 341** Classical Geometry ............................................. 3

**MATH 370** Readings in Mathematics ..................................... 1
Reading of material in a special topic. Colloquium participation. Writing and oral presentation of a research paper. Prerequisite: Consent of the department. May be repeated for credit.

**MATH 410** Topics in Advanced Calculus .............................. 3
Implicit function theorems, main theorems in integral calculus. Jacobian transformations, infinite series. Prerequisite: 305. Alternate years.

**MATH 415** Number Theory & the History of Mathematics ...... 3
The history of mathematics from Euclid through the 19th century as seen by exploring developments in number theory including congruences, Diophantine equations, divisibility, theorems of Fermat and Wilson, primitive roots, indices, quadratic reciprocity and the distribution of prime numbers. Prerequisite: 112. Alternate years.

**MATH 420** Modern Geometry ............................................... 3
Projective geometry, cross ratios theorems of Menelaus, Ceva, Pappus, Desargues and Brianchon. Hyperbolic and elliptic geometries. Differential geometry, curvature, torsion. Prerequisite: 341 or consent. Alternate years.

**MATH 435** Differential Equations ......................................... 3
First order differential equations and second order linear equations, series solutions, Laplace transforms, numerical methods, partial differential equations and Fourier series, boundary value problems and Sturm-Liouville theory. Prerequisite: 205, 291 or consent. Alternate years.

**MATH 440** Complex Variables ............................................. 3
Complex variables, analytic functions, complex integral theorems, power series, conformal mappings. Prerequisite: 205 or consent. Alternate years.

**MATH 450** Topics in Abstract Algebra .................................... 3
Topics from groups, ring and fields. Galois theory. Prerequisite: 315. Alternate years.

**MATH 480** Research Seminar .............................................. 1-3
Special studies in mathematics. Prerequisite: senior standing or consent. May be repeated for credit.
Modern Languages

Faculty

Chair: ......................................................... Graciela Perez, Ph.D.
Associate Professor: ...................................................... Perez

Mission & Learning Outcomes
The Modern Language Department seeks to provide effective language training in the context of the Christian faith and the cultures of the respective languages that we offer. At the general education level we desire to provide an understanding of the nature of language as well as a moderate level of command of the selected language (French and Spanish). For the student who is serious about developing a mastery of a language, we offer a Spanish major and minor that are strongly focused on preparation for service in Spanish-speaking contexts. The objectives of the Spanish major are: 1) to develop the Spanish language and cultural skills of students who seek to be servants in Spanish-speaking environments in the US and abroad; 2) to provide significant hands-on experience in serving in these environments; and 3) to guide the students' development of the holistic integrative reasoning that is necessary to successfully serve others.

Degree Program
A Bachelor of Arts degree in Spanish is offered upon the completion of university baccalaureate requirements and the Spanish major.

Major
SPANISH (39 UNITS)
The Spanish major consists of 39 units. A core of 33 units, 24 of which must be upper division and include: 315, 320, 410, 420, 430, 440, 450, 460, and a minimum of 9 units from 465, 470, 485, 490, and six units of Communication 280 and History 312. Two program-related service learning projects must be completed prior to graduation. All Spanish courses are taught in Spanish.

Minor
A Minor in Spanish requires a minimum of 18 units including: 210 or 220, 315, 320, 410, 440, and one or more of Spanish 420, 450, History 312 or Intercultural Studies 332 (Latin America only). One approved program-related service learning project is required.

COMPETENCY REQUIREMENT
In following the general education sequence of courses in foreign languages the student must have a minimum grade of “C” (not “C-”) to enroll in subsequent courses.

Admission Requirements
Admission to the Spanish major or minor program requires:

1. Complete Spanish 210 or 220 in the semester prior to admission with a grade of B or higher or a satisfactory score on a normed placement exam given by the department, and

2. File an application, with an essay in Spanish to the department. An interview with department faculty is required. This process normally should be completed by the end of the Freshman year. Prerequisite coursework or approved equivalents are: Spanish 210 or 220 and Anthropology 200 (to fulfill the Behavioral Science requirement).

Courses
SPANISH (HUFS)
Students desiring to enroll in Spanish are strongly advised to do so during their freshman and sophomore years.

Placement in Spanish classes will be based on a mandatory department assessment. Students entering the program with less than two years of high school Spanish or one semester of college Spanish will automatically be placed in the first course. Students who do not maintain continuous enrollment in the program must be retested and placed accordingly.

Note: Advancement from one course in the lower division sequence to the next will require demonstration of proficiency.

HUFS 101 Elementary Spanish ......................................................
HUFS 102 Elementary Spanish ......................................................
HUFS 201 Intermediate Spanish ......................................................
HUFS 210 Applied Spanish ......................................................
HUFS 220 Spanish for Spanish Speakers ......................................................
HUFS 315 Spanish Conversation & Composition ......................................................
to developing writing skills, with emphasis on syntax, clear expression, and some creative writing. Prerequisite: 210 or 220 or permission of instructor.

**HUF 320 Spanish Conversation, Grammar & Composition** .......................... 3
Further development of the skills of 315 with emphasis on written communication, refinement of grammar and syntax, and improvement of speaking skills. Development of mini-dramas for communicating spiritual truths. Service project required. Prerequisite: 210 or 220 or permission of instructor.

**HUF 380 Directed Research** ................................................................. 1-3
Hispanic language or literature determined in consultation with the instructor. May be repeated for a maximum of three units. Prerequisites: 210 and consent or the instructor.

**HUF 410 Spanish American Literature** .............................................. 3
Selected readings from recognized Latin American writers. Emphasis on developing a high level of reading and speaking proficiency covering all genres. Culture, history and social structures will become central issues for discussion as students learn to understand another culture through its literature. Prerequisites: 315 and 320 or permission of instructor.

**HUF 420 Spanish Literature** ................................................................. 3
Representative readings from recognized Peninsular writers, with emphasis on developing a high level of proficiency in reading, writing and speaking. Culture, history and social structures will become central issues for discussion as students learn another culture through its literature. Prerequisites: 315 and 320. May be taken concurrently with 320 with permission of instructor.

**HUF 430 Spanish American Literature Since 1950** ................................. 3
Readings of selected literature of 1950 to the present, with a focus on literary development and on understanding the issues and evolving thinking of Latin Americans as they are reflected in the selections. Development of a Christian response. Prerequisites: 410 or permission of the instructor.

**HUF 440 Advanced Applications** ......................................................... 3
Continued development of oral and written skills within the context of an individually selected specific area of service that will provide the focus of the student’s research and practicum. Students will examine existing practices and materials related to the chosen area, and develop new materials and strategies for using them. Field work will be required. Prerequisite: 410, 420, or 430 or permission of instructor. (Service Learning Course)

**HUF 450 Faith Life & Culture in Latin America** ...................................... 3
Historical examination of the Latin American Catholic church and its particular expressions of faith, practice, and role in the life of the people and society. Study of the impact of Protestantism over the past century. Some attention to non-Christian groups and practices. Field work required. Prerequisite: 410, 420, or 430 or permission of instructor. (Service Learning Course)

**HUF 460 Studies in Spanish American Culture** ...................................... 3
This course seeks to help the student synthesize an understanding of the cultures of Latin America. Both unconscious and conscious levels of culture will be examined, as well as the impact of social class on culture. Attention also will be given to the fine arts as expressions of culture. Prerequisite: completion of at least two of the required literature courses.

**HUF 465 Drama: History & Application** .............................................. 3
Study of medieval, Golden Age and modern Hispanic drama, with a focus on the use of drama to convey the message of Christianity. Development and presentation of short didactic plays. Prerequisites: 420 and 430 or permission of instructor.

**HUF 470 Teaching Assistant Practicum** ............................................. 2
This practicum and associated training will provide opportunities for third and fourth year students to participate in a variety of professional functions, such as working with small groups of lower division students, researching and developing instructional materials. Two times required for the major; two more times may be applied to electives.

**HUF 485 Internship** .......................................................... 1-3
Internship in an approved Spanish-speaking institution or setting related to the intended service area of the student. May be taken twice in different settings. By permission of instructor only.

**HUF 490 Seminar in Hispanic Studies** .............................................. 1-3
In-depth study of selected issues, themes or literary genres. Topics will vary. May be repeated with different content. Prerequisites will vary depending on the topic. Permission of instructor required.

**FRENCH (HUFF)**
Students desiring to enroll in French should do so during the freshman and sophomore years. It is impossible to complete general education requirements (B.A. degree) if the student starts in the senior year. Students with high school French should consult with the department for placement.

**HUFF 101 Elementary French** ............................................................ 4
Basic principles of pronunciation and grammar, vocabulary drill, graded reading. From the beginning, classroom conversations in French. Five hours each week.

**HUFF 102 Elementary French** ............................................................ 4
Basic principles of pronunciation and grammar, vocabulary drill, graded reading. From the beginning, classroom conversations in French. Five hours each week.
**Conservatory of Music**

**Faculty**
- **Director:** George Boespflug
- **Professors:** Boespflug, Liesch, Lock, Robison
- **Associate Professors:** Feller, Hulling, Hung, Owen
- **Assistant Professors:** Kim, Stewart

**Mission**
The Biola University Conservatory of Music is a community of exceptional artist-teachers and gifted young musicians striving for the highest artistic achievement to the glory of God.

**Learning Outcomes**
1. To serve as a professional school preparing music specialists for teaching, performance, worship ministry, graduate study and other careers in music.
2. To prepare all our graduates for effective contribution to the musical life of the evangelical church.
3. To provide opportunities for all students to study music as an essential part of a liberal education.

**Degree Programs**
In order to graduate, music students must reach primary applied proficiency level standards designated for each degree program. For more information, see the Conservatory Office.

**BACHELOR OF ARTS IN MUSIC**
The Bachelor of Arts degree in Music is offered upon completion of the university baccalaureate and major requirements. Major requirements include: 102, 113 A and W, 114 A and W, 118, 119, 200 (four semesters), 211, 213 A and W, 214A and W, 260A, 260B, 300 (three semesters), 307, 308, 309, 312, 323, 410, 440, Applied 141, 421 (8 units through level 428), Ensemble (6 units), Electives (6 units). Total units: 54.

**Note:**
Voice principal students are exempt from 102. Keyboard principal students are exempt from 118, 119. Keyboard principal students only are required to take 260A, 260B.

**Note:**
Candidates for the Bachelor of Arts degree in Music are exempt from the Fine Arts requirement. Students must maintain a 2.0 GPA in the major and receive a minimum grade of C- in each required music course.

By using the elective units available in the B.A. Music degree program, students are able to affect an emphasis in church music with special focus on ethnic or multi-cultural settings.
music courses are offered by the Conservatory that are designed to meet the needs of students for whom English is a second language, and who are preparing to work in the field of church music in ethnic or multi-cultural settings. Such courses are also intended to prepare students for entrance into a graduate degree program in church music. Students selecting this emphasis will be directed to enroll in the following courses: 381 (3), 382 (3), 383 (3), 384 (2). Students completing these courses will not be required to complete the commonly-required course in music 440.

BACHELOR OF SCIENCE IN MUSIC
The Bachelor of Science degree in Music with an emphasis in Music in Worship is offered upon completion of the university baccalaureate and major requirements. Major requirements include: 113 A and W, 114 A and W, 141 (8 units of applied study through level 224), 200 (four semesters), 213 A and W, 214 A and W, Music History (three courses, choose from 307, 308, 309, 312), 185, 323, 346, 347, 386, 387, 440, 452 (four semesters), 453 (6 units), ensembles (4 units), electives (6 units). Total units: 58.

Students interested in pursuing the Music in Worship degree must demonstrate commitment to the pursuit of spiritual growth, musical excellence and theological understanding.

Proficiencies required for completion of the program include:
Keyboard proficiency equivalent to three semesters of class piano (100, 118, 119); Guitar proficiency equivalent to one semester of class guitar (104); Voice proficiency equivalent to one semester of voice class (102) and one semester of private voice (141).

Note: Candidates for the Bachelor of Science degree in Music are exempt from the fine arts requirement. Students in the degree program must maintain a 2.0 GPA in the major and receive a minimum grade of "C-" in each required course.

Candidates for the Bachelor of Music degree are exempt from the general education requirement in foreign language, literature and need take only five units in mathematics and/or science.

Specific additional requirements for the Bachelor of Music degrees are as follows:

Music Education (up to 55 units)
102 (except voice principal students), 118 and 119 (except keyboard principals), 205, 320 (4-5 units), 320G (voice and keyboard principals exempt from "G"), 324, 328, 332, 347, 348, 390, 420 (Instrumental or Choral Literature for Schools), 470, applied music 141, 421 (8 units through level 468), ensemble (8 units). Keyboardists must take 260A, 260B. Professional education courses: 16 units Education 301, 330, 341, 425, 435.

Single subject teaching credential programs are subject to revision. It is mandatory that Music Education students consult the School of Education for details regarding current state credential requirements.

Performance (48 units)

Piano
102, 260A, 260B, 280, 341, 343, 347, 350A, 360, 370, 380, 420, 430, 490, applied music 142, 422, 423 (20 units through level 478), chamber music ensemble (4 units), music electives (4 units)

Organ
102, 180, 260A, 260B, 280, 341, 343, 347, 350A, 370, 380 (2 units), 430, 490, applied music 142, 422, 423 (20 units through level 478), ensemble (8 units: choral, 2 units; chamber, 2 units; electives, 4 units), music electives (2 units)

Instrumental
102, 118, 119, 341, 343, 347, 370, 420, 430, 490, applied music 142, 422, 423 (20 units through level 478), ensemble (8 units), music electives (5 units)

Voice
118, 119, 151, 152, 251, 252, 253, 254, 341, 343, 347, 370, 390, 430, 490, applied music 142, 422, 423 (20 units through level 478), ensemble (8 units), music electives (1 unit).

Note: Voice performance students who plan further graduate study are encouraged to take courses in French, German or Italian since proficiency in two of these is usually required for entrance into graduate programs in vocal performance.
Composition (48 units)
102, 118, 119, 120, 181, 340, 341, 342, 343, 344, 347, 490, applied music in principal instrument or voice (5 units through level 224), applied composition 142, 422, 423, (16 units through level 438), ensemble (6 units).

Minor
For those students interested in a formal, cohesive music curriculum but who are not interested in music as a major, a Music Minor is available. The Music Minor requires 23 units; specific requirements are:

- Music Theory: 113 A*, 113 W*, 114 A, 114 W
- Keyboard: 118 for non-keyboard minors (prerequisite: MUSC 100 or proficiency), Sight-reading 260A for keyboard minors
- Conducting: 323
- Concert Music: 200 (4 semesters)
- Applied Music 141, (principal instrument, composition or voice) 4 units through level 224**
- Ensemble: 4 units (as appropriate to applied principal)
- Music Electives: 4-5 (two courses). Must choose from among the following with instructor’s approval: 307, 308, 309, 312; 410; 382 or 440

* Entry-level standard required.

** Sophomore B.A. music degree proficiency required. See Conservatory Office for standards description.

Note: The Music Minor requires MUSC 101 Music Appreciation for fine arts G.E. A minor in Music in Worship is not available.

Admission Requirements
All students seeking admission must demonstrate musical background and performance strengths necessary for successful completion of the stated curriculum. Admission into Biola University does not guarantee admission into the Conservatory as a music major. A student will be admitted to the Conservatory of Music after:

1. Meeting requirements for university admission
2. Completing a Conservatory application with the required number of references.
3. Completing a Conservatory audition, including a basic musicianship examination designed to demonstrate university level music study readiness.

After acceptance and upon entrance, students will be given placement examinations and auditions in music theory, keyboard skills and performance. These examinations are given for the purpose of validating prior study and determining proper placement in music courses. Specific information concerning the content of these examinations and suggestions for preparation are available by contacting the Conservatory Office.

TRANSFER OF CREDIT / ADVANCED STANDING
With the exception of courses in music theory, keyboard skills, and individual performance, courses taken at other regionally accredited colleges and universities in the United States will be accepted on a comparable course basis.

Prior study in the areas of music theory, keyboard skills, and individual performance will be validated through placement examinations.

Advanced standing may be gained through placement examinations in the areas of music theory, keyboard skills, and individual performance, however no units of credit will be allowed for waived courses. Waiver of courses on the basis of placement examinations without comparable prior course credit will increase elective units available.

Credit for courses taken at a non-accredited college or university will be granted only through placement or challenge examinations.

Special Programs / Opportunities
ENSEMBLES
The Conservatory provides opportunities for experience in several types of vocal and instrumental ensembles, including the Biola Chorale, Symphony Orchestra, Symphonic Winds, Jazz Ensemble, Women’s Chorus, Vocal Jazz Ensemble and Chamber Music Ensembles. All are open to non-music majors as well as music majors by audition.

CONCERT SERIES
The Conservatory concert series features outstanding guest artists and student ensembles.

MASTER CLASSES & ARTIST-IN-RESIDENCE PROGRAM
Opportunities for participating in masterclasses with guest artists are available annually. Of special note is the ongoing series of masterclasses and recitals by world-renowned artists, including Menahem Pressler, pianist, Artist in Residence.
OPPORTUNITIES OFF-CAMPUS
The Southern California area provides exceptional opportunities for hearing the world's leading artists, as well as outstanding college and church music performances.

SERVICE OPPORTUNITIES
The Los Angeles metropolitan area offers many opportunities for remunerative service in music. There are frequent openings for competent church choir directors, soloists, accompanists, instrumentalists, and organists.

SCHOLARSHIPS
Music awards in varying amounts are available to qualified students. Complete information is available by writing: Director, Conservatory of Music, Biola University, 13800 Biola Avenue, La Mirada, CA 90639-0001.

Courses (MUSC)

MUSC 100 Keyboard I
Designated to develop general keyboard facility. For the music major, as preparation for entrance to MUSC 118. Graded on a credit / no credit basis. (Units earned by the music major may not apply toward music degree requirements.) Fee: $115.

MUSC 101 Music Appreciation
Elements of music and media of performance in historical perspective. Provides basic background in music literature. For the non-music major. Offered each semester.

MUSC 102 Voice Class
Basic vocal training. Fee: $85.

MUSC 104 Guitar Class
For the student with no previous training in guitar. Survey of different styles of playing, together with music theory as related to the instrument. First position chords, bar chords, right and left hand technique. Fee: $85.

MUSC 113 A Sight-Singing & Dictation I
Sight-singing diatonic melodies, major and minor scales and triads using movable tonic solfege. Transcribing basic diatonic melodies, cadences and progressions. Reading, performing and transcribing rhythmic patterns in simple, compound and irregular meters.

MUSC 113 W Music Theory I
The study of the following music fundamentals: elementary acoustics, keyboard layout, intervals, scales, key signatures, triads, figured bass, diatonic voice-leading, cadences, elementary harmonic progressions, meter, rhythm, time signatures and staff notation.

MUSC 114 A Sight-Singing & Dictation II
Using 113 A materials as a foundation, this course will encompass the sight-singing and transcribing of diatonic and simple chromatic melodies with greater rhythmic complexity, triads in all inversions, dominant seventh chords and altered non-harmonic tones.

MUSC 114 W Music Theory II
A study of common-practice diatonic harmony with emphasis on voice leading and harmonic progression. Includes part-writing, non-harmonic tones, cadences, figured bass and Roman analysis.

MUSC 118 Keyboard II
Keyboard technique and literature for the non-keyboard major. Graded on a credit / no credit basis. Prerequisite: 110 or permission. Fee: $115.

MUSC 119 Keyboard III
Keyboard technique and literature for the non-keyboard major. Graded on a credit / no credit basis. Prerequisite: 118 or permission. Fee: $115.

MUSC 120 Keyboard IV
Advanced functional keyboard skills for the composition major. Included will be such skills as the playing of four-voice progressions incorporating secondary dominants, Neapolitan sixth chords, raised supertonic / raised submediant seventh chords, etc., as well as at-sight simple figured-bass realization and sightreading from an open score. Required for B.M. Composition students. Fee: $115.

MUSC 141 Applied Music: Private
Applied instruction in composition, piano, organ, harpsichord, voice, brass, strings, woodwinds, percussion, conducting, and improvisation. Fee: half hour lesson $310.

MUSC 142 Applied Music: Private
Applied instruction in composition, piano, organ, harpsichord, voice, brass instruments, string instruments, woodwind instruments, percussion instruments, conduction, and improvisation. Fee: hour lesson $620.

MUSC 151 Lyric Diction I
Lyric diction is taught in four semesters. All courses are 1 unit lab courses meeting two hours per week. These courses are geared for students studying classical vocal technique whose vocal repertoire consists of foreign language as well as English, and who, therefore, must learn to accurately pronounce and articulate foreign languages, and to know the meaning of every word in the text in order to convey it accurately. International Phonetic Alphabet, as it applies to the languages studied, and the pronunciation and basic grammar of the Italian language, will be taught.
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 152</td>
<td>Lyric Diction II</td>
<td>German diction and grammar will be covered in the second semester.</td>
</tr>
<tr>
<td>MUSC 180</td>
<td>Performance Seminar</td>
<td>Group performance, discussion of performance practice and performance evaluation. Possible sections of voice, piano, organ and various wind and orchestral instruments. May be repeated for up to 3 units credit in the same area of performance.</td>
</tr>
<tr>
<td>MUSC 181</td>
<td>Introduction to Composition</td>
<td>A writing course designed to provide opportunity for developing basic skills in the manipulation of musical materials.</td>
</tr>
<tr>
<td>MUSC 185</td>
<td>Worship Foundations</td>
<td>Survey of worship in the Bible from Genesis to Revelation. Key worship passages; biblical models of worship (tabernacle, temple, synagogue, Pauline worship, worship in Revelation) and their contemporary applications. Emphasis on the theology of worship. Music in Worship majors only.</td>
</tr>
<tr>
<td>MUSC 200</td>
<td>Concert Music</td>
<td>Attendance at specified number and types of concerts each semester. Four semesters required for graduation. Graded on a credit / no credit basis.</td>
</tr>
<tr>
<td>MUSC 205</td>
<td>Introduction to Music Education</td>
<td>Introduces prospective music teachers to the history, philosophy and function of music education within the setting of general education in American society. Cultural diversity, ethics as related to copyright and computer use, the development of the musical child and the pedagogies of Kodaly, Orff, Dalcroz, Suzuki and Gorden are explored. A strong emphasis is placed on the philosophy of education as the basis of design and implementation for appropriate music instruction at levels of public school instruction. Students investigate and discuss current educational practice, including standards, testing and assessment, as well as current issues and concerns. Students complete three school observations, one each at the elementary, middle and high school levels. Includes 12 hours of attendance at a recognized music professional workshop, clinic or conference. Students study the &quot;National Standards for Arts Education&quot; and the &quot;California Visual and Performing Arts Framework&quot;.</td>
</tr>
<tr>
<td>MUSC 211</td>
<td>Improvisation: Concepts / Practice</td>
<td>The study of foundational concepts and principles of improvisation. This course is designed to include laboratory experience in developing improvisational skills for the music major on his / her principal instrument or voice in both large and small settings. Prerequisite: 113 A and W, 114 A and W.</td>
</tr>
<tr>
<td>MUSC 213 A</td>
<td>Sight-Singing &amp; Dictation III</td>
<td>This course centers on the application of sight-singing and dictation skills acquired in 113 A and 114 A, with particular focus on dominant and non-dominant seventh chords, altered non-harmonic tones, secondary dominants and chromatic melodies.</td>
</tr>
<tr>
<td>MUSC 213 W</td>
<td>Music Theory III</td>
<td>This is the final semester of common-practice diatonic harmony. Emphasis is on voice leading and harmonic progressions including altered dominants, borrowed chords, the Neapolitan Sixth chord, augmented chords and modulation.</td>
</tr>
<tr>
<td>MUSC 214 A</td>
<td>Sight-Singing &amp; Dictation IV</td>
<td>This course centers on the application of sight-singing and dictation skills to complex diatonic and chromatic and modulating melodies, dominant and non-dominant seventh chords, altered non-harmonic tones, secondary dominants, the Neapolitan Sixth chord, and augmented sixth chords.</td>
</tr>
<tr>
<td>MUSC 214 W</td>
<td>Music Theory IV</td>
<td>This course is centered on the study of chromatic harmony of the 19th century; Impressionism, and other early 20th century practices; contemporary popular harmonic practice and its symbols.</td>
</tr>
<tr>
<td>MUSC 251</td>
<td>Song Literature I</td>
<td>This is the first of two semesters in the survey of song literature from the Middle Ages through the 20th century. This course will cover the history of solo song literature from the Middle Ages through the Classical period, and the history of the German lied from Schubert to Schonberg. Emphasis will be placed on how solo song influences or is influenced by major style trends of the various periods.</td>
</tr>
<tr>
<td>MUSC 252</td>
<td>Song Literature II</td>
<td>This is the second of two semesters in the survey of song literature from the Middle Ages through the 20th century. This course will cover the history of French, British and American song from the 19th through the 20th centuries, as well as songs of prominent composers in the National schools.</td>
</tr>
<tr>
<td>MUSC 253</td>
<td>Lyric Diction III</td>
<td>Lyric diction is taught in four semesters. All courses are 1-unit lab courses meeting two hours per week. These courses are geared for students studying classical vocal technique whose vocal repertoire consists of foreign language as well as English, and who, therefore, must learn to accurately pronounce and articulate foreign languages, and to know the meaning of very word in the text in order to convey it accurately. In the third semester (Music 253) French diction and grammar will be covered.</td>
</tr>
</tbody>
</table>
Undergraduate Programs

MUSC 254 Lyric Diction IV .................................................................1
This semester will be a review of the pronunciation and grammar of all languages covered in the first three semesters, and will cover the pronunciation of Latin and Spanish, as well as the proper pronunciation and articulation of the English language.

MUSC 260A Keyboard Sight Reading.............................................1
Analysis of sight reading skills and procedures. Emphasis on development of ability to read with musical understanding and adequate fluency at first sight. Prerequisite: consent of instructor.

MUSC 260B Keyboard Sight Reading.............................................1

MUSC 280 Performance Seminar ..................................................1
Group performance, discussion of performance practice and evaluation. Possible sections of voice, piano, organ and various wind and orchestral instruments. May be repeated for up to 3 units credit in the same area of performance.

MUSC 281 Movement & Dance for Musical Theatre.....................1
The study of specific styles of movement used in musical theatre performance. Included will be tap, jazz and a combination of other basic dance styles common to musical theatre performance. This activity class requires a fee and does not meet the general education requirement in Physical Education.

MUSC 300 Concert Music.................................................................0
Attendance at specified number and types of concerts each semester. Three semesters required for graduation. Graded on a credit / no credit basis.

MUSC 307 Music History & Literature: Medieval Through Early Baroque .........................................................2
A historical and critical study of the period including important contributions in musical literature, theory and performance practice. Special attention will be given to the analysis of selected vocal and instrumental works. Fee: $40.

MUSC 308 Music History & Literature: Mid-Baroque Through Classic .............................................................2
A historical and critical survey of the period including important contributions in music literature, theory and performance practice. Special attention will be given to the analysis of selected vocal and instrumental works. Fee: $40.

MUSC 309 Music History & Literature: Late Romantic Through Early 20th Century .................................2
A historical and critical survey of the period including important contributions in music literature, theory and performance practice. Special attention will be given to the analysis of selected vocal and instrumental works. Fee: $40.

MUSC 310 Elementary Music Workshop ........................................2
Instruction in materials for teaching music in the elementary school. (Non-music majors, by permission.)

MUSC 312 Music Theory / History & Literature of the 20th Century .............................................................3
The study of 20th century theory practice and compositional techniques within the context of the broad range of 20th century music literature. Fee: $40.

MUSC 320 Music Education ...........................................................1
A. Brass; B. Percussion; C. Strings; D. Woodwinds. Preparation for teaching instrumental music in elementary and secondary schools.

MUSC 320G Marching Band Lab ....................................................1
Workshop in preparation for teaching marching band principles and techniques in the intermediate and secondary schools.

MUSC 323 Basic Conducting ..........................................................2
Basic conducting skills; the psychology of conducting; observation of choral and orchestral rehearsals.

MUSC 324 Advanced Studies in Conducting ..................................2
One or more sections offered periodically in the areas of choral and instrumental conducting. Continuation of the objectives of MUSC 323 related specifically to the technical and interpretative skills of either choral or instrumental conducting. Prerequisite: 323.

MUSC 328 General Music Methods ................................................2
An introduction to teaching general music in both elementary and secondary school situations in accordance with national and state standards for music education.

MUSC 330 Contemporary Music Issues .......................................1-3
One or more courses offered periodically in such areas as: arranging, songwriting, performance practice, electronic technology.

MUSC 332 Music for Children .........................................................2
Pre-professional course designed for music majors who plan to qualify for the state K-12 single subject teaching credential in music. Students learn and practice skills important for
teaching elementary music lessons. Explores the history and philosophy of American music education, emphasizing influences of Dalcroze, Kodaly, Orff and Suzuki.

**MUSC 340** Special Studies: Theory / Composition .......................... 2-3
One or more courses offered periodically in such areas as arranging, jazz theory, advanced computer music. Prerequisite: 214A, 214W.

**MUSC 341** Counterpoint .............................................................. 2
Emphasis on 18th century two- and three-voice techniques. Analysis of representative literature and writing of short style pieces. Prerequisite: 214A, 214W.

**MUSC 342** Orchestration .............................................................. 2
A study of orchestral instruments with emphasis on a working knowledge of ranges and idiomatic qualities / capacities of each. Included are numerous scoring projects. Prerequisite: 214A, 214W.

**MUSC 343** Form & Analysis I ...................................................... 2
The analysis of music from the various common practice periods, with emphasis on fundamental formal structural concepts and processes. Prerequisite: 214A, 214W.

**MUSC 344** Form & Analysis II ..................................................... 2
Focuses on studies in reductive tonal analysis; set analysis; serial analysis; tonal axes, summation series and golden proportion analysis; and density field / sound-mass / micropolyplyphon. Involves a detailed study of selected seminal 20th-century works.

**MUSC 346** Pop Theory for Contemporary Worship .......................... 2
Knowledge and use of standard and emerging pop symbols. The creation of worship charts, lead sheets, chord substitutions, simplified hymn harmonizations, modulations, segues, intros, outros, turnarounds. Music in Worship majors only.

**MUSC 347** Music Technology & Production .................................. 2
Emphasis on synthesizers, sampling, MIDI, sequencing, acoustics, multi-track hard disk recording, effects processing, mixing, editing, and music production software.

**MUSC 348** Vocal & Instrumental Arranging for Schools ...................... 2
An introduction to principles and practices of arranging music for choral and instrumental groups with emphasis upon producing arrangements suitable for K-12 ensembles. Prerequisite: 214W.

**MUSC 350A** Advanced Keyboard Skills ......................................... 1
This course is designed to teach church service playing skills at an advanced level to pianists and organists. Areas of work include: harmonization, transposition, modulation, improvisation, hymn playing, accompanying (solo and choral) and repertoire.

**MUSC 360** Piano Accompanying .................................................. 2
Study and performance of piano accompaniment for vocal and instrumental literature; discussion of styles and performance practices; experience in public performance. May be repeated one time for credit.

**MUSC 370** Junior Recital ............................................................... 0
Preparation for junior level applied major 30-minute recital. Graded on a credit / no credit basis. Fee: $35.

**MUSC 380** Performance Seminar .................................................. 1
Group performance, discussion of performance practice and performance evaluation. Possible sections of voice, piano, organ and various wind and orchestral instruments. May be repeated for up to 3 units credit in the same area of performance.

**MUSC 381** Church Music Principles: Philosophy & Practice .............. 3
Music of the Bible. Music in ethnic and multicultural churches.

**MUSC 382** Church Music Leadership: Administration ....................... 3
Planning and organizing worship services and other church events involving music. Conducting music ensembles and congregational singing. Working with the pastoral staff and volunteers. Communication skills. Emphasis will be placed on ethnic and multicultural contexts.

**MUSC 383** Congregational Music ................................................... 3
Hymns, songs, praise and worship music, ethnic music, accompaniments.

**MUSC 384** Church Music Literature ............................................... 2
Choir, keyboard instruments, drama resources, art, symbolism, banners, audio-visual techniques. Emphasis will be placed on ethnic and multicultural contexts.

**MUSC 386** Spiritual Formation & Worship ...................................... 2
Introduction onto the nature of spiritual formation and its relationship to worship in personal and corporate settings. Emphasis on the nature of spiritual growth, psychological hindrances, and the dynamics of assisting others into true, meaningful worship. Contains a spiritual direction component with Biola’s Center for Spiritual Renewal. Music in Worship majors only.

**MUSC 387** Designing & Leading Worship ....................................... 2
How to craft a theological, relevant service, overseeing the sound and media; clarifying the role of visuals; building the team and managing rehearsals; working with the band, relating to pastor. Emphasis on skill development and student projects. Music in Worship majors only.
MUSC 390  Opera Workshop .............................................................1-3
The study and performance of chamber operas, one-act operas, scenes from major operas and selected Broadway musicals. Open to all students by audition.

MUSC 394A  Music / Opera Theater: Acting for Singers .................2
This course is designed to develop acting skills in singers who wish to perform on the lyric stage. Students will be taught techniques for text and character analysis and will explore various music-theatre styles through observation and improvisation, and will apply these concepts to the performance of excerpts from contemporary music theatre and opera repertoire.

MUSC 394B  Music / Opera Theater: Acting for Singers .................2

MUSC 410  Music Cultures of the World ........................................3
An introductory study of the interrelationships between music and culture through the examination of the music of varying cultures. Basic elements of music as they are found in world cultures will be studied. Junior and senior music majors only. Fee: $30.

MUSC 420  Special Studies in Music Literature .............................1-2
An in-depth study of music literature as it relates to specific instruments, ensembles, periods of history, geographical locations, individual composers or ethnic groups. One or more sections offered every year in areas such as piano literature, organ literature, instrumental literature (strings, woodwinds, brass, percussion instruments), instrumental or choral literature for schools, American music, the symphony, the string quartet, the concerto, the sonata, etc.

MUSC 421  Applied Music: Private .................................................1
Applied instruction in composition, piano, organ, harpsichord, voice, brass, strings, woodwinds, and percussion. Fee: half lesson $310.

MUSC 422  Applied Music: Private ..................................................2
Applied instruction in composition, piano, organ, harpsichord, voice, brass, strings, woodwinds, and percussion. Fee: hour lesson $620.

MUSC 423  Applied Music: Private ..................................................3
Applied instruction in composition, piano, organ, harpsichord, voice, brass, strings, woodwinds, and percussion. Fee: hour lesson $620.

MUSC 430  Pedagogy .................................................................1-2
For the private teacher. Practical procedures in training a student in general musicianship, memorization, proper practice habits, sight-reading and other areas peculiar to specific instruments. Survey of graded literature and methods. Sections will be offered in areas such as: piano, organ, voice, wind and orchestral instruments.

MUSC 440  Church Music .................................................................2
The biblical foundation for church music; its historical development; current trends; the development of a church music program.

MUSC 450  Music Practicum .........................................................1-3
Fieldwork experience in music under the supervision of the music faculty and professionals in the field. Open to junior and senior music majors with the consent of the music faculty.

MUSC 452  Worship Music Seminar ...............................................0
Professional music ministers, musicians, theologians and pastors will share views on worship with opportunity to dialogue with guest speakers. Music in Worship majors only. Graded on a credit / no credit basis.

MUSC 453  Worship Internship .....................................................2-6
A supervised ministry experience limited to juniors and seniors. Growth through direct field experience, mentoring, reflection, feedback and evaluation by the local church supervisor and Biola faculty. Best taken concurrently with other classes and spread out over 1-3 semesters. May be taken in blocks of 1-6 units. Music in Worship majors only.

MUSC 470  Senior Recital / Final Project .......................................0
Preparation for senior-level music education major (30-minute recital). Graded on a credit / no credit basis. Fee: $55.

MUSC 480  Directed Research ......................................................1-3
Independent study in areas such as history, literature, pedagogy, church music. Each student assigned to a faculty member for guidance and evaluation. Prerequisites: junior or senior standing and consent of instructor.

MUSC 482  Music Research Methods ............................................2
This course is designed to develop the student’s music research skills and to provide opportunity for individual research projects in preparation for the intellectual demands of graduate-level studies.

MUSC 490  Senior Recital ..............................................................2
Preparation for senior-level performance major (60-minute recital). Graded on a credit / no credit basis. Fee: $55.

ENSEMBLES
MUSC 001  Biola Chorale ............................................................1
Performance of standard choral literature representing a variety of styles and periods. Membership by audition. Fee: $125.

MUSC 002  Chamber Music Ensemble .............................................1
Encompasses a wide variety of chamber grouping and chamber music literature. The following ensemble combinations are commonly organized under this heading: brass quintet, woodwind quintet, flute ensemble, string quartet, percussion...
ensemble, piano chamber ensembles, small vocal ensembles, and worship bands. Open to vocal, keyboard and other instrumental students by audition. Piano accompanying is graded on a credit/no credit basis.

**MUSC 003** Symphony Orchestra ............................................................1
Performance of standard chamber music literature encompassing a wide variety of styles and periods. Membership by audition.

**MUSC 005** Chamber Choir ............................................................1
Performance of standard chamber choir literature representing styles ranging from the Renaissance through the 20th century. Membership by audition.

**MUSC 007** Jazz Ensemble ............................................................1
To provide music education majors and other interested students experience in jazz techniques and literature. A large volume and wide variety of literature is played, discussed and evaluated as to its prospective use at the various levels of secondary and collegiate education. At least one public performance per semester is scheduled. Membership by audition.

**MUSC 008** Symphonic Winds ............................................................1
Performance of standard wind ensemble literature. For advanced wind and percussion players. Membership by audition.

**MUSC 009** Handbell Choir ............................................................1
Performance of a wide spectrum of handbell literature as separate ensemble and in conjunction with other instrumental and vocal ensembles. Membership by audition.

**MUSC 010** Vocal Jazz Ensemble ............................................................1
Performance of standard vocal jazz music representing the broad range of jazz styles which have developed over the past century in this country. Membership by audition.

**MUSC 012** Women's Chorus ............................................................1
Performance of a variety of literature and styles from Renaissance through the 20th Century. Membership open to all women students by audition.

---

**Nursing**

**Faculty**

Chair: Rebekah Fleeger, Ph.D.
Professor: Zuckerberg
Associate Professors: Browning, Fleeger, Gewe (Associate Chair), Styffe
Assistant Professors: Adams, Cozad, Van Tholen, Wilson

**Mission**

The mission of the Department of Baccalaureate Nursing is to prepare students to be competent nursing professionals who integrate Christian caring into their nursing practice.

**Learning Outcomes**

To demonstrate the Christian caring which is essential to the practice of professional nursing, the graduate is expected to:

1. Base nursing practice on a philosophical foundation consistent with Biola University and the Department of Baccalaureate Nursing beliefs about the nature of persons and the nature of nursing.

2. Integrate knowledge from Biblical studies, and the behavioral, biological, and physical sciences together with knowledge from nursing science and utilize this knowledge as a basis for nursing practice.

3. Base nursing practice on a formulation of theoretical knowledge incorporating communication/collaboration, teaching/learning, critical thinking/problem solving, and leadership/advocacy principles.

4. Collect relevant data systematically from all pertinent client systems, the environment, and the research knowledge base; utilize this data effectively to provide safe, competent, evidence-based nursing care.

5. Demonstrate application of synthesized concepts related to Christian caring, stress/adaptation, developmental, interactional and systems theories in the purposeful and systematic use of the nursing process to facilitate optimal adaptation through appropriate use of the prevention, restoration, and conservation modes of intervention with the three client systems.

6. Identify and utilize knowledge of the relevant cultural, economic, ethical, global, legal, political, social, and spiritual factors and the interactions between them that affect the practice of nursing and the delivery of health care services.
7. Demonstrate personal and professional development and Christian commitment consistent with the goals of Biola University and baccalaureate nursing education.

Overview
Biola University offers a Bachelor of Science degree in Nursing which is accredited by the California Board of Registered Nursing, 400 R Street, Suite 4030, Sacramento, CA 95814, (916) 322-3350; and the National League for Nursing Accrediting Commission, 61 Broadway, 33rd Floor, New York, NY 10006, (800) 669-1656, ext. 153. The program is designed to prepare graduates for a career in professional nursing. Graduates of licensed vocational, diploma and associate degree nursing programs may be admitted as transfer students and evaluated individually. Policies are available from the Nursing Department.

Clinical nursing experiences are provided with the cooperation of hospitals and agencies throughout both Los Angeles and Orange Counties. In compliance with State Board regulations, the candidate will be eligible to take the examination required by the Board of Registered Nursing for licensure as a registered nurse. Upon graduation, application can be made for certification as a public health nurse. Both acceptance to and continuation in the nursing major will be determined by the student’s preparation, performance and personal integrity, as assessed by the faculty of the Department of Nursing.

Philosophy
The philosophy of the Department of Nursing is in agreement with that of the University. As such, we believe nursing is concerned with the wellbeing of the total person. Each individual is an integrated, unique person, created in God’s image, and endowed by God with dignity and worth. The entry of sin into the world has placed a constraint on the individual’s total wellbeing which can only be remedied by the power and love of God through faith in Jesus Christ. God has created all persons with the potential for dynamic growth and development throughout their lives, and with the right to make decisions which influence their wellbeing. All persons require social interaction to achieve and maintain wellbeing. The family within the context of its cultural environment is the fundamental unit through which the socialization process is advanced.

We believe that caring, as exemplified in the life of Jesus Christ, is the essence of nursing. The focus of nursing activity is the three client systems (personal, interpersonal and community) and the dynamic interaction between them within the context of their environment. These three systems also are interacting constantly with internal and external stressors which may affect the integrity of the systems. It is our view that the purpose of nursing is to support and promote the processes that facilitate the systems’ abilities to achieve and maintain adaptive equilibrium. This is accomplished through use of the nursing process which is ongoing and involves assessing, diagnosing, planning, implementing, and evaluating. Effective use of this process enables the nurse to work with client systems at varying locations on the health-illness continuum.

Nursing is a dynamic profession based on a growing body of scientific knowledge. It is our belief that Biblical studies, together with the behavioral, biological and physical sciences are fundamental to the development of nursing’s own unique body of knowledge. Nursing is both art and science; its uniqueness does not reside in any specific component of theory or action, but can be found only in the whole.

As one of the major health care professions, we believe nursing is accountable to God and to society for provision of quality health care services in a broad variety of settings. Baccalaureate nurses endeavor to meet this responsibility through involvement in leadership, collaboration, education, and research utilization activities to improve clinical practice, influence health care policies, and further the development of nursing science.

In a rapidly changing world, adequate and equitable delivery of health care is a critical problem. We believe that equal access to health care services is the right of every individual in society. Through its unique contribution, nursing can and must be an effective social force in promoting the quality and availability of health care services for all persons. To effect positive changes nurses must participate in all aspects of the health care delivery system including: (1) evaluating the adequacy of health care services for the community; (2) projecting needs for additional or new services; and (3) taking appropriate action to insure adequacy of services. This requires nursing involvement with community action groups and with local and national legislative processes.

We believe initial preparation of professional nurses to meet the health care needs of society is best accomplished through the learning acquired in baccalaureate education. As nurse educators it is our responsibility to provide an environment which facilitates the learning necessary to prepare graduates for professional practice and advanced professional education.

Consistent with our belief about the nature of persons, we believe students and faculty members are uniquely created by God and endowed by God with dignity and worth. As Christian educators we value the distinctive cultural, ethnic, and social backgrounds of each person and recognize that this diversity enriches our learning environment. It is the role of the educator to provide a learning climate of Christian caring which: (1) enhances students’ abilities to use their own unique learning styles effectively; (2) promotes students’ accomplishment of personal goals; and (3) facilitates students’ utilization of resources and personal support systems to enhance their ability to meet their individual learning needs.
It is our belief that the goal of learning is behavioral change in the cognitive, affective, and psychomotor domains. Learning is a purposeful, dynamic process and involves changes in knowledge, skills, attitudes, values and/or beliefs. Learning occurs more efficiently, is more pervasive and more enduring when the learner actively participates in all phases of the learning process. Previous experience provides the foundation for current learning. Learning is facilitated when experiences move from the familiar to the unfamiliar and from simple to complex. Learning which emphasizes discovery of organizing principles rather than specific content facilitates the transfer of learning to novel situations.

We believe critical and creative thinking are essential for the professional nurse. Development of these skills is fostered in a supportive learning environment which (1) provides opportunity for involvement in critical thinking and problem solving throughout the learning process; (2) stimulates the processes of inquiry and discovery; (3) provides exposure to a variety of problems in a variety of settings; (4) encourages maturation of the ability to utilize internal and external evaluative feedback; and (5) promotes increasing self-direction and independence.

The educator as a role model enhances the learning process by demonstrating Christian caring and the skills of inquiry and discovery. Acting as an expert learner, facilitator, and resource person, the educator guides the student learner through the educational experience. We believe that education is a lifelong process which facilitates the ongoing development of the learner’s potentialities for continued growth as a person, citizen, and professional nurse.

Statement of Purpose

1. To provide a biblically-centered liberal arts and professional education as a foundation for professional practice, advanced education, and service to society.

2. To develop graduates who value individual diversity, who respect each person as uniquely created in God’s image, and who endeavor to assist clients to meet their needs.

3. To provide a broad theory base as a foundation for the dynamic, evidence-based nursing practice which is required to meet current and future health care needs of society.

4. To foster the spiritual commitment, moral discernment, intellectual inquiry and competence in critical and creative thinking essential for continued growth as individuals, citizens, and professionals.

5. To prepare graduates who are safe, competent practitioners and who are equipped for involvement in leadership, advocacy, collaboration, education, and research utilization activities required to fulfill the responsibilities of baccalaureate professional nurses in a broad variety of settings.

Degree Program

A Bachelor of Science degree in Nursing is offered upon completion of the university baccalaureate and major requirements. The nursing major requires the completion of: Biological Science 252, 281, 282; Chemistry 112 (totaling 16 science units); Nursing 110, 201, 202, 204, 303, 340, 342, 344, 362, 364, 441, 442, 450, 451, 452 and 460. Supporting courses: Three units of each of the following: Psychology 200, intercultural studies or sociology, and statistics.

Note: The general education requirement for a foreign language for nursing majors is two years of the same high school language or four units of a college language. Nursing majors are exempt from general education requirements of literature (3) and history (three of six units required).

The annual Commitment and Pinning Service is financed by assessing each clinical nursing student $25 per year.

Admission Requirements

Admission into Biola University does not guarantee admission into clinical nursing. Students desiring to be admitted to the Department of Baccalaureate Nursing must meet all requirements for admission to the university. Biola pre-nursing students meeting all requirements for admission to clinical nursing, who have a cumulative GPA of 3.30 and a science GPA of 3.00 and have taken at least four full-time semesters at Biola, may be given priority for admission to the nursing program. Before being accepted, students must complete all prerequisite college courses with a minimum grade of “C” (2.00). These courses include anatomy, inorganic and organic / biochemistry, communication (100, 170, 181 or 280), English 110A and 110B, first aid, microbiology, physiology, and psychology. Students also are required to earn a cumulative GPA of 3.00 on all pre-nursing college course work. Students with a cumulative GPA of 2.80 to 2.99 may be considered for admission on provisional status if space is available in the program and if there is reason to anticipate the student will be able to complete the program successfully. Additional factors considered in the application process include the following: total transcript evaluation, small group interviews, a brief written biographical sketch and a brief extemporaneous writing assignment, references, pre-nursing examination, SAT scores, and work experience. A departmental application form is to be completed and filed in the department with an application fee of $50 (includes pre-nursing exam fee) by January 15. There is an additional late fee of $10 for applications received after the established deadline. Decisions regarding student acceptance into clinical nursing are made by the nursing faculty. Before starting clinical nursing, students will be required to submit completed health forms and proof of current certification in cardiopulmonary resuscitation (CPR) certification for health care professionals.
Applicants whose educational and professional experiences qualify them for advanced standing are welcome. Those intending to challenge nursing courses should make an appointment with the Department of Nursing as soon as accepted by the University.

AFTER BEING ACCEPTED INTO BIOLA’S CLINICAL NURSING PROGRAM
A student is required to have, at his / her own expense, a background check, urine drug screen, yearly physical examination, specific laboratory tests and immunizations, CPR/AED certification for the professional rescuer, a valid driver’s license, proof of car insurance and a passport by June 15. Late fees are assessed. Students will not be permitted in the clinical agency without these. Each student is assessed for liability insurance through the University when participating in clinical courses. The University and cooperating agencies assume no responsibility for illness or accidents occurring during the school program. In addition, each student must have a personal digital assistant (PDA) and laptop computer (technical specifications are available upon request from the Nursing Department). Students must arrange for their own transportation to clinical agencies as the University does not provide transportation. Students must have access to a vehicle throughout the clinical nursing program. Parking fees are the responsibility of the student. CPR certification must be renewed annually throughout the clinical nursing program. A list of potential fees and costs throughout the clinical nursing program is available upon request from the Nursing Department.

Theory and clinical must be taken concurrently in courses with a clinical component. One unit of theory equals one clock hour, and one unit of clinical equals three clock hours. Because of their importance, it is mandatory to attend course and clinical orientations to proceed in nursing courses. A student must earn a minimum grade of “C” (2.00) in statistics, BBST 465 health care ethics, and in each nursing course, and maintain a cumulative GPA of 2.00 in order to progress in nursing.

Students will be permitted to repeat nursing courses one time only. Students withdrawing more than once at a failing level (C- or below) or failing two courses may be dropped from the nursing program. Unsafe clinical nursing practice, regardless of GPA, is grounds for dismissal from the nursing program. Students who withdraw from nursing in good standing will be readmitted on a space-available basis.

Mandatory achievement exams will be taken throughout and at the completion of the nursing program.

Transfer / Challenge Policy
For transfer nursing students, registered nurses, licensed vocational nurses and other applicants with health profession backgrounds.

GENERAL POLICIES
1. Transfer students who have not yet started nursing courses should apply as any other student for the program, meeting all prerequisites as outlined in the University catalog and Standard Curriculum Chart for the nursing major.

2. Applicants planning to challenge nursing courses must first be accepted by and fulfill all matriculation requirements of Biola University. The Department of Nursing should be contacted at the time of application to the University.

3. Separate application must be made to the Department of Nursing. A $25.00 nonrefundable application fee made payable to Biola University, Department of Nursing must accompany the application. It is recommended that this be done concurrently with application to the University. Final acceptance into nursing will not be made until official acceptance to the University is granted.

4. To be considered for acceptance into the nursing program, all applicants must have a minimum cumulative GPA of 3.0 (may be admitted provisionally with a GPA of 2.8-2.99 if space is available).

5. English 110A and 110B must be completed before starting clinical. All other required non-nursing prerequisites as outlined in the Standard Curriculum Chart for the nursing major should be completed before entering clinical nursing courses (except 30 unit option). Transfer credit for non-nursing courses will be granted by the Registrar’s Office as indicated in the university catalog. If a given nursing course from a regionally accredited nursing program is comparable in content and level to a given course offered by the Department of Baccalaureate Nursing, transfer credit will be granted.

6. All candidates will participate in a transition seminar course (Nursing 300: Professional Nursing Seminar) designed to facilitate socialization into baccalaureate professional nursing. This course must be successfully completed prior to enrollment in any clinical nursing course.

7. It is recommended that all transfer-challenge students take Nursing 303 Assessment of the Client-Theory and Clinical; however, students may challenge these courses by examination if they feel they have a knowledge of the course content. Comparable courses will be evaluated for transfer credit.

8. Following notification of acceptance into the Department of Nursing, the candidate may begin the challenge process. The process consists of examination with theory and clinical components. Contact the Department of Nursing for specific details.
Prior to going to the clinical agency, all students must have a current CPR certificate. The Department of Nursing health form required of all nursing majors must be submitted prior to clinical challenge and admission to clinical nursing courses. This is necessary for Biola to meet agency contract requirements.

Candidates for the challenge process have the option of scheduling the examinations in such a way that if unsuccessful, subsequent enrollment in the course is possible.

Course credit will be granted upon successful completion of the challenge exam. Courses may be challenged one time only. (C*) denotes that a class can be challenged for the units listed.

Specific policies related to R.N.'s, L.V.N.'s or L.P.N.'s follow. Transfer students from other nursing programs or other health profession backgrounds will be evaluated individually.

**ADDITIONAL POLICIES**

*Registered Nurse and Students Transferring from RN Programs*

1. Applicants must meet one or more of the following criteria:
   b. Be a graduate of a regionally accredited program.
   c. Must have one year of full time work experience as an RN.

2. Placement of students and course credit is based upon individual portfolio evaluation. The portfolio will consist of: nursing course outlines, official transcripts, references from two nursing faculty members (one from last year of nursing courses), one work recommendation from an immediate supervisor, and an educational and work résumé. The portfolio evaluation fee is $300.

3. All candidates will take a minimum of 5 upper division nursing courses, including the writing competency requirement, designed to facilitate socialization into baccalaureate professional nursing. These units will be taken during the first year following acceptance into the nursing program. The content will vary with individual needs, depending upon prior education experiences and the number of units that have been transferred. These units must be successfully completed prior to enrollment in any other clinical nursing course.

4. Theory and clinical courses for which credit may be given:

**Licensed Vocational Nurse**

1. The applicant must hold current registration in the U.S. Graduates of regionally accredited nursing programs in the process of obtaining licensure will be admitted on provisional status.

2. The applicant may take the 30-unit curriculum or the transfer-challenge curriculum.

**Option I: Thirty-Unit Curriculum**

1. This option permits the L.V.N. to take nursing and related science courses in order to qualify for the California registered nurse licensing examination. Transfer into the degree program is possible.

2. The applicant’s portfolio will be evaluated on an individual basis. Academic credit earned in regionally accredited institutions of higher education for comparable pre-licensure courses will be accepted for transfer.

3. The following courses must be completed prior to taking the R.N. licensure examination:

   **Option I: Thirty-Unit Curriculum**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOS 281</td>
<td>Physiology</td>
<td>4</td>
</tr>
<tr>
<td>BIOS 282</td>
<td>Microbiology *</td>
<td>4</td>
</tr>
<tr>
<td>NURS 300</td>
<td>Professional Nursing Seminar</td>
<td>3</td>
</tr>
<tr>
<td>NURS 340A</td>
<td>Mental Health Nursing of the Client / Family— Theory</td>
<td>1.5</td>
</tr>
<tr>
<td>NURS 340B</td>
<td>Mental Health Nursing of the Client / Family— Clinical</td>
<td>2.5</td>
</tr>
<tr>
<td>NURS 344A</td>
<td>Nursing of the Older Adult Client / Family— Theory</td>
<td>2</td>
</tr>
<tr>
<td>NURS 344B</td>
<td>Nursing of the Older Adult Client / Family— Clinical</td>
<td>2</td>
</tr>
<tr>
<td>NURS 364A</td>
<td>Advanced Nursing: A Pathophysiological Approach—Theory</td>
<td>2</td>
</tr>
<tr>
<td>NURS 364B</td>
<td>Advanced Nursing: A Pathophysiological Approach—Clinical</td>
<td>2</td>
</tr>
<tr>
<td>NURS 450</td>
<td>Leadership / Management in Nursing—Theory</td>
<td>2</td>
</tr>
<tr>
<td>NURS 451</td>
<td>Leadership / Management in Nursing: Team Leading—Clinical</td>
<td>3</td>
</tr>
<tr>
<td>NURS 452</td>
<td>Leadership / Management in Nursing: Elective Setting—Clinical</td>
<td>2</td>
</tr>
</tbody>
</table>

   * *Transfer credit will be granted.

**Option II: Transfer-Challenge**

1. Just as ADN students must demonstrate comparability of transfer courses, LVN students will be given the same opportunity. However, LVN’s will be allowed to challenge lower division courses if unable to demonstrate compa-
rability from a regionally accredited academic institution. Nursing 201A and 202 must be challenged in sequence.

2. Other courses required for licensure may be challenged based on individual portfolio evaluation. Nursing in the Community (460) and nursing research courses (441, 442) must be taken.

Courses (NURS)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 110</td>
<td>First Aid / CPR</td>
<td>Theory and skills for Cardiopulmonary Resuscitation (CPR) / Automatic External Defibrillation (AED) for the professional rescuer. First aid theory and skills in &quot;responding to emergencies.&quot; This course will provide American Red Cross certification for (1) CPR / AED for the professional rescuer and (2) first aid responding to emergencies. Meets prerequisite requirement for admission into clinical nursing. Fee: $15.</td>
</tr>
<tr>
<td>NURS 201A</td>
<td>Nursing of the Client / Family I—Theory</td>
<td>Implementation of the nursing process to facilitate adaptive equilibrium in the client / family. Includes normal growth and development of the adolescent through the older adult. Fee: $55. (C*)</td>
</tr>
<tr>
<td>NURS 201B</td>
<td>Nursing of the Client / Family I—Clinical</td>
<td>Clinical application of the nursing process with adult clients in inpatient and community settings. To be taken concurrently with NURS 201A—Theory and 201C—Nursing Application Lab. Graded on a credit / no credit basis. Must earn at least a &quot;C&quot; (2.00) for credit. Fee: $30. (C*)</td>
</tr>
<tr>
<td>NURS 201C</td>
<td>Nursing of the Client / Family I—Nursing Application Lab</td>
<td>Laboratory practice of clinical skills necessary for first-semester nursing students. To be taken concurrently with NURS 201A—Theory and 201B—Clinical. Graded on a credit / no credit basis. Must earn at least 80% on lab exams to receive credit. (C*)</td>
</tr>
<tr>
<td>NURS 202A</td>
<td>Nursing of the Client / Family II—Theory</td>
<td>Continuation of NURS 201. Implementation of the nursing process to facilitate adaptive equilibrium in the client / family. A primary focus is on pathophysiology in the physical subsystem. Prerequisites: 201, 303. Fee: $55. (C*)</td>
</tr>
<tr>
<td>NURS 202B</td>
<td>Nursing of the Client / Family II—Clinical</td>
<td>Clinical application of the nursing process with adult clients in acute medical-surgical and community settings. To be taken concurrently with NURS 202A—Theory and 202C—Nursing Application Lab. Graded on a credit / no credit basis. Must earn at least a &quot;C&quot; (2.00) for credit. Fee: $30. (C*)</td>
</tr>
<tr>
<td>NURS 202C</td>
<td>Nursing of the Client / Family II—Nursing Application Lab</td>
<td>Laboratory practice of clinical skills necessary for second-semester nursing students. Includes focused discussion groups and community health experiences. To be taken concurrently with NURS 202A II—Theory and 202B II—Clinical. Graded on a credit / no credit basis. Must earn at least 80% on lab exams to receive credit. (C*)</td>
</tr>
<tr>
<td>NURS 204</td>
<td>Essentials of Clinical Nursing Pharmacology</td>
<td>Use of the nursing process in the administration of medication. To be taken concurrently with NURS 202—Theory. (C*)</td>
</tr>
<tr>
<td>NURS 230</td>
<td>Clinical Topics in Nursing</td>
<td>Allows students to explore issues related to nursing prior to attaining upper-division status. Requires written consent of instructor. May be repeated with different content for a maximum of nine units.</td>
</tr>
<tr>
<td>NURS 232</td>
<td>Clinical Experiences in Nursing</td>
<td>Allows students the opportunity to gain additional clinical nursing experience prior to attaining upper-division status. Requires written consent of instructor. May be repeated with different content for a maximum of 12 units. Graded on a credit / no credit basis. Must earn at least a &quot;C&quot; (2.00) for credit. (C*)</td>
</tr>
<tr>
<td>NURS 300</td>
<td>Professional Nursing Seminar</td>
<td>A transition seminar designed to facilitate socialization into baccalaureate professional nursing. Designed for transfer-challenge students.</td>
</tr>
<tr>
<td>NURS 303A</td>
<td>Nursing Assessment of the Client—Theory</td>
<td>Implementation of nursing assessment to recognize problems affecting adaptive equilibrium in the client. (C*)</td>
</tr>
<tr>
<td>NURS 303B</td>
<td>Nursing Assessment of the Client—Clinical</td>
<td>Clinical application of nursing assessment with adult clients. To be taken concurrently with NURS 201A and 303A—Theory. Graded on a credit / no credit basis. Must earn at least a &quot;C&quot; (2.00) for credit. (C*)</td>
</tr>
<tr>
<td>NURS 320</td>
<td>Directed Individual Studies</td>
<td>Permits students to pursue special interests related to the profession of nursing. Open to clinical nursing majors only with written consent of instructor. May be repeated with different content. Maximum of six units may be taken for credit.</td>
</tr>
<tr>
<td>NURS 321</td>
<td>Clinical Enrichment</td>
<td>Opportunity for additional application of the nursing process in selected health care settings. Offered interterm and summer school. May be repeated with different content and written consent of instructor. Open to clinical nursing majors</td>
</tr>
</tbody>
</table>
only. Graded on a credit / no credit basis. Must earn at least a "C" (2.00) for credit. Prerequisite: Nursing 201.

NURS 340A Mental Health Nursing of the Client / Family—Theory .................................................. 1.5
Concepts related to family centered nursing of adults with mental health problems. Focus is on application of the nursing process to restore adaptive equilibrium. Prerequisite: 202, 204. (C*)

NURS 340B Mental Health Nursing of the Client / Family—Clinical ........................................... 2.5
Clinical application of the nursing process with clients in mental health settings. To be taken concurrently with NURS 340A—Theory. Graded on a credit / no credit basis. Must earn at least a "C" (2.00) for credit. (C*)

NURS 342A Nursing of the Childbearing Family—Theory ....................................................... 2
Implementation of the nursing process utilizing a family centered approach to childbearing and maternal health promotion. Prerequisites: 202, 204, 303. Fee: $55. (C*)

NURS 342B Nursing of the Childbearing Family—Clinical ....................................................... 2
Clinical application of the nursing process in providing family centered maternal health care in acute and community settings. To be taken concurrently with NURS 342A—Theory. Graded on a credit / no credit basis. Must earn at least a "C" (2.00) for credit. Fee: $30. (C*)

NURS 344A Nursing of the Older Adult Client / Family—Theory ............................................. 2
Implementation of the nursing process to facilitate adaptive equilibrium in the older adult client / family. Prerequisites: 202, 204, 303. (C*)

NURS 344B Nursing of the Older Adult Client / Family—Clinical .................................................. 2
Clinical application of the nursing process in promoting adaptive equilibrium in the older adult client / family. To be taken concurrently with NURS 344A—Theory. Graded on a credit / no credit basis. Must earn at least a "C" (2.00) for credit. (C*)

NURS 362A Nursing of the Childrearing Family—Theory ............................................................. 2
Implementation of the nursing process utilizing a family centered approach to childrearing, child health promotion, and care of the ill child. Prerequisites: 202, 204, 303, 364. (C*)

NURS 362B Nursing of the Childrearing Family—Clinical ......................................................... 2
Clinical application of the nursing process in providing family centered child health care in acute and community settings. To be taken concurrently with NURS 362A—Theory. Graded on a credit / no credit basis. Must earn at least a "C" (2.00) for credit. (C*)

NURS 364A Advanced Nursing: A Pathophysiological Approach—Theory ............................ 2
Implementation of the nursing process using a family-centered approach with adult clients experiencing complex disturbances in adaptive equilibrium. The primary focus is on pathophysiology in the physical subsystem. Prerequisites: 202, 204, 303. Fee: $55. (C*)

NURS 364B Advanced Nursing: A Pathophysiological Approach—Clinical ............................. 2
Clinical application of the nursing process in providing complex care to multicultural clients in the acute medical-surgical setting. To be taken concurrently with NURS 364A—Theory. Graded on a credit / no credit basis. Must earn at least a "C" (2.00) for credit. Fee: $30. (C*)

NURS 366A Critical Care Nursing: A Pathophysiological Approach—Theory ........................ 2
Builds upon NURS 364. Implementation of the nursing process using a family centered approach with adult clients experiencing critical disturbances in adaptive equilibrium. The primary focus is on pathophysiology in the physical subsystem. Prerequisite: 204, 303, 364. (C*)

NURS 366B Critical Care Nursing: A Pathophysiological Approach—Clinical ........................... 2
Clinical application of the nursing process in providing complex care to multicultural clients in a critical care setting. To be taken concurrently with NURS 366A—Theory. Graded on a credit / no credit basis. Must earn at least a "C" (2.00) for credit. (C*)

NURS 441 Introduction to Nursing Research .............................................................................. 2
The research process applied to nursing includes problem definitions and basic research design. Each student works on developing a basic research proposal. Prerequisites: 340, 342, 344, 362, 364, 366. Statistics.

NURS 442 Applied Nursing Research ......................................................................................... 1
Opportunity to critique literature, continue work on research proposal or participate in a research project. Prerequisite: 441.

NURS 450 Leadership / Management in Nursing—Theory ..................................................... 2
Combines theory of leadership and nursing care delivery systems with issues and trends in nursing. Prerequisites: 340, 342, 344, 362, 364, 366. Fee: $55. (C*)

NURS 451 Leadership / Management in Nursing: Team Leading—Clinical ............................... 3
Clinical application of leadership/ management theory in giving and directing care for a group of clients. To be taken concurrently with NURS 450—Theory. Graded on a credit / no credit basis. Must earn at least a "C" (2.00) for credit. Fee: $30. (C*)
**NURS 452** Leadership / Management in Nursing:  
Elective Setting —Clinical....................................................2  
Clinical application of leadership / management theory in a clinical setting selected by the student in collaboration with faculty. Examples include critical care, emergency room, intensive care, pediatrics, maternity, medical-surgical, missions. To be taken concurrently with NURS 450—Theory. Graded on a credit / no credit basis. Must earn at least a "C" (2.00) for credit. (C*)

**NURS 460A** Nursing in the Community—Theory .........................4  

**NURS 460B** Nursing in the Community—Clinical...........................5  
Clinical application of the nursing process with individuals, families and communities to promote and maintain adaptive equilibrium. To be taken concurrently with Nursing 460A—Theory. Graded on a credit / no credit basis. Must earn at least a "C" (2.00) for credit. Fee: $30.

---

**Philosophy**

**Faculty**

Chair: ...............................................................Greg TenElshof, Ph.D.  
Associate Professors: ..............................Ciocchi, TenElshof  
Assistant Professor: .................................................Crisp  
Affiliated Faculty: ........DeWeese, Geivett, Horner, Moreland, ............................................................Porter, Rae, Reynolds, Smith

**Mission & Learning Outcomes**

The undergraduate philosophy department seeks to promote a community of Christian scholars dedicated to progress in the love of wisdom in both its theoretical and its practical aspects.

The objectives of the philosophy major center on intellectual content and skills becoming part of the student's life and character: (1) development of the habit of reflective and evaluative thinking; (2) growth in the ability to read and understand philosophic literature and to write well about this material; (3) gaining an acquaintance with the intellectual tradition of the West; (4) acquiring the ability to apply philosophical concepts to life's problems; (5) making serious progress in formulating one's own world and life view; and (6) advancing towards full intellectual and personal integration of academic studies with Christian teaching.

The philosophy major may be taken as a liberal arts major, as pre-professional preparation for careers in such fields as the law, education and the ministry, or as preparation for graduate study in philosophy.

**Degree Program**

A Bachelor of Arts degree in Philosophy is offered upon completion of the university baccalaureate and major requirements according to one of the following three emphases.

**STANDARD EMPHASIS**

The Standard emphasis consists of 36 units beyond the general education requirement. The student must take Introduction to Logic (210), the three courses in the history of philosophy sequence (301, 302, 303), and the three courses in the major divisions of philosophy (411, 412, 413). Additionally, the student must take Philosophy of Religion (414) and select six units of upper-division elective courses chosen from 415, 425, 435, 445. Finally each student must meet the departmental seminar requirement of six units as follows: three units of Philosophy Seminar (350) and three units of Senior Thesis (450).

**GRADUATE SCHOOL EMPHASIS**

The Graduate School emphasis consists of 39 units beyond the general education requirement. The student must take Introduction to Logic (210), the three courses in the history of philosophy sequence (301, 302, 303), and the three courses in the major divisions of philosophy (411, 412, 413). Additionally, the student...
must take Philosophy of Religion (414), Symbolic Logic (312) and the Advanced Philosophy Seminar (445) for a total of 3 units. The student must select a three-unit upper-division elective course from the following list: 415, 425, 435. Finally, the student must take three units of Philosophy Seminar (350) and the Senior Thesis (450).

**LIBERAL ARTS EMPHASIS**
The Liberal Arts emphasis consists of 30 units beyond the general education requirement. The student must take Introduction to Logic (210), the three courses in the history of philosophy sequence (301, 302, 303), and Philosophy of Religion (414). In addition, the student must take 413 and either Metaphysics (411) or Epistemology (412). Finally, the student must take three units of Philosophy Seminar (350) and must complete six units of upper-division electives in philosophy.

**HUMANITIES MAJOR / PHILOSOPHY EMPHASIS**
The Department of Philosophy offers a philosophy emphasis for the humanities major. (See Humanities section for specifics.)

**Minor**
A Philosophy Minor is offered with the completion of 20 units beyond the general education requirement, 17 of which must be upper division. The student must select two courses from 301, 302 and 303 and two courses from 411, 412 and 413.

**Note:** No student who has taken one of the lower division history of philosophy courses (211, 212, 213) will be permitted to enroll in its corresponding upper division number (301, 302, 303). Any student who falls into this category, and who is also a philosophy major, a philosophy minor, or a humanities major with a philosophy emphasis—all of whom are required to take upper division courses in the history of philosophy—will be asked to substitute another philosophy course for the history of philosophy course. Selection of an appropriate substitute will be made in consultation with the student’s advisor.

Normally, only students who have completed a general education course in philosophy will be permitted to enroll in upper division philosophy courses (300’s and 400’s). Exceptions to this policy may be permitted in special circumstances. All exceptions will require the approval of the chair of the Philosophy Department.

**Courses (PHIL)**

<table>
<thead>
<tr>
<th>PHIL 210</th>
<th>Introduction to Logic</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A general introduction to logic covering both deductive and inductive inference, and the analysis of arguments in ordinary language.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PHIL 211</th>
<th>Introduction to Ancient Philosophy</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>An introduction to philosophy through a study of the earliest period of philosophic development in the West, covering the Pre-Socratics through the Neo-Platonists.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PHIL 212</th>
<th>Introduction to Medieval Philosophy</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>An introduction to philosophy through a study of the history of philosophy, from Augustine to William of Occam, with special emphasis upon Augustine and Thomas Aquinas.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PHIL 213</th>
<th>Introduction to Modern Philosophy</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>An introduction to philosophy through a study of the history of philosophy from the Renaissance through the 18th century.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PHIL 214</th>
<th>Introduction to Philosophy</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A general introduction to the nature, problems, methods, concepts, and divisions of philosophy.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PHIL 215</th>
<th>Introduction to Ethics</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>An introduction to philosophy through a study of the principal ethical theories and thinkers, basic ethical problems and related biblical teaching.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PHIL 216</th>
<th>Introduction to Philosophy &amp; Aesthetics</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>An introduction to the problems, methods and concepts of philosophy with an emphasis on the issues and theories of aesthetics.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PHIL 301</th>
<th>Greek &amp; Roman Philosophy</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The history of philosophy in the West from the Pre-Socratics through the Neo-Platonists. In contrast to 211, the lower division course which covers the same period, this course is designed for students who have already taken at least one course in philosophy and are expected to achieve at a higher level of learning.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PHIL 302</th>
<th>Medieval Philosophy</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The history and philosophy in the West from Augustine to William of Occam, with special emphasis upon Augustine and Thomas Aquinas. In contrast to 212, the lower division course which covers the same period, this course is designed for students who have already taken at least one course in philosophy and are expected to achieve at a higher level of learning.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PHIL 303</th>
<th>Modern Philosophy</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The history of philosophy in the West from the Renaissance through the 18th century. In contrast to 213, the lower division course which covers the same period, this course is designed for students who have already taken at least one course in philosophy and are expected to achieve at a higher level of learning.</td>
<td></td>
</tr>
<tr>
<td>Course Code</td>
<td>Title</td>
<td>Units</td>
</tr>
<tr>
<td>-------------</td>
<td>-------------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>PHIL 312</td>
<td>Symbolic Logic</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 350</td>
<td>Philosophy Seminar</td>
<td>1</td>
</tr>
<tr>
<td>PHIL 411</td>
<td>Metaphysics</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 412</td>
<td>Epistemology</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 413</td>
<td>Ethics</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 414</td>
<td>Philosophy of Religion</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 415</td>
<td>Advanced Studies in the History of Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 425</td>
<td>Advanced Studies in the Divisions of Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 435</td>
<td>Advanced Studies in Philosophical Topics</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 445</td>
<td>Advanced Philosophy Seminar</td>
<td>1-3</td>
</tr>
</tbody>
</table>
| PHIL 450    | Senior Thesis                                   | 3     | Directed research in topics chosen in consultation with the philosophy faculty. The student will write a substantial paper in philosophy, with some application to the Christian faith.                                                                                                                                                                                                                                                                  ```
Physics - Physical Sciences–Engineering Physics

Faculty
Chair: ............................................................................ James Rynd, Ph.D.
Professors: ................................................................. Bloom, Rynd
Instructor: ........................................................................ Pichaj

Mission & Learning Outcomes
In obedience to our Lord's call to make new the creation, to serve others, and to glorify God, the programs in Chemistry and Physics have as their mission to prepare servant-leaders in the physical sciences who appreciate how these fields manifest the power and creativity of God. Further, we seek to serve as a resource for science education to the greater Biola community.

Upon completion of one of these majors, the student will be able to express an understanding of the basic laws and theories of physics and chemistry, demonstrate an ability to do quantitative problem solving, demonstrate good laboratory technique, acquire several technical skills, apply scientific methodology to a research problem and integrate scientific knowledge and theories with the Christian faith.

Degree Program
Our department offers three majors: 1) Physical Science with an emphasis in either chemistry or physics, 2) Engineering Physics for those in the 3/2 program and 3) Biochemistry. As well as providing the necessary prerequisites for professional programs such as engineering, medicine and education, these majors qualify one for many graduate programs related to the physical sciences. The knowledge and skills provided in our programs make our graduates much sought after by technically-oriented business, industry and government agencies.

Majors

PHYSICAL SCIENCE
A Bachelor of Science degree in Physical Science is offered upon completion of the university baccalaureate requirements and the physical science departmental requirements in one of the following emphases.

CHEMISTRY (60 UNITS)
Chemistry 105, 106, 301, 302, 311, 312, 350, 402; Physics 124, 132, 132L, 233, 233L, 234, 460; Math 105, 106; the remaining 14 units are taken in chemistry, physics and math, of which 10 units must be upper division. Three units of computer science may be counted toward the 14 units of electives in chemistry, physics or math.

PHYSICS (65 UNITS)
Physics 124, 132, 132L, 233, 233L, 234, 318, 321, 460, 480; Chemistry 105, 106; Math 105, 106, 205, 291, 435; Computer Science 105; and 13 units of upper division courses in physics, chemistry or math, with at least 6 units in physics. To continue in this program a student is normally required to have a GPA of 2.5 in PHSC 132, 132L, 233, 233L; MATH 105, 106 and CHEM 105.

ENGINEERING PHYSICS
A Bachelor of Science degree in engineering physics is awarded to students who complete the 3/2 engineering program at Biola and an approved engineering school. The degree requires completion of all the general education and Bible requirements at Biola along with a minimum of 50 pre-engineering units and completion of an accredited engineering program. Special arrangement has been made with the University of Southern California for this five-year, dual-degree program in liberal arts / sciences and engineering. Students attend Biola for three years taking courses in physics, chemistry, biblical studies and the liberal arts. The final two years are taken at the University of Southern California School of Engineering. Upon successful completion of the five-year program, a student receives a B.S. degree in Engineering Physics from Biola and a B.S. degree in Engineering from USC. Students interested in this 3/2 program with USC, or who choose to attend another accredited engineering school following a similar pattern, must plan their course of study under the supervision of the engineering advisor and with the approval of the department.

The student should be aware that engineering schools often have a minimum GPA requirement for application. The program at USC currently requires a 3.0 GPA in core Math and Science courses. The required pre-engineering courses taken at Biola for most engineering programs are: Physical Science 121, 124; Math 105, 106, 205, 435; Chemistry 105; Physics 132, 132L, 233, 233L, 234, 311, 313, 321, and 318 or 352; Computer Science 105. Other courses may be required for specific engineering programs.

Note: Students in the engineering 3/2 program sequence are exempt from general education requirements in literature (3) and World Civilization (3). The student is also exempt from the last semester residency requirement.

BIOCHEMISTRY
A description of the biochemistry program and the degree requirements are given in the Chemistry section of this catalog.

Note: Physical Science majors automatically meet the general education requirement of eight units of science and mathematics. The foreign language requirement is met by two years in high school or four units in college.
Minors
A Physical Science Minor is offered with the completion of 22 units of Chemistry 105, 106; Physics 132, 132L, 233, 233L, and six units of upper division Physical Science or Chemistry electives.

A Physics Minor is offered with the completion of 18 units consisting of Physics 132, 132L, 233, 233L, 234 and six upper division units in Physics.

TEACHING CREDENTIAL IN THE SCIENCES
While this is not a specific emphasis in the major, students preparing to obtain a secondary teaching credential in any of the physical sciences need to be aware of the requirements of the California Commission on Teacher Credentialing. These include a variety of education courses and a demonstration of competence in the subject area to be taught. A set of examinations called California Subject Exams for Teachers (CSET) is offered depending on the subject areas to be taught. These include a general science exam in biology, chemistry, physics and earth science as well as the more in depth single subject exams. Those interested in a teaching credential should be advised that all single subject teaching credential programs are subject to revision. See the California Commission on Teacher Credentialing web site or Biola's School of Education for more details.

Courses (PHSC)

PHYSICAL SCIENCE / PHYSICS

PHSC 101  Physical Science Survey—Lecture ..................4
A course designed for the non science major. A survey of the basic principles of physics, chemistry, geology, meteorology and astronomy. Either semester.

PHSC 102  Physical Science Survey—Laboratory .............1
A laboratory experience to accompany the lecture course. Must be taken concurrently or subsequent to the lecture. Three hours lab. Either semester. Fee: $60.

PHSC 103  Geology .........................................................3
An introduction to earth science including: processes that shape the earth’s surface, oceans and atmosphere; plate tectonics, earth history and the fossil record, natural resources and environmental concerns.

PHSC 105  Topics in Physical Science ...........................1-2
A course designed to allow students to select specific modules from PHSC 101 which include physics, chemistry, geology, astronomy, and/or meteorology. Prerequisite: department approval, signature required.

PHSC 109  Physics of Sound ...........................................3
The basic concepts of sound wave mechanics, the mechanisms of sound and voice, hearing, speech perception, and an overview of the technology used in electronic recording. Lab activities include the use of frequency spectrum analyzers.

Assumes no science background but will use high school algebra. Counts toward the general education science requirement for all majors excepting Communication Disorders. Lab fee: $60.

PHSC 110  Astronomy .....................................................3
Descriptive general education course, designed to acquaint the student with the current state of knowledge of the solar system, the Milky Way, galaxies, quasars and cosmology. Lab Fee: $50.

PHSC 111  Physics I .........................................................3
A study of mechanics, heat and sound. Intended for non-majors, principles are treated quantitatively but without a calculus requirement. Three hours lecture per week. Prerequisite: MATH 101 or a strong algebra / trigonometry background.

PHSC 111L  Physics I Laboratory ......................................1
Application of the laws and theories of mechanics, heat and sound through experiment. Laboratory to accompany Physics I. Concurrent with PHSC 111. Three hours laboratory weekly. Fee: $75.

PHSC 112  Physics II .......................................................3
Continued from Physics I; includes electricity, magnetism, elementary circuits, optics, and modern physics. Three hours lecture per week. Prerequisites: PHSC 111, PHSC 111L.

PHSC 112L  Physics II Laboratory .....................................1
Application of the laws and theories of electricity, magnetism, circuits and optics through experiment. Laboratory to accompany Physics II. Concurrent with PHSC 112. Three hours laboratory weekly. Fee: $75.

PHSC 115  Physics in Everyday Life ......................3
This course is intended for non-science majors who are seeking a connection between science and the world in which they live. It is intended to convey an appreciation for the physical sciences through the discovery of principles within objects of everyday experience and to show that science is not something to be feared but is indeed reflective of God’s creativity, beauty and provision. Three hours lecture.

PHSC 115L  Physics in Everyday Life Lab .....................1
The hands-on component for the lecture course that provides students experience with common laboratory tools for a better understanding and appreciation of the principles behind many of the objects of everyday life. Must be taken concurrently or subsequent to PHSC 115. Three hours laboratory weekly. Fee: $60.

PHSC 121  Introduction to Engineering .........................1
A presentation of the opportunities of the many engineering specialties, historical and current trends, ethical and societal
factors in engineering projects and examples of engineering design problems from professionals and through field trips. Fee: $40.

**PHSC 124** Data Analysis & Presentation .................................................1 This course is intended for physical science and pre-engineering majors or anyone else interested in learning to develop their intuition for problem-solving using formal and informal techniques. Involves the use of MATLAB, Excel and other computer tools for data analysis. Fee: $40.

**PHSC 132** General Physics I: Mechanics & Heat ..............................3 Basic principles of physics emphasizing Newtonian mechanics, conservation of energy and momentum, oscillations, fluids and thermodynamics. Primarily for physical science and pre-engineering majors. Three hours lecture weekly. Prerequisite: MATH 105. Fall term only.

**PHSC 132L** General Physics I Laboratory .................................................1 The application of the laws and theories of mechanics and thermodynamics through experiment. Laboratory to accompany General Physics I. Concurrent with PHSC 132. Three hours laboratory weekly. Fee: $75.

**PHSC 233** General Physics II: Electricity & Magnetism ....................3 Introduction to electrostatics, conductors and currents, magnetic fields, and Maxwell's equations. Primarily for physical science and pre-engineering majors. Three hours lecture weekly. Prerequisites: PHSC 132, 132L. Spring term only.

**PHSC 233L** General Physics II Laboratory .................................................1 The application of the laws and theories of electricity and magnetism through experiment. Laboratory to accompany General Physics II. Concurrent with PHSC 233. Three hours laboratory weekly. Fee: $75.

**PHSC 234** General Physics III: Waves, Optics & Modern Physics ..........4 Wave theory, sound, geometric optics, interference and diffraction, relativity, wave properties of particles, and introduction to quantum physics. Primarily for physical science and pre-engineering majors. The optics section may be taken for one unit of credit (PHSC 450). Three hours lecture; three hours laboratory, weekly. Prerequisites: PHSC 233, 233L. Lab Fee: $60.

**PHSC 250** Science & Origins .................................................................3 A survey of basic scientific theories of origins, their crucial experimental evidences, and background material in physics, chemistry, geology and astronomy. Particular attention will be given to comparison of scientific theories of origins and biblical revelation.

**PHSC 311** Computer Techniques in Science & Engineering ..............3 Use of computational tools to solve problems from classical and quantum mechanics, statics, thermodynamics, digital signal analysis and others. Required 233 and 233L or CHEM 106, MATH 205 recommended. Three hours lecture and labs per week. Offered alternate years. Lab Fee: $75.

**PHSC 313** Statics ..................................................................................3 Statics of particles, rigid bodies in two and three dimensions, centroids and centers of gravity, structures, friction, and inertia. Primarily for pre-engineering majors. Three hours lecture each week. Prerequisites: PHSC 132, 132L.

**PHSC 318** Classical Mechanics .............................................................3 Newtonian mechanics of particles and systems of particles, rigid bodies, oscillating systems, gravitation, moving coordinate systems, Lagrange's and Hamilton's equations. Primarily for physics emphasis majors. Three hours lecture. Prerequisites: 132, 132L.

**PHSC 321** Circuits & Instrumentation I .................................................5 An introduction to electronic circuit analysis and design. Three hours lecture, six hours laboratory each week. Prerequisites: 233, 233L. Fee: $120.

**PHSC 331** Thermodynamics .................................................................3 Introduction to energy, heat, work, entropy, temperature and states of matter. The first, second and third laws of thermodynamics with an emphasis on applications. Prerequisites: 132, 132L.

**PHSC 340** Electrodynamics .................................................................3 The application of vector calculus and Maxwell's equations in the analysis of static and dynamic electromagnetic waves in dielectrics and conductors. Prerequisites: 233, 233L.

**PHSC 352** Fundamentals of Materials Science ....................................3 Introduction to the structure-property relationships of engineering and natural materials including metals, ceramics, polymers and composites. Examines the strength of materials, strengthening mechanisms, diffusion, phase transformations, heat treatment and microstructure control. Considers how materials are selected for design of a product. Prerequisite: One of PHSC 132 and 132L or CHEM 106 and MATH 106. Offered alternate years. Fee: $75

**PHSC 412** Introduction to Quantum Mechanics ....................................3 An introduction to quantum mechanics including 1-D potentials, Schrödinger's equation, the hydrogen atom with spin, Dirac notation, operator formalism, bonding, the solid state and interpretation. Prerequisites: 234 and MATH 205.
PHSC 420 Special Projects .................................................. 1-3
Research or industrial internship to provide practical experience in a field of the student’s interest. Designed primarily for students working off campus in a situation where special projects are possible. Prerequisite: junior or senior standing with consent.

PHSC 450 Special Topics in Physical Science ........................ 1-3
Varying course content. Topics such as optics, special relativity, nuclear and biophysics will be offered. Departmental approval required.

PHSC 460 Physical Science Seminar .................................... 1
A capstone course for all physical science and biochemistry majors that includes: (1) presentation of a seminar, (2) service learning project and, (3) integration readings and discussion.

PHSC 480 Advanced Physics Laboratory ............................... 3
A laboratory course in which selected experiments cover several areas of classical and contemporary physics. Emphasis on data collection and analysis techniques. Prerequisites: PHSC 234, 321; MATH 435. Fee: $120.

Political Science

Administered by the Department of History, Government & Social Science

Faculty

Acting Chair: .......................................................... Todd Pickett, Ph.D.
Professor: ................................................................. Peters
Associate Professor: .................................................. J. M. Rood
Assistant Professors: .......... Gruendyke, P. Rood, Wamagatta

Mission & Learning Outcomes

The Political Science major enables students to understand the fundamental socio-political institutions of society, and their effect on contemporary life; to participate in and contribute to the political process; to assess the propriety of political issues and government policies; and to recognize and help meet the needs of the local, state, national and international community; all in a manner consistent with biblical Christianity.

Degree Program

A Bachelor of Arts degree in Political Science is offered upon completion of the university baccalaureate and major requirements. An emphasis in Public Administration is available. The student is required to take POSC 225 to fulfill the general education requirement in government, and HIST 207 or 208 (one of which will apply to the general education requirement for history) before taking upper division courses in history, political science and social science. POSC 203 Economics & Politics is strongly recommended.

The Political Science major requires the completion of 30 units, 24 of which must be upper division political science courses including at least one course in each of the following three categories: American Government (POSC320 or 400 or 405 or 406 or 410); International Politics (POSC305 or 307 or 407); Political Theory (POSC 350 or 351 or 480 for a minimum of 3 units); and a research seminar (POSC470) or honors seminar (POSC495/496). The remaining 15–17 political science units may be chosen from upper division electives in Political Science.

PUBLIC ADMINISTRATION EMPHASIS

Students interested in public service at the municipal, county, state or federal level are advised to major in political science with an emphasis in public administration. In addition to the Political Science major requirements, the Public Administration emphasis includes: POSC301 Fundamentals of Public Administration, POSC488 Internship & Research Project, and an additional POSC upper division course from among the Public Administration sequence offered (POSC306 or 485 or 486). These Public Administration emphasis units also fulfill the Political Science major upper division elective units outlined above. For advisement, contact the Department of History, Government & Social Science.
**SOCIAL SCIENCE CALIFORNIA SECONDARY TEACHING CREDENTIAL**
The Departments of History, Government & Social Science in cooperation with the School of Education provide a program leading to the Social Science Secondary Teaching Credential. For specifics on the Secondary Social Science program, contact the School of Education and Department of History, Government & Social Science for details. This program prepares students to teach history, government, geography and economics in California high schools. Those students interested in a teaching credential should be advised that all single subject teaching credential programs are subject to revision. Consult the School of Education for details on current programs.

**Off-campus Programs**
Biola offers off-campus study opportunities which may facilitate completion of coursework for the Political Science major. These programs include the American Studies Program (see below), the London, Oxford and Middle East, and International Business programs. More information about these external learning programs can be found in the “Off-Campus Programs” section of this catalog, or at www.biola.edu/offcampus programs/. Interested students should consult with an advisor as early as possible.

**AMERICAN STUDIES PROGRAM**
Biola University cooperates with the American Studies Program in Washington, D.C. This program provides work/study opportunities for students each semester in all of the disciplines offered at Biola, especially political science. Based on the principle of integrating faith, learning and living, students are invited to spend time in the nation's capital serving as interns, participating in an academic seminar program and living in a unique community of Christians from different geographical regions and denominational backgrounds.

The American Studies Program is designed for juniors and seniors with a wide range of academic majors and vocational interests. Students are involved in the American Studies Program for either the fall or spring semester, earning 16 semester units in the internship and study seminars. A student may earn all 16 units in Political Science or 13 units in Political Science and three in Bible, if desired.

Prerequisite: Survey of American Government 225. To make application to the program, interested students should see Dave Peters in Political Science, who serves as director of the Biola / Washington D.C. American Studies Program.

**Courses (POSC)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>POSC 201</td>
<td>Politics &amp; Economics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Micro and macro economic terms and concepts of economic reasoning with an emphasis on the application of these concepts to current economic issues, including the elements of America’s market economy including supply and demand, profit, competition, pricing, incentives, private property and the debate between liberty and regulation; the relationship between politics and economics; the US labor market and aggregate economic behavior and policy; and international trade and global regulation and cooperation. (For non-business majors only.)</td>
<td></td>
</tr>
<tr>
<td>POSC 225</td>
<td>Survey of American Government</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>The history, organization and function of the legislative, judicial and executive branches of the American government. Includes one hour per week involving students in a local government civic service or life experience activity. Satisfies the state requirement in institutions in American history. Meets the requirement for United States Constitution for California teacher certification. May be taken to satisfy a portion of the six units history general education requirement. Fee: $12. For spring and fall only.</td>
<td></td>
</tr>
<tr>
<td>POSC 230</td>
<td>Perspectives on American Government</td>
<td>1-2</td>
</tr>
<tr>
<td></td>
<td>Contemporary issues in American government and politics as seen from a Christian perspective.</td>
<td></td>
</tr>
<tr>
<td>POSC 301</td>
<td>Fundamentals of Public Administration</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Fundamentals of public administration; overview of the concepts, nature and scope of the field. Role of government in modern society and the nature of public business.</td>
<td></td>
</tr>
<tr>
<td>POSC 304</td>
<td>Organizational Theory &amp; Behavior</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Key concepts central to organizing and changing public agencies to meet public social needs. Review of theories, managerial approaches and methodologies in public administrators.</td>
<td></td>
</tr>
<tr>
<td>POSC 305</td>
<td>Comparative Government</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>The elements and theories of states, citizenship, political parties and representation as illustrated in various political systems. Special emphasis on current elections, political movements and challenges to the political order. Offered alternate years. Fee: $12.</td>
<td></td>
</tr>
<tr>
<td>POSC 306</td>
<td>Public Policy</td>
<td>3</td>
</tr>
<tr>
<td>POSC 307</td>
<td>International Relations</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>A survey of national-state system; forces affecting international relations; sources of conflict in world politics, and their solution by power politics and international cooperation. An historical view of theoretical frameworks and diplomatic history along with a survey of contemporary topics including: globalization, state-building, public diplomacy and engagement in issues of religious and political freedom and human rights. Fee: $12.</td>
<td></td>
</tr>
</tbody>
</table>
POSC 310  Student Government Practicum ........................................1
The organization and function of student government at the university level; parliamentary procedure, committee work and similarity to state and national legislative government. May be repeated for a maximum of four units. (Limited to Biola Associated Students Council and Senate members; Students working for A.S. for an hourly wage may not enroll.)

POSC 320  The American Presidency ...........................................3
Historical development of the office of the presidency; formal and informal powers of the president in executive, legislative, judicial, military, diplomatic and political areas. Studies in contemporary and historic presidential biography and critical issues. Prerequisite: POSC 225.

POSC 350  Political Philosophy - Ancient ....................................3
A study of selected works of ancient and medieval political philosophy. Emphasis on such writers as Plato, Aristotle, Hebrew Scripture, Early Church Fathers and Augustine. Careful reading in primary sources, class discussion and written interpretation. Prerequisites: HIST 107, 207 or POSC 225.

POSC 351  Political Philosophy - Modern ....................................3
A study of selected works of Renaissance and modern political philosophy. Emphasis on such writers as Aquinas, Machiavelli, Hobbes, Locke, Rousseau, Kant, Nietzsche and others. Careful reading in primary sources, class discussion and written interpretation. Prerequisites: HIST 107, 207 or POSC 225.

POSC 360  Economic History of the United States ............................3
Growth and development of the American economy from the Colonial period to contemporary times. Emphasis on such dynamic factors as political, social, legal, technological and international developments affecting changes in agriculture, transportation, communication, commerce, industry and finance. Cross-listed with HIST 360.

POSC 400  Political Parties & the Electoral Process ..........................3
Analysis of the history, philosophy, organization and functioning of America's political parties. The mechanics of the electoral process including issue formation and campaign strategy, organization development, redistricting, polling, campaign financing.

POSC 405  Problems in American Diplomacy ................................3
Growth and development of American foreign relation from the Revolution to the present. Analysis of the conduct of foreign relation, its objectives and limitations.

POSC 406  Legislation .................................................................3
The mechanical rules, procedures and customs in the making of laws in American government. Offered alternate years.

POSC 407  International Organizations & Political Economy ........3

POSC 410  American Constitutional Law ......................................3
An examination of the principles of the American constitutional system looking primarily at U.S. Supreme Court decisions and the historical development of constitutional law. Attention also given to the judicial branch and its role in American government and politics, particularly its continuing interpretation of the U.S. Constitution as the framework for American democracy.

POSC 415  Integration Seminar ..................................................3
Issues in the contemporary world addressed from an interdisciplinary social science and biblical perspective. Prerequisite: Senior standing.

POSC 470  Political Science Research & Writing ............................3
Research and writing for Political Science majors (Political Science or Public Administration emphasis). In-depth research of original sources and/or empirical studies, culminating in the development of a research paper. Special studies in public administration for majors utilizing the techniques of problems solving, research and effective communication and writing. Prerequisite: Juniors and Seniors.

POSC 480  Studies in Political Science .........................................1-8
Specialized study in political science in such areas as American government, the U.S. Constitution, legislation, state and local government, foreign affairs, international relations, the Arab-Israel conflict, political theory, comparative governments, the American presidency, the citizen and the law, political parties, law and public administration. May be repeated with different section title for a maximum of eight units.

POSC 485  Public Law ...............................................................3
Function of law in protecting the public’s interest in preserving the environment. Environmental laws, administrative action, freedom of information, air and water quality, noise pollution, solid waste, pesticides, land use, zoning, energy and agency decision making. Prerequisite: Business 361. Junior or senior standing.

POSC 486  Personnel & Human Resources Management ................3
Government personnel systems, merit concepts, classification, compensation, training, examinations, organizations, labor relations and collective bargaining. Prerequisites: 225, 301, 485.
Psychology

A Division of Rosemead School of Psychology

Faculty

Dean: Patricia L. Pike, Ph.D.
Undergraduate Chair: Peter C. Hill, Ph.D.
Professors: Edwards, Grace, Hill, Poelstra, Strauss
Associate Professors: L. Hall, Williams
Assistant Professors: Bustamante, Lee-Kim, Pak, Porter

Mission & Learning Outcomes

The psychology major provides opportunities to study a broad spectrum of issues concerning human nature and functioning from a distinctly Christian world view. Since students select a psychology major for a variety of reasons, course offerings are designed to provide as much flexibility as possible. There are seven courses required of all students.

Students preparing for graduate study in psychology take a broad set of courses in the research and theory of psychology as well as foundational courses in applied areas. Students majoring in psychology as a terminal degree or those preparing for the ministry or other professional areas may select from both theoretical and applied courses those most suited to their vocational and personal goals.

Admission Requirements

Admissions into Biola University does not guarantee admission as a psychology major in the School of Psychology, nor permission to enroll in upper division psychology courses. The following requirements must be observed.

1. Completed with a minimum of a “C” (2.0) grade in each of the following courses: Introduction to Psychology 200; Psychology & Christian Thought 206; Statistics with Computer Application 209 and 211; Biblical Studies, Foundations of Christian Thought 105; and English 110A and B.

2. Completed a minimum of 30 hours of General Education and Bible.

3. Accomplished an overall cumulative GPA of 2.5 in all college level work.

4. Filing of an application as a psychology major which shall include an autobiographical essay. The application can be filed any time following the completion of the student’s third semester of college work.

Degree Program

A Bachelor of Arts degree in Psychology is offered upon completion of the university baccalaureate and major requirements. The
psychology major requires the completion of a minimum of 35 units beyond Introduction to Psychology (200), 24 of which must be upper division. Psychology 200 is prerequisite to all other psychology courses. All majors are required to take seven core courses, which include Introduction to Psychology (200), Psychology & Christian Thought (206), Statistics with Computer Applications (209 and 211), Experimental Psychology (305), Developmental Psychology: Lifespan (320), Cognitive Psychology (365) and Theories of Personality (411).

Minor
A Psychology Minor is offered with the completion of 18 units, 12 of which must be upper division. Prerequisite: PSYC 200. PSYC 206 is required for the minor and may be applied toward the 18 units.

UNDERGRADUATE PERMISSION TO TAKE GRADUATE COURSES
Senior level undergraduate psychology majors may take certain graduate courses (listed at the end of this section) with permission. A permission request form may be obtained in the Psychology Department. It must be filled out and signed by the department chair, dean of Rosemead, and course instructor.

RECOMMENDED COURSES FOR STUDENTS INTERESTED IN GRADUATE STUDY
PSYC 306, 318, 405, 412, 440

Courses (PSYC)
PSYC 200  Introduction to Psychology ..............................................................3
A survey of psychology as an empirical/ behavioral science with a consideration of underlying philosophical bases in light of a Christian worldview. Topics to be surveyed include development, cognition, learning, motivation, physiology, socialization, personality and psychopathology.

PSYC 206  Psychology & Christian Thought .......................................................3
An introduction to the nature and process of the application of Christian thought to the study and practice of psychology. Prerequisites: PSYC 200, BBST105.

PSYC 209  Statistics with Computer Applications .............................................3
Basic statistics for psychological research. Descriptive statistics, correlation/regression and inferential statistics including hypothesis testing, type I and II errors, t-tests, analysis of variance, and several non-parametric tests including chi-square. Not for general education math/science requirement. Concurrent with PSYC 211.

PSYC 211  Statistics with Computer Applications Lab .....................................1
Use of Excel and the Statistical Package for the Social Sciences (SPSS) to obtain descriptive and inferential statistics covered in 211. Experience in developing surveys, analyzing survey data and writing research reports. Concurrent with PSYC 209 unless PSYC 209 has been met with transfer units or AP credit.

PSYC 303  Human Sexuality .............................................................................3
An examination of human sexual functioning, behavior, relationships, and feelings. Issues of sexuality are discussed within spiritual, psychological, cultural, and medical/health related perspectives. Prerequisite: 200.

PSYC 305  Experimental Psychology ...............................................................4
Philosophy, methodology and analysis of the experimental method. Discussions of problems in conducting and evaluating psychological research. Three hours lecture, one hour laboratory. Prerequisite: 210.

PSYC 306  Psychological Testing & Assessment .................................................3
Theory and principles of psychological assessment and testing including the construction, reliability, validity and application of assessment methods and devices in various professional settings. Prerequisite: 210.

PSYC 309  Abnormal Psychology .................................................................3
Nature, causes and treatment of abnormal behavior, including the full range of mental disorders identified within current categorical systems.

PSYC 313  Psychology of Religious Experience .............................................3
An examination of the nature and scope of religious experience including such issues as the development of religious concepts and values, conversion, the experience of prayer and spiritual maturity. Attention is also given to issues in the integration of psychology and theology.

PSYC 315  Industrial / Organizational Psychology ...........................................3
A study of the application of the principles of psychology in industrial and organizational settings. Prerequisite: 200 or consent.

PSYC 317  Psychology of Marriage .................................................................3
Covers significant contemporary theoretical and clinical literature of marriage as a social and religious institution and an intimate, committed interpersonal psychological relationship. Includes topics such as the neurobiology of emotions and adult love, the psychology of interpersonal communication, conflict and problem solving, marital sexuality, gender issues, the developmental course of the marital relationship, emotional abuse and violence, and spirituality in marriage. Prerequisite: 200 or consent.

PSYC 318  Applied Learning .............................................................................3
Empirical findings and theoretical development in the area of learning and their application to human behavior. Two hours lecture, three hours laboratory. Prerequisite: 305. Lab fee: $10.

PSYC 319  Cross-cultural / Ethnic Issues in Psychology ...................................3
This course is designed to increase student awareness of the historical treatment of cross-cultural issues within a psycho-
logical context and to explore psychological issues in various cultural contexts within the American culture and worldwide. Attention is paid to the psychological dynamics involved in the formation and reduction of prejudices, discrimination, and stereotypes. Prerequisite: 200.

**PSYC 320 Developmental Psychology: Lifespan**

A study of the theory and research concerning lifespan development. Consideration will be given to the physical, emotional, cognitive, social and moral aspects of human development across the entire span from conception to death. Discussion will include timely issues of personal relevance to the student’s own developmental pathway.

**PSYC 325 Developmental Psychology: Childhood & Adolescence**

An in-depth study of theory and research concerning the child and adolescent period. Issues to be considered will include physiological, psychological, social, behavioral, and spiritual development from the period of conception through adolescence. Both pathogenic and adaptive patterns will be addressed with a view to facilitating optimal development.

**PSYC 355 Psychology of Family**

An examination of family from three different perspectives: Scriptural, cultural and clinical. A major goal of the course is to stimulate thinking regarding the integration of these perspectives. Particular emphasis will be placed on the study of family purpose, roles within the family, and psychological processes leading to healthy and unhealthy outcomes. Open only to upper division students.

**PSYC 365 Cognitive Psychology**

This course focuses on the underlying cognitive processes directing behavior. Topics include, but are not limited to, the neural basis of cognition, perception and attention, perception- and meaning-based knowledge representations (schemas), memory concepts and principles, problem solving, reasoning, language structure and use, cognitive development, and the nature of intelligence. Prerequisite: 305.

**PSYC 405 Social Psychology**

Analysis of social behavior, including social cognition, attitude formation and change, conformity, prejudice, group processes, etc. Both theory and research findings will be examined. Prerequisite: 305.

**PSYC 411 Theories of Personality**

An overview of personality theories including the primary representatives of the major schools: analytic or dynamic, humanistic-existential and cognitive behavioral which will be evaluated in the context of Christian framework.

**PSYC 412 Physiological Psychology**

A study of the physiological bases of behavior including neural, sensory, motor and chemical aspects with an emphasis on application to human rather than animal processes. (Biology 311 Neurobiology may be taken as an alternative to this course) Prerequisites: Psychology 305 and Biology 100 or 111.

**PSYC 414 Readings in Psychology (1-3)**

Reading and bi-weekly discussion with professor of record in a topic of the student’s choosing. The student is expected to work out, with the professor’s supervision, a detailed course proposal and bibliography and submit with a Learning Contract form available from the departmental office. Prerequisite: upper division status. May receive no more than a total of six units for 414, 450 and 480 combined.

**PSYC 418 Seminar in Therapeutic Techniques**

Emphasis on core facilitation skills. Supportive, re-educative and reconstructive therapies considered. Personal growth activities incorporated. Prerequisite: upper-division standing.

**PSYC 420 Advanced Statistics**

Concepts and techniques involved in the analysis and interpretation of clinical and research data. Lecture and laboratory descriptive and inferential statistics. Major topics include correlation and regression, tests of significance and introduction to analysis of variance. Both parametric and non-parametric approaches are covered. Instruction assumes undergraduate background in statistics. Prerequisite: consent. (see RSPY 502)

**PSYC 440 History & Systems of Psychology**

An overview of the history of psychology and classical systems in psychology. The class also considers issues in the philosophy of science relevant to psychological systems, research, theory, and practice. Prerequisite: consent. (see RSPY 530)

**PSYC 450 Directed Field Work in Psychology**

Supervised experience in mental health, educational, correctional or related facility. Open only to upper division students. Prerequisites: consent. May be repeated for a maximum of six units. May receive no more than a total of six units for 414, 450 and 480 combined. Three units of PSYC 450 may be used toward the major.

**PSYC 470 Current Topics in Psychology**

Reading, research and discussion of selected topics in the field of psychology. Prerequisite: consent.

**PSYC 480 Research in Psychology**

Research activity under the supervision of the primary researcher or self-directed research under the supervision of the professor of record. May be repeated for a maximum of six units. May receive no more than a total of six units for
414, 450 and 480 combined. Three units of PSYC 480 may be used toward the major. Prerequisite: Upper division status; "B" minimum grade in PSY209 and 305; cumulative GPA of 3.2 in all college level work or 3.5 cumulative GPA in all Psychology coursework; completed essay.

GRADUATE LEVEL COURSES
The following graduate level courses may be taken by senior psychology majors with consent of the departmental chair.

RSPY 502 Advanced Statistics ...........................................3
(see PSYC 420)

RSPY 530 History & Systems of Psychology ......................3
(see PSYC 440)

Social Science

Administered by the Department of History, Government & Social Science

Faculty
Acting Chair: ....................................................Todd Pickett, Ph.D.
Professors: ............................R. Flory, Hayward, Peters, Wilshire
Associate Professors: ..................Christerson, J. M. Rood,
Rundle, S. Russell
Assistant Professors: ............Ford, Greene, Gruendyke, Pittle,
P. Rood, Wamagatta

Mission & Learning Outcomes
The social science major is an interdepartmental program offered by the Department of History, Government & Social Science, the Department of Sociology, and the Department of Anthropology and Intercultural Studies. Upon completion of the social science major, it is intended that the student will have a wider perspective on the nature of man; recognize that his present perspective is based on the experiences of history, as analyzed in the disciplines of anthropology, sociology, political science, geography, and economics; be aware that value systems have definite implications for society as a whole; be able to think analytically and develop an understanding of, and a commitment to Christian values; have an awareness of a citizen’s social and political responsibilities on earth and in the Kingdom; have an appreciation for the worth of a free society, and be prepared for graduate study or career opportunities in education, law, the service professions, research, business, government or Christian service.

Degree Program
A Bachelor of Arts degree in Social Science is offered upon completion of the university baccalaureate and major requirements. The Social Science major requires completion of 30 units, 24 of which must be upper division and include: POSC 225, a 3-unit upper division Political Science course, an emphasis of 18 units in History, Political Science, or Sociology, which must include Political Science 203 and a research course (History 480, Political Science 470 or Sociology 443), and the remaining six units in upper division coursework chosen with advisor’s approval in coordination with courses offered in the School of Intercultural Studies. The appropriate research course to be determined in consultation with the academic advisor.

Note: The student is required to take History 107, 207, 208 (one of which will meet the general education history requirement) and POSC 225; before taking upper-division courses.
Sociology

Faculty
Chair: Richard Flory, Ph.D.
Professory: R. Flory
Associate Professor: Christerson

Mission
The Sociology Department seeks to develop critically thinking, engaged Christians, who apply the sociological imagination in their scholarship, work and service, to church, community and society.

Learning Outcomes
The sociology program:

- Develops the ability of our students to use the ideas and concepts of sociology in the critical evaluation of social research, and political, social and cultural commentary.

- Encourages the development of a deep personal concern for human need due to a systematic exposure to the pressing social dilemmas that face us daily.

- Develops in our students, and in the larger university community, an understanding of the relevance of sociological insight to the Christian who would be aware, caring, progressive and productive in church and society.

- Encourages and promotes a sociology that is theologically informed, and a theology that is sociologically informed.

- Fosters a desire to participate with religious and non-religious organizations on a paraprofessional level through direct involvement in various social agencies.

- Prepares students for graduate study or career opportunities in various public and private social service agencies, research, business, or Christian service.

Degree Program
A Bachelor of Arts degree in Sociology is offered upon completion of the university baccalaureate and major requirement. The sociology major requires the completion of 30 units, 24 of which must be upper division, including 220, 441 and 443. In addition, Psychology 210 is required as a supporting course.

SOCIAL WORK EMPHASIS
This is organized as a broad preparation for students who desire to enter the helping professions. Required for this major emphasis is 30 units, 24 of which must be upper division and include: 220, 300, 367, 441, 443, and 15 units of electives, 12 of which must be upper division. In addition, Psychology 210 is required as a support course.
CRIMINAL JUSTICE EMPHASIS
This course emphasis is designed as a broad preparation for students desiring a career in law, law enforcement, or the criminal justice system. This major emphasis requires 30 units, 24 of which must be upper division including 220, 330, 333, 342, 346, 365, 441, 443, and the remaining six units may be chosen from any upper division sociology courses. In addition, Psychology 210 is required as a support course, and Political Science 410 is a suggested support course.

Minor
A Sociology Minor is offered with the completion of 18 units of sociology, of which 15 must be upper division courses.

A Social Work Minor is offered with the completion of 18 units, of which 15 must be upper division; 300 and 367 are required.

Courses (SOCl)

**SOCl 220 Sociology** .................................................................3
Sociological concepts with emphasis on group life, culture, socialization, social institutions, social processes and change. Theoretical as well as practical application of interaction and its effect on individuals in groups.

**SOCl 300 Social Work** .................................................................3
This course is designed to familiarize students with the basics of generalist social work practice from a systems perspective; an overview of social work function and roles in response to the needs of at risk populations will be provided. Instruction in the helping interventions of assessment, problem solving, counseling and resource coordination through a variety of techniques, including class lecture, case study and role play; current systems of service and the ability of the social worker to positively impact both individual and communities will also be explored.

**SOCl 302 Sociology of Gender** ......................................................3
Examines gender as an organizing principle in societies at all levels. The course explores the key theoretical approaches to sociology of gender and explains how historical, economic and political trends impact gender and gender identity, as well as the impact of gender on various social institutions such as the family, government, the workplace, education and the criminal justice system.

**SOCl 320 Marriage & the Family** ..................................................3
Christian and sociological perspectives on marriage, dating, sexuality and child rearing. Analysis of the family as a social institution as well as practical strategies for building a Christian family.

**SOCl 330 Juvenile Delinquency** ..................................................3
Character, extent and cause of juvenile delinquency; both personal and environmental. Past and current theories of youth crime; modern methods of incarceration, control and treatment. Changing response of the laws, police, courts and the public.

**SOCl 333 Criminology** .................................................................3
Social and psychological factors in criminal behavior; criminal law and criminal justice; prevention and control; trends in theory and correctional procedures, probation, parole.

**SOCl 335 Deviant Behavior & Mental Illness** ..................................3
Theoretical orientations to social as well as personal disorganization that result from role conflict, social conflict, normlessness or alienation; individual and social deviance that relates to group processes and structures will be presented and discussed. The medicalization of deviant behavior under the label “mental illness” will also be discussed and theorized.

**SOCl 340 Political Sociology** ......................................................3
Analysis of the social processes of politics and government. Issues and influences on political processes in the United States will be stressed, as well as power, authority, and voting behavior of social groups.

**SOCl 342 Ethnic & Minority Groups** ...........................................3
Analysis of ethnic, racial and cultural minorities in the U.S. and selected world cultures and societies through use of basic concepts of race, racism, prejudice, discrimination, stereotypes; theoretical as well as practical application of concepts and effects on selected minority-majority relationships and racial, ethnic and cultural groups.

**SOCl 346 Urban Sociology** ..........................................................3
Sociological analysis of urbanization and urban communities. Emphasis on inequalities arising from urban social organization and on analyses of contemporary urban problems such as crime, homelessness and ethnic conflict.

**SOCl 347 Los Angeles in Social & Cultural Context** ..........................3
Analysis of the development of Los Angeles, focusing on poverty and wealth, culture and values, social ecology, social/spatial organization, access to resources, environmental change, and Los Angeles in the cultural imagination. Field-based course. Fee: $50.

**SOCl 348 Social Change in the Developing World** ..........................3
Analysis of economic, political and cultural change in developing countries. Emphasis on social processes leading to hunger, poverty, political conflict, population growth and environmental problems in Asia, Africa and Latin America.

**SOCl 352 Social Inequality: Race, Class & Gender** ...........................3
Examination of the basic dimensions of inequality in contemporary American society, how inequality is patterned by race, class and gender, and the effects of inequality on life.
chances and lifestyles. International comparisons of systems of inequality also examined.

**SOCI 353 Religion in Public Life**
Examination of the role of religious beliefs and institutions in the public life and discourse of the U.S., focusing on questions of religion and politics, including the impact of various religious movements on culture and society.

**SOCI 354 Religion in the City**
Sociological analysis of distinctively urban forms of religious experience and practice that have developed in relation to the spaces, social conditions, and history and development of American cities. Fee: $50.

**SOCI 362 Social Problems**
Major problems of social maladjustment from the viewpoint of the underlying processes of individual and social disorganization: deviant behavior, such as mental disorders, crime and delinquency, suicide, drug and alcohol addiction; social disorganization, such as population problems, family, poverty and war.

**SOCI 365 Criminal Justice Internship**
In this course, students will work at a 10-hour per week, 15-week internship with a criminal justice related organization. At the end, a paper relating their experiences to theories in the discipline of sociology and criminology will be required.

**SOCI 367 Social Work Internship**
Opportunity to integrate classroom learning with actual on-the-job training in a social work agency. Variety of available agency settings with placement based upon interest and academic background.

**SOCI 370 American Culture & Values**
Analysis of the social bases of, and changes in, such American cultural values as individualism, consumption, work, leisure, success and marriage and family. These are considered in the context of how values are shaped and changed by such variables as social class, education, generation and religious belief.

**SOCI 372 Art, Architecture, & Public Space**
Explores the relationship between the built environment and its influence on human behavior and social interaction with the urban setting. Emphasis on architectural forms, public art, and shared public spaces, and how these both influence and react to social and cultural realities. Fee: $50.

**SOCI 375 The Postmodern Metropolis**
This course explores the city through an analysis of urban theory, art, architecture, literature, film and the spatial arrangement of urban populations, as they have developed from modernity to postmodernity. In order to better understand the postmodern urban context, this class includes a significant field research component in several different urban settings. Fee: $150.

**SOCI 376 Baja California in Social & Cultural Context**
This course explores Baja, California, Mexico, focusing on poverty and wealth, culture and values, social ecology, and Baja’s position in the world geo-political and economic system. We will approach these themes through a comparative perspective: Baja in comparison with the United States, and the U.S. in comparison with Baja (during a three week field trip throughout Baja). Interterm only. Trip fee: (See Biology 333 for trip fee.)

**SOCI 402 Religion & Society**
Analysis of religious practices that affect society and social factors that affect religious practices; Christian and non-Christian beliefs and institutions.

**SOCI 441 Social Theory**
An examination of the development of social theory beginning with theorists such as Marx, Durkheim, and Weber, and continuing through the subsequent development of 20th century social theory. Major issues include the relation between the individual and society, the sources of conflict and change in society, the role of ideas and beliefs in shaping human behavior, and the importance of social theory for the thinking, critically active Christian

**SOCI 443 Methods of Sociological Research**
This course examines the ways in which social researchers collect and analyze information. Experimental research designs, field research, survey techniques, and statistical data analysis are used quite frequently in our "information society." Political polls, opinion polls, market research, demographic studies, as well as sociological research rely on these techniques. This course is designed to give students a better understanding of these techniques so they can critically evaluate these types of social research. It is also designed to give students practical skills in conducting research which will be helpful no matter what profession they enter. Prerequisites: Psychology 210.

**SOCI 460 Topics in Sociology**
Variable offering depending on professor, to include a critical analysis of selected topics of current interest.

**SOCI 465 Integration Seminar**
Issues in the contemporary world addressed from an interdisciplinary social science and biblical perspective. Prerequisite: Junior or Senior standing.

**SOCI 470 Independent Study**
The student must have the ability to assume responsibility for independent work and to prepare written and oral reports.
Project selected in conference with faculty sponsor before registration; progress meetings held regularly. Prerequisite: senior status with sociology major and prior to registration, consent of a professor to act as sponsor.

Applied Linguistics & TESOL

A description of the Applied Linguistics & TESOL offerings is listed in the Linguistics section of this catalog.
General Studies

Mission & Learning Outcomes
To provide students with co-curricular and extra-curricular opportunities to learn, exercise and refine their academic skills. Exposure to practical learning experiences, which can lead to personal growth and development.

Courses (GNST)

GNST 001 College Study Skills
Instruction in effective study techniques and reading skills. Emphasis on the incorporation of skills with current academic work. Fee: $60.

GNST 003 Multicultural Mentorship Program
This two-semester program, Cultural Encounters, is designed to equip students from diverse backgrounds to better serve the Biola Community and society at large by exposing them to the basic concepts of leadership, diversity and multiculturalism. Grade is awarded on a credit / no credit basis. Both semesters required of all SURGE Scholarship recipients. Signature required.

GNST 004 Gospel Choir
This multicultural experience focuses on the training in, and performance of, all categories of Gospel music. Performance grade is awarded on a credit / no credit basis. Signature required. Fee: $50.

GNST 101 Introduction to Career Planning
This course will introduce students to the essential components in their career development. Students will have opportunity to learn about their interests, skills and personality traits related to the world of work. Development of a résumé and introduction to career and industry information are included in this class. Open to all students who are interested in their career future. Fee: $30. Signature required for 2 units.

GNST 102 First Year Seminar
Overview to college life and related transitional issues. Overview of student’s chosen major and introduction to careers in that field. Required of all first-time students with fewer than 12 transferable units from a college (excluding AP, IB or CLEP). Not counted toward units for graduation.

GNST 300 Writing Competency Requirement
Before graduation from Biola, every student must fulfill the Writing Competency Requirement with a passing score. This requirement tests a student’s ability to write clear and correct English prose. This requirement will not be given separately from the standard curriculum. Instead, each department has designed its requirements to suit the particular demands of its own discipline. Students with more than one major must fulfill the requirement in each major.

The Writing Competency Requirement should be met during the junior year. Students with junior status should enroll in at least one of the writing competency courses offered by their department. Most departments list their writing competency courses in the schedule of classes. Several departments offer more than one writing competency course. If a student enrolls in more than one writing competency course in one department, that student may choose the course in which he or she will attempt to fulfill the requirement for that major.

In lieu of completing a special writing competency course, some departments require students to submit portfolios of written work culled from upper-division courses they have completed. Students should check with their department about specific requirements.

ELSP students must have passed English 109 with a "B” grade, and all students must have successfully completed English 100 or 110A and English 110B.

A student who does not pass the Writing Competency Requirement on first attempt must re-attempt to pass it during a subsequent semester. In the event of a second failure, the student must take English 210, Writing for Competency. A grade of C+ or higher in this course, and a declaration by the student’s major department that the student’s writing is acceptable, will satisfy the Writing Competency Requirement. Students may not enroll in English 210 unless they have failed their department’s requirements twice. Delaying the fulfillment of the Writing Competency Requirement may jeopardize the student’s graduation. A notation will be made on the student’s transcript once the Writing Competency Requirement has been passed.

It is strongly recommended that students plan to fulfill the Writing Competency Requirement by the time they turn in their Senior Petition.

Students will find it helpful to take their papers to the Biola University Writing Center before submitting them to their departments.
School of Professional Studies
School of Professional Studies: Undergraduate Programs

Faculty

Dean: ............................................................................... Irma D. Hill, Ph.D.
Professors: ................................................................. Decker, Hazen, Maltby
Associate Professors: ...................... Dill, Nuñez, Smith, Van Lant
Assistant Professors: ................. Burke, Grove, Jones, Kroeker,
.................................................................................... Mullis, Schwenke
Special Appointment Faculty: ......................... Lee

Objectives
The School of Professional Studies offers a variety of undergraduate and graduate programs:

INTERNATIONAL STUDENT EDUCATION
- English Language Studies Program
- International Student Exchange Program
- Biola English Study Tour Program
- International Pastor’s Program

BACHELOR’S DEGREE
- B.S. in Organizational Leadership
- B.A. in Psychology

MASTER’S DEGREES & CERTIFICATES
- Master of Arts in Christian Apologetics
- Master of Arts in Organizational Leadership
- Master of Arts in Science & Religion

Several of these programs can be attended on a course by course basis. Others are sequential development packages. Some lead to either continuing education certificates or academic degrees.

The mission of Biola University is biblically-centered education, scholarship, and service—equipping men and women in mind and character to impact the world for the Lord Jesus Christ. The School of Professional Studies extends that mission to individuals in the region and the world who would otherwise have difficulty attending a traditional curriculum. The school organizes educational events and academic programs to expand knowledge, develop character, and enhance skills. This is done in a manner that gives priority to biblical truth, promotes a Christian worldview, and nurtures godly character.

International Student Education

Faculty

Director: ................................................................. Sung W. Lee, Ph.D.
Department Faculty: ......................... Burke, Grove, Schwenke

The Department of International Student Education (ISE) provides programs for both international and American students. These educational services enhance multi-cultural understanding, cross-cultural communication, and academic competence. ISE helps international students to transition smoothly into undergraduate and graduate degree programs at Biola University. ISE also enables Biola students to participate in exciting academic programs abroad.

There are four primary International Student Education programs:

ENGLISH LANGUAGE STUDIES PROGRAM (ELSP)
Christian students from many countries experience intensive English instruction. They develop proficiency in the English language and receive assistance as they pursue academic degrees at Biola.

INTERNATIONAL STUDENT EXCHANGE PROGRAM (ISEP)
Biola students study at Christian colleges and universities abroad.

BIOLA ENGLISH STUDY TOUR (BEST)
A summer program in which international college students study English language skills at Biola and encounter American culture.

INTERNATIONAL PASTORS PROGRAM (IPP)
International pastors receive continuing education in Christian thought, practical theology and effective local church ministry. Biola professors, international scholars, ministry experts, and respected preachers provide interpreted instruction.
English Language Studies Program (ELSP)

Program Description
The English Language Studies Program (ELSP) is designed to increase English language proficiency and to prepare undergraduate and graduate students for degree programs at Biola University. Students admitted to ELSP levels 100-102 must take a minimum of 14 units each semester.

All Biola degree students for whom English is not the primary language must take the Biola English Placement Examination (BEPE) for appropriate program placement. ELSP participation is required for all students whose examination scores indicate a need for skill development. International students who have previously achieved a TOEFL score of 100 Internet / 600 paper / 250 computer are not required to participate in ELSP.

ELSP students who pass English 105 and 109 with a “B” grade can continue to pursue Biola University degrees without taking the TOEFL exam. Exception: students applying for the Master of Theology degree through ELSP must achieve a TOEFL score of 88 Internet / 575 paper / 231 computer prior to admission to the Th.M. program. Other advanced degree programs may also require minimum TOEFL scores (see admission requirements for individual degree programs). The ELSP application deadline for fall semester admission is June 1. Spring semester applications should be filed by November 1.

Students whose placement scores indicate the need for levels 100-102 are full-time ELSP students, taking courses A–F concurrently. Students are expected to complete this basic language training at a rate of one level per semester. Since college-level English proficiency is achieved at different rates, completion of the training at this rate is not guaranteed. Criteria for advancement from one level to another include achievement of learning objectives and final examinations. Any course with a grade lower than “B” must be repeated.

Continuing students may challenge to skip a level by taking the BEPE. Students who do not maintain continuous enrollment in the program must be retested and placed accordingly.

Students at level 103/105 and above may enroll in academic degree courses as they receive advanced language and academic support.

ELSP students taking degree coursework are subject to normal Biola University academic requirements and standards. Students must maintain a 3.0 GPA in their ELSP courses.

Students who submit a 100 internet-based TOEFL score may exit the program upon successful completion of the current semester’s classes.

Curriculum
ELSP is organized at six achievement levels, each of which requires a full semester of study.

- 100 A–F (14 units)
- 101 A–F (14 units)
- 102 A–F (14 units)
- 103, 105 (7 units)
- 107 (3 units)
- 109 (3 units)

Courses (EILI)
Courses listed below must be taken for credit and for letter grade. They may not be audited.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EILI 100 A</td>
<td>Listening / Pronunciation</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>For non-native speakers with minimal proficiency in the English language. Focus is on understanding spoken English, producing the sounds of the English language and carrying on a simple conversation with a native speaker.</td>
<td></td>
</tr>
<tr>
<td>EILI 101 B</td>
<td>Reading</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Practice in using a monolingual English dictionary; reading and following written directions, scanning and skimming, recognizing the main idea, using context clues to arrive at the meaning of unknown words and making inferences.</td>
<td></td>
</tr>
<tr>
<td>EILI 100 C</td>
<td>Grammar / Oral</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Oral and written practice of grammatical structures at the beginning level.</td>
<td></td>
</tr>
<tr>
<td>EILI 100 D</td>
<td>Speaking I</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Students participate in simulations concerning topics that help with getting along in the United States in an academic setting.</td>
<td></td>
</tr>
<tr>
<td>EILI 100 F</td>
<td>Writing</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Practice in using a monolingual English dictionary. Sentence and paragraph development is emphasized.</td>
<td></td>
</tr>
<tr>
<td>EILI 101 A</td>
<td>Listening / Pronunciation</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Understanding and following instructions, listening strategies and taking notes from simulated academic lectures. Specific pronunciation problems are addressed.</td>
<td></td>
</tr>
<tr>
<td>EILI 101 B</td>
<td>Reading</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Continued practice using a monolingual English dictionary and skills covered in ENGL 100 B. Summarizing, recognizing facts, inferences, conclusions, deductions and paraphrasing are introduced.</td>
<td></td>
</tr>
<tr>
<td>Course</td>
<td>Title</td>
<td>Units</td>
</tr>
<tr>
<td>----------</td>
<td>-------------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>EIIL 101 C</td>
<td>Grammar / Oral</td>
<td>3</td>
</tr>
<tr>
<td>EIIL 101 D</td>
<td>Speaking II</td>
<td>2</td>
</tr>
<tr>
<td>EIIL 101 F</td>
<td>Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 102 A</td>
<td>Academic Listening</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 102 B</td>
<td>Reading</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 102 C</td>
<td>Grammar / Oral</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 102 D</td>
<td>Effective Communication</td>
<td>2</td>
</tr>
<tr>
<td>ENGL 102 E</td>
<td>TOEFL</td>
<td>2</td>
</tr>
<tr>
<td>ENGL 102 F</td>
<td>Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 103</td>
<td>English for the Non-Native Speaker:</td>
<td></td>
</tr>
<tr>
<td>ENGL 105</td>
<td>English for the Non-Native Speaker: Oral Skills</td>
<td>3</td>
</tr>
</tbody>
</table>

**Note:** Students who are taking ENGL 109 for the second time or more will be restricted to a maximum of 12 units for undergraduate students and 9 units for graduate students.
BOLD Program

Program Description
The BOLD Program consists of upper-division course work designed specifically to enable motivated adults to earn college degrees, often while working full time. It is a convenient alternative for individuals whose life circumstances or vocational roles make enrollment in traditional weekday educational programs difficult or impossible.

Two majors are offered: Organizational Leadership and Psychology.

Courses are offered in La Mirada as well as at an expanding list of Education Centers which include:

- Chino
- Inglewood
- Orange County
- Thousand Oaks
- San Diego County

Admission Requirements
Biola is a Christian university that requires each student to have a personal relationship with Jesus Christ and to be able to demonstrate His presence in his or her life as evidenced through actions and interactions with others. In addition to Christ-like character, in order to be considered for acceptance to the program (i.e. pre-major or major), applicants must have the following: one year of transferable credit toward degree requirements (at least 27 units*) from accredited institutions, a minimum cumulative 2.25 GPA, and have three years or more of full-time work experience. Applicants with less than 50 units will be given counsel and a plan of action for how to complete the necessary course requirements prior to enrolling in the major courses. Those who do not meet all of these standards will be assessed by the Admissions Committee on a case-by-case basis.

*Applicants who have less than the required 27 units are encouraged to meet with an Academic Counselor to determine a plan of action in order to complete the necessary number of units needed to enter the BOLD Program.

Applicants will be advised on how to complete their General Education, Bible and elective coursework to ensure their success. Transferable units can include credit via the high school Advanced Placement (AP) program and the College Level Examination Program (CLEP) as well as some forms of professional, military, and technical training. This paperwork should be submitted as part of the admissions process.

Note: Official documents presented for admission or evaluation become part of the student’s academic file and cannot be returned or copied for distribution.

Credit for Prior Learning
Undergraduate students at Biola University frequently are granted academic credit through the evaluation of college level technical and professional training as well as learning that has been acquired through life experience. Credit is awarded by university faculty.

Transfer Credit
Courses from other accredited colleges and universities will be considered for transfer to Biola University only if a minimum of a “C” (2.00 GPA) was received. Coursework previously taken at Biola may be considered toward the degree program.

A maximum of 17 units of Bible may be applied toward the BOLD Program graduation requirements. This does not include the theology units that are embedded in the major modules.

To fulfill the residency requirement, 50% of the required Bible units, including BBST 306 Acts, must be taken at Biola University. The number of Bible units transferred to Biola may not exceed the number taken in residence. Challenge Exams do not count toward the residency requirement.

BOLD Program students cannot receive a minor in Bible. However, the biblical and theological content in the program is equivalent to the 30 units required in the traditional program. Because the theological content is embedded in the core curriculum, these units cannot be counted toward a minor nor reduce graduate theological studies if pursued after graduation.

Graduation Honors
Students who have earned a minimum of 45 graded units at Biola University and who have completed their Biola coursework with a 3.95 GPA are graduated with high honors. Those with a 3.85 GPA are graduated with honors. GPA standards for honors must be met with no rounding of numbers.

Certificate Program
The Certificate in Organizational Leadership is designed for working adults with at least 5 years of work experience in a management or supervisory position. The program is for those who desire to benefit from the interdisciplinary major without necessarily pursuing a baccalaureate degree. Students will be a part of the cohort group while completing 30 units of required coursework. Classes will be taken for academic credit (not pass / fail). Upon successful completion of the program, students will receive a Certificate in Organizational Leadership. Those who desire to earn a baccalaureate degree will need to complete all the requirements for the degree program including general education, Bible, major and electives. Per-unit tuition is the same as the degree program.
The thirty units of coursework required for the certificate include:
ORLD 210, 310, 340, 350, 370, 380, 410, 430, 440 and 450.

Organizational Leadership

Faculty
Chair: .................................................. Dean Kroeker, Ed.D.
Associate Professors: ....................................... Dill, Nuñez
Assistant Professors: .......................................... Kroeker, Mullis

Mission & Learning Outcomes
The Organizational Leadership major is an innovative undergraduate degree program for working adults who desire an accredited Bachelor of Science (B.S.) degree. Courses focus on the development of skills in human relations and leadership. This is a preferred program for adults preparing for a wide range of management and leadership roles in profit and non-profit organizations.

Degree Program
A Bachelor of Science degree in Organizational Leadership is offered upon the completion of the university baccalaureate requirements and the Organizational Leadership major. They include the following:

a. Satisfactory completion of a minimum of 120 approved semester units for graduation.

b. Completion of the Organizational Leadership (39 units) major at Biola University. Twenty-four of these units must be upper division. Required courses include: 210, 310, 330, 340, 350, 360, 370, 380, 410, 430, 440, 450 and 490. ORLD courses used to fulfill GE requirements are not applied toward the upper division unit requirement in the major. ORLD 340 and 450 must be taken at Biola University.

c. Achievement of a cumulative “C” average (2.00 GPA) or above on all work taken within the major and at Biola University.

d. Completion of the Biola University general education requirements.

GENERAL EDUCATION (GE) REQUIREMENTS
Behavioral Science** ......................................................... 3
Communication ............................................................... 3
English Composition* ....................................................... 6
Fine Arts ............................................................................ 3
Foreign Language*** ......................................................... 4
History .............................................................................. 6
World Civilizations (3)
United States (3)
Literature ........................................................................... 3
Philosophy** .................................................................... 3
Science / Math ..................................................................... 8
Mathematics** (3)
Math / Science (2)

* English 110B may be satisfied by ORLD 490.

** Two of the requirements in these areas may be satisfied by courses in the major.

*** The general education requirement for foreign language may be satisfied by two years of the same high school language or four units of a college language.

f. Completion of a minimum of 30 units at Biola University with at least 15 units (upper division level) in the major field. Extension credit or credit by examination may not be used to fulfill the minimum residence requirement of 30 semester units.

Courses (ORLD)

**ORLD 210** The Leader & Worldview ............................................................. 2-3
An introduction to integration of faith, learning and living for a more accurate understanding of reality. The course emphasizes Christian thinking and analysis of both issues and solutions that are workable, intellectually viable and consistent with biblical truth. Students examine group and organizational behavior case studies that demonstrate the methods and difficulties of integration and application.

**ORLD 290** Practicum ................................................................................. 1-3
Portfolio-based assessment of college-level technical and professional training that reflects theory, data collection and analysis, and application such that it advances student mastery of the principles and practices of organizational leadership. Both 290 and 390 may be repeated for a combined maximum of 30 units.

**ORLD 291** Directed Study .............................................................................. 1-3
Topics in general education. For BOLD students needing an additional number of units in a specified area to meet graduation requirements. May be repeated with a different topic up to a maximum of 6 units.

**ORLD 310** The Leader & Wisdom .............................................................. 2-3
This course examines biblical concepts related to human relationships and interpersonal communication. Attention is given to human beings as designed and created by God, the consequences of the fall, and the impact of redemption. Case studies and student experiences are discussed.

**ORLD 330** Theology & the Christian Life .................................................... 3
A consideration of God’s Person, existing as one God, yet manifested in three Persons, and the believer’s responsibility to the Church, Christ’s body, and the world at large as an agent of reconciliation in God’s kingdom program in the end times.

**ORLD 340** Group & Organizational Behavior ........................................... 3
Being the first module of the program, it is appropriate that this course center upon the many facets of working effectively within the small-group setting as one understands what it means to “think Christianly” in the workplace. After an examination of one’s own leadership style, the student will begin to grasp the importance of the process vs. the content in what is shared by group members, coupled with the power of good problem-solving methods. As we examine the “power” of the small group vs. the individual, the class will lastly become exposed to many of the processing tools used when in a small group setting. Fee: $40.

**ORLD 350** Management Information Systems ........................................ 3
Students become acquainted with contemporary information systems technology, and explore management techniques and strategies which, combined with technologies, produce effective solutions to organizational problems. Personal computer skills are also enhanced. This course is a prerequisite for ORLD 490.

**ORLD 360** Statistical Methods & Research .............................................. 3
Problem analysis and evaluation techniques are presented. Students are shown methods for defining, researching, analyzing, and evaluating problems they would solve in their work environment. Specific statistical information covered in the course includes identifying and measuring objectives, collecting data, working with significance levels, analyzing variance, and constructing questionnaires.

**ORLD 370** Interpersonal Communication ............................................... 3
Study of how communication and relationships contribute to productive work environments. Effective personal and social relationships are also investigated through readings and exercises concerning non-verbal feedback, anger management, and conflict resolution.

**ORLD 380** Managerial Accounting .......................................................... 3
An overview of financial tools available for management decision-making. Major course components include income statements, balance sheets, cash flow, budgets, changes in financial position and ratio analysis. Emphasis is on reading
and understanding accounting documents rather than upon their preparation.

**ORLD 390 Independent Study** ............................................................ 1-8
Portfolio-based assessment of advanced college-level technical and professional training that reflects theory, data collection and analysis, and application such that it advances student mastery of the principles and practices of organizational leadership. Both 290 and 390 may be repeated for a combined maximum of 30 units.

**ORLD 410 Leadership & Moral Decision Making** .........................2-3
This course examines biblical principles and ethical values related to organizational leadership. Fundamental moral principles and cultural expressions are analyzed and the biblical basis for values and morality is studied. Case studies emphasize the relationship of God and man in regard to professional and personal ethical choices.

**ORLD 430 Human Resource Management** ........................................ 3
Students will explore the key elements of human resource management from the perspective of the “line manager” on the job. In starting the module, the key focus will be on integrating biblical themes and principles with people problems on the job. Once the biblical themes have been presented, students will gain a “hands-on” understanding of the California and federal labor laws regarding discrimination, selection, compensation, performance, discipline on the job, and termination, while continually reflecting on the concept of “thinking Christianly” in the workplace. This course will meet the Writing Competency requirement.

**ORLD 440 Principles of Management & Supervision** ..................3
Students will study the nature of management principles and their application through the use of biblical concepts. Motivational theory and application, leadership qualities and styles and negotiation will receive special attention.

**ORLD 450 Organizational Ethics** .........................................................3
The course in which the student formulates a philosophy of life, providing the base for such concerns as ethics in organizations, accountability in government, respect for human rights, and a responsible lifestyle in our contemporary world. Ethical theories and personal values are examined through readings, analysis of the work place and classroom discussion.

**ORLD 481 Directed Study** ............................................................. 1-4
Directed study in related field. Prerequisite: consent of professor.

**ORLD 490 Research Project** ............................................................3
The course in which the student is assisted in selecting a leadership topic, the use of a computerized database, research techniques and enhancing writing skills. Emphasis is placed on the integration of biblical and secular sources in research relating to a specific leadership issue. Research is applied by interviewing a leader in action, followed by a detailed report of the findings/conclusions and recommendations based on the results of the study. The project manuscript will be written in the American Psychological Association (APA) style. Prerequisite: ORLD 350.
Psychology

Faculty
Chair: ......................................................... Kevin VanLant, Ph.D.
Associate Professors: .......................... Nuñez, Van Lant
Assistant Professor: ........................................... Mullis

Mission & Learning Outcomes
The School of Professional Studies Psychology major is an undergraduate program specifically designed for adult students that includes course work emphasizing psychosocial development, integration, research, and foundational theories of psychological study. Since students select a psychology major for various reasons, a broad range of courses have been selected for students desiring employment or advancement in a variety of fields which may include education, ministry, human resources, business, and human services. The courses are chosen to concurrently satisfy the prerequisites for graduate programs in clinical psychology, marriage and family therapy, educational psychology, school counseling, and other related fields of study.

Degree Program
A Bachelor of Arts degree in Psychology is awarded upon completion of university baccalaureate requirements. These include the following:

A. Completion of Biola University general education requirements.

GENERAL EDUCATION (GE) REQUIREMENTS
Behavioral Science** .................................................. 3
Communication ......................................................... 3
English Composition* ............................................. 6
Fine Arts ................................................................. 3
Foreign Language ..................................................... 12
History ................................................................. 6
  World Civilizations (3)
  United States (3)
Literature ............................................................ 3
Philosophy** .......................................................... 3
Science / Math ......................................................... 8
  Mathematics** (3)
  Science (3)
  Math / Science (2)

  * English 110B may be satisfied by CPSY 320.

  ** Two of the requirements in these areas may be satisfied by courses in the Psychology major (CPSY 208, 406, 450).

b. Completion of a minimum of 130 approved semester units.

b. Completion of the biblical studies foundation course sequence.

C. Completion of the minimum residence requirement of 30 semester units. Extension credit or credit by examination may not be used to fulfill the minimum residence requirement of 30 semester units.

D. Achievement of "C" average (2.00 GPA) or above on all work taken within the major and cumulative.

E. Completion of the biblical studies foundation course sequence.

   BBST 150  Old Testament Survey .................................. 4
   BBST 110  New Testament History & Literature .................... 3
   BBST 306  Early Christian History—Acts ........................... 3
   BBST 340  Bible Elective ............................................... 4–6
   Must be upper division electives (300- or 400-level course)

F. Completion of a minimum of 30 units at Biola University with at least 15 units (upper division level) in the major field. Extension credit or credit by examination may not be used to fulfill the minimum residence requirement of 30 semester units.

Courses (CPSY)

CPSY 202  Group Behavior .............................................. 2-3
  A study of group behavior and how groups function effectively. Emphasis is placed on group decision making and conflict resolution. Fee: $20.

CPSY 204  Psychology & Christian Thought ......................... 3
  An introduction to the nature and process of the application of Christian thought to the study and practice of psychology. (Same as PSYC 206)

CPSY 208  Statistics with Computer Application .................... 3
  Basic descriptive and inferential statistics for social-psychological research and evaluation with an emphasis on computer application. This course is prerequisite for CPSY 320.

CPSY 210  Psychology & Worldview ..................................... 2-3
  An introduction to the integration of faith, learning and living for a more accurate understanding of reality. The course emphasizes Christian thinking and psychological analysis of contemporary worldviews that are intellectually viable and consistent with biblical truth. Students examine case studies of individual and group behavior that demonstrate the methods and difficulties of integration and application.

CPSY 310  Psychology & Anthropology ................................ 2-3
  An examination of biblical concepts related to human relationships and interpersonal communication. Attention is given to human beings as designed and created by God, the
consequences of the fall and the impact of redemption. Case studies and student experiences are discussed.

CPSY 320  **Experimental Psychology** ................................................................. 3
Introduction to basic research design and evaluation. An analysis of the philosophy and methodology of the experimental method is considered. Psychological experimentation and evaluation are implemented with human subjects. Students will complete an experimental research paper using APA guidelines and formatting. Meets Writing Competency Requirement. Prerequisite: CPSY 208.

CPSY 322  **Learning & Cognition** ........................................................................ 3
Empirical findings and theoretical development in the area of learning, cognition, and memory and their application to human behavior. A series of computer-based laboratory experiments are used to expose students to classical and operant conditioning processes.

CPSY 325  **Developmental Psychology: Childhood-Adolescence** .................. 3
A study of the theory and research regarding human development from conception through adolescence. Consideration will be given to the biological, psychological, cultural, and social influences on human development.

CPSY 326  **Developmental Psychology: Adulthood-Aging** .......................... 3
A study of the theory and research regarding human development from late-adolescence through death. Consideration will be given to the biological, psychological, cultural, and social influences on human development.

CPSY 340  **Psychology of Religious Experience** .............................................. 2-3
An examination of the nature and scope of religious experience including such issues as the development of religious concepts and values, conversion, the experience of prayer and meditation, and psychological and spiritual maturity. An emphasis will be placed upon the student's experiential understanding of his or her own psychological and spiritual integration.

CPSY 344  **Abnormal Psychology** .............................................................. 3
Nature, causes, and treatment of abnormal behavior, including the full range of mental disorders identified within the current categorical system. (XL PSYC 309)

CPSY 346  **Social & Cultural Psychology** ..................................................... 3
Analysis of social behavior, including social cognition, attitude formation, change, and group processes. Emphasis is placed on the application of social psychology principles to a range of issues, including sociocultural diversity, prejudice, conflict resolution, and gender roles.

CPSY 410  **Psychology & Values** ........................................................................ 2-3
Examination of biblical principles and ethical values relevant to diverse psychological constructs. Fundamental moral principles and cultural expressions are analyzed and the biblical basis for values and morality is studied. Case studies emphasize the relationship of God and man in regard to professional and personal ethical choices.

CPSY 414  **Theories of Personality** ................................................................. 3
An overview of personality theories including the primary representatives from the major schools: analytic–psychodynamic, humanistic–existential, and cognitive–behavioral. Integration will be emphasized throughout the course. Meets Writing Competency Requirement. (XL PSYC 411)

CPSY 418  **The Psychology of Spiritual Development** ................................. 3
An introductory exploration into the nature of spiritual formation and its relationship with psychology. Attention will be given to the nature of spiritual growth, the psychological hindrances to growth and how to address these for the sake of spiritual maturity. The course will also address various ways that Christians have sought to deepen their relationship with God, with special emphasis given to the nature and practice of prayer in the Church and the Christian Life.

CPSY 420  **Psychology of Marriage & Family Life** ........................................ 3
An exploration of contemporary marriage and family life, including cultural and sociological factors impacting today's family. Divorce and remarriage, single parenting, dual career families, and the role of religious faith in the home will be addressed.

CPSY 422  **Physiological Psychology** ............................................................. 3
A study of physiological aspects of human behavior including neural, sensory, motor, and chemical processes. Current research on physiological aspects of mental and physical health, emotions, and psychopathology are addressed. (XL PSYC 412)

CPSY 450  **Psychology & Ethics** ................................................................. 2-3
Student's explore and formulate a psychologically sound and spiritually viable philosophy of life, providing the base for such concerns as personal and group ethics, accountability in government, respect for human rights, and a responsible lifestyle in our contemporary world. Ethical theories and personal values are examined through readings, personal exploration and classroom discussion.

CPSY 460  **Directed Internship** ............................................................... 1-4
Psychology work experience related specifically to field of study. A proposal describing learning objectives, collateral reading and expected benefits must be submitted and accepted by the student's advisor prior to registration. Units to be counted toward elective credits only. Prerequisite: Department Chair approval.
CPsy 480 Seminar: Selected Topics .................................................. 1–4
Reading, research, and application relevant to selected areas in the field of psychology. Prerequisite: consent.

CPsy 490 Directed Studies .............................................................. 1–4
Supervised study, research, and writing in specified area of psychology, including learning, education, and psychophysiology.

School of Professional Studies:
Graduate Programs

In addition to its undergraduate educational programs, the School of Professional Studies serves the Christian community by offering interdisciplinary masters degrees as well as continuing education seminars, course, and certificates.

Delivery Formats
Courses, seminars, conferences and related learning experiences are scheduled in the evening and on weekends for the convenience of working adults.

Courses are usually six to eight weeks in length with one four-hour class per week. Alternative scheduling is often employed for enhanced instructional effectiveness. Seminars are normally four evenings or two days in length.
Master of Arts in Christian Apologetics

Faculty:

Director: ...................................................... Craig J. Hazen, Ph.D.
Professors: ............................................ Bloom, Craig, DeWeese, Geivett, Gomes,
Associate Professors: Horner, Reynolds, F. Sanders, S. Smith
Assistant Professors: ......................... C. Jones, K. Lewis, Spears

Mission & Learning Outcomes

The Master of Arts degree in Christian Apologetics is designed for individuals who desire academic and practical preparation for proclaiming and defending the historic doctrines of the Christian faith. Students are prepared to articulate a Christian worldview reverently, with intelligence, confidence and compassion. The program fosters personal spiritual growth and maturity through guided study of the Scriptures and theology, mutual encouragement in the Christian life and intellectual rigor.

The curriculum is designed for students who may have little or no formal academic training in biblical studies, theology or philosophy.

Many of the courses in this program are available in a “modular” format that combines short-term campus visits with distance learning. The modular program is designed to make the M.A. in Christian Apologetics available to students who cannot relocate to southern California for the regular residential program. This program may not qualify for financial aid or deferring of educational loan payments. Applicants who might be interested in the program may not qualify for financial aid or deferring of educational loan payments. Applicants who might be interested in the modular format should contact Apologetics Program Office for more information at (562) 906-4570.

Graduation Requirements

The M.A. in Christian Apologetics is a 36 unit program that includes the following:

A. Completing the Required Program of Study:

Core Courses in Biblical Studies (11 units):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSAP 521</td>
<td>Survey of Genesis–Malachi</td>
<td>3</td>
</tr>
<tr>
<td>CSAP 522</td>
<td>Survey of Matthew–Revelation</td>
<td>3</td>
</tr>
<tr>
<td>CSAP 527</td>
<td>Hermeneutics &amp; Bible Study Methods</td>
<td>3</td>
</tr>
<tr>
<td>CSAP 529</td>
<td>Scripture: Authority, Canon &amp; Criticism</td>
<td>2</td>
</tr>
</tbody>
</table>

Core Courses in Theology (8 units):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSAP 510</td>
<td>Apologetics Research &amp; Writing</td>
<td>1</td>
</tr>
<tr>
<td>CSAP 541</td>
<td>Essential Christian Doctrine I</td>
<td>2</td>
</tr>
<tr>
<td>CSAP 542</td>
<td>Essential Christian Doctrine II</td>
<td>2</td>
</tr>
<tr>
<td>CSAP 550</td>
<td>Historical Theology</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apologetics Electives</td>
<td>14</td>
</tr>
<tr>
<td>Apologetics, Professional Studies or University Electives</td>
<td>3</td>
</tr>
</tbody>
</table>

B. Maintaining a 2.5 average with no grade below a C in all courses to be credited toward graduation. Students cannot graduate while on probation.

C. Completing a minimum of 24 units in the degree program at Biola University. All degree components must be completed as graded courses. Students taking courses in the modular format are required to take a minimum of 20 units in residency (on Biola’s campus).

D. Completing the entire program in no more than five years.

Admission Requirements

- A bachelor’s degree from an accredited college or university with a grade point average (GPA) equivalent to a “B” or higher in all undergraduate study.
- One pastoral and at least one character reference.
- Official transcripts from all colleges and universities attended. Transcripts must be official, that is, mailed directly from your previous colleges and/or universities in a sealed envelope to the Biola Office of Graduate Admissions.

Note: Official documents for admission or evaluation become part of the student’s academic file and normally cannot be returned or copied for distribution.

Courses (CSAP)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSAP 510</td>
<td>Apologetics Research &amp; Writing</td>
<td>1</td>
</tr>
<tr>
<td>CSAP 541</td>
<td>Essential Christian Doctrine I</td>
<td>2</td>
</tr>
<tr>
<td>CSAP 542</td>
<td>Essential Christian Doctrine II</td>
<td>2</td>
</tr>
<tr>
<td>CSAP 550</td>
<td>Historical Theology</td>
<td>3</td>
</tr>
<tr>
<td>CSAP 521</td>
<td>Survey of Genesis–Malachi</td>
<td>3</td>
</tr>
</tbody>
</table>

Research skills for the use of library, internet and key apologetics reference works. Methods of scholarly and journalistic writing with emphasis on critical thinking, persuasion and evaluation of data and testimony. Required of M.A. students.

CSAP 521: A broad survey of the Old Testament books, including selected introductory and critical issues, relevant background, major themes and divisions and crucial problems. Required of M.A. students. (Same as TTBE 519)
CSAP 522 Survey of Matthew–Revelation ........................................3
A general overview of the New Testament books, including selected introductory and critical issues, relevant background, major themes and divisions and crucial problems. Required of M.A. students. (Same as TTBE 520)

CSAP 527 Hermeneutics & Bible Study Methods .............................3
A study of sound interpretation and application of the Bible, including analysis of presuppositions, general rules and specialized principles for various biblical genre and phenomena. A presentation of various approaches to studying the Bible. Required of M.A. students. (Same as TTBE 517)

CSAP 529 Scripture: Authority, Canon & Criticism ................................1–2
A course addressing the essential issues in defending the Scriptures against perennial attacks. Topics include historical reliability, inerrancy, canonization and divine inspiration of Scripture including an examination and critique of modern biblical criticism. Required of M.A. students.

CSAP 541 Essential Christian Doctrine I .........................................1–2
A presentation and biblical defense of the essential Christian doctrines with special reference to contemporary criticism of the value and truth of doctrinal assertions. Required of M.A. students.

CSAP 542 Essential Christian Doctrine II ........................................1–2
A general overview of the New Testament books, including selected introductory and critical issues, relevant background, major themes and divisions and crucial problems. Required of M.A. students. (Same as TTBE 520)

CSAP 543 Defending the Faith I ......................................................2
A series of coordinated lectures by experts in various areas of apologetics addressing some of the most serious intellectual challenges to the Gospel and the Christian worldview. 601, 602 and 603 do not need to be taken in sequence.

CSAP 544 Defending the Faith: Continuing Study .............................1–6
A special course designed for students with apologetics background through credit and/or noncredit courses in the basic content of 601, 602, 603, or approved courses, who need to make up units upon being admitted to the degree program. Advisor’s approval required. Fee: $105, modular courses only.

CSAP 600 Elementary Principles of Biblical Languages ....................3
Basic principles of language that are foundational to interpreting the biblical text. Overview of the structure of the biblical languages, evaluation of theories of Bible translation, and instruction in the use of various tools based on the original languages. The course will aid the student in understanding issues that arise in interpretation because of the original languages. (Same as BE 530)

CSAP 611 Beginning Greek I ..........................................................2
An introductory study of the basic elements of New Testament Greek. Translation of portions of the New Testament in the second semester. Designed for students who have not completed a full sequence of beginning Greek courses. (Same as TTNT 501, 502)

CSAP 612 Beginning Greek II .........................................................2
An introduction to the science of archaeology in biblical lands. Special emphasis is given to the role specific archaeological exploration has played in providing objective confirmation of the accuracy of the biblical narrative.

CSAP 619 Biblical Archaeology .....................................................2
An introduction to the science of archaeology in biblical lands. Special emphasis is given to the role specific archaeological exploration has played in providing objective confirmation of the accuracy of the biblical narrative.

CSAP 621 Logic & Critical Thinking ...............................................1–2
A study of the methods and principles used to make distinctions between good and bad reasoning with special emphasis on analysis of arguments for and against the Christian faith.

CSAP 622 Issues in Epistemology ..................................................1–2
A study of core epistemological concepts such as belief, justification, truth and knowledge that are fundamental to apologetics and other subjects. Attention is given to addressing views that challenge our ability to know the truth of Christianity such as skepticism, naturalism and postmodernism.

CSAP 623 Worldview Analysis ......................................................1–2
A survey that includes a philosophical and theological analysis of the major types of non-Christian worldviews such as pantheism, atheism, polytheism, finite godism and deism.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSAP 624</td>
<td>Issues in Metaphysics</td>
<td>1–2</td>
</tr>
<tr>
<td>CSAP 625</td>
<td>Philosophy of Religion</td>
<td>1–2</td>
</tr>
<tr>
<td>CSAP 626</td>
<td>Ethics</td>
<td>1–2</td>
</tr>
<tr>
<td>CSAP 627</td>
<td>Bioethics</td>
<td>1–2</td>
</tr>
<tr>
<td>CSAP 629</td>
<td>Scientific Apologetics</td>
<td>1–2</td>
</tr>
<tr>
<td>CSAP 632</td>
<td>A History of Christian Apologetics</td>
<td>2</td>
</tr>
<tr>
<td>CSAP 636</td>
<td>Modern Apologetics: Theory &amp; Method</td>
<td>2</td>
</tr>
<tr>
<td>CSAP 638</td>
<td>Spiritual Formation &amp; The Life of the Mind</td>
<td>2</td>
</tr>
<tr>
<td>CSAP 641</td>
<td>Contemporary Theology: Survey &amp; Critique</td>
<td>2</td>
</tr>
<tr>
<td>CSAP 643</td>
<td>Cultural Apologetics</td>
<td>1–2</td>
</tr>
<tr>
<td>CSAP 645</td>
<td>Christian Faith in the Public Square</td>
<td>1–2</td>
</tr>
<tr>
<td>CSAP 651</td>
<td>Comparative Religions</td>
<td>2–3</td>
</tr>
<tr>
<td>CSAP 653</td>
<td>Cults of America</td>
<td>1–3</td>
</tr>
<tr>
<td>CSAP 655</td>
<td>Mormonism: Doctrine &amp; History</td>
<td>2</td>
</tr>
<tr>
<td>CSAP 656</td>
<td>The Occult</td>
<td>2–3</td>
</tr>
<tr>
<td>CSAP 680</td>
<td>Special Topics in Christian Apologetics</td>
<td>1–3</td>
</tr>
</tbody>
</table>

A study of the nature of reality and its ultimate categories fundamental to apologetics and other subjects. Special attention is given to worldviews such as naturalism and postmodernism that challenge the Christian worldview’s commitments about the nature of reality.

A survey of philosophical issues that arise in relation to theistic religions. Problems such as the existence of God, the problem of evil, religious language, faith and reason, etc. are discussed in the context of demonstrating that historic Christianity can provide reasonable solutions.

A philosophical and theological evaluation of various ethical systems and the application of those systems to high profile moral issues in society.

A survey of and Christian apologetic response to some of the most critical ethical issues of the day coming from biomedical research and practice. The course addresses the difficult questions involved in areas such as human reproduction, cloning, abortion, end-of-life issues, organ transplant, genetic engineering, euthanasia and more.

A survey of the issues and ideas involved in the relationship between science, philosophy and the biblical worldview. Special emphasis is given to scientific issues and controversies that are used by skeptics to call Christianity into question.

A survey of apologetics and apologetic activity from the time of the apostles and the early Church Fathers to the great apologists of our own century.

A study and evaluation of the various modern approaches to the apologetic task (e.g., evidentialism, presuppositionalism and combinationalism) and religious epistemology, with constant reference to the theological underpinnings and the nature and value of Christian apologetics inside and outside the church.

A course designed to enhance the personal spiritual development of the apologist. Special emphasis is given to the importance of defending the faith with humility and reverence, as well as defining the role of apologetics in the overall mission of the Church.

A survey of contemporary theological trends with special emphasis on apologetic critique of the unorthodox elements in positions such as process, liberation / political, feminist / goddess, gay / lesbian, environmental, racial / ethnic and postmodern theologies.

A study of the ways in which the truths of the Gospel and the Christian worldview are reflected in elite and popular cultural products such as art, literature, film, music and television.

An exploration of the proper model for Christian involvement in public discourse, policy and activity. Attention is given to the intelligent analysis and critique of key social issues with respect to the Christian worldview and techniques for the defense of the Christian position in public forums.

A survey of the beliefs, practices and sacred texts of the major non-Christian religious traditions of the East and West. Special attention is given to the critique of the various belief systems along with ways in which Christians can effectively communicate and defend the Gospel to people of other faiths. (Same as ISCL 556)

The distinctive features of the cults of America with their significance in the development of religious thought. Special attention is paid to their mistreatment of the central features of orthodox Christian doctrine and apologetic responses. (Same as TTHT 726)

A survey of the doctrine and history of the Church of Jesus Christ of Latter-day Saints from 1820 to the present. Emphasizes Joseph Smith, Jr., the beginning of the church, Mormon doctrinal development and change and a critique and response vis-à-vis the Bible and the original Gospel of Jesus Christ.

An overview of and Christian response to a range of occult ideas and practices. Topics include divination, ritual magic, sorcery, spiritism, witchcraft, Satanism, as well as occult elements in various New Age beliefs and practices.

The program occasionally offers courses by special lecturers or visiting scholars to address their areas of expertise on an elective basis. May be repeated for credit.
CSAP 691 Seminar: In Defense of the Resurrection ...................... 1-2
An investigation of a wide range of issues that have been used through history to call into question the bodily resurrection of Jesus Christ such as miracles, the nature of history, the historical reliability of the New Testament, contradictions in the resurrection accounts, the Shroud of Turin and so on. Legal methodologies are employed to determine whether or not the resurrection can be considered proven beyond a reasonable doubt.

CSAP 693 C.S. Lewis Seminar ..................................................... 2
A reading and discussion course covering the breadth of Lewis’ work as one of the premier apologists of the 20th Century.

CSAP 694 Seminar: Selected Topics ........................................... 1-3
The program occasionally offers seminar courses by special lecturers or visiting scholars to address their areas of expertise on an elective basis. May be repeated for credit.

CSAP 695 Directed Study ............................................................. 1-4
Supervised research and/or reading in selected areas of Christian apologetics.

CSAP 697 Apologetics Project ..................................................... 1-4
A student-proposed project related to the defense of the Christian faith that may involve teaching, writing, research, debating, video / audio productions, etc.

CSAP 698 Apologetics Internship................................................. 1-4
An approved internship with an apologetics organization or an apologetics-related ministry.

Modular Course Fees
Some modular courses taken via distance learning have special materials fees. CSAP 521MD, 522MD and 550MD have materials fees of $150. CSAP 604MD has a materials fee of $105.

Independent Study Courses
Independent study courses offer lectures from audio recordings and additional study materials by outstanding theologians, apologists, and biblical scholars. These courses from the Institute of Theological Studies may be taken for graduate level credit. Master of Arts in Christian Apologetics students are limited to six units in their degree program. Modular students are limited to 12 units.

Master of Arts in Organizational Leadership

Faculty:
Director: .................................................... Daniel E. Maltby, Ph.D.
Professors: .................................................. Decker, R. Johnson, Rae
Associate Professor: ......................................... Canning

Mission & Learning Outcomes
The mission of the Master of Arts in Organizational Leadership is to equip Christian men and women to lead and transform 21st century organizations. Principles and practices emphasized in this program enhance personal knowledge, character, and skills for business, non-profit and ministry leadership.

Students prepare to deal with the growing complexity and challenges that leaders face daily as they guide people toward shared goals.

The program is designed for professional men and women with undergraduate degrees and leadership experience who are searching for a professional degree program with strong biblical integration and solid marketplace value.

The degree is interdisciplinary in nature and emphasizes research and practice derived from the fields of management, psychology, sociology, and education. Students are encouraged to grow in three fundamental areas:

- Conceptual understanding of leadership.
- Awareness of personal character and leadership potential.
- Growth in effective leadership skills.

Up to 12 units of graduate level courses may be considered for transfer.

Graduation Requirements
The Master of Arts in Organizational Leadership is a 36-unit program, which includes the following:

A. Completing the Required Program of Study

Core Courses in Organizational Leadership (16 units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSOL 510</td>
<td>Practical Leadership Theory</td>
<td>2</td>
</tr>
<tr>
<td>CSOL 530</td>
<td>Character &amp; Leadership</td>
<td>2</td>
</tr>
<tr>
<td>CSOL 550</td>
<td>Leadership Challenge</td>
<td>2</td>
</tr>
<tr>
<td>CSOL 610</td>
<td>Leadership &amp; Group Behavior</td>
<td>2</td>
</tr>
<tr>
<td>CSOL 620</td>
<td>Communication for Leaders</td>
<td>2</td>
</tr>
<tr>
<td>CSOL 630</td>
<td>Leadership &amp; Organizational Development</td>
<td>2</td>
</tr>
<tr>
<td>CSOL 650</td>
<td>Inner Leader I</td>
<td>1</td>
</tr>
</tbody>
</table>
Admission Requirements

- A bachelor's degree from an accredited college or university with a grade point average (GPA) equivalent to a "B" or higher in all undergraduate study.

- A portfolio including a professional resume, and a statement of vocational goals and objectives. A personal interview and documentation of oral and written communication proficiency may be requested.

- A minimum of 3-5 years managerial/supervisory experience.

- One pastoral, one colleague, and one employer reference.

- Scores from the Graduate Record Examination (GRE) may be requested at the point of admission.

- Official transcripts from all colleges and universities attended. Transcripts must be official, that is, mailed directly from your previous colleges and/or universities in a sealed envelope to the Biola Office of Graduate Admissions.

Note: Official documents for admission or evaluation become part of the student’s academic file and normally cannot be returned or copied for distribution.

Courses (CSOL)

CSOL 502 Principles of Accounting & Finance ..........................2
Students will learn how to use financial data as an effective management tool. Financial accounting, managerial accounting, and financial management are covered with consideration of international, economic and legal issues. Students also consider the nature of numerical analysis as a description of reality, giving rise to ethical and other Biblical issues of interpretation. Applies toward the Business Foundation requirement.

CSOL 510 Practical Leadership Theory ....................................1-2
An introduction to the major theories and contemporary research concerning the practice of effective leadership. Participants explore the landscape of leadership “know how,” integrate a Biblical leadership model and initiate personal leadership development strategies. Required.

CSOL 512 The Dynamics of Teams .............................................2
The small group is the fundamental building block of organizational success. The new team structures and the skills needed to lead, coach and participate as a team member will be studied and practiced.

CSOL 514 Leading Culturally Diverse Organizations ..................2
Issues of culture and ethnicity are increasingly becoming barriers to unified purpose. The Christian perspective and its application in the secular workplace will be explored.

CSOL 530 Character & Leadership ............................................1-2
An introduction to the roles of character, self-awareness, and trust in the practice of effective leadership. Participants explore their own foundations for leadership effectiveness, personal leadership and development strategies. Required.

CSOL 550 Leadership Challenge ...............................................1-2
An intensive weekend experience in the outdoors, preceded and followed by sessions in team leadership skills and personal growth assessment. Practical applications of problem-solving, decision making, team work models and interpersonal sensitivity will be emphasized. Required.

CSOL 610 Leadership & Group Behavior ....................................1-2
Participants explore the interpersonal dynamics that characterize successful group leadership. Practical aspects discussed: group formation and behavior, group decision making, task design, motivation theory and techniques, the role of
power and politics, conflict negotiation and facilitation skills. Required.

**CSOL 613** Tools & Methods for Personal Conflict Resolution ..........................2
This course will equip the student to become a competent facilitator of effective personal conflict prevention and resolution within the work place, church, or home.

**CSOL 615** Persuasive Communication ..........................................................2
Theories and techniques of persuasive communication in the workplace are discussed, addressing interpersonal, small group and public presentations.

**CSOL 620** Communication for Leaders ..........................................................1-2
Participants will learn to apply the fundamentals of communication theory to the creation and support of effective communication in their organizations. The skills and tools of effective personal communication as an organizational leader will be applied and individually evaluated for effectiveness and improvement. Required.

**CSOL 630** Leadership & Organizational Development .................................1-2
Participants will learn how to assess organizations in the light of strategic objectives and make recommendations for improvement. Topics include: strategic planning, organizational culture, large scale change, systems thinking, entrepreneurial and intrapreneurial behavior and “new leadership” development. Required.

**CSOL 632** Strategic Human Resource Management ...........................................2
An understanding of human resource management is essential for leadership in the information age, and plays an increasingly important strategic function in the development of future organizational directions. The development, design and implementation of human resource policies and practices to reach strategic organizational objectives will be examined along with the expanding role of HR professionals.

**CSOL 633** Recruiting, Interviewing & Selecting Employees ..............................1
Selecting the right people is one of the most difficult tasks of leadership. Participants will learn about the best techniques for improving their selection processes.

**CSOL 634** Organizations of the 21st Century ..................................................2
The organizations of the new century will be far more diverse and dynamic. Success will increasingly depend upon how they are structured, the management of the organizational culture, and the organization’s ability to learn and adapt. These emerging dimensions will be examined and applications made to current situations.

**CSOL 635** Organizational Culture .................................................................2
This course takes a closer look at the dynamics of organizational culture and how culture can be affected by those in leadership positions. Examines the tools and techniques for creating positive organizational culture.

**CSOL 636** Utilizing Information Technology in 21st Century Organizations ..................2
Participants will examine the rapid changes in organizations caused by information technology. Through readings and case studies, this global transformation will be examined for its impact on productivity, its redefinition of products and markets, and its effect on the individual.

**CSOL 637** Training the Organization’s Workforce .........................................1
Students will learn a process for identifying training needs, selecting the appropriate learning environments, creating curriculum, delivering and evaluating program effectiveness.

**CSOL 638** The Quality Movement Methodologies .............................................2
The principles behind the various Quality programs are powerful forces changing the workplace. Twenty-first century leaders must understand quality logic and how to apply it in their organizations.

**CSOL 639** The Formulation of Strategy .........................................................2
Students will learn to understand new strategy development, specifications for an effective strategy, and effective organizational strategy theory.

**CSOL 641** The Implementation of Strategy .....................................................2
Executives commonly understand that many of their daily decisions and actions have a strategic consequence for their enterprise. This course focuses upon these day-to-day actions required to effectively implement an enterprise’s strategy. Participants will consider the consequences of organizational structure and mechanisms for aligning internal efforts in the pursuit of desired organizational ends. The course places special emphasis on the development and application of intellectual resources. Prerequisite: 639.

**CSOL 642** Financial Management for Organizations .........................................2
Participants will learn essential tools for managing the assets and resources of organizations, including: terminology and meanings of financial reports, evaluation of decisions in light of budgetary principles and essential accounting tools. Individuals will learn to analyze operations and make good decisions in light of financial information.

**CSOL 650** Inner Leader I .................................................................................1-2
A journey into the personality and character qualities of effective leaders. Required.

**CSOL 651** Inner Leader II ...............................................................................1-2
Participants develop an understanding with personal applications of the character-related dimensions of leadership and the tools available to them to further develop their character
qualities. Prerequisite: CSOL 530. Recommended to be taken after CSOL 650. Required.

CSOL 654 Decision Making Methods & Decision Traps ........................... 2
Decision making strategies used by corporate executives and accomplished decision makers will be explored. The most advanced tools and techniques making robust decisions in a competitive and ambiguous environment will be presented and practiced.

CSOL 660 Ethical Decision Making ............................................................. 1-2
Students will consider opposing ethical and moral viewpoints frequently confronted by individuals in organizations today. While controversial questions will be guided by Judeo-Christian perspective, participants will develop their own personalized philosophy regarding such topics as: individual moral responsibility in organizations, social responsibility of corporations, morality of capitalism, and marketing/ advertising ethics. Required.

CSOL 662 Workplace Conflict & Legal Responsibility .................................. 2
A study of the legal characteristics, responsibilities and liabilities of organizations with a focus on effective strategies and management techniques to avoid negative consequences and exposure to legal risk.

CSOL 670 Leading the Non-profit ............................................................. 2
Non-profit organizations fill a significant role in society, and present leadership with many unique dimensions and complexities. Course emphasizes practical models of management, strategy, board governance, organizational structure, fundraising, and execution.

CSOL 674 Non-Profit Marketing ................................................................. 2
The course will survey the principles and skills necessary to plan, implement, manage and evaluate the marketing effort to a non-profit service organization or church. The outcome of the class will be the development of a marketing plan for a service organization.

CSOL 676 Customer Based Marketing ...................................................... 2
The course will survey the principles and skills necessary to plan, implement, manage and evaluate the marketing efforts of a business or organization. Both product and service marketing will be examined from a customer-based paradigm that emphasizes vision and leadership. The outcome of the class will be the development of a marketing plan for a business, organization or individual.

CSOL 680 Special Topics in Organizational Leadership ............................... 1-3
Seminars and courses by special lecturers or visiting scholars addressing areas of specific interest. May be repeated for credit.

CSOL 694 Seminar: Selected Topics ........................................................... 1-3
Seminars and courses by special lecturers or visiting scholars addressing areas of specific interest. May be repeated for credit.

CSOL 695 Directed Study ........................................................................ 1-3
Supervised research and/or reading in selected areas of Organizational Leadership.

CSOL 696 Research Design ...................................................................... 1-2
Participants learn how to solve complex, real-life problems using the tools of scientific research methods. Students select an organizational problem and design the methodology necessary to reach meaningful solutions. Required

CSOL 697 Research Presentation ............................................................. 1-2
Students learn how to gather and work with data, make interpretations and present their results. Emphasis is placed on the problem-solving process, change management and communication skills. Prerequisite: CSOL 696. Required.

CSOL 698 Organizational Leadership Internship ....................................... 1-3
An approved leadership internship within an organizational setting.
Master of Arts in Science & Religion

Faculty:

Director: .................................................. John A. Bloom, Ph.D.
Professors: .................................. Bloom, DeWeese, Geivett, Gomes, Hazen,
.......................................................... Keas, Moreland, Reynolds
Assistant Professor: .......................... K. Lewis

Mission & Learning Outcomes

The Master of Arts degree in Science & Religion is designed to provide individuals with the essential background in theology, history, and philosophy necessary to integrate evangelical Christianity with modern science.

The curriculum is designed for students who already have a basic training in a natural science, consequently the course work emphasizes the critical tools from other disciplines that are necessary for providing the proper context and foundation for understanding and working comfortably with issues that relate to both Christianity and the sciences. Advanced seminars focus on current theological issues within specific scientific disciplines so that students will understand the contemporary dynamic and learn to integrate their thinking in a mentored setting.

The program fosters in students a mature and informed Christian worldview from which to serve the Lord and to relate to their secular colleagues in the sciences.

Graduation Requirements

A. Satisfactorily complete 39 semester units as outlined in the curriculum.

B. Maintain a 3.0 average with no grade below a C in all courses to be credited toward graduation.

C. Complete a minimum of 30 units at Biola University. All degree components must be completed as graded courses.

D. Participate in the Christianity and Science colloquia, which includes attending at least 80% of the sessions (attendance is pro-rated for part-time students), and giving one oral presentation based on research undertaken in an advanced seminar.

E. Submit a publication-quality paper based on research undertaken in an advanced seminar, which may be submitted to a journal and/or posted on the program’s website.

F. Students are placed on academic probation if their grade point average for any semester falls below 3.0 and will remain on probation as long as the single semester or cumulative grade point average remains below 3.0. Probation students are granted one semester in which to bring their academic work up to the required level (3.0) for continuance in the program. A student cannot graduate while on probation.

G. Complete the entire program in no more than six years.

Curriculum

The M.A. in Science & Religion program includes the following:

Religious Studies Core (17 units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSSR 510</td>
<td>Research Methodologies</td>
<td>1</td>
</tr>
<tr>
<td>CSSR 514</td>
<td>History of Christian Thought</td>
<td>3</td>
</tr>
<tr>
<td>CSSR 517</td>
<td>Interpretive Issues &amp; Methods</td>
<td>3</td>
</tr>
<tr>
<td>CSSR 519</td>
<td>Old Testament / Hebrew Literature</td>
<td>3</td>
</tr>
<tr>
<td>CSSR 520</td>
<td>New Testament Literature</td>
<td>3</td>
</tr>
<tr>
<td>CSSR 541</td>
<td>Christian Thought</td>
<td>2</td>
</tr>
<tr>
<td>CSSR 542</td>
<td>Christian Thought II</td>
<td>2</td>
</tr>
</tbody>
</table>

Science & Religion Core (11 units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSSR 501</td>
<td>Introductory Seminar</td>
<td>1</td>
</tr>
<tr>
<td>CSSR 529</td>
<td>Historical Perspectives in Science &amp; Religion</td>
<td>2</td>
</tr>
<tr>
<td>CSSR 530</td>
<td>Darwin, Evolution, &amp; Design</td>
<td>2</td>
</tr>
<tr>
<td>CSSR 631</td>
<td>Modern Physics, Cosmology, &amp; Design</td>
<td>2</td>
</tr>
<tr>
<td>CSSR 640</td>
<td>World Religions &amp; Science</td>
<td>2</td>
</tr>
<tr>
<td>CSSR 650</td>
<td>Advanced Seminar—Special Topics</td>
<td>2</td>
</tr>
</tbody>
</table>

Biblical Languages Overview (5 units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTNT 501</td>
<td>Beginning Greek I</td>
<td>2</td>
</tr>
<tr>
<td>TTOT 603</td>
<td>Elements of Hebrew I</td>
<td>3</td>
</tr>
</tbody>
</table>

Philosophy Overview (6 units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSSR 540</td>
<td>Metaphysics &amp; Epistemology</td>
<td>3</td>
</tr>
<tr>
<td>TTPH 547</td>
<td>The Theology &amp; Philosophy of Science</td>
<td>3</td>
</tr>
</tbody>
</table>

Students who already have a strong background in philosophy or Bible may, with their advisor’s approval, take approved electives in place of the required units.

Admission Requirements

• One pastoral, one character/academic reference.

• Informational profile and writing samples.

• Personal interview.

• Official transcripts from all colleges and universities attended. Transcripts must be official, that is, mailed directly from your previous colleges and/or universities in a sealed envelope to the Biola Office of Graduate Admissions.

Applicants must possess a Bachelor’s, Master’s or Doctor’s degree in a natural science (physics, chemistry, biology or related fields), engineering, mathematics or computer science. Students with
Courses (CSSR)

CSSR 000 - Basic Research Methodologies
A two-semester-hour, non-credit course required in the first semester for MASR students assigned by the Writing Proficiency Exam and any students who have completed the ESL sequence. Students who do not earn a passing grade in this course must repeat the course. Fee: A fee equivalent to two quarter hours of tuition is required.

CSSR 501 - Introductory Seminar
An overview of the science and religion dialogue and its relevance to evangelical Christianity and the secular culture. Normally taken during the first year. Required of M.A. students.

CSSR 510 - Research Methodologies
Research skills for use of library, Internet, and key reference works. Methods of scholarly and journalistic writing with emphasis on critical thinking, persuasion and evaluation of data and testimony. Required of M.A. students.

CSSR 514 - History of Christian Thought
History of Christian thought from the apostolic Fathers to the modern era with an emphasis on the development of doctrine. Highlights key thinkers in the patristic, medieval, Reformation and modern eras. Required of M.A. students.

CSSR 517 - Interpretative Issues & Methods
A study of principles for sound interpretation and application of the Bible, including analysis of presuppositions, general rules and specialized principles for the various biblical genre and phenomena. A presentation of various approaches to studying the Bible. Required of M.A. students.

CSSR 519 - Old Testament / Hebrew Literature
A broad survey of the Old Testament books, including selected introductory and critical issues, relevant background, major themes and divisions, and crucial problems. Required of M.A. students.

CSSR 520 - New Testament Literature
A general overview of the New Testament books, including selected introductory and critical issues, relevant background, major themes and divisions, and crucial problems.

CSSR 526 - Contemporary Christian Belief
An examination of current Christian worldviews in relation to the areas of history, science, and philosophy. Elective for M.A. students.

CSSR 529 - Historical Perspectives in Science & Religion
An overview of the history of science and its interaction with Christianity from New Testament times through the twentieth century. Emphasis is on key historical movements that continue to shape the modern dialogue. Required of M.A. students.

CSSR 540 - Metaphysics & Epistemology
A topical study of the nature and methodology of metaphysics with emphasis on the nature and ultimate categories of being as well as specific areas (e.g., causation, space and time, the soul, freedom and determinism, personal identity, and essentialism). Epistemology topics surveyed will include the definition of knowledge and justified belief, problems in skepticism, the nature of epistemic justification and the nature of truth. Special emphasis will be placed on integrating metaphysics and epistemology with the construction and defense of Christian worldviews. Required of M.A. students.

CSSR 541 - Christian Thought I

CSSR 542 - Christian Thought II

CSSR 631 - Modern Physics, Cosmology, & Design
A survey of the issues and ideas involved in relating modern physics and astronomy to a biblical worldview. Special emphasis is given to controversies that are used by skeptics to call Christianity into question. Required of M.A. students.
CSSR 640  World Religions & Science
A survey of the core beliefs of other world religions with an emphasis on the ways in which they use modern science to justify their worldviews. Required of M.A. students.

CSSR 650  Advanced Seminar: Special Topics
In-depth focus on a specific contemporary issue in the science and religion dialogue, whereby students will understand the contemporary dynamics and learn to integrate their thinking in a mentored setting. Content varies, and seminars may be repeated for credit with different topics. Topics include: Intelligent Design, Cosmological models, Quantum reality, Sociobiology, Human origins, the anthropic principle, issues in biochemistry. Prerequisites: CSSR 529, 530 and 631, or permission of instructor. Required of M.A. students.

CSSR 660  Special Projects/Topics in Science & Religion
Directed research or project related to Science and Religion issues.
Talbot School of Theology
Talbot School of Theology

Faculty

Dean: .......................................................... Dennis H. Dirks, Ph.D.
Dean of the Faculty: ........................Michael J. Wilkins, Ph.D.
Assistant Dean: ................................................. Douglas W. Geringer, M.Div.

Distinguished Professors: ......................... Moreland, Saucy
Professors: M.J. Anthony, Arnold, Boersma, Curtis, DeWeese,
....Dirks, Finley, Geivett, Gomes, Hagg, Helligman, Holloman,
.......Hutchison, Isler, R. Johnson, Lawson, McIntosh, Pierce,
.......................................................Poelstra, Rae, Riggsby, W. Russell, Sunukjian,

Associate Professors: .........................Barber, Berding, Carr, Coe,
.........Edwards, Horner, Hubbard, J. Kim, Langer, Leyda, Lunde,
....Mabie, Mohler, Núñez, Porter, Rabinowitz, Rhee, S. Russell,
......................................................... Talley, Thoennes, M. Williams

Assistant Professors: ........... M.D. Anthony, Geringer, Hultberg,
......................................................... Klink, M. Lee, Lister, McKinley, Naidu

Administrative Associate: .................... Dennis Gaines

Mission

The mission of Talbot School of Theology is the development of disciples of Jesus Christ whose thought processes, character and lifestyles reflect those of our Lord, and who are dedicated to disciple making throughout the world. Both the nature and the purpose of Talbot School of Theology are elaborated more specifically in the following paragraphs and further expanded at various places throughout the catalog as noted under each heading.

Theologically

The theological position of Talbot School of Theology is Christian, protestant, and theologically conservative. The school is interdenominational by nature and is thoroughly committed to the proclamation of the great historic doctrines of the Christian church. It definitely and positively affirms historic orthodoxy in the framework of an evangelical and premillennial theology which is derived from a grammatico-historical interpretation of the Bible. It earnestly endeavors to make these great doctrinal truths a vital reality in the spiritual life of this present generation. The seminary aims to train students who believe and propagate the great doctrines of the faith as they are summarized in our Statement of Doctrine and teaching position.

Spiritually

It is the purpose of Talbot to develop in the lives of its students a spiritual life which is in harmony with the great doctrines taught, in order that they may grow in the grace as well as in the knowledge of our Lord and Savior Jesus Christ. Specifically, the goal is to educate and graduate students characterized by practical Christian service, missionary and evangelistic zeal and an adequate knowledge of the Scriptures. To accomplish these objectives the seminary conducts a chapel program and gives attention to its students’ service opportunities.

Academically

It is the purpose of the seminary to provide its students with the best in theological education in order that they may be equipped to preach and teach the Word of God intelligently and present it zealously to the world. In keeping with this goal, every department is geared to emphasize the clear and accurate exposition of the Scriptures. The biblical languages are utilized to expose the inner meaning of the inspired text. Bible exposition, whether by synthesis or analysis, presents a connected and related interpretation of the infallible Book. Systematic theology moves toward a well organized and structured arrangement of biblical truth.

Historical theology engages itself to acquaint the student with the progress of the inerrant Word among the household of faith throughout the Christian era. Philosophy of religion furnishes the elements whereby the servant of Christ may give a well-marlshed reason for the faith that is within. Missions, Christian ministry and leadership, and Christian education strive to perfect in the student a skillful and winsome presentation of the truth, privately and publicly. Talbot stands for one faith, one integrated curriculum, one eternal Word of God and its effective proclamation to a modern generation with its multiplicity of needs.

Practically

It is the purpose of the seminary to prepare for the gospel ministry those who believe, live and preach the great historic doctrines of faith which have been committed to the church. To realize these broad objectives, the seminary offers nine degree programs, each with its own distinctive purpose.

Degrees Offered

Talbot School of Theology offers the following degree programs:

- Master of Divinity
- Master of Arts:
  - Bible Exposition
  - Old Testament
  - New Testament
  - Theology
- Philosophy of Religion & Ethics
- Spiritual Formation
- Biblical & Theological Studies / Diversified
- Master of Arts in Christian Education
- Master of Arts in Christian Ministry & Leadership
- Master of Arts in Spiritual Formation & Soul Care
- Master of Theology
- Ph.D. in Educational Studies
- Ed.D. in Educational Studies
- Doctor of Ministry

Candidates for degrees must demonstrate an exemplary Christian character, a commitment to communicate the truth of the Word of God, and a promise of usefulness in Christian service.
Additional educational options / programs offered through Talbot are highlighted below:

**TALBOT AFTER HOURS**
Late afternoon, evening and Saturday classes are regularly offered at the La Mirada campus. This arrangement provides an opportunity to take several courses each semester, when other responsibilities prevent enrollment as a full-time student. Courses offered are identical in content to those provided in the daytime schedule and are applicable toward the degree programs of the seminary.

**HOLY LAND STUDIES**
Talbot School of Theology will transfer up to 12 units of elective credit for graduate-level courses taken at the Jerusalem University College, Jerusalem, Israel. Study tours for credit are also offered.

**INTENTIONAL CHARACTER DEVELOPMENT PROGRAM**

**Mission**
Talbot would like to encourage you to continue the journey that you have already begun as a disciple of Jesus Christ. It is our mission to equip Talbot students to know themselves honestly and openly before God and one another, and to cultivate intimacy with Jesus Christ.

**Goals**
As you join with us at Talbot School of Theology in preparing yourself for a lifetime of ministry, our prayer is that you would increasingly reflect the love of Christ and the characteristics of a biblical leader as recorded in I Timothy 3.

However, growth in these areas does not simply involve growing in theological knowledge. It also requires that we actively participate with the Spirit’s work of sanctification in our lives. The Holy Spirit is inviting us to become more aware of the truth of ourselves, including our hidden pain and sin, so that we may know more deeply His love and grace. We have designed our program to include practical ways in which you can participate with this work of the Spirit.

Growth in Christ-likeness and love occurs in the context of relationships with other believers. For this reason, Talbot strongly encourages a personal relationship network for mentoring, accountability, and discipleship. Beginning with the admissions process and continuing though to the Baccalaureate Commissioning Service, Talbot has developed the following components to ensure that intimacy with Christ and meaningful engagement with the Body of Christ is at the heart of your journey through Talbot:

**New Student Banquet**
Connecting with the body of Christ at Talbot begins at the New Student Banquet as you meet with other new students and faculty within your major. Through worship, prayer and fellowship, we celebrate the Lord’s calling on your life as you begin preparation for ministry.

**Courses**
As a part of the Intentional Character Development Program, Talbot offers classes that integrate a theology of sanctification and spirituality with an awareness of one’s sin, pain, and unresolved issues. The Personal Foundations of Ministry class is required in your first semester at Talbot. It establishes the foundation for personal openness to the transforming work of the Spirit during your Talbot experience.

**Spiritual Mentoring**
Spiritual mentoring is a relationship between the student, a mentor and the Holy Spirit, where the student can discover a model for character formation and deeper intimacy with God.

**Mentoring Couples**
Each student will select a couple from their local church or area who will support, encourage, and meet with them monthly throughout their seminary experience. Having an established pattern of support is an effective safeguard during times of pain and struggle or transition in ministry.

**Spiritual Mentoring Group**
Each student is required to participate in a semester-long mentoring group. This is an opportunity to build more intimate relationships with God, other students, and a spiritual mentor and to experience God’s present action in their life.

**Spiritual Retreats**
Each semester, all students will be encouraged to participate in a spiritual retreat to nurture and cultivate their inner lives with God. The consistent times spent on retreat will begin to develop habits of openness, solitude, and intimacy with God.

**Marital Retreats**
Marital retreats will be offered each semester for students and their spouses to continue building intimacy with each other and God. This is an opportunity to establish the habits of refreshment, reflection, and renewal that are necessary to maintain a strong marriage during the trials of graduate school and a lifetime of ministry.

**Baccalaureate Celebration**
This will be a dinner celebration and thanksgiving service for the transforming work of the Spirit accomplished in your life during your time at Talbot. This banquet, attended by spouses, family members, mentoring couples, mentors, and faculty, will focus on accomplishment, thanksgiving, hooding, commissioning into ministry and acknowledgement of the people who encouraged and supported you throughout your Talbot journey.
LECTURE SERIES
Special lectures to supplement and enhance the seminary experience are held several times each year during the Tuesday/Thursday chapel hours. Students are required to attend lectures if they have classes either immediately before or after the chapel hour. Lecture series include:

- Lyman Stewart Lectures (fall)
- Robert L. Saucy Lectures (spring)
- Faculty Lectures (fall and spring)

STUDENT CHRISTIAN SERVICE
The seminary recognizes the necessity of active service in Christian work while students are pursuing their courses of study. From the time of enrollment students are asked to engage in some type of approved weekly ministry. The high population density of Southern California creates extensive service opportunities of many types.

FIELD EDUCATION
Field education is that part of the student’s academic program in which there is active participation in a supervised experience within a church setting. A full-time M.Div. student must register for field education each semester. (A part-time M.Div. student must register for field education once within every 16 units completed.) For specific course numbers see the Christian Ministry & Leadership section under course descriptions. After completing 64 units of class work in the M.Div. program, students become eligible to register for field education internship. This intensive, supervised practice of the ministry is composed of three clusters of learning:

1. Supervised field experience for a minimum of 100 hours in each of two semesters
2. Seminars with other students registered for field education internship
3. Individual counseling with the director of field education on specific aspects of the student’s experience

THE BIOLA CAMPUS
The seminary has classroom, chapel and administrative office facilities located in Myers Hall and Feinberg Hall. Metzger Hall houses University administrative offices including the Admissions and Registrar’s Offices.

In addition, the seminary shares the library, cafeteria, coffee shop, residences, gymnasium, health center and prayer chapel with Biola University. Also available are an all-weather jogging track, a soccer field, a baseball diamond, tennis courts and a short course Olympic swimming pool. See the general information section for a full campus description.
**LIBRARY**
The library contains over 301,900 book and bound journal volumes and over 214,270 microform titles with their respective readers. Special features of the library include an excellent collection of bibliographic tools and journal indexes both in print and online formats and a number of special collections. The principal theological journals in English are received regularly with many accessible remotely through online subscriptions.

**FAMILY COMMITMENT**
Seminary studies make significant demands on a student’s time. A side effect is that family members may feel they are not a part of the seminary experience. Talbot has a deep-rooted commitment to the family, especially the families of its students. A wide-ranging variety of programs, events, activities, opportunities and services have been developed to foster family participation in the seminary experience.

A guide for families is available to new students at Talbot. The following are examples of the opportunities and services available to student spouses:

1. Chapel services featuring a variety of prominent Christian speakers and opportunities for mutual worship.
2. Spouses may attend classes with their mates at no charge to the spouse, space permitting and with professor approval.
3. The Spouse Tuition Reduction Scholarship allows spouses of full-time students to take master’s-level seminary courses for academic credit at only one-third the standard tuition rate.
4. Talbot Wives Fellowship.
5. Major social events, such as the annual Spring Banquet, and student family picnics.
6. The Biola Bookstore features a wide selection of Christian and secular titles, discounted Bibles, gift items, computer equipment, greeting cards, music, tapes and CDs, logo clothing, refreshments and supplies.
7. The Biola swimming pool, track, weight room, fitness center and tennis courts are available at scheduled times for family use.
8. A wide variety of music events featuring student groups, faculty artists and guest performers are scheduled throughout the school year.
9. Intercollegiate sporting events, including men's and women's basketball, men's and women's volleyball, men's baseball, men's and women's cross-country and track.
10. Special and annual lectureships, missions and Bible conferences.
11. Other special cultural events and presentations.

**ACCREDITATION**
*Western Association of Schools and Colleges.* Talbot, as a school of Biola University, is included within Biola University’s accreditation by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges.

*Association of Theological Schools.* Talbot is a member of The Association of Theological Schools (10 Summit Park Drive, Pittsburgh, PA 15275-1103) in the United States and Canada, the internationally recognized accrediting body of seminaries and schools of divinity.

**RECOGNITION**
Agencies of the United States Government which recognize the training given at Talbot include:

1. The United States Department of Health Education and Welfare, Office of Education.
2. The Chaplaincy Branches of the Army, Navy and Air Force. Full-time seminary students are eligible to apply for commissions as second lieutenants or ensigns in the chaplaincy branches of the Army, Air Force or Navy, with eight weeks of active duty training optional during the summer vacation. A course in chaplaincy orientation is offered by the department of Christian Ministry & Leadership.
3. The Veterans Administration.
4. The United States Department of Justice, Immigration and Naturalization Service.

**Support Services**

**EMPLOYMENT**
While Biola University cannot guarantee employment, we have observed that prayer and God’s guidance have miraculously provided employment for our students in past years. Students should apply to the university student employment office (Metzger Hall, upper level). We will make every effort to assist you by referring you to employment positions when available, commensurate with your qualifications and in conformity with your daily class schedule.

Students may also secure off-campus secular employment in a wide variety of occupations. Local offices of the State of California
Department of Employment can be very helpful in the location of these job openings.

The placement office (see next item) can sometimes assist the student in securing part- or full-time employment in local area churches.

**Placement**
The placement office works closely with students to assist them in securing part-time internship positions in local area churches. These placements are an integral aspect of the field education practicum course sequence.

The placement office also provides career counseling for students and placement information for graduating seniors and alumni seeking ministry in fields of service to which they believe that the Lord has called them. The placement director along with the placement committee works closely with denominational and interdenominational Christian leaders.

**Campus Dining**
Many off-campus students find it convenient to dine in the campus cafeteria. For those who wish to eat there regularly, some cost savings may be realized by using one of the meal plans available rather than paying cash.

**Single Graduate Student Housing**
Biola provides two types of housing for full-time single graduate students.

Furnished housing is provided in apartment units leased by Biola from local complexes within walking distance of campus. These two- and three-bedroom apartments are furnished with major kitchen appliances (refrigerator and stove / oven), residence-hall style bedroom furniture, couch and dinette set. Residents pay a per person monthly rate based on the number of occupants per bedroom. The rate includes utilities except for telephone service.

Unfurnished housing is provided in an apartment complex owned by Biola on Rosecrans Avenue, within walking distance of campus. The complex is made up of 28 one-bedroom and 2 two-bedroom units. These apartments are unfurnished; stove / ovens and refrigerators are provided. The monthly rent is per apartment unit not per person; residents arrange and pay for their own utilities and telephone service. This complex also provides housing for married graduate students.

**Married Housing**
Biola University owns an apartment complex with one-bedroom apartments for married graduate couples, and for single graduate students. The complex is located on Rosecrans Avenue, within walking distance of campus. These apartments are furnished; stove / ovens and refrigerators are provided. Rent is paid monthly; residents arrange and pay for their own utilities and telephone service. For married couples to qualify, at least one spouse must be enrolled full time in a Biola University graduate program.

For information, or to apply for Graduate / Married housing, contact:

**Auxiliary Services**
Student Services Building
13800 Biola Avenue
La Mirada, CA 90639-0001
Tel: (562) 944-0351 ext. 5814
E-mail: grad.housing@biola.edu

**Meal Plans**
Residents of Graduate Housing are welcome to purchase meal plans, though not required to do so. Meals are served in the Café dining room. Flex meal plans include weekday Café dining room meals plus Flex Dollars that can be “spent” at the Café, the Eagle’s Nest coffee shop, the Common Grounds coffee house and the coffee cart.

Residents of graduate/married housing may also purchase Commuter Dollars that can be “spent” at the Café, the Eagle’s Nest coffee shop, the Common Grounds coffee house and the coffee cart. Commuter Dollars function in the same way as Flex Dollars, but are not attached to a meal plan.

Meal Plans and Commuter Dollars may be purchased at the Student Services Building front desk. Commuter Dollars can also be purchased at any of the dining facilities with cash or check only.

**Talbot Support Ministries**
Director: ...................................................... Dr. Mick Boersma

Talbot Support Ministries (TSM) is a service-oriented ministry directed toward recent Talbot alumni and their spouses. This program, led by the director and his wife, is distinguished by commitment to the following distinctives:

- **Relationship**: established with incoming students, continued through seminary studies and the first five to seven years of professional ministry.

- **Credibility**: the program director and his wife have extensive experience in ministry and work to keep current on changes and issues affecting Talbot graduates.

- **Safety**: an environment is provided in which alumni are assured of confidentiality and freedom to share their lives openly.

- **Purposefulness**: TSM initiates and maintains contact with alumni through newsletters, personal notes, phone calls, e-mail and on-site visits when possible.
Resources: TSM seeks to provide helpful resources such as networking with other graduates, contact with placement opportunities and professional and personal counsel.

Admission Requirements
Correspondence concerning admission should be addressed to the Office of Graduate Admissions, which will supply the proper forms. When these application forms and all transcripts of previous academic training have been filed, accompanied by a $45 application fee, an admissions decision will be made. Official notification will be sent by mail to the applicant. The application deadline for the fall is July 1 and for the spring is December 1. Applications may be submitted after these deadlines (late application fee of $55), but will be considered only if space is available and time allows. Late applications may be postponed to later terms.

Talbot School of Theology desires only qualified students and personnel who are committed to Jesus Christ. However, in the admission of students, the hiring of employees or the operation of any of its programs and activities, Talbot does not discriminate on the basis of the applicant’s race, color, sex, handicap or national or ethnic origin.

Entrance requirements for each program are listed on the page describing that program under the heading, Admission Requirements.

Note: Official documents presented for admission or evaluation become part of the student's academic file and normally cannot be returned or copied for distribution.

Talbot Writing Proficiency Examination (TWPE)
Advanced compositional skills, commensurate with graduate-level theological studies, are foundational and indispensable, both in terms of educational and ministerial success. Based on objective criteria, some new students will be required to take the Talbot Writing Proficiency Exam (TWPE) prior to registration for the first semester. TWPE results will determine whether enrollment in TTSS 500 Theological Writing will be required. If required, this course must be taken in the first semester of seminary study. (See course description.) Students who receive a grade of “NC” (No Credit) in this course must repeat the course (the course is graded on a Credit/No Credit basis.

Academic Load
The minimum full-time load is nine units for those in the Master of Divinity, Master of Arts and Master of Theology degree programs. Those carrying less than the full-time load are considered part-time students. The standard student load in the Master of Divinity (M.Div.) program is twelve (12) units. A student is normally permitted to carry a maximum of 18 units each semester. To exceed this maximum load, the student must petition the Office of the Registrar. A maximum of ten (10) units may be taken by a student in a combination of independent study, arranged, correspondence and ITS courses to be counted toward a student’s program. A maximum of six units (of the ten) may be taken in ITS courses. Doctoral students are considered full time for a maximum of two years in the dissertation phase of their program.

A unit of credit is generally considered to consist of one class hour (50 minutes) a week for a semester. In some cases, such as laboratory sessions, a unit of credit may involve more than one class period a week.

As indicated on the curriculum charts for each program, the various curricula require 14-18 units per semester in order to graduate in the number of years specified by the chart. However, students who find it necessary to work 20 or more hours weekly to provide living expenses should plan to reduce their academic load. Such a reduction would extend the time required for a degree program, though participation in summer session and interterm could help offset the difference.

Admission of International Students
It is essential that students from other countries be able to understand directions and lectures in English and also to be able to express their thoughts clearly in spoken English immediately upon arrival on campus. In order that the applicant’s proficiency in English may be determined, the applicant must take the Test of English as a Foreign Language (TOEFL) as administered by the Educational Testing Service at the nearest overseas examination center. The minimum score for admission is a total of 550 paper / 213 computer / 79 internet for the graduate student, 575 paper / 231 computer / 88 internet for Th.M. students, and 600 paper / 250 computer / 100 internet for doctoral students. For graduate students, scores of 55 or above must be achieved for all three sections of the TOEFL. Applicants with scores between 550 / 213 and 599 / 248 will be required to take up to four English courses in addition to their program. The D.Min., Ph.D. and Ed.D. in Educational Studies programs also require a score of 4.0 or above on the Test for Written English (TWE). Preference in admission will be given to applicants with TOEFL scores of 600 paper / 250 computer / 100 internet or over, and 4.0 or over on the TWE. However, those scoring between 580 paper / 237 computer and 599 paper / 248 computer on the TOEFL will be assessed on a case-by-case basis. (See Admission Requirements for the Ph.D. and Ed.D. programs in Educational Studies.)

International Students English Skills Requirements
International students and those for whom English is a second language who are applying to Talbot graduate programs (not doctoral) will fall into one of two categories with respect to English Skills Requirements:

1. Those who score above 600 paper / 250 computer / 100 internet on the Test of English as a Foreign Language (TOEFL)
will take the Talbot Writing Proficiency Exam (TWPE; see above).

2. Those who do not take the TOEFL prior to admission, or whose TOEFL score is at or below 600 paper / 250 computer / 100 internet, are required to take the Biola English Placement Exam (BEPE) prior to registration for classes. The BEPE results will determine whether enrollment in appropriate ESL course work will be required. Talbot master’s level coursework may or may not be allowed during the time a student is taking ESL coursework, depending on the level of placement.

CLASSIFICATION OF STUDENTS:

M.A.

First Year ............................................................................................ 1-28 units
Second Year ....................................................................................... 29 + units

M.Div.

First Year ............................................................................................ 1-28 units
Second Year .................................................................................... 29-57 units
Third Year ........................................................................................ 58-86 units
Fourth Year ..................................................................................... 87+ units

PRE-SEMINARY STUDY

The following pre-seminary study guidelines are recommended for students who are planning to attend Talbot. The student should plan his or her collegiate curriculum so that moderate competence will be possessed in all of these areas and skills developed so that one can communicate easily, having the ability to write and speak clearly with correct English prose.

Note: The number of units indicated is the suggested minimum number of semester units for each discipline.

General Understandings

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanity</td>
<td></td>
</tr>
<tr>
<td>Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Modern social institutions &amp; problems</td>
<td></td>
</tr>
<tr>
<td>Social Science</td>
<td>6</td>
</tr>
<tr>
<td>Cultural history</td>
<td></td>
</tr>
<tr>
<td>History</td>
<td>6</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>3</td>
</tr>
<tr>
<td>Science &amp; technology</td>
<td></td>
</tr>
<tr>
<td>Math / Science</td>
<td>8</td>
</tr>
<tr>
<td>Modes of communication</td>
<td></td>
</tr>
<tr>
<td>English Composition &amp; Literature</td>
<td>9</td>
</tr>
<tr>
<td>Speech</td>
<td>3</td>
</tr>
<tr>
<td>Theological Understandings</td>
<td></td>
</tr>
<tr>
<td>Bible Content &amp; Interpretation</td>
<td>6</td>
</tr>
<tr>
<td>Theological Methodology &amp; Interpretation</td>
<td>6</td>
</tr>
</tbody>
</table>

Linguistic Skills

A minimum of 12 units in one of the following:
- French
- German
- Greek
- Hebrew
- Latin
- Spanish

INDEPENDENT STUDY / ARRANGED COURSE

Independent Studies are an integral part of the Biola University experience. An Independent Study is a course which is initiated by the student, who then works independently toward the goals and objectives outlined by the professor on the Arranged Course form. Students who are in good standing and not on probation are eligible to enroll in an Independent Study.

A maximum of six (6) units may be taken by a student in independent study and/or arranged coursework during the student’s degree program.

THESIS

A student must register in a thesis class each semester until the thesis is completed and accepted for binding by the library. A student finishing course work in December has 1 1/2 years to complete the thesis. A student finishing course work in June has one year to complete the thesis.

If geographic location prevents registration in person, it is the student’s responsibility to contact the Office of the Registrar for
registration materials. Registration by mail is subject to the same rules as registration in person.

TRANSFER OF CREDIT
Transfer credit for acceptable work done in other graduate schools will be allowed for courses which are parallel to those required in the curriculum. Applications received by May 1 will be provided with transfer credit decisions at the point of acceptance. Transfer credit for late applications will be accomplished during the fall semester. Graduate courses with grades of “C” or above at accredited institutions or those validated with grades of “B” or above from approved unaccredited schools are considered as acceptable on a transfer basis. For information on the validation procedure for unaccredited work, contact the Office of the Registrar.

MULTIPLE DEGREE
The programs in Talbot School of Theology are accredited by the Association of Theological Schools (ATS). ATS requires that a minimum of 50% of coursework in Talbot’s degree programs be taken in residency (i.e., not transferred in nor shared with any other program). (ATS Standards, 1998)

ADVANCED STANDING FOR PROFESSIONAL MASTER’S DEGREES

Accepted / admitted applicants who have taken undergraduate courses in biblical or theological studies (or psychology for the Master of Arts in Spiritual Formation & Soul Care) may request review for Advanced Standing credit based on their collegiate work. Granting advanced standing credit requires faculty approval based on parallel course content.

Proof of competency in the subject area or evidence of how the course content has been used since taking the course is required. An evaluation will be made by the faculty and credits processed through the Office of the Registrar. To be considered, the student must have earned a “B” grade in eligible coursework. Once the student has been accepted into the degree program, an evaluation will be made by the Office of the Registrar following guidelines established by the faculty.

Depending on undergraduate coursework as it relates to the program emphasis, the maximum number of units that may be reduced is 30 units for these M.A. emphases: Bible Exposition, Old Testament, New Testament, Theology, Philosophy of Religion & Ethics, Spiritual Formation, and Biblical & Theological Studies / Diversified.

COURSE PREFIXES
Course prefixes indicate:

- ISCL Missions & Intercultural Studies
- TTBE Bible Exposition
- TTCE Christian Education
- TTDE Doctor of Education
- TTDM Doctor of Ministry
- TTHE Thesis
- TTHT Theology - Historical Theology
- TTNT New Testament Language & Literature
- TTOT Old Testament & Semitics
- TTPH Philosophy of Religion & Ethics
- TTPM Theology - Philosophical & Moral Theology
- TTPT Christian Ministry & Leadership
- TTTR / TTTL Research Languages
- TTSF Spiritual Formation
- TTSS Research & Writing: Special Studies
- TTTH Theology - Systematic Theology
- TTTS Independent Studies

Graduation Information

GRADUATION PETITION
Graduate students must make an appointment with the Graduate Graduation Counselor in the Office of the Registrar to petition to graduate. This must be done one year prior to graduation. Students filing late will be charged a late graduation petition fee.

GRADUATION WITH HONORS
Those graduating with a grade point average of 3.50 or higher are elected to membership in Kappa Tau Epsilon, the Talbot scholastic honor society. This honor is noted on the permanent record card.

For graduation honors, students completing their program with a 3.50 GPA are graduated with Honors. Students with a 3.70 GPA are
graduated with High Honors. Students with a 3.90 GPA are graduated with Highest Honors. GPA standards for honors must be met with no rounding of numbers.

SPECIAL PROGRAMS—CREDIT

Independent Theological Studies

These independent study courses offer lectures on CD and cassette tapes by outstanding biblical scholars. They are available only as electives or prerequisites for degree-seeking Talbot students. Students who experience irresolvable scheduling problems previous to graduation may use them to meet their requirements. They may not normally be used in lieu of required courses. The use of ITS courses is limited as follows:

Elective Units or Irresolvable Scheduling Problem
- Master of Divinity .................................................................6
- Master of Arts .................................................................4
- Master of Arts reduced (Any Master of Arts reduced program) 2

Courses include a printed syllabus which provides a broad outline of the lectures, review questions and a bibliography. Requirements for credit include textbook assignments, collateral reading, research papers and examinations, all of which are outlined in a programmed syllabus.

Regular tuition fees are charged for each course regardless of the number of units for which a student is already enrolled and include costs of tapes and programmed syllabus. Tapes must be ordered through the Dean of Faculty Office. Students who desire graduate credit for ITS courses must meet the normal requirements for admission to Talbot and register for the courses through the Admissions and Registrar's Offices. Further details may be obtained from the Dean of Faculty Office.

TALBOT BIBLE LANDS

Talbot–Israel Study Program

Director: .................................................................Dr. Richard Rigsby
The Talbot-Israel Program is a for-credit study program in Israel with an additional excursion to biblically significant sites such as Rome, etc., held during the January interterm. The student has opportunity to see and experience the geographical and cultural context of the Old Testament and especially the gospels. The program is a block course offered during alternate years with preparatory work done during the semester prior to the interterm travel course. Preparatory work may be done with a scheduled class or independently. The price of the course includes four (4) units of credit, airfare, all meals (except two), housing, tips and miscellaneous expenses.

Talbot–Turkey / Greece Study Program

Director: .................................................................Dr. Richard Rigsby
The Talbot–Turkey / Greece Program is offered in alternate years to the Talbot-Israel program (above). While Talbot-Israel studies the Old Testament and gospels, Talbot–Turkey / Greece examines the archaeological, historical and geographical background to Acts, Epistles and Revelation. The program visits Antioch and Tarsus, as well as all mainland sites visited by Paul on his First, Second and Third Missionary Journeys. It also visits the seven cities of the churches of Revelation in addition to other sites. The program is a block course during interterm (January) with preparatory work done during the semester prior to the class itself. Pre-trip preparation may be accomplished with a scheduled class or it may be done independently.

Talbot–Biblical Mediterranean Islands Study Program

Director: .................................................................Dr. Richard Rigsby
The Talbot-Biblical Mediterranean Islands Program is offered during the summer. It begins immediately after commencement and is completed prior to the second summer school session. During the program, the class studies and visits most of the islands mentioned in the Books of Acts, Revelation, and many of the Epistles. The class will visit Cyprus, Cos, Rhodes, Patmos, Crete, and Malta; if available, the islands of Delos, Mykonos, Santorini, etc. will be added. The program is a block course during summer school with preparatory work done during the spring semester prior to the class itself. The pre-trip preparation may be accomplished with a scheduled class or, in some cases, by permission, the work may be done independently.

TALBOT—KYIV EXTENSION

Talbot School of Theology in cooperation with Kyiv Theological Seminary (KTS), Kyiv, Ukraine offers a Master of Arts in Biblical & Theological Studies/Diversified in Ukraine. The vision of the program is to serve the needs of Eastern European and Russian evangelical churches for well-trained leadership in church planting and existing churches by providing discerning, evangelical biblical and theological scholarship and instruction. The extension assists churches, mission agencies, and other evangelical organizations in Eastern Europe, Europe, and Eurasia in training and retaining ministry leaders in the region by offering an accredited theological education. The degree program is offered on the Kyiv Theological Seminary campus in Kyiv, Ukraine. Faculty from KTS and Talbot provide a high level of theological education in an extension program that is fully accredited by The Association of Theological Schools.

Dr. Mark Saucy is the Director of the Talbot-Kyiv Extension, and can be reached at Kyiv Theological Seminary, 75 Gorlivska Street, Kyiv 02091, Ukraine. For additional information, go to the Talbot School of Theology website at www.talbot.edu and click on Extensions.

SPECIAL PROGRAMS—NON-CREDIT

Korean Talbot Institute for Biblical Studies (KTIBS)

Director: .................................................................Dr. Victor Rhee
The Korean Talbot Institute for Biblical Studies (KTIBS) offers a wide range of non-credit biblical, theological and ministry
skills study courses on Talbot’s La Mirada campus. Its purpose is to equip believers with biblical / theological foundations essential for their spiritual growth and teaching God’s Word in their local churches. It is the goal of KTIBS to assist churches effectively to be the church in an environment that is essentially hostile to the message of God’s truth. Courses meet two (2) hours each week for six (6) weeks. Three different levels of certificates are awarded to students who have successfully completed the required courses. Courses are taught primarily in Korean. A current schedule of courses being offered may be obtained through the office of the KTIBS director on campus.

**Talbot Wives Fellowship**

**Director:** .......................................................... Darcie Hultberg

Talbot Wives Fellowship provides opportunity for growth and fellowship for wives of seminary students. Preparation for sharing in a wide variety of ministries for which student husbands are studying is offered through special speakers, interaction with faculty wives and events designed to enhance community.

---

**Master of Divinity**

**Director:** .......................................................... Frederick J. Mabie, Ph.D.

**Mission & Learning Outcomes**

The Master of Divinity curriculum at Talbot School of Theology is designed to foster the purpose for which the seminary was established—preparation for the propagation of the faith. This purpose entails an accurate knowledge of the Word of God—the source of faith and the effective means of its communication. The course of study is therefore designed around these two basic foci.

Believing firmly that God in love and grace has provided an answer for the needs of the world in Jesus Christ, and that this Jesus is the Christ of the Scriptures, Talbot emphasizes a knowledge of the content of the Word of God. In order that the Word may be known and expounded accurately and authoritatively, matters of biblical background, including the languages of the Old and New Testaments, are studied. Sound principles of literary interpretation are also explored as a basis for the interpretation of the Scriptures. On the basis of such interpretation there comes systematic study so as to organize various parts of the Word into theological categories.

Since the faith of today does not stand alone but is rooted in past centuries during which God has preserved and instructed His people, cognizance of this heritage is taken in a study of the history of the Church and its doctrine. Previous interaction between faith and the world provides a basis for understanding modern times.

It is the seminary’s aim that this knowledge of the faith first grip the life of the student and then motivate the student to share it with the world. In accord with this latter aim instruction is given in vital areas of ministry and communication. From the preparation and delivery of sermons to individual involvement in counseling, the curriculum is designed to provide instruction that will facilitate propagation of the faith in the various fields of God’s call. Opportunity is also given for the development of ministry skills as principles are applied in the context of ministry in the Church.

With recognition that the Great Commission commands the Church to go into the world to minister to all peoples, the cross-currents of modern thought are considered relevant to the preparation of God’s minister. Throughout the course of instruction, interaction is provided with various perspectives for the purpose of inculcating their contributions and understanding their divergences. All the while they are measured by the pattern of the Word.

Talbot’s program focuses on the entire person and is meant to contribute to personal spiritual formation as well as cognitive awareness and the development of ministry skills. The curriculum
is structured to develop sustainable habits that can be continued in life and ministry after graduation. The various components of the curriculum are designed to complement one another and to reinforce basic principles to which students have been exposed in other parts of their seminary program. A goal of the program is to equip students to think biblically and to respond appropriately to the variety of challenges of life and ministry.

The mission of the Master of Divinity degree program is to equip servant leaders for making disciples worldwide by developing in them an accurate knowledge of the Word of God, the skills necessary to communicate the Gospel effectively, and character worthy of the kingdom of our Lord Jesus Christ for the leading of the church.

As a result of this program, the student will:

1. Behave Christianly by valuing and pursuing Christian character. Students will learn an accurate knowledge of self in light of the knowledge of God and will apply course material to their lives.

2. Demonstrate and be committed to an accurate exposition of the Word of God. Students will learn pertinent background information for Bible books, the evangelical principles of literary interpretation of the Word of God, and exegetical skills for the exposition of biblical texts from the original languages.

3. Comprehend historical theology. Students will be cognizant of and value the historical development of doctrine and the significance of this history for the contemporary situation.

4. Comprehend the doctrines typically categorized in systematic theology and assess, prefer, and affirm the doctrinal statement of Talbot School of Theology. Students will learn and recall the essential doctrines of our faith community, write theological papers using the inductive method of theological study, critique theological writing, and apply abstract theological concepts to concrete situations.

5. Value and prefer expository preaching. Students will learn to apply the biblical author’s intended purpose of a Bible passage in a manner relevant to the lives of their hearers.

6. Write a graduate level research paper that is well organized, well supported, uses appropriate sources, and adheres to appropriate form and style guidelines.

7. Counsel pastorally. Students will learn basic relationship skills, counseling skills, ethical guidelines in pastoral counseling, and develop a plan for referring some counselees.

Notes

1. Doctrines including prolegomena, bibliology, theology proper (including God’s nature, attributes, trinity, works and fatherhood), pneumatology, Christology, soteriology, angelology/demonology, anthropology, hamartiology, eschatology and ecclesiology.

Admission Requirements

All applicants must hold the Bachelor of Arts degree, or its academic equivalent, with a 2.6 (on a 4.0 scale) grade point average. Those not meeting this latter requirement, if accepted, will be placed on probation. Graduates from approved unaccredited colleges, if accepted, will be granted provisional acceptance, though exceptions may be made when the grade point average is 3.0 or higher. Graduates from approved unaccredited colleges may be required to take additional liberal arts course work (not applicable toward the graduate degree) if their undergraduate program did not include these courses. Students who have not had Greek but wish (or need) to take it in seminary may take Beginning Greek at Talbot and receive elective credit applicable toward the graduation requirement.

Emphasis Requirements

Emphases are offered in the following areas of professional preparation:

- Pastoral & General Ministries
- Christian Education
- Pastoral Care & Counseling
- Evangelism & Discipleship
- Missions & Intercultural Studies
- Spiritual Formation
- Messianic Jewish Studies

Each student is to select an emphasis and satisfactorily complete its requirements. Students should indicate their choice of emphasis at the beginning of their program. Changes of emphasis may be authorized under certain circumstances prior to the completion of 48 units, but are discouraged after that point.

Students without a working knowledge of Greek must take TTNT 501 and 502 (Beginning Greek) which are not for credit unless taken in place of elective units.

Electives in the Curriculum

Electives are open to the student’s choice (check prerequisites listed in course descriptions) regardless of emphasis, but that choice may be governed by the following guidelines:

1. If writing a thesis, the student’s advisor may require up to four units of electives in an area of study in preparation for the thesis.
2. Students who do not write a thesis are required to take two additional elective units for a program total of 98 units.

**ADVANCED STANDING**

Applicants who have taken undergraduate courses in biblical or theological studies may request advanced standing based on collegiate work. See Talbot Admissions Requirements for details.

**Graduation Requirements**

a. Satisfactorily complete 96-98 semester units. See (D) below.

b. Take the courses prescribed in the Master of Divinity curriculum.

c. Complete the requirements in one of the emphases.

d. Submit an acceptable thesis (four units) chosen in consultation with the major advisor or, at the option of the major advisor and in lieu of the thesis, complete six units of electives. Students who write theses will have a total requirement of 96 units, and those who take six units of electives in lieu of a thesis will have a total requirement of 98 units. Five unbound copies of the thesis are to be submitted to the librarian.

e. At least 33 units must be taken in this seminary by transfer students. Students are placed on academic probation if their grade point average for any semester falls below 2.5 and will remain on probation as long as the single semester of cumulative grade point average remains below 2.5. Students on probation are granted one semester in which to bring their academic work up to the required level (2.5) for continuance in the seminary. A student cannot graduate while on probation.

f. The M.Div. program can be completed in three years (as outlined below), although a more typical rate of progress will allow the program to be completed in four years.

**Curriculum**

Two biblical languages are required: Greek and Hebrew. Either may be taken first.

**Greek:** TTNT 503, TTNT 604 and TTNT 605 required beyond beginning Greek. A qualifying examination is available to all interested Greek. A qualifying examination is available to all interested students. Those who pass the examination may enroll directly in TTNT 503; others must take TTNT 501 and TTNT 502 (two units each) as prerequisites to TTNT 503.

**Hebrew:** TTOT 603, TTOT 604 and TTOT 705 are required. A qualifying examination is available to interested students. Those who pass the examination may take TTOT 604 plus 3-4 units of Hebrew electives instead of TTOT 603.

**PASTORAL & GENERAL MINISTRIES EMPHASIS**

**Mission & Learning Outcomes**

Provides preparation for a variety of professional ministries including pastor, associate pastor, youth pastor, women’s ministries, college and seminary teaching and other leadership roles. (Students anticipating a graduate or undergraduate teaching career will need to pursue advanced studies beyond the Master of Divinity program.)

As a result of this program, the student will:

1. *Spiritual intimacy.* Strengthen and deepen spiritual intimacy with God and with spouse.


4. *Calling.* Embrace, value and appreciate the power and significance of their personal call to ministry.


6. *Doctrine.* Comprehend and apply to ministry situations the doctrines of systematic theology including the Doctrinal Statement of Talbot School of Theology.

7. *Biblical application.* Demonstrate the ability to convey and apply truths of Scripture to their own and others’ lives in effective ministry.

8. *Communicating the Word.* Communicate the Word of God effectively to hearers.


10. *Love for people.* Develop a love for and commitment to serving God’s people.

**First Year**

<table>
<thead>
<tr>
<th><strong>Fall Semester</strong></th>
<th><strong>Spring Semester</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>TTBE 517</td>
<td>Hermeneutics &amp; Bible Study Methods .................................................. 3</td>
</tr>
<tr>
<td>TTBE 519</td>
<td>Survey of Genesis–Malachi ................................................................. 3</td>
</tr>
<tr>
<td>TTNT 503</td>
<td>Introduction to Exegesis ................................................................. 3</td>
</tr>
<tr>
<td>TTTH 511</td>
<td>Theology I—Introduction: Revelation &amp; Nature of God ..................................... 3</td>
</tr>
<tr>
<td>TTPT 706</td>
<td>Personal Foundations of Ministry ...................................................... 2</td>
</tr>
<tr>
<td>TTPT 591</td>
<td>Introduction to Field Education ....................................................... 1</td>
</tr>
</tbody>
</table>
**CHRISTIAN EDUCATION EMPHASIS**

**Mission & Learning Outcomes**

Provides preparation for a wide variety of local church ministries related to teaching and equipping believers and church attendees of all ages including curriculum development, volunteer training, retreats, small groups, life stage and gender ministries, and the like.

As a result of this program, the student will:

1. Understand and value the administrative and leadership dimensions of ministry based on solid biblical and theological foundations and develop skill in designing, implementing, and assessing educational ministry.

2. Gain a broad understanding of and appreciation for the history of educational ministry and the theological and philosophical underpinnings that have influenced its theory and practice and evaluate current educational practice in light of these understandings.

3. Engage in a supervised educational ministry experience leading to growth in personal maturity and character, developed skill in ministry leadership, and the understanding necessary to integrate and apply ministry theory.

4. Actively pursue and progress in a life-long process of personal spiritual development by nurturing a relationship with God, connecting in Christian community, growing in moral integrity, and engaging in vocational service in light of giftedness.

---

**First Year**

**Fall Semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TBE 517</td>
<td>Hermeneutics &amp; Bible Study Methods</td>
<td>3</td>
</tr>
<tr>
<td>TCE 521</td>
<td>Foundations of the Teaching-Learning Process*</td>
<td>3</td>
</tr>
<tr>
<td>TNT 503</td>
<td>Introduction to Exegesis</td>
<td>3</td>
</tr>
<tr>
<td>TTH 511</td>
<td>Theology I—Introduction: Revelation &amp; Nature of God</td>
<td>3</td>
</tr>
<tr>
<td>TTP 706</td>
<td>Personal Foundations of Ministry</td>
<td>2</td>
</tr>
<tr>
<td>TTP 591</td>
<td>Introduction to Field Education</td>
<td>1</td>
</tr>
<tr>
<td>TTSS 510</td>
<td>Theological Research Methodologies</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

**Spring Semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TBE 520</td>
<td>Survey of Matthew–Revelation</td>
<td>3</td>
</tr>
<tr>
<td>TCE 512</td>
<td>Education Leadership &amp; Administration</td>
<td>3</td>
</tr>
<tr>
<td>TNT 604</td>
<td>Exegesis in the Gospels</td>
<td>3</td>
</tr>
<tr>
<td>TTP 510</td>
<td>Evangelism &amp; Follow-up</td>
<td>3</td>
</tr>
<tr>
<td>TTH 512</td>
<td>Theology II—Works of God, Angels, Man &amp; Sin</td>
<td>3</td>
</tr>
<tr>
<td>TTP 592</td>
<td>Field Education</td>
<td>0</td>
</tr>
</tbody>
</table>

---

**Second Year**

**Fall Semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCC 505</td>
<td>Patristic &amp; Medieval Theology</td>
<td>3</td>
</tr>
<tr>
<td>ISL 555</td>
<td>Introduction to World Missions</td>
<td>3</td>
</tr>
<tr>
<td>TOT 603</td>
<td>Elements of Hebrew I</td>
<td>3</td>
</tr>
<tr>
<td>TPT 609</td>
<td>Expository Preaching</td>
<td>3</td>
</tr>
<tr>
<td>TTH 613</td>
<td>Theology III—Christ, Salvation &amp; the Spirit</td>
<td>2</td>
</tr>
<tr>
<td>TTP 707</td>
<td>Foundations of Pastoral Care &amp; Counseling</td>
<td>0</td>
</tr>
<tr>
<td>TTP 691</td>
<td>Field Education</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

**Spring Semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCC 600</td>
<td>Educational Ministry in the Church</td>
<td>3</td>
</tr>
<tr>
<td>TOT 605</td>
<td>Exegesis in the Epistles &amp; Acts</td>
<td>3</td>
</tr>
<tr>
<td>TOT 604</td>
<td>Elements of Hebrew II</td>
<td>3</td>
</tr>
<tr>
<td>TPT 602</td>
<td>Pastoral Ministry</td>
<td>3</td>
</tr>
<tr>
<td>TPT 610</td>
<td>Contemporary Biblical Preaching</td>
<td>3</td>
</tr>
<tr>
<td>TTH 614</td>
<td>Theology IV—The Church &amp; Last Things</td>
<td>3</td>
</tr>
<tr>
<td>TTP 692</td>
<td>Field Education</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>17</strong></td>
</tr>
</tbody>
</table>

---

**Third Year**

**Fall Semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOT 705</td>
<td>Exegesis in Genesis &amp; Selected Passages</td>
<td>3</td>
</tr>
<tr>
<td>TTP 730</td>
<td>Biblical Leadership &amp; Management</td>
<td>3</td>
</tr>
<tr>
<td>TPT 791</td>
<td>Field Internship</td>
<td>2</td>
</tr>
<tr>
<td>Electives</td>
<td></td>
<td>4-6</td>
</tr>
<tr>
<td>Thesis First Draft or Elective</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>15-17</strong></td>
</tr>
</tbody>
</table>

**Spring Semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TBE 726</td>
<td>Expositional Methodology in Daniel &amp; Revelation</td>
<td>3</td>
</tr>
<tr>
<td>TTPH 602</td>
<td>Apologetics</td>
<td>3</td>
</tr>
<tr>
<td>TPT 703</td>
<td>Church &amp; Society</td>
<td>3</td>
</tr>
<tr>
<td>TPT 792</td>
<td>Field Internship</td>
<td>2</td>
</tr>
<tr>
<td>Electives</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Thesis Final Draft or Electives</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>
As a result of this program, the student will:

1. Develop empathic listening skills, and the commitment to use and teach these skills in life and ministry.

2. Be aware of their personal issues and the ability and commitment to develop a personal network for growth.

3. Develop a commitment to and practice of sound ethical principles related to pastoral ministry.

4. Become aware of their limitations, the ability to diagnose the pathology of individuals, couples and families, and know how and to whom to refer people for needed help.

5. Become aware of theories and the issues of counseling and the lifespan development of people, and have the ability to apply this knowledge in ministry contexts.

6. Develop understanding of ministry skills and be able to apply them in program development of pastoral ministry.

7. Develop the ability in counseling to move people from relationship through realization to responsibility.

8. Be committed to the application of biblical knowledge and theological foundations in the exercise of ministry skills.

* With the consent of the advisor, students with a strong educational psychology/teaching background may substitute another TTCE course.

** Students who do not write a thesis are required to take TTCE 622 toward elective requirements.

PASTORAL CARE & COUNSELING EMPHASIS
Mission & Learning Outcomes

Provides preparation for ministry to individuals, couples, families and groups focusing on biblical counseling, conflict resolution, crisis management, developing lay counselors and care teams, grief counseling, and the like.
As a result of this program, the student will:

1. Give a persuasive and succinct presentation of how one comes to faith in Christ.

2. Design a training seminar on evangelism for laypersons in a local church.

3. Develop and apply specific skills for cross-cultural evangelism in the United States and abroad.

4. Analyze the changing context of American society, and develop ways of addressing various ethical/social issues.

5. Acquire the basic information and skills to plant a new church.

6. Learn the principles and procedures to cooperate with God in the growth of His churches.

7. Integrate the biblical doctrine of sanctification with the concepts of discipleship, spiritual formation, and the Christian life.

---

**EVANGELISM & DISCIPLESHIP EMPHASIS**

Mission & Learning Outcomes

Provides preparation for a variety of professional ministries including pastor, associate pastor, youth pastor, teaching, evangelist, missionary and other leadership roles. In comparison to the Pastoral & General Ministries this program has specialized training in evangelism and discipleship.

As a result of this program, the student will:

1. Give a persuasive and succinct presentation of how one comes to faith in Christ.

---

**Second Year**

**Fall Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTC6 600</td>
<td>Educational Ministry in the Church</td>
<td>3</td>
</tr>
<tr>
<td>TTHT 505</td>
<td>Patristic &amp; Medieval Theology</td>
<td>3</td>
</tr>
<tr>
<td>TTOT 603</td>
<td>Elements of Hebrew I</td>
<td>3</td>
</tr>
<tr>
<td>TTPT 609</td>
<td>Expository Preaching</td>
<td>3</td>
</tr>
<tr>
<td>ISCL 555</td>
<td>Introduction to World Missions</td>
<td>3</td>
</tr>
<tr>
<td>TTHH 613</td>
<td>Theology III—Christ, Salvation &amp; the Spirit</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>18</td>
</tr>
</tbody>
</table>

**Spring Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTNT 605</td>
<td>Exegesis in the Epistles &amp; Acts</td>
<td>3</td>
</tr>
<tr>
<td>TTOT 604</td>
<td>Elements of Hebrew II</td>
<td>3</td>
</tr>
<tr>
<td>TTPT 604</td>
<td>Pastoral Care &amp; Chaplaincy</td>
<td>3</td>
</tr>
<tr>
<td>TTPT 628</td>
<td>Marital Counseling</td>
<td>3</td>
</tr>
<tr>
<td>TTHH 614</td>
<td>Theology IV—The Church &amp; Last Things</td>
<td>3</td>
</tr>
<tr>
<td>TTPT 696</td>
<td>Internship</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>16</td>
</tr>
</tbody>
</table>

**Third Year**

**Fall Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTOT 705</td>
<td>Exegesis in Genesis &amp; Selected Passages</td>
<td>3</td>
</tr>
<tr>
<td>TTPT 716</td>
<td>Addressing Common Pastoral</td>
<td>3</td>
</tr>
<tr>
<td>TTPT 708</td>
<td>Advanced Pastoral Counseling</td>
<td>3</td>
</tr>
<tr>
<td>TTPT 725</td>
<td>Counseling Troubled Families</td>
<td>3</td>
</tr>
<tr>
<td>TTPT 696</td>
<td>Internship</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Thesis First Draft or Elective*</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>

**Spring Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTBE 726</td>
<td>Expositional Methodology</td>
<td>3</td>
</tr>
<tr>
<td>TTPH 602</td>
<td>Apologetics</td>
<td>3</td>
</tr>
<tr>
<td>TTPT 703</td>
<td>Church &amp; Society</td>
<td>3</td>
</tr>
<tr>
<td>TTPT 740</td>
<td>Issues &amp; Ethics in Ministry</td>
<td>2</td>
</tr>
<tr>
<td>TTPT 696</td>
<td>Internship</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Thesis Final Draft or Elective*</td>
<td>2-4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>14-16</td>
</tr>
</tbody>
</table>

* At least six of your elective units must be chosen from the following classes: TTPT 604, 708, 725, 740.

---

**First Year**

**Fall Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTBE 517</td>
<td>Hermeneutics &amp; Bible Study Methods</td>
<td>3</td>
</tr>
<tr>
<td>TTBE 519</td>
<td>Survey of Genesis--Malachi</td>
<td>3</td>
</tr>
<tr>
<td>TTNT 503</td>
<td>Introduction to Exegesis</td>
<td>3</td>
</tr>
<tr>
<td>TTHH 511</td>
<td>Theology I—Introduction: Revelation</td>
<td>3</td>
</tr>
<tr>
<td>TTPT 706</td>
<td>Personal Foundations of Ministry</td>
<td>2</td>
</tr>
<tr>
<td>TTPT 591</td>
<td>Introduction to Field Education</td>
<td>1</td>
</tr>
<tr>
<td>TTSS 510</td>
<td>Theological Research Methodologies</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>16</td>
</tr>
</tbody>
</table>

**Spring Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTBE 520</td>
<td>Survey of Matthew–Revelation</td>
<td>3</td>
</tr>
<tr>
<td>TTHT 506</td>
<td>Reformation &amp; Modern Theology</td>
<td>3</td>
</tr>
<tr>
<td>TTNT 604</td>
<td>Exegesis in the Gospels</td>
<td>3</td>
</tr>
<tr>
<td>TTPT 510</td>
<td>Evangelism &amp; Follow-up</td>
<td>3</td>
</tr>
<tr>
<td>TTPT 592</td>
<td>Field Education</td>
<td>0</td>
</tr>
<tr>
<td>TTPT 707</td>
<td>Foundations of Pastoral Care &amp; Counseling</td>
<td>2</td>
</tr>
<tr>
<td>TTPT 709</td>
<td>Spiritual Mentoring Group</td>
<td>0</td>
</tr>
<tr>
<td>TTHH 512</td>
<td>Theology II—Works of God, Angels, Man &amp; Sin</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>17</td>
</tr>
</tbody>
</table>

---

**Second Year**

**Fall Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTC6 600</td>
<td>Educational Ministry in the Church</td>
<td>3</td>
</tr>
<tr>
<td>TTHT 505</td>
<td>Patristic &amp; Medieval Theology</td>
<td>3</td>
</tr>
<tr>
<td>TTOT 603</td>
<td>Elements of Hebrew I</td>
<td>3</td>
</tr>
<tr>
<td>TTPT 609</td>
<td>Expository Preaching</td>
<td>3</td>
</tr>
<tr>
<td>TTHH 613</td>
<td>Theology III—Christ, Salvation &amp; the Spirit</td>
<td>3</td>
</tr>
<tr>
<td>TTPT 691</td>
<td>Field Education</td>
<td>0</td>
</tr>
<tr>
<td>TTPT 722</td>
<td>Small Group Discipleship</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>18</td>
</tr>
</tbody>
</table>
As a result of this program, the student will:

1. Be able to exegite the social context in which they are called to serve.

2. Demonstrate an understanding of the Bible as a salvation-history story that progressively reveals God as a missionary God.

3. Have a growing awareness of the missionary nature of the triune God and the missionary nature of the church as they integrate world missions into leadership.

4. Be able to prepare and present the message of the Bible in a clear, culturally sensitive manner, with sensitivity to story-form of God’s communication.

5. Demonstrate passion for world missions by advocating for world missions throughout their entire sphere of influence.

6. Demonstrate skills of integrating theological and missiological insights in ministry by engaging in specific cross-cultural tasks in course assignments and the field internship.

7. Discover their giftedness in cross-cultural adjustment, their ministry growth challenges and their own personal calling in the kingdom of God.

---

**MISSIONS & INTERCULTURAL STUDIES EMPHASIS**

**Mission & Learning Outcomes**

Provides training grounded in a sound biblical and theological framework for effective intercultural ministry (in both local and international contexts) including cultural awareness and sensitivity, understanding regional and national theological issues, ethnicity and ideology, intercultural communication, and the like.

As a result of this program, the student will:

1. Be able to exegite the social context in which they are called to serve.

2. Demonstrate an understanding of the Bible as a salvation-history story that progressively reveals God as a missionary God.

3. Have a growing awareness of the missionary nature of the triune God and the missionary nature of the church as they integrate world missions into leadership.

4. Be able to prepare and present the message of the Bible in a clear, culturally sensitive manner, with sensitivity to story-form of God’s communication.

5. Demonstrate passion for world missions by advocating for world missions throughout their entire sphere of influence.

6. Demonstrate skills of integrating theological and missiological insights in ministry by engaging in specific cross-cultural tasks in course assignments and the field internship.

7. Discover their giftedness in cross-cultural adjustment, their ministry growth challenges and their own personal calling in the kingdom of God.
The essential training elements in this program are:

2. Honest soul exploration and obedience in growing intimacy with God in the Spirit.
3. Profound training in soul care of others and practical wisdom for ministry sake.
4. Thoughtful and prayerful integration of spiritual formation into the whole scope of the church’s ministries of formation, teaching, education, mission, love, justice and prayer.

**First Year**

**Fall Semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTBE 517</td>
<td>Hermeneutics &amp; Bible Study Methods</td>
</tr>
<tr>
<td>OR</td>
<td>TTFS 517</td>
</tr>
<tr>
<td></td>
<td>Hermeneutics &amp; the Word in Spiritual Formation</td>
</tr>
<tr>
<td></td>
<td>3</td>
</tr>
<tr>
<td>TTHT 505</td>
<td>Patristic &amp; Medieval Theology</td>
</tr>
<tr>
<td></td>
<td>3</td>
</tr>
<tr>
<td>TTTH 511</td>
<td>Theology I—Introduction: Revelation &amp; Nature of God</td>
</tr>
<tr>
<td></td>
<td>3</td>
</tr>
<tr>
<td>TTFS 521</td>
<td>Introduction to Christian Spirituality &amp; Prayer</td>
</tr>
<tr>
<td></td>
<td>2</td>
</tr>
<tr>
<td>TTFS 543</td>
<td>Personal Foundations of Spirituality &amp; Retreat</td>
</tr>
<tr>
<td></td>
<td>2</td>
</tr>
<tr>
<td>TTFS 585</td>
<td>Personal Spiritual Direction</td>
</tr>
<tr>
<td></td>
<td>0</td>
</tr>
<tr>
<td>TTFS 524</td>
<td>History &amp; Theory of Christian Soul Care &amp; Direction</td>
</tr>
<tr>
<td></td>
<td>2</td>
</tr>
<tr>
<td>TTTH 506</td>
<td>Reformation &amp; Modern Theology</td>
</tr>
<tr>
<td></td>
<td>3</td>
</tr>
<tr>
<td>TTTS 510</td>
<td>Theological Research Methods</td>
</tr>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td>TTBE 519</td>
<td>Survey of Genesis–Malachi</td>
</tr>
<tr>
<td></td>
<td>3</td>
</tr>
<tr>
<td>TTTH 512</td>
<td>Theology II—Works of God, Angels, Man &amp; Sin</td>
</tr>
<tr>
<td></td>
<td>3</td>
</tr>
<tr>
<td>TTFS 670</td>
<td>Intensive Journey Inward &amp; Retreat</td>
</tr>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td>TTFS 532</td>
<td>Developmental Spirituality &amp; Contemplative Prayer</td>
</tr>
<tr>
<td></td>
<td>2</td>
</tr>
<tr>
<td>TTFS 585</td>
<td>Personal Spiritual Direction</td>
</tr>
<tr>
<td></td>
<td>0</td>
</tr>
<tr>
<td>TTBE 726</td>
<td>Expositional Methodology</td>
</tr>
<tr>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

**Spring Semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTBE 517</td>
<td>Hermeneutics &amp; Bible Study Methods</td>
</tr>
<tr>
<td>OR</td>
<td>TTFS 517</td>
</tr>
<tr>
<td></td>
<td>Hermeneutics &amp; the Word in Spiritual Formation</td>
</tr>
<tr>
<td></td>
<td>3</td>
</tr>
<tr>
<td>TTHT 505</td>
<td>Patristic &amp; Medieval Theology</td>
</tr>
<tr>
<td></td>
<td>3</td>
</tr>
<tr>
<td>TTTH 511</td>
<td>Theology I—Introduction: Revelation &amp; Nature of God</td>
</tr>
<tr>
<td></td>
<td>3</td>
</tr>
<tr>
<td>TTFS 521</td>
<td>Introduction to Christian Spirituality &amp; Prayer</td>
</tr>
<tr>
<td></td>
<td>2</td>
</tr>
<tr>
<td>TTFS 543</td>
<td>Personal Foundations of Spirituality &amp; Retreat</td>
</tr>
<tr>
<td></td>
<td>2</td>
</tr>
<tr>
<td>TTFS 585</td>
<td>Personal Spiritual Direction</td>
</tr>
<tr>
<td></td>
<td>0</td>
</tr>
<tr>
<td>TTBE 726</td>
<td>Expositional Methodology</td>
</tr>
<tr>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

**Second Year**

**Fall Semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTNT 503</td>
<td>Introduction to Exegesis</td>
</tr>
<tr>
<td></td>
<td>TTNT 501 and TTNT 502 are required for students without</td>
</tr>
<tr>
<td></td>
<td>prior Greek study</td>
</tr>
<tr>
<td></td>
<td>3</td>
</tr>
<tr>
<td>TTOT 603</td>
<td>Elements of Hebrew I</td>
</tr>
<tr>
<td></td>
<td>3</td>
</tr>
<tr>
<td>TTBE 520</td>
<td>Survey of Matthew–Revelation</td>
</tr>
<tr>
<td></td>
<td>3</td>
</tr>
<tr>
<td>TTTH 613</td>
<td>Theology III—Christ, Salvation &amp; the Spirit</td>
</tr>
<tr>
<td></td>
<td>3</td>
</tr>
<tr>
<td>TTPT 602</td>
<td>Pastoral Ministry</td>
</tr>
<tr>
<td></td>
<td>3</td>
</tr>
<tr>
<td>TTFS 645</td>
<td>Christian Virtue &amp; Spiritual Disciplines</td>
</tr>
<tr>
<td></td>
<td>2</td>
</tr>
<tr>
<td>TTFS 585</td>
<td>Personal Spiritual Direction</td>
</tr>
<tr>
<td></td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>17</td>
</tr>
</tbody>
</table>

**Interterm (Required Mid-Second Year)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTFS 577</td>
<td>Soul Care Pre-practicum</td>
</tr>
<tr>
<td></td>
<td>2</td>
</tr>
</tbody>
</table>

**Spring Semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTNT 604</td>
<td>Exegesis in the Gospels</td>
</tr>
<tr>
<td></td>
<td>3</td>
</tr>
<tr>
<td>TTOT 604</td>
<td>Elements of Hebrew II</td>
</tr>
<tr>
<td></td>
<td>3</td>
</tr>
<tr>
<td>TTTH 614</td>
<td>Theology IV—The Church &amp; Last Things</td>
</tr>
<tr>
<td></td>
<td>3</td>
</tr>
<tr>
<td>TTFS 585</td>
<td>Personal Spiritual Direction</td>
</tr>
<tr>
<td></td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>17</td>
</tr>
</tbody>
</table>
As a result of this program the student will:
1. Master the Hebrew language.
2. Develop competency in Hebrew exegesis.
3. Incorporate an understanding of Rabbinic thought and Old Testament Law in course studies and discipleship.
4. Employ knowledge of Jewish culture and values effectively in diverse ministry situations.
5. Develop skills of ministry specifically appropriate for the Jewish community, including the proficiencies that follow:
   a. Students will be skilled in using Jewish liturgy in Messianic worship and practice (holidays, funerals, marriages, rites of passage, and music).
   b. Students will speak and write with understanding about Jewish backgrounds of the Christian faith.
   c. Students will be able to prepare biblical messages appropriate for the Messianic Jewish community.
   d. Students will provide biblical pastoral counsel for the unique needs of the Messianic Jewish community.
   e. As a result of personal experience, students will be able to describe the significance of modern Israel in the Jewish community.
Spring Semester

TTPT 510 Evangelism & Follow-Up ........................................ 3
TTPH 602 Apologetics ............................................................. 3
TTOT 604 Elements of Hebrew II ................................................ 3
TTPT 602 Pastoral Ministry .......................................................... 3
TTOT 613 Rabbinic Literature—Readings in Mishnah
& Talmud ........................................................................ 3
TTPT 692 Field Education .......................................................... 0

15

Third Year

Fall Semester

TBE 726 Expositional Methodology
in Daniel & Revelation .............................................................. 3
TTPT 707 Foundations of Pastoral Care & Counseling ............ 2
TTHT 604 Jewish History ............................................................. 3
TTPT 791 Field Internship ............................................................ 2
TTOT 607 Hebrew Exegesis I - Torah ........................................... 3
TNNT 701 The World of the New Testament .............................. 2
TTPT 723 Integration in Jewish Studies ....................................... 3

18

Spring Semester

TTTH 614 Theology IV—The Church & Last Things .............. 3
TTPT 610 Contemporary Biblical Preaching ............................. 3
TTPT 712 Ethics of the Fathers* ................................................... 2
TTPT 792 Field Internship ............................................................ 2
TTOT 608 Hebrew Exegesis II—Neviim & Ketuvim ................ 3
TTPT 730 Biblical Leadership & Management ....................... 3

16

• M.Div. Messianic Jewish Studies students may replace these
courses with TTHE 797, 798 and 1 unit by arrangement if
electing to write a thesis.

Please Note

THESIS COURSE SEQUENCE

If a student elects to write a thesis, the course “Thesis First Draft”
will be taken at the completion of 64 units and “Thesis Final Draft”
at the completion of 80 units. Neither is applicable toward gradu-
ation unless both have been completed. Some preliminary steps
must be completed by the end of the semester prior to taking
“Thesis First Draft.” See the Talbot graduate student handbook for
details.

CHRISTIAN MINISTRY & LEADERSHIP ALTERNATIVE

For students anticipating a career teaching in higher education,
the courses TTPT 791 and TTPT 792 may be replaced by TTCE 791
and TTCE 792. A written faculty advisor-approved petition must
be filed with the Office of the Registrar.

BIBLE EXPOSITION ALTERNATIVE

For one of the four required Bible Exposition courses (excluding
TTBE 517 or TTBE 726) the student may substitute three units of
Greek or Hebrew exegesis electives.
Master of Arts

Director: .......................................................... Alan Hultberg, Ph.D.

Mission & Learning Outcomes
The Master of Arts degree, with emphases in Bible Exposition, Old Testament, New Testament, Theology, Philosophy of Religion & Ethics, Spiritual Formation and Biblical & Theological Studies/Diversified (non-language), has been developed for those whose calling to Christian service is to positions of leadership for which the Master of Divinity or other professional degrees are not normally required. The mission of the M.A. program of Talbot School of Theology is the development of disciples of Jesus Christ who will be able to teach their respective disciplines.

As an outgrowth of Talbot School of Theology’s role to provide discerning evangelical biblical/theological scholarship and instruction, the M.A. program exists to provide opportunities for specialized focus on disciplines that are crucial to fulfill Talbot’s mission. We want to give students who choose one of these discipline areas a foundation upon which they can teach or go on for advanced study. These disciplines include the very basic study of the Bible itself through attention to the Old and New Testaments, theological reflection, and the role of philosophy in articulating and defending a Christian world view and providing a Christian perspective on current moral issues.

As a result of this program, the student will:

A. Personal
1. Be able to understand and apply God’s written word to the development of a distinctly Christian worldview that is lived out in daily life and ministry.

2. Have a growing personal knowledge in light of biblical study, resulting in an increasingly intimate knowledge of and relationship with the Lord Jesus Christ.

3. Have a worldview shaped by biblical study and a sense of historical location within the Christian church by which to evaluate current trends in the world and in the Church. This worldview should grow and develop in conjunction with continuing biblical, historical, and theological study.

4. Be able to research and interpret the meaning of a passage according to its context, taking into consideration:
   - Its historical and cultural context as determined through archaeological, historical, and cultural (including linguistic) research.
   - Its broader biblical context as determined through comparison with the content and themes of related biblical books.

   - Its theological context as determined through comparison with systematic theology (which is derived from the biblical text).

B. Ministry
1. Be able to teach the results of a researched biblical text in modern contexts such as:
   - In the church. A Sunday School class, a lay training institute, or church-based Bible training program.
   - On the campus. A college-campus based Bible study, seminar, or Bible instruction program.
   - In a community Bible Study setting. A men’s or women’s large group Bible Study context, such as “Workmen of the Word.”
   - At work. A workplace Bible study.
   - On the mission field. A missions setting.

2. Be able to explain to others interpretative differences in the most widely used Bible translations and paraphrases.

3. Be able to provide a reasoned and informed perspective on critical issues related to the Bible, such as issues prominent in critical scholarship and especially those that attract media attention.

4. Be involved in mentoring relationships with others to show them how to develop their intimate knowledge of and relationship with the Lord Jesus Christ.

Admission Requirements
Applicants must possess a Bachelor of Arts degree or its academic equivalent from an accredited college with a minimum grade point average of 3.0 (on a 4.0 scale).

All applicants must submit a written statement outlining their vocational objectives and how the degree might relate to those objectives.

For special admissions deadlines and requirements involved in the Spiritual Formation emphasis, contact Graduate Admissions. Due to the limited enrollment in this emphasis, all applicants will be personally interviewed.

Graduation Requirements
A. Satisfactorily complete 64-66 semester units as outlined in the curriculum charts below.

B. Submit an acceptable thesis, chosen in consultation with the major advisor, or at the option of the major advisor and in lieu of the thesis, complete two additional units of electives. Students who write a thesis will have a total requirement of 64 units and those who take two additional units in lieu of a thesis will have a total requirement of 66 units.
Students in Spiritual Formation emphasis submit an acceptable Spiritual Formation Master's Project-Thesis, which includes 3 units for writing and one unit for personal growth exploration. The Project-Thesis must involve both a theoretical and practical-experiential dimension in consultation with thesis advisor.

c. At least 33 units must be taken at this seminary.

d. Obtain a 3.0 average with no grade below a "C-" in all courses to be credited toward graduation.

e. Complete the entire program in no more than five years.

Students are placed on academic probation if their grade point average for any semester falls below 3.0 and will remain on probation as long as the single semester or cumulative grade point average remains below 3.0. Probation students are granted one semester in which to bring their academic work up to the required level (3.0) for continuance in the seminary. A student cannot graduate while on probation.

Emphasis Requirements

PROGRAM STRUCTURE

The academic programs leading to the degree Master of Arts with emphases in Bible Exposition, Old Testament, New Testament, Theology, Philosophy of Religion & Ethics, Spiritual Formation and Biblical & Theological Studies / Diversified are comprised of 64-66 units structured in common to include:

1. Biblical and theological foundations

2. Academic specialization in one of four disciplines requiring biblical language studies, or general studies in which biblical languages are not required

3. Additional elective courses determined by the student in consultation with the advisor.

REDUCTION

Applicants who have taken undergraduate courses in biblical or theological studies may request a program reduction based on collegiate work. See Talbot Admissions Requirements for details. Note: if master's level courses are reduced based on undergraduate coursework, some Ph.D. programs may require additional graduate courses in order to meet doctoral program requirements.

Curriculum

First Year

Fall Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTHE 517</td>
<td>Hermeneutics &amp; Bible Study Methods</td>
<td>3</td>
</tr>
<tr>
<td>TTHE 519</td>
<td>Survey of Genesis–Malachi</td>
<td>3</td>
</tr>
</tbody>
</table>

Spring Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTH 511</td>
<td>Theology I—Introduction: Revelation &amp; Nature of God</td>
<td>3</td>
</tr>
<tr>
<td>TTP 706</td>
<td>Personal Foundations of Ministry</td>
<td>2</td>
</tr>
<tr>
<td>TTS 510</td>
<td>Theological Research Methodologies</td>
<td>1</td>
</tr>
<tr>
<td>TTHE 512</td>
<td>Theology II—Works of God, Angels, Man &amp; Sin</td>
<td>3</td>
</tr>
<tr>
<td>TPT 709</td>
<td>Spiritual Mentoring Group</td>
<td>0</td>
</tr>
<tr>
<td>Emphasis or electives*</td>
<td>8</td>
<td></td>
</tr>
</tbody>
</table>

Second Year

Fall Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTHE 613</td>
<td>Theology III—Christ, Salvation &amp; the Spirit</td>
<td>3</td>
</tr>
<tr>
<td>Emphasis or electives*</td>
<td>14</td>
<td></td>
</tr>
</tbody>
</table>

Spring Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTH 614</td>
<td>Theology IV—The Church &amp; Last Things</td>
<td>3</td>
</tr>
<tr>
<td>Emphasis or electives*</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Thesis** or electives*</td>
<td>0-2</td>
<td></td>
</tr>
</tbody>
</table>

15–17

64-66

* Up to 6 graduate elective units may be taken in other schools in Biola University with advisor's approval.

** Consult the Talbot Student Handbook for preliminary steps that must be completed prior to enrolling in the thesis course.

BIBLE EXPOSITION EMPHASIS

Learning Outcomes

As a result of this program, the student will:

1. Be able to research the New Testament using the exegetical tools associated with the Greek language. It is expected that the insights into the biblical text will be more original and better supported as a result of the exegetical method.

2. Be able to respond to questions by laymen concerning the textual basis of the New Testament.

3. Be able to research the Old Testament through working with exegetical commentaries. This could potentially develop to more complete exegetical research as one's ability to use the original Hebrew is increased through usage and individual study.
OLD TESTAMENT EMPHASIS

Learning Outcomes
As a result of this program, the student will:

1. Have a developing appreciation of the Old Testament through application of skills in the areas of Hebrew language, exegesis, and the historical-cultural setting of the Old Testament.

2. Have a developing appreciation for the value of studying Old Testament Hebrew for a better understanding of God’s written word. It is expected that the graduate will use an exegetical methodology for the Old Testament on a regular basis throughout his or her lifetime.

3. Be able to research the Old Testament using the exegetical tools of Hebrew language and archaeological and historical studies. It is expected that the insights into the biblical text will be more original and better supported as a result of the exegetical method.

4. Be able to research the New Testament using the exegetical tools associated with the Greek language. It is expected that the insights into the biblical text will be more original and better supported as a result of the exegetical method.

5. Be able to help others understand the textual history, historical accuracy, and key critical issues of the Old Testament in light of the latest findings and based on a thoroughly biblical world view.

NEW TESTAMENT EMPHASIS

Learning Outcomes
As a result of this program, the student will:

1. Have a developing appreciation of the New Testament through application of skills in the areas of Greek language, exegesis, the historical-cultural setting of the New Testament, and biblical theology.

2. Have a developing appreciation for the value of studying New Testament Greek for a better understanding of God’s written word. It is expected that the graduate will use an exegetical methodology for the New Testament on a regular basis throughout his or her lifetime.

Personal study and teaching of the New Testament will also be within the framework of:

- Accurate interpretation of the New Testament in its various genres, especially the Gospels and the Epistles.

- The life and ministry of Jesus, the apostles, and the early church within the context of the culture of first-century Judaism and the Greco-Roman world.

3. Be able to articulate key critical issues about the New Testament and give perspective on a reasonable and informed solution.

THEOLOGY EMPHASIS

Learning Outcomes
As a result of this program, the student will:

1. Be able to research the New Testament using the exegetical tools associated with the Greek language; or be able to research either the Old Testament or the New Testament.
using exegetical commentaries and certain tools designed for those with limited knowledge of Greek and Hebrew.

2. Be able to dialog with cult members confidently and effectively, applying the knowledge of biblical doctrine to refute cultic errors and to utilize practical techniques of dialog with the intent to reach the cultist for Christ.

3. Be able to analyze and respond to various contemporary trends from Scripture and theology. Partly informing this analysis and response would be also an understanding of the history of modern theological trends.

4. Have an understanding and appreciation for the teaching-learning process, utilizing a broad range of ministry methods and resources in educational ministry.

5. Be able to plan, administrate, and evaluate an effective educational ministry program at a basic level.

### Greek Option

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>TNT 501</td>
<td>Beginning Greek I</td>
</tr>
<tr>
<td>TNT 502</td>
<td>Beginning Greek II</td>
</tr>
<tr>
<td>TNT 503</td>
<td>Introduction to Exegesis</td>
</tr>
<tr>
<td>TTHT 726</td>
<td>Cults of America</td>
</tr>
<tr>
<td>TTPH 602</td>
<td>Apologetics</td>
</tr>
<tr>
<td>TTT 709</td>
<td>Contemporary Theology</td>
</tr>
</tbody>
</table>

**Select Electives from:**

- **Theology Electives**
- **Theology & Related Electives**
- **General Electives**

**Select one 3-unit Course from:**

- **TTBE 530** Elementary Principles of the Biblical Languages
- **TTTH 726** Cults of America
- **ISCL 556** World Religions
- **TTPH 602** Apologetics
- **TTPT 510** Evangelism & Follow-up
- **TTPT 703** Church & Society
- **TTCE 600** Educational Ministry in the Church

**Electives**

(a maximum of 6 units in TTPT and TTCE)

**General Electives**

### Non-Greek Option

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTBE 530</td>
<td>Elementary Principles of Biblical Languages</td>
</tr>
<tr>
<td>TTHT 726</td>
<td>Cults of America</td>
</tr>
<tr>
<td>TTPH 602</td>
<td>Apologetics</td>
</tr>
<tr>
<td>TTT 709</td>
<td>Contemporary Theology</td>
</tr>
</tbody>
</table>

**Select Electives from:**

- **Theology Electives**
- **Theology & Related Electives**
- **General Electives**

**Select one 3-unit Course from:**

- **TTBE 530** Elementary Principles of the Biblical Languages
- **TTTH 726** Cults of America
- **ISCL 556** World Religions
- **TTPH 602** Apologetics
- **TTPT 510** Evangelism & Follow-up
- **TTPT 703** Church & Society
- **TTCE 600** Educational Ministry in the Church

**Electives**

(a maximum of 6 units in TTPT and TTCE)

**General Electives**

### PHILOSOPHY OF RELIGION & ETHICS EMPHASIS

**Learning Outcomes**

The main purpose of this emphasis is to help the student become an apologist and develop the skills involved in doing apologetics with a special focus on philosophy and social ethics. The attitudes and character traits of an apologist will be fostered by department activities, professional modeling, and teaching techniques. The skills necessary for the craft of apologetics will be developed by equipping the student to think for himself or herself, doing research and understand the necessary philosophical and ethical concepts for spelling out what Christians believe and why they hold those beliefs. The program is aimed at developing ability to do apologetics in various ministry programs such as para church and local church evangelism, as well as preparing the student for further graduate work in philosophy, ethics, religious studies, law, political science and theology.

As a result of this program, the student will:

1. Qualify for admission to competitive Ph.D. programs in philosophy, ethics or religious studies.

### BIBLICAL & THEOLOGICAL STUDIES / DIVERSIFIED EMPHASIS

**Learning Outcomes**

As a result of this program, the student will:

1. Be able to research either the Old Testament or the New Testament using exegetical commentaries and certain tools designed for those with limited knowledge of Greek and Hebrew.

2. Be able to dialog with those who are outside of a biblically centered faith confidently and effectively, applying the knowledge of biblical doctrine to refute errors and to utilize practical techniques of dialog with the intent to reach those who “seek to know the reason for the hope that lies within you.”

3. Be able to articulate a clear theology/philosophy of educational ministry.

4. Be able to research either the Old Testament or the New Testament using exegetical commentaries and certain tools designed for those with limited knowledge of Greek and Hebrew.

5. Be able to plan, administrate, and evaluate an effective educational ministry program at a basic level.
2. Read and utilize specialized professional philosophical journals and relate the material to various challenges to a Christian worldview.

3. Relate sophisticated philosophical material acquired during our program for use in the local church and popular culture.

4. Demonstrate lasting commitment to evangelism, local church ministry and personal spiritual growth.

5. Sustain a vibrant intellectual life as part of an ongoing commitment to following Christ.

6. Provide substantial leadership in one’s sphere of influence and successfully articulate a Christian worldview in one’s respective cultural context.

7. Penetrate the secular university and venues of popular culture (art, media, music) by providing visionary leadership at Christian colleges, seminaries and parachurch ministries in articulating a Christian worldview.

8. Minister effectively in academic, local church and parachurch settings with a spirit of graciousness and humility, standing for truth and fostering community with those to whom the student ministers.

Reduction & Transfer Guidelines for Philosophy of Religion & Ethics Emphasis

Students with satisfactory undergraduate parallel content in philosophy will be considered for course reduction. All requests for course reduction are subject to departmental approval on a case by case basis. Students seeking course reduction must have earned at least a “B” grade.

Students may only transfer courses that are parallel in content and taken from accredited graduate schools and seminaries. Request for transfer of courses should be submitted to the Office of the Registrar with prior approval from the department. Students must complete in residence a minimum of 24 units in the Philosophy of Religion & Ethics emphasis.

SPIRITUAL FORMATION EMPHASIS

Learning Outcomes

This emphasis program is designed as a personal growth and academic degree. It is an intensive, integrative program within the Institute for Spiritual Formation at Talbot School of Theology, designed to equip men and women for the ministry of discipleship and spiritual formation in general, in the local church, and for further academic training in spiritual formation. The program is designed entirely around promoting growth in the believer’s inner life of faith and prayer with God in the context of a shared community and developed knowledge-base in the Word.

Because the program is experiential and theoretical in nature with respect to spiritual growth and the dynamic processes involved, the M.A. Emphasis in Spiritual Formation draws upon an interdisciplinary faculty from both Talbot and Rosemead School of Psychology.

It includes both in-depth theoretical and integrative coursework, employing the creation disciplines such as theology, philosophy, psychology and education as well as experiential-relational soul work in classes and co-curricular requirements to aid in understanding the spiritual life mentoring.

Note also that this more academic M.A. with an emphasis in Spiritual Formation is to be distinguished from the more professional M.A. in Spiritual Formation & Soul Care, the latter being fashioned more along the lines of an Apprentice Training Model which includes training, supervision and service components in spiritual direction and mentoring.

As a result of this program, the student will:

1. Appreciate and deeply grow in the reality that true Christian spirituality is grounded in the Double Knowledge and encounter of God and Self. Students will understand through experience and theory that growth in Christ is based upon an encounter with God and oneself in the Truth.

2. Understand the Word of God and its role as a primary datum for true Christian spirituality. Students will come to have a sufficient grasp and commitment to the Word of God as a primary source of truth for their understanding of spiritual formation and spiritual direction (through courses in theology, biblical studies and spiritual formation).

3. Integrate truth from the data of extra-biblical sources of wisdom and true Christian spirituality. Students will also come to appreciate the relevant information from the history of the church, spiritual classics, personal experience, the humanities and the social sciences relevant to spiritual growth.

TTPH 523 Metaphysics I ................................................................. 3
TTPH 544 Epistemology I ............................................................... 3
TTPH 547 The Theology & Philosophy of Science ....................... 3
TTPH 566 History & Normative Systems of Ethics ...................... 3
TTPH 624 Seminar in Ethical Issues I ........................................... 3
TTPH 667 Seminar in Philosophical Anthropology ..................... 3
TTPH 684 Seminar in Philosophy of Religion .............................. 3
TTPH 685 Seminar in Philosophical Theology .............................. 3
Philosophy Electives .................................................................. 6
Electives .................................................................................... 9

39
4. Discern what is of truth or falsehood in light of various contemporary competing spiritualities. Students will be able to discern truth and error, what is helpful and unhelpful in true Christian spiritual growth in light of various competing contemporary spiritualities.

5. Foster honest self-assessment and humility. Students will gain an honest understanding of themselves in the presence of God and truth through various experiential prayer projects, meditation on the Word, retreats, spiritual direction and a small exposure to therapy.

6. Develop deeper understanding of the sinful dynamics at work in one’s life and others. Students will become more aware of the sinful dynamics that govern their lives and those they will be ministering to as well as a deeper appreciation of the origin of those dynamics from interaction with the Scriptures, psychological theory, philosophy, prayer projects and personal experience in therapy, retreats and spiritual direction.

7. Cultivate deeper intimacy with Christ in prayer. Students will personally nurture intimacy in their relationship to Christ in their meditation on the Word, experiential prayer projects, retreats, and personal experience in spiritual direction.

8. Grow in personal commitment to obedience and character of Christ. Students will cultivate growth in character as well as behavior consistent with the faith in their interaction with their spiritual directors, in projects of personal prayer and meditation on the Word, retreats and therapy.

9. Expose oneself to ministries of spiritual formation in the local church in courses and experience. Students will be exposed to the various ways spiritual formation may be part of the ministries of a local church in preaching, adult education and mentoring (through exposure in courses and experiences in retreats and spiritual direction).

10. Explore one’s calling to further education or training for ministry. Students will be given the opportunity to explore in prayer, courses, the community of the program, retreat and spiritual direction their own personal calling to the ministry, whether they should go on for more training in ministry and whether they should pursue further education in related academic areas.

11. Do master’s level research in spiritual formation. Students (except in unique cases) will write a master’s level thesis in the area of spiritual formation that, in part, will help them to determine their adequacy and desire for further education.

---

**Talbot School of Theology**

**BIO LA UNIVERSITY**

---

**First Year**

**Fall Semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTTH 511</td>
<td>Theology I—Revelation &amp; Nature of God</td>
<td>3</td>
</tr>
<tr>
<td>TTSF 517</td>
<td>Hermeneutics &amp; the Word in Spiritual Formation</td>
<td>3</td>
</tr>
<tr>
<td>TTSF 521</td>
<td>Introduction to Christian Spirituality &amp; Prayer</td>
<td>3</td>
</tr>
<tr>
<td>TTSF 524</td>
<td>History &amp; Theory of Christian Soul Care &amp; Direction</td>
<td>3</td>
</tr>
<tr>
<td>TTSF 543</td>
<td>Personal Foundations of Spirituality &amp; Retreat</td>
<td>3</td>
</tr>
<tr>
<td>TTSF 585</td>
<td>Personal Spiritual Direction</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
</tr>
</tbody>
</table>

**Spring Semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTTH 512</td>
<td>Theology II—</td>
<td></td>
</tr>
<tr>
<td>TTSF 532</td>
<td>Works of God, Angels, Man &amp; Sin</td>
<td></td>
</tr>
<tr>
<td>TTSF 544</td>
<td>Developmental Spirituality &amp; Contemplative Prayer</td>
<td></td>
</tr>
<tr>
<td>TTSF 545</td>
<td>Personality Development &amp; Psychopathology</td>
<td></td>
</tr>
<tr>
<td>TTSF 550</td>
<td>Theological Research Methodologies</td>
<td>1</td>
</tr>
<tr>
<td>TTSF 585</td>
<td>Personal Spiritual Direction</td>
<td>0</td>
</tr>
<tr>
<td>TTSF 672</td>
<td>Personal Retreat &amp; Formation</td>
<td>2</td>
</tr>
<tr>
<td>Elective</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
</tr>
</tbody>
</table>

**Second Year**

**Fall Semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTTH 613</td>
<td>Theology III—Christ, Salvation &amp; the Spirit</td>
<td>3</td>
</tr>
<tr>
<td>TTBE 519</td>
<td>Survey of Genesis-Malachi</td>
<td></td>
</tr>
<tr>
<td>TTSF 621</td>
<td>Spiritual Formation &amp; Theology Seminar</td>
<td>3</td>
</tr>
<tr>
<td>TTSF 645</td>
<td>Christian Virtue &amp; the Spiritual Disciplines</td>
<td>3</td>
</tr>
<tr>
<td>TTSF 585</td>
<td>Personal Spiritual Direction</td>
<td>0</td>
</tr>
<tr>
<td>Elective</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
</tr>
</tbody>
</table>

**Interterm**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTSF 701</td>
<td>Spiritual Formation Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

**Spring Semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTTH 614</td>
<td>Theology IV - The Church &amp; Eschatology</td>
<td>3</td>
</tr>
<tr>
<td>TTBE 520</td>
<td>Survey of Matthew-Revelation</td>
<td>3</td>
</tr>
<tr>
<td>TTSF 531</td>
<td>History &amp; Traditions of Christian Spirituality</td>
<td>3</td>
</tr>
<tr>
<td>TTSF 642</td>
<td>Spiritual Disciplines Seminar</td>
<td>3</td>
</tr>
<tr>
<td>TTSF 672</td>
<td>Personal Retreat &amp; Formation</td>
<td>2</td>
</tr>
<tr>
<td>TTSF 585</td>
<td>Personal Spiritual Direction</td>
<td>0</td>
</tr>
<tr>
<td>TTSF 740</td>
<td>Spiritual Formation Project—Thesis</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
</tr>
<tr>
<td>66</td>
</tr>
</tbody>
</table>

**Note:** Students in the Spiritual Formation emphasis will not take TTHT 514, TTPT 706 or TTPT 709.
Master of Arts in Christian Education

Program Coordinator: Jane Carr, Ph.D.

Mission & Learning Outcomes
As a graduate degree of the Department of Christian Education, the mission of the M.A.C.E. program is to develop and equip experienced church and parachurch servant-leaders in mind, character, and ability to serve God and further His kingdom through biblically-based educational ministries, according to a particular area of specialization.

As a result of this program, the student will:


2. Understand and value the major doctrines of the faith and their scriptural basis and think critically and integratively about theology and church history, with particular attention to one’s religious heritage.

3. Actively pursue and progress in a life-long process of personal spiritual development by nurturing a relationship with God, connecting in Christian community, growing in moral integrity, and engaging in vocational service in light of giftedness.

4. Commit to, engage in and equip others for the disciple-making process of evangelism, edification, counseling, and leadership development.

5. Plan and implement transformational biblical teaching grounded in sound educational practice and supported by relevant teaching/learning theory and comprehensive human and spiritual development understandings.

6. Value the role of social science research to inform ministry practice and develop skills to locate and analyze research that can then be communicated through publication and serve as a foundation for curriculum development and other educational ministry purposes.

7. Understand and value the administrative and leadership dimensions of ministry and develop skill in designing, implementing, and assessing educational ministry.

8. Gain a broad understanding of and appreciation for the history of educational ministry and the theological and philo-
sophical underpinnings that have influenced its theory and practice and evaluate current educational practice in light of these understandings.

9. Gain knowledge, appreciate new perspectives, and develop skills for interpersonal and small group work with people of differing ethnic and cultural backgrounds, genders, ages, generations, and worldviews.

10. Engage in a supervised educational ministry experience leading to growth in personal maturity and character, skill in ministry leadership, and the understanding necessary to integrate and apply ministry theory.

MINISTRY PREPARATION
In light of increasing demands for persons trained in Christian education, the program is designed to prepare individuals to serve competently in a growing number of functional roles. Along with core classes, a variety of courses to meet students' individualized needs and goals are offered in five areas of emphasis: Children's Ministry, Youth Ministry, Adult & Family Ministry, General Christian Education Ministries and Cross-cultural Ministry.

Admission Requirements
All applicants must hold the Bachelor of Arts degree or its academic equivalent with a minimum grade point average of 3.0 (on a 4.0 scale). Those accepted who do not meet this latter requirement will be placed on probation. Graduates from approved unaccredited colleges, if accepted, will be granted provisional acceptance, though exceptions may be made when the GPA is higher than 3.0. Both probation and provisional acceptance may be changed to full acceptance if the student earns a GPA of 3.0 or better on the first eight units at Talbot. Graduates from approved unaccredited colleges may be required to take certain additional liberal arts coursework (not applicable toward the graduate degree), if their undergraduate program did not include these courses.

Graduation Requirements
a. Satisfactorily complete 56 semester units. See (D) below.

b. Take the courses prescribed in the Master of Arts in Christian Education curriculum.

c. 300 hours of supervised field ministry approved by a faculty advisor.

d. Complete the program in no more than five years.

e. Complete an acceptable literature review on a ministry issue related to a selected specialization.

f. Obtain a 3.0 average with no grade below a “C-” in all courses to be counted toward graduation.

g. At least 33 units unique to the program must be taken at this seminary.

A student must have at least a 3.0 GPA (on a 4.0 scale) to graduate. Students are placed on academic probation if their GPA for any semester falls below 3.0, and will remain on probation as long as the single semester or cumulative GPA remains below 3.0. Probation students are granted one semester in which to bring their academic work up to the required level (3.0) for continuance in the seminary. A student cannot graduate while on probation.

Vocations or positions for which the M.A.C.E. program prepares students are:

- Minister / Director of Christian Education
- Minister of Youth
- Parachurch Children & Youth Ministries Staff
- Pastor / Director of Children's Ministries
- Pastor of Adult / Family Ministries
- Pastor / Director of Single Adult Ministries
- Church Business Administrator
- Counseling & Family Ministries
- Christian Camp Administration

Program Requirements
The academic program leading to the Master of Arts degree in Christian Education is structured to include (1) biblical and theological foundations; (2) a core curriculum consisting of foundational courses and practical skills; (3) a vocational specialization. The M.A.C.E. is designed for those with two or more years of full-time ministry experience. Those students admitted with less than this should plan on taking their practicum courses near the beginning of their program to provide them with some degree of ministry experience.

THE STANDARD PROGRAM (56 UNITS)
The program leading to the Master of Arts degree in Christian Education, with a ministry specialization in children’s ministry, youth ministry, general Christian education, family and adult ministry, or cross-cultural education ministry, includes a minimum of 56 units of study. The student who is able to enroll in 14 units each semester can complete the degree in two years. The student who enrolls for less than 14 units may be able to access interterm and summer school courses and still complete the program in two years, or may require additional time to complete the degree program. The program must be completed within five calendar years from the first enrollment. A literature review concerning a ministry issue is also required. Students should recognize that the course loads shown here for graduate level course work, as for all Talbot programs, may make a full or even part-time work schedule very difficult. Those who are working should plan on completing the program in three to four years.
Curriculum

First Year

Fall Semester

TTCE 521  Foundations of the Teaching–Learning Process... 3
TTPT 706  Personal Foundations of Ministry ...................... 2
TTBE 517  Hermeneutics & Bible Study Methods .................. 3
TTTH 511  Theology I—Introduction: Revelation & Nature of God .................. 3
TTCE 691  Specialization course ........................................... 2

Spring Semester

TTCE 554  Theological & Theoretical Foundations of Human Nature & Development .............................................. 3
TTBE 520  Survey of Matthew–Revelation .............................. 3
TTTH 512  Theology II—Works of God, Angels, Man & Sin ....... 3
TTPT 709  Spiritual Mentoring Group .................................... 0
Select one 3-unit course from: TTPT 703, ISCL 520 or ISCL 680 .............................................. 3
TTCE 692  Specialization course ........................................... 2

Second Year

Fall Semester

TTBE 519  Survey of Genesis–Malachi ................................. 3
TTTH 613  Theology III—Christ, Salvation & the Spirit ............ 3
TTCE 633  Christian Education Research & Writing* .............. 3
TTPT 707  Foundations of Pastoral Care & Counseling ............ 2
TTCE 591  Teaching Ministry Practicum
OR TTCE 691  Practicum in Ministry I ................................ 1
TTCE Specialization course ................................................. 2
Literature Review* ............................................................... 0

Spring Semester

TTTH 614  Theology IV—The Church & Last Things .............. 3
TTCE 512  Educational Leadership & Administration ............. 3
TTCE 562  Interpersonal Development .................................. 3
TTCE 623  Theology, History & Philosophy of Ministry .......... 3
TTCE 592  Teaching Ministry Practicum
OR TTCE 692  Practicum in Ministry II ............................... 1
TTCE Specialization course ................................................. 2

* The “literature review” is a research project on a ministry issue that is taken in TTCE 633 Christian Education Research & Writing. Its focus is on the identification, evaluation, synthesis and application of relevant social science research and biblical / theological principles to a ministry need in the student’s area of specialization. Details on the literature review can be obtained in TTCE 633. It is important that MACE students not wait to take TTCE 633 in their last semester.

ADVANCED STANDING

Applicants who have taken undergraduate courses in biblical or theological studies may request advanced standing based on collegiate work. See Admissions Requirements for details.

THE ACCELERATED PROGRAM (36 UNITS)

Students entering this program must have the following:

1. An undergraduate degree in Christian Education with a 3.0 GPA in courses taken in the major.
2. A total of at least 30 hours in Bible / theology.
3. An overall GPA of 2.6. Those with a GPA of 2.6-2.9 will be placed on probation. See earlier section on admission qualifications.
4. In addition to the above, demonstration of competency in the content of any waived or substituted courses will be assessed at the time of admission.
5. At least two years of vocational experience in educational ministry after completion of undergraduate degree.

For students who qualify for this program, graduation requirements may be satisfied in 36 semester units.

Bible / Theology ......................................................... 9
TTBE 517  Hermeneutics & Bible Study Methods ................. 3
TTBE 518  Bible / Theology Electives* .............................. 6

* Bible / Theology electives include TTTH 717, TTTH 718, TTTH 701. Bible electives must be chosen through consultation with the advisor.

Christian Education Core ................................................. 19
Christian Education core courses include TTCE 518, 554, 623, 633*, 691, 692, TTPT 706, 707, 709; select one of ISCL 520, 680, or TTPT 703

CE Specialization ......................................................... 8
Literature Review* .......................................................... 0

36

SPECIALIZATIONS AVAILABLE

Children’s Ministry

TTCE 624  Child Development & Teaching I (Birth-Age 5) .... 2
TTCE 626  Child Development & Teaching II (Ages 6-12) .... 2
TTCE 635  Models of Children’s Ministry ............................. 2
Select 1 Course from:
TTCE 646  Current Trends in Children’s Ministry
CE General Elective ..................................................... 2

2007–2009 CATALOG

Talbot School of Theology 221
### Youth Ministry

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTCE 566</td>
<td>Youth Group Development &amp; Programming</td>
<td>2</td>
</tr>
<tr>
<td>TTCE 661</td>
<td>Adolescent Culture &amp; Development</td>
<td>2</td>
</tr>
<tr>
<td>TTCE 663</td>
<td>Youth Education &amp; Leadership</td>
<td>2</td>
</tr>
</tbody>
</table>

Select 1 Course from:

- TTCE 555 Parachurch Youth Ministry
- TTCE 648 Current Trends in Youth Ministry

**CE General Elective** .................................................. 2

**Note:** Students in this specialization substitute TTCE 543 Counseling Adolescents & Their Parents for TTPT 707 Foundations of Pastoral Care & Counseling.

### Adult / Family Ministry

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTCE 675</td>
<td>Family Life Education in the Church</td>
<td>2</td>
</tr>
<tr>
<td>TTCE 678</td>
<td>Adult Development &amp; Education</td>
<td>2</td>
</tr>
</tbody>
</table>

Select 2 Courses from:

- TTCE 716 Ministry to Single Adults ........................................ 2
- TTPT 627 Premarital Preparation & Counseling............................ 2
- TTPT 628 Marital Counseling .................................................. 3
- TTPT 722 Small Group Discipleship........................................ 3
- TTPT 775 Parent Education in Ministry................................... 2

CE General Elective .................................................. 2

### General Christian Education

**Age-level courses on Development & Education**
Select 2 courses from: TTCE 624, 626, 661, 678

### Models of Ministry

Select from: TTCE 566, 635, 675, 716, TTPT 722, 775

### CE Elective (Select 1)

### Cross-cultural Education Ministry

**OR**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISCL 575</td>
<td>Multi-cultural Education</td>
<td></td>
</tr>
<tr>
<td>ISCL 721</td>
<td>Cross-cultural Teaching / Learning Strategies for Curriculum</td>
<td>3</td>
</tr>
</tbody>
</table>

Select 2 Courses from:

- ISCL 531 Peoples of Ethnic America ........................................ 3
- ISCL 556 World Religions .................................................... 3
- ISCL 622 Intercultural Communication .................................... 3
- ISCL 640 Applied Anthropology ............................................ 3
- ISCL 765 Cross-cultural Leadership ....................................... 3

**Note:** Students selecting this specialization should also take ISCL 520 Interpersonal & Intercultural Adjustment (3) in their CE core.

### General Christian Education Electives

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTCE 511</td>
<td>Foundations of Leadership</td>
</tr>
<tr>
<td>TTCE 514</td>
<td>Women &amp; Men in Christian Ministry</td>
</tr>
<tr>
<td>TTCE 570</td>
<td>Special Studies in Christian Education</td>
</tr>
<tr>
<td>TTCE 612</td>
<td>Missionary Education</td>
</tr>
<tr>
<td>TTCE 616</td>
<td>Principles of Curriculum Development</td>
</tr>
</tbody>
</table>
Master of Arts in Christian Ministry & Leadership

Mission & Learning Outcomes
The Master of Arts in Christian Ministry & Leadership with emphases in Pastoral Care & Counseling & Women’s Ministries is designed as a professional program for specialized ministry. It has been developed for those whose calling to Christian service is to positions of leadership for which the Master of Divinity or other professional degrees are not normally required.

As a result of this program, the student will:

1. Demonstrate an awareness of their own personal growth issues that will hinder their ability to minister.
2. Demonstrate an understanding of and ability to employ empathic listening skills in leadership and counseling contexts.
3. Demonstrate an understanding of and ability to employ ministry skills in program development of pastoral ministry in a church or para-church environment.
4. Demonstrate an understanding of and ability to employ ministry skills in leadership such as preaching, administration, teaching, counseling, and worship leadership.
5. Demonstrate a commitment to and ability to develop redemptive church ministries to their communities in society and culture, being relevant to current sociopolitical issues and ethical problems.
6. Demonstrate an understanding of and ability to employ leadership capabilities to deal with the growing complexity and challenges that leaders face daily as they guide people toward shared goals.

Admission Requirements
Applicants must possess a Bachelor of Arts degree or its academic equivalent from an accredited college with a minimum grade point average of 3.0 (on a 4.0 scale).

All applicants must submit a written statement outlining their vocational objectives and how the degree might relate to those objectives.

Graduation Requirements
a. Satisfactorily complete 64-66 semester units as outlined in the curriculum charts below.

Admission Requirements
Applicants who have taken undergraduate courses in biblical or theological studies may request advanced standing based on collegiate work. See Admissions Requirements for details.

Curriculum
First Year
Fall Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTBE 517</td>
<td>Hermeneutics &amp; Bible Study Methods</td>
<td>3</td>
</tr>
<tr>
<td>TTBE 519</td>
<td>Survey of Genesis–Malachi</td>
<td>3</td>
</tr>
<tr>
<td>TTTH 511</td>
<td>Theology I—Introduction: Revelation &amp; Nature of God</td>
<td>3</td>
</tr>
<tr>
<td>TPPT 706</td>
<td>Personal Foundations of Ministry</td>
<td>2</td>
</tr>
<tr>
<td>TTSS 510</td>
<td>Theological Research Methodologies</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Emphasis or electives*</td>
<td>3</td>
</tr>
</tbody>
</table>

b. Submit an acceptable thesis, chosen in consultation with the major advisor, or at the option of the major advisor and in lieu of the thesis, complete four additional units of electives. Students who write a thesis will have a total requirement of 64 units and those who take two additional units in lieu of a thesis will have a total requirement of 66 units.

c. At least 33 units must be taken at this seminary.

d. Obtain a 3.0 average with no grade below a “C-” in all courses to be credited toward graduation.

e. Complete the entire program in no more than five years.

Students are placed on academic probation if their grade point average for any semester falls below 3.0 and will remain on probation as long as the single semester or cumulative grade point average remains below 3.0. Probation students are granted one semester in which to bring their academic work up to the required level (3.0) for continuance in the seminary. A student cannot graduate while on probation.

Emphasis Requirements
Program Structure
The academic programs leading to the degree Master of Arts in Christian Ministry & Leadership with emphases in Pastoral Care & Counseling or Women’s Ministries are comprised of 64-66 units structured in common to include:

1. Biblical and theological foundations
2. Academic specialization in one of four disciplines requiring biblical language studies or general studies in which biblical languages are not required
3. Additional elective courses determined by the student in consultation with the advisor.

Advanced Standing
Applicants who have taken undergraduate courses in biblical or theological studies may request advanced standing based on collegiate work. See Admissions Requirements for details.
WOMEN'S MINISTRIES

The Master of Arts Women's Ministries emphasis is designed to equip students for a specific ministry to women in a local church context. It is set up to develop strengths in both Bible / theology and counseling / teaching. The program emphasizes preparation, enrichment, equipping and renewing ministries in such classes as Counseling Ministry, Group Counseling, Women & Men in Ministry, Sex Roles in Society, and Psychology of Women.

A major focus is on actual practice in women's ministries in local churches. Our purpose is to provide local churches with specialists in the field of Women's Ministries who have built their counseling, administrative and teaching skills upon a solid biblical and theological base. The program will prepare students for such professional positions as director of women's ministries or associate pastor of Christian education, while providing special emphasis in the area of women's concerns.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTCE 512</td>
<td>Education Leadership &amp; Administration</td>
<td>3</td>
</tr>
<tr>
<td>TTCE 514</td>
<td>Women &amp; Men in Ministry</td>
<td>2</td>
</tr>
<tr>
<td>ISCL 555</td>
<td>Introduction to World Missions</td>
<td>3</td>
</tr>
<tr>
<td>TTPT 628</td>
<td>Marital Counseling</td>
<td>3</td>
</tr>
<tr>
<td>TTPT 634</td>
<td>Foundations of Women's Ministries</td>
<td>3</td>
</tr>
<tr>
<td>TTPT 696</td>
<td>Internship</td>
<td>3</td>
</tr>
<tr>
<td>TTPT 725</td>
<td>Counseling Troubled Families</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Specialization</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Electives</td>
<td>8</td>
</tr>
</tbody>
</table>

* Up to 6 graduate elective units may be taken in other schools in Biola University with advisor's approval.

** Consult the Talbot student handbook for preliminary steps that must be completed prior to enrolling in the thesis course.

PASTORAL CARE & COUNSELING EMPHASIS

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISCL 555</td>
<td>Introduction to World Missions</td>
<td>3</td>
</tr>
<tr>
<td>TTPT 604</td>
<td>Pastoral Care &amp; Chaplaincy</td>
<td>3</td>
</tr>
<tr>
<td>TTPT 628</td>
<td>Marital Counseling</td>
<td>3</td>
</tr>
<tr>
<td>TTPT 696</td>
<td>Internship</td>
<td>3</td>
</tr>
<tr>
<td>TTPT 703</td>
<td>Church &amp; Society</td>
<td>3</td>
</tr>
<tr>
<td>TTPT 708</td>
<td>Advanced Pastoral Counseling</td>
<td>3</td>
</tr>
<tr>
<td>TTPT 725</td>
<td>Counseling Troubled Families</td>
<td>3</td>
</tr>
<tr>
<td>TTPT 740</td>
<td>Issues &amp; Ethics in Ministry</td>
<td>2</td>
</tr>
<tr>
<td>TTPT 716</td>
<td>Addressing Common Pastoral</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Counseling Concerns</td>
<td></td>
</tr>
</tbody>
</table>

Specializations

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTCE 514</td>
<td>Women &amp; Men in Christian Ministry</td>
<td>2</td>
</tr>
<tr>
<td>TTCE 521</td>
<td>Foundations of the Teaching-Learning Process</td>
<td>3</td>
</tr>
<tr>
<td>TTCE 543</td>
<td>Counseling Adolescents &amp; Their Parents</td>
<td>2</td>
</tr>
<tr>
<td>TTCE 675</td>
<td>Family Life Education in the Local Church</td>
<td>2</td>
</tr>
<tr>
<td>TTTH 717</td>
<td>Theology of Human Nature</td>
<td>2</td>
</tr>
<tr>
<td>TTPH 624</td>
<td>Seminar in Ethical Issues I</td>
<td>3</td>
</tr>
<tr>
<td>TTPT 626</td>
<td>Group Counseling Leadership</td>
<td>3</td>
</tr>
<tr>
<td>TTPT 627</td>
<td>Premarital Preparation &amp; Counseling</td>
<td>2</td>
</tr>
<tr>
<td>TTPT 750</td>
<td>Directed Study</td>
<td>1-4</td>
</tr>
<tr>
<td>TTPT 775</td>
<td>Parent Education in Ministry</td>
<td>2</td>
</tr>
<tr>
<td>TTPT 802</td>
<td>Spiritual Conflicts &amp; Counseling</td>
<td>2</td>
</tr>
</tbody>
</table>
Master of Arts in 
Spiritual Formation & Soul Care

Mission & Learning Outcomes
The Master of Arts in Spiritual Formation & Soul Care is designed as a personal growth, academic and professional program for specialized ministry. It is an intensive, integrative program within the Institute for Spiritual Formation at Talbot School of Theology, developed to equip men and women for the ministry of discipleship, spiritual direction, formation and soul care in the local church and for further academic training in Spiritual Formation.

The program is shaped around promoting growth in the believer’s inner life of faith and prayer with God in the context of a shared community and developed knowledge-base in the Word, spiritual formation and soul care. It focuses specifically on ways to deepen one’s knowledge and openness to God and His work as well as understanding of one’s self and others in order to grow toward conformity of character and inner life in the image of Christ. In turn, it trains leaders in soul care to be spiritual mentors, directors and teachers who will assist others in their journey of growth in Christ and His body. In order to accomplish this, the program has a substantial emphasis on understanding the dynamics of the Indwelling Holy Spirit as they interface human personality and relational dynamics. These integrative endeavors are enhanced by the Institute’s diverse university-wide faculty which draws particularly upon Rosemead School of Psychology and Talbot School of Theology, bringing a wide range of expertise and experience to bear upon the process of human spiritual growth and soul care.

Because the program is experiential, theoretical and mentoring in nature, the Master of Arts in Spiritual Formation & Soul Care is fashioned along the lines of an Apprentice Training Model.

The Master of Arts in Spiritual Formation & Soul Care is intended to help prepare students for professional and lay ministry as associate pastor and teacher of adult ministries, spiritual direction, teaching, mentoring, discipleship as well as preparation for further education and training in Spiritual Formation to teach in Christian university and seminary contexts.

The mission of the Master of Arts in Spiritual Formation and Soul Care is to train servant leaders to know themselves honestly and openly before God and one another in Truth, to cultivate intimacy with, growth in and obedience to Christ and to help mend souls by the loving power of the Spirit and Word with believers of various cultural backgrounds.

As a result of this program, the student will:

1. Appreciate and deeply grow in the reality that true Christian spirituality is grounded in the Double Knowledge and encounter of God and Self. Students will understand through experience and theory that growth in Christ is based upon an encounter with God and oneself in the Truth.

2. Understand the Word of God and its role as a primary datum for true Christian spirituality. Students will come to have a sufficient grasp and commitment to the Word of God as a primary source of truth for their understanding of spiritual formation and spiritual direction (through courses in theology, biblical studies and spiritual formation).

3. Integrate truth from the data of extra-biblical sources of wisdom and true Christian spirituality. Students will also come to appreciate the relevant information from the history of the church, spiritual classics, personal experience, the humanities and the social sciences relevant to spiritual growth.

4. Discern what is of truth or falsehood in light of various contemporary competing spiritualities. Students will be able to discern truth and error, what is helpful and unhelpful in true Christian spiritual growth in light of various competing contemporary spiritualities.

5. Foster honest self-assessment and humility. Students will gain an honest understanding of themselves in the presence of God and truth through various experiential prayer projects, meditation on the Word, retreats, spiritual direction and therapy.

6. Develop deeper understanding of the sinful dynamics at work in one’s life and others. Students will become more aware of the sinful dynamics that govern their lives and those they will be ministering to as well as a deeper appreciation of the origin of those dynamics from interaction with the Scriptures, psychological theory, philosophy, prayer projects and personal experience in therapy, retreats and spiritual direction.

7. Cultivate deeper intimacy with Christ in prayer. Students will personally nurture intimacy in their relationship to Christ in their meditation on the Word, experiential prayer projects, retreats, and personal experience in spiritual direction.

8. Grow in personal commitment to obedience and character of Christ. Students will cultivate growth in character as well as behavior consistent with the faith in their interaction with their spiritual directors, in projects of personal prayer and meditation on the Word, retreats and therapy.

9. Provide spiritual direction for others. Students will be trained to do spiritual direction by means of courses on the
art of spiritual direction, supervision in practical settings and personal experience in their own spiritual direction (an activity that may be expressed in a variety of venues such as preaching, teaching, group and individual mentoring).

10. Experience evaluation and supervision in doing spiritual direction. Students will be evaluated in a variety of ways by faculty, practical supervisors and their spiritual directors to determine their ability, giftedness and preparedness to provide spiritual direction for others and in what venues.

11. Learn minimal assessment skills adequate to refer spiritual directee to appropriate care beyond competency of one’s training. Students will be familiarized with minimal content in psychological categories and assessment with the goal of referring their directee to medical or psychological care.

12. Appreciate the unique cultural dynamics involved in spiritual growth. Students will come to have some appreciation of the unique dynamics involved in teaching, mentoring and doing spiritual direction with believers of varying cultural backgrounds by means of course work and some practical experience.

Admission Requirements
Applicants must possess a baccalaureate degree. Each should be a graduate from an accredited college with a minimum grade point average of 3.0 (on a 4.0 scale).

All applicants must submit a written statement outlining their vocational objectives and how the degree might relate to those objectives.

For special admission deadlines and requirements, contact Graduate Admissions. Due to the unique nature of this program, all applicants will be personally interviewed.

Graduation Requirements
a. Satisfactorily complete 66 semester units as outlined in the curriculum.

b. At least 33 units must be taken at this seminary.

c. Obtain a 3.0 average with no grade below a “C-“ in all courses to be credited toward graduation.

d. Complete the entire program in no more than five years.

Students are placed on academic probation if their grade point average for any semester falls below 3.0 and will remain on probation as long as the single semester or cumulative grade point average remains below 3.0. Probation students are granted one semester in which to bring their academic work up to the required level (3.0) to continuance in the seminary. A student cannot graduate while on probation.

Curriculum
First Year
First Semester
TTTH 511 Theology I—Revelation & the Nature of God 3
TTSF 517 Hermeneutics & the Word
in Spiritual Formation 3
TTSF 521 Introduction to Christian Spirituality & Prayer 3
TTSF 524 History & Theory
of Christian Soul Care & Direction 3
TTSF 543 Personal Foundations of Spirituality & Retreat 3
TTSF 585 Personal Spiritual Direction 0 15

Interterm
TTSF 577 Soul Care Pre-practicum I & Professional Ethics 3

Second Semester
TTTH 512 Theology II—
Works of God, Angels, Man & Sin 3
TTSF 532 Developmental Spirituality
& Contemplative Prayer 3
TTSF 544 Personality Development & Psychopathology 3
TTSF 578 Soul Care Pre-practicum II
& Professional Referral 3
TTSF 670 Intensive Journey Inward & Retreat 2
TTSF 585 Personal Spiritual Direction 0
TTSS 510 Theological Research Methodology 1 15

Second Year
First Semester
TTBE 519 Survey of Genesis-Malachi 3
TTSF 585 Personal Spiritual Direction 0
TTTH 613 Theology III—Christ, Salvation & the Spirit 3
TTSF 621 Spiritual Formation & Theology Seminar 3
TTSF 645 Christian Virtue & the Spiritual Disciplines 3
TTSF 677 Soul Care Practicum I 2 14

Interterm
TTSF 701 Spiritual Formation Seminar 3

Second Semester
TTBE 520 Survey of Matthew-Revelation 3
TTSF 531 History & Traditions of Christian Spirituality 3
TTSF 585 Personal Spiritual Direction 0
TTTH 614 Theology IV—The Church & Eschatology 3
TTSF 642 Spiritual Disciplines Seminar 3
Certificate in Biblical Studies

Mission & Learning Outcomes
The Certificate in Biblical Studies is designed with two specific needs in mind. The first is for persons who seek a year of study in preparation for lay service with an overseas mission agency, or for more effective lay involvement in the life of their local congregation. It also serves as a “trial year in seminary” for persons who wish to test their gifts and skills with a view toward possible further preparation for full-time Christian ministry.

Certificate coursework may later be applied toward a Master of Divinity or Master of Arts degree.

The mission of the Certificate in Biblical Studies is to provide an introductory measure of theological and biblical training for individuals who have not as yet determined to enter a full seminary degree program but who nevertheless wish to deepen their knowledge of God and his word and grow in their ability to minister to others.

As a result of this program, the student will:

1. Learn the skills required for graduate-level research and writing, including bibliographic and library skills, formatting and style, and interacting with primary and secondary sources.

2. Be able to articulate and defend the correct, biblical view on the following central doctrines: pneumatology, Christology, soteriology, prolegomena, bibliology, theology proper (including God’s nature, attributes, triunity, works, and Fatherhood), angelology/demonology, anthropology, hamartiology, the relationship between Israel and the Church, the nature of the church and its ministries, eschatology, and ecclesiology.

3. Understand the significance of the abovementioned central doctrines for personal life and ministry.

4. Know the history of hermeneutics, the basic principles of grammatico-historical exegesis, and the basic principles of lexical semantics to determine the meaning of biblical words. The student will develop a commitment to more effectively meditate on God’s world in his or her own spiritual life.

5. Know the theme and major contributions of each Old Testament book, discover the importance of historical background to the interpretation of the Old Testament, and develop greater confidence in the Old Testament as a trustworthy guide to faith and life.
6. Be able to demonstrate a basic knowledge of the following:
   a historical outline of the NT; how each NT book fits into
   the outline; the broad historical and cultural backgrounds
   to the NT; and the basic theme and teaching of each NT
   book. The student will be able to evaluate critical views of
   the NT from an evangelical perspective.

**Admission Requirements**

Applicants must possess a Bachelor of Arts degree or its academic
equivalent from an accredited college with a minimum grade
point average of 3.0 (on a 4.0 scale).

All applicants must submit a written statement outlining their
vocational objectives and how the certificate relates to those
objectives.

**Graduation Requirements**

a. Satisfactorily complete all courses for a total of 32 semester
   units as outlined in the curriculum below.

b. Obtain a 3.0 GPA with no grade below a “C-“ in all courses to
   be credited toward graduation.

c. At least 24 units must be taken at this seminary.

d. Complete the entire program in no more than five years.

Students are placed on academic probation if their GPA for any
semester falls below 3.0 and will remain on probation as long as
the single semester or cumulative GPA remains below 3.0.

Probation students are granted one semester in which to bring
their academic work up to the required level (3.0) for continuance
in the seminary. A student cannot graduate while on probation.

General (unspecified) electives (4 units) must have a reason-
able connection to, and relationship with, the student’s stated
vocational objectives. In some cases, the student may be required
to submit a written rationale to the program academic advisor,
demonstrating the usefulness of the electives for church ministry,
parachurch work, or further study.

**Curriculum**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTBE 517</td>
<td>Hermeneutics &amp; Bible Study Methods</td>
<td>3</td>
</tr>
<tr>
<td>TTBE 519</td>
<td>Survey of Genesis-Malachi</td>
<td>3</td>
</tr>
<tr>
<td>TTBE 520</td>
<td>Survey of Matthew-Revelation</td>
<td>3</td>
</tr>
<tr>
<td>TTTH 511</td>
<td>Theology I—Introduction: Revelation &amp; Nature of God</td>
<td>3</td>
</tr>
<tr>
<td>TTTH 512</td>
<td>Theology II—Works of God, Angels, Man &amp; Sin</td>
<td>3</td>
</tr>
<tr>
<td>TTTH 613</td>
<td>Theology III—Christ, Salvation &amp; the Spirit</td>
<td>3</td>
</tr>
<tr>
<td>TTTH 614</td>
<td>Theology IV—The Church &amp; Last Things</td>
<td>3</td>
</tr>
<tr>
<td>TTSS 510</td>
<td>Theological Research Methodologies</td>
<td>1</td>
</tr>
</tbody>
</table>
Certificate in Spiritual Formation

Mission & Learning Outcomes

The Certificate in Spiritual Formation is an introductory yet intensive, integrative program within the Institute for Spiritual Formation at Talbot School of Theology, designed to assist individuals in their personal growth, provide some training in lay ministry of spiritual formation in the local church and give the student opportunity to understand their giftedness in order to determine whether the Lord is calling them to more training and preparation for ministry.

The program is designed entirely around promoting growth in the believer's inner life of faith and prayer with God in the context of a shared community and developed knowledge-base in the Word, spiritual formation and soul care. It focuses specifically on ways to deepen one's knowledge and openness to God and His work as well as understanding of one's self and others in order to grow toward conformity of character and inner life in the image of Christ. In order to accomplish this, the program has a substantial emphasis on understanding the dynamics of the Indwelling Holy Spirit as they interface human personality and relational dynamics. These integrative endeavors are enhanced by the Institute's diverse university-wide faculty that draws particularly upon Rosemead School of Psychology and Talbot School of Theology, bringing a wide range of expertise and experience to bear upon the process of human spiritual growth and soul care.

Certificate course work may later be applied toward a Master of Divinity or Master of Arts degree.

The mission of the Certificate in Spiritual Formation is to introduce believers to the processes involved in knowing themselves honestly and openly before God and one another in Truth, in cultivating intimacy with, growth in and obedience to Christ, in the training in lay ministry of spiritual formation in the local church which, in turn, gives opportunity for students to explore their calling and potential need for more training in ministry.

As a result of this program, the student will:

1. Appreciate and begin to grow in the reality that true Christian spirituality is grounded in the Double Knowledge and encounter of God and Self. Students will begin to understand through experience and theory that growth in Christ is based upon an encounter with God and oneself in the Truth.

2. Understand the Word of God and its role as a primary datum for true Christian spirituality. Students will come to have a grasp and commitment to the Word of God as a primary source of truth for their understanding of spiritual formation and spiritual direction (through courses in theology, biblical studies and spiritual formation).

3. Integrate truth from the data of extra-biblical sources of wisdom and true Christian spirituality. Students will also come to have some minimal appreciation for the relevant information from the history of the church, spiritual classics, personal experience, the humanities and the social sciences relevant to spiritual growth.

4. Develop discernment regarding what is of truth or falsehood in light of various contemporary competing spiritualities. Students will begin to be able to discern truth and error, what is helpful and unhelpful in true Christian spiritual growth in light of various competing contemporary spiritualities.

5. Foster honest self-assessment and humility. Students will gain an honest understanding of themselves in the presence of God and truth through various experiential prayer projects, meditation on the Word, retreats, and spiritual direction.

6. Develop some minimal understanding of the sinful dynamics at work in one's life and others. Students will become aware of the sinful dynamics that govern their lives and those they will be ministering to as well as a deeper appreciation of the origin of those dynamics from interaction with the Scriptures, psychological theory, philosophy, prayer projects and personal experience in retreats and spiritual direction.

7. Cultivate deeper intimacy with Christ in prayer. Students will personally nurture intimacy in their relationship to Christ in their meditation on the Word, experiential prayer projects, retreats, and personal experience in spiritual direction.

8. Grow in personal commitment to obedience and character of Christ. Students will cultivate growth in character as well as behavior consistent with the faith in their interaction with their spiritual directors, in projects of personal prayer and meditation on the Word, retreats and therapy.

9. Expose oneself to ministries of spiritual formation in the local church in courses and experience. Students will be exposed to the various ways spiritual formation may be part of the ministries of a local church in preaching, adult education and mentoring (through exposure in courses and experiences in retreats and spiritual direction).

10. Explore one's calling to ministry and to the need for more training and preparation. Students will be given the opportunity to explore in prayer, courses, the community...
of the program, retreat and spiritual direction their own personal calling to the ministry and whether they should go on for more training in ministry.

Admissions Requirements
Applicants must possess a baccalaureate degree from an accredited college with a minimum grade point average of 3.0 (on a 4.0 scale).

For special admissions deadlines and requirements involved in the Certificate in Spiritual Formation, contact Graduate Admissions. Due to the unique nature of this program, all applicants will be personally interviewed.

Graduation Requirements
a. Satisfactorily complete all courses for a total of 26 semester units as outlined in the curriculum below.

b. Obtain a 3.0 GPA with no grade below a "C-" in all courses to be credited toward graduation.

c. At least 13 units must be taken at this seminary.

d. Complete the entire program in no more than five years.

Students are placed on academic probation if their GPA for any semester falls below 3.0 and will remain on probation as long as the single semester or cumulative GPA remains below 3.0.

Probation students are granted one semester in which to bring their academic work up to the required level (3.0) for continuance in the seminary. A student cannot graduate while on probation.

Curriculum
REQUIRED COURSES
Select two 3-unit Courses from:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTTH 511</td>
<td>Theology I—Introduction: Revelation &amp; Nature of God</td>
<td>6</td>
</tr>
<tr>
<td>OR TTTH 512</td>
<td>Theology II—Works of God, Angels, Man &amp; Sin</td>
<td></td>
</tr>
<tr>
<td>OR TTTH 613</td>
<td>Theology III—Christ, Salvation &amp; the Spirit</td>
<td></td>
</tr>
<tr>
<td>OR TTBE 519</td>
<td>Survey of Genesis–Malachi</td>
<td></td>
</tr>
<tr>
<td>OR TTBE 520</td>
<td>Survey of Matthew–Revelation</td>
<td>6</td>
</tr>
<tr>
<td>TTBE 517</td>
<td>Hermeneutics &amp; the Word in Spiritual Formation</td>
<td>3</td>
</tr>
<tr>
<td>TTSF 521</td>
<td>Introduction to Christian Spirituality &amp; Prayer</td>
<td>3</td>
</tr>
<tr>
<td>TTSF 524</td>
<td>History &amp; Theory of Christian Soul Care &amp; Direction</td>
<td>3</td>
</tr>
<tr>
<td>TTSF 532</td>
<td>Developmental Spirituality &amp; Contemplative Prayer</td>
<td>3</td>
</tr>
<tr>
<td>TTSF 543</td>
<td>Personal Foundations of Spirituality &amp; Retreat</td>
<td>3</td>
</tr>
<tr>
<td>TTSF 585</td>
<td>Personal Spiritual Direction</td>
<td>0</td>
</tr>
</tbody>
</table>

(Co-Curricular Requirements
See department listing “Spiritual Formation Institute” for full description.
1. Personal Spiritual Direction (TTSF 585)
2. Didactic Therapy (Recommended)
3. Faculty–Student Retreat
4. Personal Retreats (TTSF 672)
Master of Theology

Director: .................................................. Moyer Hubbard, D.Phil.

Mission & Learning Outcomes
The Master of Theology curriculum is a challenging post-graduate degree program designed to equip students with specialized academic knowledge and advanced professional skills in one of the theological disciplines. The program is of special interest to students who aspire to teach—whether in the church, a Bible college or seminary, an extension center, or in a cross-cultural setting. This is in accord with both A.T.S. (Association of Theological Schools) and A.A.B.C. (American Association of Bible Colleges) which consider the Th.M. degree the minimum educational credential for teaching biblical and theological subjects at accredited seminaries and Bible schools. The program also provides an excellent preparation for those who anticipate further study at the Ph.D. and Th.D. level.

Qualified students aspiring to excellence and leadership in many areas of ministry and service for Christ find the Th.M. program personally enriching and academically stimulating.

The mission of the Master of Theology program is to equip students with specialized academic knowledge and advanced professional skills in one of the theological disciplines in order to advance the cause of Christ in theological higher education and the Christian community.

As a result of this program, the student will:

a. Research and Scholarship
   1. Understand what constitutes, and be able to formulate, a productive research question.
   2. Be committed to the value of, and competently conduct, advanced theological research and writing.

b. Discipline Competence
   1. Appreciate the importance of, and be able to use the biblical languages in advanced theological research.
   2. Demonstrate a basic level of expertise in discipline-specific primary source literature, as well as a commitment to its use in scholarly research.
   3. Attain a survey knowledge of the historical development of the student’s discipline, especially focusing on significant individuals and contributions of the modern era.

c. Teaching Knowledge and Skills
   1. Understand and apply the major theories of learning and the essential components of effective teaching and assessment.

2. Demonstrate a commitment to, and ability to carry out, sound pedagogical practices for teaching in formal and non-formal educational settings.

3. Demonstrate ability and be committed to relating acquired academic expertise to a multicultural and postmodern context.

Admission Requirements
The student must present an accredited Bachelor of Arts and Bachelor or Master of Divinity degree or educationally equivalent M.A. Specifically, they must have maintained at least a 3.25 average in their Divinity program and have completed at least nine semester hours of Greek beyond beginning Greek and nine semester hours of Hebrew. Applicants deficient in the biblical languages may take the prerequisite units at Talbot while taking other Th.M. courses, but such deficiencies must be made up before more than 16 units in other subjects may be taken. Divinity degrees presented from non-accredited seminaries and theological schools are individually evaluated. Deficiencies discerned in such cases may be made up by coursework at Talbot or other specified accredited institutions. Students must also have the personal qualifications necessary for a minister of Christ, including promise of future usefulness. They must be spiritually qualified by providing evidence of a born-again experience and a consistent Christian manner of life.

Note: The minimum TOEFL score for admission to the Th.M. program is a total of 575 paper / 231 computer / 88 internet.

APPLICATION PROCEDURE
All applicants are required to submit a personal statement of one to two double–spaced typewritten pages expressing their career goals and personal objectives in seeking the Th.M. degree.

Graduates of other seminaries must file a full application with the Office of Graduate Admissions.

Master of Divinity students currently enrolled at Talbot may file for admission by submitting a written request to the Graduate Committee in care of the Office of Graduate Admissions. This request should indicate any changes in marital status or doctrinal convictions since enrollment in the Master of Divinity degree. In addition, applicants should signify their intention to abide by the Standards of Conduct of Biola University.

Talbot Master of Divinity students who have completed 80 or more units, and whose current cumulative GPA is 3.25 or above may be granted a concurrent enrollment option but may not enroll in Th.M. courses until a maximum of 8 units remain in their M.Div. program. Since the first academic responsibility is to complete the M.Div., all M.Div. requirements must be completed within two semesters after concurrent enrollment has begun. (See
Concurrent Enrollment Option). Interested seniors should contact the Office of Graduate Admissions for detailed information.

Applicants who have graduated from Talbot with a Master of Divinity degree may file for admission according to the following guidelines:

**Less than two years since graduation from Talbot:**
- Re-admit Application
- Personal Statement

**Between two and five years since graduation:**
- Re-admit Application
- Pastor Reference on form provided by the Admissions Office
- Personal Statement

**Over five years since graduation:**
- Full application
- Personal Statement

Talbot graduates should include in the personal statement any changes in marital status or doctrinal convictions since graduation with the Master of Divinity degree. In addition, they should signify their intention to abide by the Standards of Conduct of Biola University.

**Note:** Official documents presented for admission or evaluation become part of the student’s academic file and normally cannot be returned or copied for distribution.

**Graduation Requirements**
Degreses are awarded to qualified candidates at the university’s winter and spring commencements. Students are required to be present for graduation unless advance permission to graduate in absentia has been secured. To qualify for graduation, candidates must have completed all required coursework (26 units) with a minimum grade point average (GPA) of 3.25 and satisfactorily passed their comprehensive examinations. No grade less than a C (2.0) will be credited toward the Th.M. degree units. Students who repeat courses for the purpose of raising their GPA must adhere to the University’s general policy for grades, as spelled out in the graduate program catalog. Candidates for the Th.M. degree should also manifest promise of usefulness in Christian ministry, exhibit exemplary and consistent Christian character and evidence sound theological beliefs in accordance with the university’s doctrinal statement. Additional requirements are as follows:

**RESIDENCE REQUIREMENTS**
A minimum of two semesters in residence at Talbot is required for the Th.M. degree.

**TRANSFER CREDIT**
Up to four units of Th.M.–level credit from another accredited seminary or theological school may be accepted toward fulfillment of Th.M. course requirements.

**TIME LIMIT FOR DEGREE**
All course, examination and thesis requirements must be completed within five years, beginning on the date of the student’s first registration for Th.M. courses at Talbot.

**Major Areas of Academic Study**
Majors in the Th.M. program are offered in the following areas:

**BIBLE EXPOSITION**
For students who want advanced training in English Bible as preparation for teaching or preaching the Scriptures. Courses emphasize the historical and cultural background, hermeneutical issues, synthesis, analysis and unique theological contributions of Old and New Testament books, providing examples of a sound expositional approach to Scripture. For those students who wish to emphasize preaching and communication techniques, elective courses may also be taken in the area of Christian Ministry & Leadership.

**NEW TESTAMENT**
For students wanting to do advanced work in the history, language, theology and exegesis of the New Testament. TTNT 812 The World of the New Testament is required.

**OLD TESTAMENT & SEMITICS**
For students wanting to do advanced work in the history, archaeology, language, theology and exegesis of the Old Testament.

**MISSIONS & INTERCULTURAL STUDIES**
For students who want to emphasize the biblical theology of missions and take advanced coursework in Missions and Intercultural Studies.

**THEOLOGY (EMPHASIS IN SYSTEMATIC THEOLOGY)**
For students who want to take advanced coursework in Systematic Theology. TTTH 709 Contemporary Theology is required.

**THEOLOGY (EMPHASIS IN HISTORICAL THEOLOGY)**
For students who want to take advanced coursework in Systematic Theology but with some emphasis on the historical development of doctrine. TTTH 709 Contemporary Theology is required.

**THEOLOGY (EMPHASIS IN PHILOSOPHICAL & MORAL THEOLOGY)**
For students wanting to do advanced coursework at the interface of philosophy and theology. The emphasis will prepare students to engage in integrated philosophical, theological and biblical re-
lection on the doctrinal and ethical components of the Christian worldview. TTPM 823, Metaphysics, TTPM 843, Epistemology, and TTPM 866, History & Normative Systems of Ethics, are required.

Program Options
The Th.M. is a 26 semester-hour program with two options for program structure: a thesis track and a non-thesis track. Students choosing the thesis track will complete 20 units of coursework and write a thesis for which they will be awarded 6 semester-units of credit. Students opting for the non-thesis track will be required to complete 26 units of coursework. They will also be asked to submit two papers to the major department which give evidence of their ability to research and write on a high academic level. The papers submitted may be the product of coursework.

Program Requirements
The Th.M. 891 Research Seminar (3 units) and TTCE 724 Advanced Methods of Educational Instruction (2 units) are required of all students, regardless of major. See the description of the major areas for other courses that may be required by a specific department. The program requirements for both tracks will be distributed as follows:

Thesis Track
- 5 units: prescribed
- 12 units: major area
- 3 units: elective
- 6 units: thesis, comprehensive examination

Non-Thesis Track
- 5 units: prescribed
- 15 units: major area
- 6 units: elective
- comprehensive examination

Students are required to take a minimum of 14 units in Th.M. courses numbered in the 800 series, with the remainder at the 600 and 700 levels. Up to two courses from a different department may be taken in the major area with the approval of the student’s program advisor.

A Th.M. student must carry nine (9) or more units to be considered a full-time student. Those carrying less than nine units are considered part-time students. A maximum of six (6) units may be taken by Th.M. students in independent study courses. It is recommended that this be done in the middle or latter portion of the program, and in any case the advance approval of the major departmental advisor and faculty member concerned is required.

Research Seminar
All Th.M. students are required to take the 890 level Research Seminar. The seminar is designed to introduce the student to research methodology employed in the various biblical and theological disciplines. The seminar is led by faculty representatives from each of the departments in biblical and theological studies. The seminar is a foundational part of the Th.M. program and is reserved for Th.M. students only. Students majoring in Missions & Intercultural Studies will be required to take ISCL 897 Research Seminar, ISCL 879 Research Design, or one of the 891 Biblical research seminars in consultation with their advisor. A $50 mentor fee will be required of all students participating in the Th.M. research seminar.

Concurrent Enrollment Option
Senior Talbot M.Div. students who have completed 80 or more units and are accepted in the Th.M. program are permitted to take up to four units of Th.M. coursework in the last semester of the Master of Divinity program (additional Th.M. courses may be taken in interim or summer session). These courses may not be credited toward the M.Div. degree and must meet all normal Th.M. standards. This option allows students who have only one or two courses remaining in their M.Div. program to start on their Th.M. program while finishing their M.Div.

Comprehensive Examinations
All candidates for the Th.M. degree must pass a written comprehensive examination over the major field of study. These examinations serve as a major means of evaluating the student’s academic competency in the major area. Comprehensive examinations may be taken any time after completion of 18 units of Th.M. coursework. Only two retakes of the examination are permitted.

Thesis Option
Students who opt to write a thesis must produce an acceptable piece of research evidencing a high degree of scholarly competence in the student’s major. Information regarding thesis form and submission deadlines is provided in the Th.M. Program Handbook and the “Thesis Information” section of the Talbot graduate student handbook. The original and two copies are to be presented to the library for binding.

Students who complete the thesis registration sequence (i.e. Thesis First Draft and Thesis Final Draft) without finishing the thesis must register for TTHE 899 Thesis Continuous Registration each semester until the thesis is completed in order to maintain degree status. Only one year following the completion of coursework is normally allowed for completion of a thesis. A student may go beyond this one year period only by advance permission of the Graduate Committee. Such permission is usually granted only in extreme circumstances.
Ph.D. & Ed.D. in Educational Studies Programs

Faculty

Director: ........................................... Kevin Lawson, Ed.D.
Professors: ..................................... Anthony, Dirks, Issler, Lawson
Associate Professors: ................. Carr, Kim, Leyda

Mission & Learning Outcomes

Talbot School of Theology of Biola University offers graduate work leading to the Doctor of Philosophy (Ph.D.) and the Doctor of Education (Ed.D.) degrees in Educational Studies. Talbot’s doctoral programs are accredited by the Association of Theological Schools and the Western Association of Schools and Colleges. The doctoral degree, established in 1984, is offered within the Department of Christian Education at Talbot School of Theology.

The doctoral course of study is designed for men and women to enhance their leadership roles in a variety of educational ministries within God’s Kingdom—the local church, educational institutions, parachurch, and ministry organizations throughout the world.

Students come to the program already having completed a graduate degree and significant ministry experience in the field of educational ministry. In general, doctoral students are established within a particular ministry or educational organization and return following completion of the program. A few students are in transition in their career path. The curriculum particularly encourages critical thinking, integrative synthesis of Scripture and social science data, and original research. Courses typically follow a graduate seminar format requiring student initiative for significant participation in class discussion. Small class sizes of 8-12 students permit such a dialogical format, an important element for promoting critical and integrative thinking.

The mission of the doctoral programs in educational studies (Ph.D. and Ed.D.) of Talbot School of Theology, Biola University, is to mentor men and women with evident gifts of leadership and teaching in mind and character, within a Christian community of scholars and practitioners, to make contributions, from a distinctly Christian perspective, in scholarship for and in the practice of Christian educational studies and ministry within God’s Kingdom—as faculty in educational institutions, as leaders in ministry organizations, and as pastoral staff in local churches, throughout the world—in order to nurture the faith and maturity of children, youth, and adults.

As a result of this program, the student will:

1. Exhibit competence in significant original research to extend our knowledge, demonstrating skills with a range of quantitative and qualitative data collection and analysis methods and a commitment to ethical research practices.

2. Exhibit the development of critical thinking, the ability to understand and evaluate critically the literature of the field of Christian education and related disciplines to apply appropriate principles and procedures to recognizing, understanding, and evaluating issues and problems in this academic discipline.

3. Exhibit the ability to think Christianly—competence in processes of integration of theological and social science data in light of educational issues/concerns to inform educational theory development and practice.

4. Demonstrate teaching ability suitable for higher education settings, and a commitment to the vocation of academic scholarship in its dimensions of teaching, learning, research, and service.

5. Demonstrate writing skills to communicate with academic audiences.

6. Exhibit breadth of knowledge within the field of Christian education, and depth of knowledge within the specialization area studied.

7. Exhibit a commitment to ongoing personal spiritual vitality and growth.

Distinctives

An important component of the Talbot doctoral program is the integrative synthesis of social science data within a Christian worldview perspective. Since both education and theology address the human condition, the doctoral faculty believe there is a great deal to be gained by an interdisciplinary study of biblical and theological knowledge, philosophical issues, human development, the teaching-learning process, and issues of leadership. Consequently, students are expected to come to the program with a sufficient background of theological training. (A minimum of 18 graduate units of Bible and theology is required. For those lacking these prerequisites, distance learning courses are available from Talbot School of Theology. Contact the Graduate Admissions office for further information.) In addition, elective courses in theology may be included in one’s program to study further the relationship of educational and theological conceptions.

As members of a Christian university community, program faculty believe that relating one’s faith to an academic discipline goes beyond the theoretical and cognitive. Opportunities for fellowship, dialogue and worship are seen as vital parts of the total educational process. Talbot School of Theology sponsors a weekly chapel service. Various discussion times over meals, a student retreat and other social activities provide an opportunity for infor-
mal, out-of-class interaction with faculty and students. Students are also encouraged to become involved in one of the many local churches in the Southern California area.

**Degrees Offered**

*Doctor of Education*

*Doctor of Philosophy*

The Ed.D. and the Ph.D. programs generally share a common foundation of required core courses. Students selecting Talbot’s Ed.D. in Educational Studies are generally focused on improving their educational leadership and teaching in their practice of ministry leadership, while also developing knowledge and skills of research. Those choosing Talbot’s Ph.D. in Educational Studies degree are interested in combining educational ministry leadership and teaching with a strong emphasis in developing competency in research and the contribution of theory to the practice of educational ministry. Research training in the Ph.D. program is primarily empirical with some opportunity for conceptual research as well.

Both degree programs are offered in the normal residential format, or with a minimum residential format, utilizing class sessions in January and June.

**MINIMUM RESIDENTIAL MODULAR OPTION**

For those who cannot locally access a doctoral program in education with Christian perspectives, we offer both of our doctoral degree programs in a special format. The use of modular coursework makes it possible for students to continue ministering with their current organizations while completing their Ph.D. or Ed.D. in Educational Studies. Two distinct tracks are available for each degree.

**Ph.D. — Current Faculty Track**

The current faculty track is open only to full-time or regular adjunct faculty in Christian higher education who meet the regular qualifications for admission to our residential Ph.D. program. It serves the needs of faculty called to teach within the broad fields of Christian education and practical theology who cannot relocate to pursue a program.

Partnership with Your School: This track is designed to bring together resources and support from your school and from Talbot to help you complete your course of study. The application materials provide a full description of the support needed from your school for your participation in this program (e.g., a doctoral mentor, and reduction of workload during the coursework phase).

**Ed.D. — Modular Track**

The Ed.D. modular track is open to any person who meets the regular qualifications for admission to the residential Ed.D. program.

**MODULAR DESIGN**

Courses are offered in June (four weeks) and January (one week) each year. Preliminary and follow-up assignments are a part of each course. Courses are taken on our campus, allowing face-to-face instruction and interaction with faculty and fellow-students. The coursework phase is designed to be completed in three years (Ed.D.) or four years (Ph.D.). Course requirements, comprehensive examination, and dissertation requirements are the same as for the respective residential program.

**COHORT APPROACH**

New groups of students begin the program every year in June. Students work through the core courses together, with some choice of elective options to fit their study interests. Contact the Graduate Admissions office for more information on the schedule.

**APPLICATION FOR ADMISSION**

Contact the Graduate Admissions office at Biola University for a more detailed brochure and application materials. Be sure to ask for informational materials regarding the specific program: the Ph.D. Current Faculty Track or the Ed.D. Modular Track doctoral program in Educational Studies at Talbot School of Theology.

**Graduation Requirements**

While the doctorate is not awarded simply for completion of stated coursework, the Ph.D. degree requires 45-semester units including 21 units of core classes and 24 units of electives, plus the Comprehensive Examination and Dissertation, whereas the Ed.D. degree requires 36-semester units including 18 units of core classes and 18 units of electives, plus the Comprehensive Examination and Dissertation.

The doctoral program director serves as the student’s initial advisor to assist in planning the schedule of courses. After this, an assigned advisor supervises the student’s progress in the program and the development of an elective program based on the two-year projected schedule of courses being offered. Up to 6 units of graduate coursework directly related to the specialization may be taken in other departments at Biola University or transferred from other accredited graduate institutions.

**DOCTORAL PROGRAM PROPOSAL**

During the first term of study and in consultation with the program director, students identify the respective 24-unit (Ph.D.) or 18-unit (Ed.D.) electives program they will complete, along with the remaining core courses, to meet the 45-semester unit (Ph.D.) or 36-semester unit (Ed.D.) minimum requirement. Then, by the second term of study, at a meeting with the program director, students present their doctoral Program Proposal. Once approved, this schedule serves as the projected course of study. A copy of the Program Proposal is placed in the student’s file. Modifications must have prior approval of the program director.
### SAMPLE SCHEDULE: DOCTOR OF PHILOSOPHY (PH.D.), RESIDENTIAL FORMAT

<table>
<thead>
<tr>
<th>First Year</th>
<th>Second Year</th>
<th>Third Year</th>
<th>Fourth Year</th>
<th>Fifth Year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Term</strong></td>
<td><strong>Fall Term</strong></td>
<td><strong>Fall Term</strong></td>
<td><strong>Fall Term</strong></td>
<td><strong>Fall Term</strong></td>
</tr>
<tr>
<td>Educational Research Methods</td>
<td>3</td>
<td>Qualitative Research</td>
<td>3</td>
<td>Comprehensive Examination*</td>
</tr>
<tr>
<td>Elective #1</td>
<td>3</td>
<td>Theological Research &amp; Integration</td>
<td>3</td>
<td>Dissertation Orientation</td>
</tr>
<tr>
<td>Elective #2</td>
<td>3</td>
<td>Elective #3</td>
<td>3</td>
<td>Dissertation*</td>
</tr>
<tr>
<td>9</td>
<td>9</td>
<td>0</td>
<td>3</td>
<td>(Defense &amp; Graduation?)*</td>
</tr>
<tr>
<td>First Year</td>
<td>Second Year</td>
<td>Third Year</td>
<td>Fourth Year</td>
<td>Fifth Year</td>
</tr>
<tr>
<td><strong>Spring Term</strong></td>
<td><strong>Spring Term</strong></td>
<td><strong>Spring Term</strong></td>
<td><strong>Spring Term</strong></td>
<td><strong>Spring Term</strong></td>
</tr>
<tr>
<td>Human Development &amp; Learning</td>
<td>3</td>
<td>Teaching Curriculum</td>
<td>3</td>
<td>Dissertation Proposal Development*</td>
</tr>
<tr>
<td>Elective #1</td>
<td>3</td>
<td>Elective #5</td>
<td>3</td>
<td>Dissertation*</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>(Defense &amp; Graduation?)*</td>
</tr>
<tr>
<td>Summer Module</td>
<td>units</td>
<td>Summer Module</td>
<td>units</td>
<td>Summer Module</td>
</tr>
<tr>
<td>Elective #4</td>
<td>3</td>
<td>Elective #6</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

- Students with government loans or with international student visas must maintain full-time student status each fall and spring semester while enrolled in doctoral studies (minimum 9 units per fall and spring semesters). Students enrolled in TTDE 887 are considered full-time students for that semester only. During dissertation studies, students are given full-time status for one semester of TTDE 889 and up to four semesters of TTDE 891.

---

### SAMPLE SCHEDULE: DOCTOR OF PHILOSOPHY (PH.D.), CURRENT FACULTY TRACK (MODULAR)

<table>
<thead>
<tr>
<th>First Year</th>
<th>Second Year</th>
<th>Third Year</th>
<th>Fourth Year</th>
<th>Fifth Year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>June Modules (Fall)</strong></td>
<td><strong>June Modules (Fall)</strong></td>
<td><strong>June Modules (Fall)</strong></td>
<td><strong>June Modules (Fall)</strong></td>
<td><strong>June Modules (Fall)</strong></td>
</tr>
<tr>
<td>Philosophical Issues</td>
<td>3</td>
<td>Educational Research</td>
<td>3</td>
<td>Qualitative Research</td>
</tr>
<tr>
<td>Theological Research &amp; Integration</td>
<td>3</td>
<td>Data Collection &amp; Analysis</td>
<td>3</td>
<td>Elective</td>
</tr>
<tr>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td><strong>January Module (Spring)</strong></td>
<td><strong>January Module (Spring)</strong></td>
<td><strong>January Module (Spring)</strong></td>
<td><strong>January Module (Spring)</strong></td>
<td><strong>January Module (Spring)</strong></td>
</tr>
<tr>
<td>Human Development &amp; Learning</td>
<td>3</td>
<td>Teaching Curriculum</td>
<td>3</td>
<td>Elective</td>
</tr>
<tr>
<td>ON Leadership for Non-Profits</td>
<td>3</td>
<td>Management for Non-Profits</td>
<td>3</td>
<td>Directed Readings</td>
</tr>
<tr>
<td>3</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>3</td>
</tr>
</tbody>
</table>

- Students with government loans or with international student visas must maintain full-time student status each fall and spring semester while enrolled in doctoral studies (minimum 9 units per fall and spring semesters). Students enrolled in TTDE 887 are considered full-time students for that semester only. During dissertation studies, students are given full-time status for one semester of TTDE 889 and up to four semesters of TTDE 891.
### SAMPLE SCHEDULE: DOCTOR OF EDUCATION (ED.D.), RESIDENTIAL FORMAT

<table>
<thead>
<tr>
<th>First Year</th>
<th>Second Year</th>
<th>Third Year</th>
<th>Fourth Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Term</td>
<td></td>
<td>Fall Term</td>
<td></td>
</tr>
<tr>
<td></td>
<td>units</td>
<td>units</td>
<td>units</td>
</tr>
<tr>
<td>Educational Research Methods</td>
<td>3</td>
<td>Qualitative Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>Elective #1</td>
<td>3</td>
<td>Theological Research &amp; Integration</td>
<td>3</td>
</tr>
<tr>
<td>Elective #2</td>
<td>3</td>
<td>Elective #4</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Comprehensive Exam Orientation</td>
<td>0</td>
</tr>
<tr>
<td>January Module</td>
<td>units</td>
<td>January Module</td>
<td>units</td>
</tr>
<tr>
<td>Human Development &amp; Learning</td>
<td>3</td>
<td>Teaching and Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>OR Leadership for Non-Profits</td>
<td>3</td>
<td>Directed Readings</td>
<td>3</td>
</tr>
<tr>
<td>OR Management for Non-Profits</td>
<td>3</td>
<td>Directed Readings</td>
<td>3</td>
</tr>
</tbody>
</table>

### SAMPLE SCHEDULE: DOCTOR OF EDUCATION (ED.D.), MODIFIED RESIDENTIAL FORMAT (MODULAR)

<table>
<thead>
<tr>
<th>First Year</th>
<th>Second Year</th>
<th>Third Year</th>
<th>Fourth Year</th>
<th>Fifth Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>June Modules (Fall)</td>
<td>units</td>
<td>June Modules (Fall)</td>
<td>units</td>
<td>June Modules (Fall)</td>
</tr>
<tr>
<td>Philosophical Issues</td>
<td>3</td>
<td>Educational Research</td>
<td>3</td>
<td>Statistics or Qualitative Research</td>
</tr>
<tr>
<td>Theological Research &amp; Integration</td>
<td>3</td>
<td>Data Collection &amp; Analysis</td>
<td>3</td>
<td>Elective</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>January Module (Spring)</td>
<td>units</td>
<td>January Module (Spring)</td>
<td>units</td>
<td>January Module (Spring)</td>
</tr>
<tr>
<td>Human Development &amp; Learning</td>
<td>3</td>
<td>Teaching and Curriculum</td>
<td>3</td>
<td>Elective</td>
</tr>
<tr>
<td>OR Leadership for Non-Profits</td>
<td>3</td>
<td>Directed Readings</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>OR Management for Non-Profits</td>
<td>3</td>
<td>Directed Readings</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Doctoral Internship</td>
<td>3</td>
<td>Comprehensive Exam Orientation</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

- Students with government loans or with international student visas must maintain full-time student status each fall and spring semester while enrolled in doctoral studies (minimum 9 units per fall and spring semesters). Students enrolled in TTDE 887 are considered full-time students for that semester only. During dissertation studies, students are given full-time status for one semester of TTDE 889 and up to two semesters of TTDE 891.
COMPREHENSIVE EXAMINATION
During the final semester of coursework, the student also enrolls in TTDE 886 Comprehensive Examination Orientation to prepare for TTDE 887 Comprehensive Examination the following semester. Upon completion of all course work, the student completes the Comprehensive Examination before engaging work on the dissertation. The Comprehensive Examination evaluates the student’s attainment of program learning objectives. Detailed information about the Comprehensive Examination is available in the Doctoral Program Handbook.

ADVANCEMENT TO CANDIDACY
Official candidacy for the doctorate signifies an advanced stage in the student’s progress and is characterized by self-directed research in the completion of a dissertation under the direction of a faculty dissertation advisor. Successful completion of the comprehensive exam admits the student to candidacy status.

DISSERTATION
After passing the Comprehensive Examination, the student will enroll in TTDE 889 Dissertation Proposal Development (3 units) for one semester and then TTDE 891 Dissertation (3 units) for up to two semesters (Ed.D.) or four semesters (Ph.D.). A student must be enrolled in 891 or 895 Dissertation Extension the semester of graduation. Dissertation students are considered full-time for a maximum of one semester of TTDE 889 and two semesters (Ed.D.) or four semesters (Ph.D.) of TTDE 891 only.


FINAL DISSERTATION DEFENSE
The final examination is an oral defense of the dissertation before the student’s dissertation committee and other invited guests. Detailed information regarding the defense and final submission deadlines for graduation may be found in The Dissertation Guidelines Handbook.

GRADUATION REQUIREMENTS
All students must present an acceptable dissertation, satisfactorily pass their comprehensive examinations, and complete all coursework with a minimum 3.25 GPA to qualify for graduation. Beyond completion of academic requirements, Doctoral Program faculty must also recommend that the student is eligible for conferral of the degree on the basis of evidence of Christian life and character established during his or her course of studies. All financial obligations must be settled. Attendance at commencement ceremonies is required when the degree is granted unless approval has been received from the Dean to graduate in absentia (see the Doctoral Program Handbook for further details).

Admission Requirements
The doctoral program seeks to admit applicants whose background clearly demonstrate scholarly aptitude, a commitment to the historic Christian faith, personal character and integrity, a service-oriented motivation toward endeavors of educational ministry and a deepening relationship with God. Biola University does not discriminate on the basis of race, color, national origin, ethnic group identification, gender, age or physical disability.

Persons interested in attending should request the doctoral application form (the same form for both degree programs) for Talbot School of Theology from the Graduate Admissions office at Biola University. As in many graduate programs, enrollment is limited. In order to be admitted to full graduate standing, the applicant must comply with the following:

1. Have completed at least three years of full-time vocational experience in educational ministry with evidence of leadership gifts and abilities.

2. Have earned a Masters degree in Christian or Religious Education (MACE or MRE) or its equivalent from an accredited educational institution. Equivalence is defined as an earned master’s degree of 36 semester units of graduate study in areas related to the Christian education ministry, including 18 units of graduate Bible and theology.

At least one course in each of the following areas should have been completed: Philosophy or History of Christian Education, Human Development or Educational Psychology, Educational Administration, Interpersonal Communication / Group Dynamics or Counseling, Curriculum Design and/or Methods of Teaching. A minimum GPA of 3.25 on a 4.0 scale in all previous graduate work is required.

Students whose formal educational preparation does not include all of the required prerequisite coursework may be admitted provisionally with a deficiency of master’s level courses. See the Doctoral Program Handbook for several ways to address deficiencies.

3. Submit a completed Talbot School of Theology doctoral application form and $45 application fee. The form will provide a place to indicate the program for which application is being made, either the Ph.D. or Ed.D., and which format, either the residential or modular.

4. Submit scores on the Graduate Record Examination (GRE) (expected verbal score of 500 and analytic score of 4.5). Information regarding GRE testing dates and location may be obtained by writing to the Educational Testing Service, Box 955, Princeton, New Jersey 08591 (www.gre.org), or call 1-800-473-2255 to register.
International students whose native language is not English are required, instead, to submit scores on the Test of English as a Foreign Language, Internet-based Test (TOEFL iBT). Preference in admission will be given to those with an overall score of at least 100 on the TOEFL iBT, with minimum scores for the four sections as follows: Writing (22), Reading (26), Speaking (26), Listening (26). The TOEFL iBT is available on-line through the Educational Testing Service. For more information, go to their website: www.toefl.org.

Students should consult the general Biola University guidelines (see the Admission of Non-Native English-Speaking Students section at the beginning of the university catalog as well as the Admissions of International Students section at the beginning of the Talbot catalog section). Since doctoral seminars involve regular student discussion, it is expected that international students have the requisite ability with spoken English to be a contributing member of such discussions.

5. Present evidence of potential for original academic research at the doctoral level by submitting a sample of scholarly writing (with citations and bibliography), preferably related to education, of at least 10 pages.

6. Applicants may be asked to be interviewed by the program director or the Doctoral Program committee as a requirement for admission.

Note: Official documents presented for admission or evaluation become part of the student's academic file and normally cannot be returned or copied for distribution.

APPLICATION DEADLINES
Residential Ph.D. & Ed.D.
There are two application deadlines in the residential program: for the fall semester it is April 30 and for the spring semester it is November 30.

Modified Residential Ph.D. & Ed.D.
There is only one application deadline for modular programs and it is November 30 of the academic year in which a new cohort begins. A cohort of doctoral students will enter their respective doctoral programs every year in the month of June, although coursework begins the previous March. Contact the Graduate Admissions office for more information on the schedule.

Since enrollment for both degree programs is limited and admission is on a selective basis, applications should be made as early as possible. The Doctoral Program committee will process completed applications on a monthly basis. Applications submitted after the deadline will usually be considered for the following semester (residential program) or the next cohort (modular program).

Financial scholarship and dissertation fellowship applications are available in the Doctoral Program office (application deadline: April 1). Full-time, residential doctoral students are given priority for awards. Private sources of scholarships may be located on the website: www.finaid.org.

ADMISSION OF INTERNATIONAL STUDENTS & RESIDENT ALIENS
See Admission, Registration & Graduation Requirements section at the beginning of the catalog.

SPECIAL STUDY STATUS
Students actively enrolled in an accredited doctoral program in education may be eligible to take an elective class in Talbot’s doctoral program either for enrichment purposes or transfer credit. An abbreviated application for such purposes would include a completed short special sessions form, a letter from the registrar of the school indicating good standing and a completed pastoral reference form.

Those wishing to explore the possibility of entering doctoral studies, who generally meet the doctoral admission requirements, may be able to enroll in one summer doctoral elective course as a special student. Contact the Graduate Admissions office at Biola University for more information.

General Academic Information
CLASSIFICATION OF STUDENTS
Doctoral students meeting all entrance requirements will be classified as regular graduate students. Students who do not fulfill all entrance requirements may be admitted with provisional status until they compensate for any deficiency. Normally all prerequisites must be satisfied within the first two semesters of doctoral study. Full-time study is defined as nine units per semester.

RESEARCH COMPETENCE
Specific research skills appropriate for proposed dissertation study are to be demonstrated. The doctoral program director will validate competence through review of examinations, completed research, or coursework. Appropriate research tools and methods include biblical languages, modern languages, statistical analysis and qualitative research methodologies applicable to educational problems and issues. Deficiencies in research competence may result in additional program specialization components.

GRADING SYSTEM
Students wishing to obtain a doctoral degree must maintain a consistently high academic performance throughout their program. An overall grade point average of 3.25 on a 4.0 scale, is required. Only grades of “A,” “B,” “C” earn graduate credit, although the course grade of “B” or lower will trigger a review of the student’s qualification to remain in the program, as noted below under Academic Dismissal. Grades of all students are recorded in the Office of the Registrar. Grading is on the following basis:
Students who receive one course grade of "B-" or lower will be reviewed by the Doctoral Program committee and are subject to probation. For a second course grade of "B-" or lower, the Doctoral Program committee will review the matter and the student is subject to dismissal from the doctoral program.

**ACADEMIC PROBATION & DISMISSAL**

A student failing to maintain the minimum GPA of 3.25 will be placed on academic probation. The following semester, should the student not meet the minimum cumulative GPA (3.25), the Doctoral Program committee will review the matter and the student is subject to dismissal from the doctoral program.

Students who receive one course grade of "B-" or lower will be reviewed by the Doctoral Program committee and are subject to probation. For a second course grade of "B-" or lower, the Doctoral Program committee will review the matter and the student is subject to dismissal from the doctoral program.

**TIME LIMIT FOR DEGREES**

All course and academic requirements must be completed within five years (Ed.D.) or seven years (Ph.D.) from the date of the student's first registration for graduate study in the doctoral program, unless an extension has been granted by the Doctoral Program committee. The dissertation must be completed within 1.5 years (Ed.D.) or 2.5 years (Ph.D.) of passing the comprehensive exams. If a program extension is approved, the student will jointly register for TTDE 892 Program Extension and TTDE 895 Dissertation Extension.

**TRANSFER CREDIT**

Students may transfer up to six semester hours of applicable doctoral-level courses from an accredited graduate school or theological seminary, after receiving prior approval from the program director. Transferred coursework must be completed after beginning the doctoral program.

It is the student's responsibility to provide documentation assuring doctoral-level status of the course. Documentation may include catalog descriptions, syllabi and other supporting materials from the professor of record or department, as deemed necessary.

**FAILURE TO REGISTER / UNOFFICIAL WITHDRAWAL**

Students who fail to register or pay the necessary portion of their tuition bill in any given semester without arranging for a leave of absence or formal withdrawal are dismissed from the program by default since official registration for that semester was never completed. It is the student's responsibility to be aware of course selection and registration procedures and deadlines, and program deadlines for paying tuition and fees.

Students who unofficially withdraw from the program and are later readmitted may be required to pay continuation fees for semesters during which they were not enrolled and are subject to doctoral program curriculum changes and graduation requirements implemented during their program inactivity.

**LEAVE OF ABSENCE**

Inactive students are those who have requested and been granted a Leave of Absence from the program. A Leave of Absence may be granted upon petition for change of status if there is deemed sufficient reason for interrupting the program and intention to return to the program.

A Leave of Absence must be renewed by petition each semester and may not exceed two consecutive semesters. Missionaries may petition to be exempted. A Leave of Absence longer than two semesters will require withdrawal from the program and a petition for readmission if the student later wishes to regain active status. Each Leave of Absence must receive the approval of the student's dissertation advisor, if applicable, and the final approval of the Doctoral Program committee. Students on leave are required to
register for TTDE 897 Leave of Absence each term (a one-unit fee is normally assessed).

**Readmission**

A person who has been dismissed from the doctoral program may make reaplication to the program a minimum of six months after termination. The reaplication should be in the form of a letter and include a new application form, at least two current references, and any desired supporting materials. The letter should be addressed to the Doctoral Program Committee, stating the reasons for requesting readmittance as well as any other issues deemed relevant by the applicant. The letter should directly address the causes for dismissal, and present a realistic plan and time schedule for completion of the program, should readmission be granted. The application will be considered with the regular admissions pool.

**Curriculum**

The curriculum of the doctoral program is organized into two parts: a series of common core courses taken by all students and elective courses from which the student will select those appropriate for a program of study. Doctoral courses are numbered in the 800 series. Up to six semester units of 600 or 700 series master's-level university courses may be included in the electives program.

**Ph.D. in Educational Studies (45 Units)**

- **Core Studies (21 units)**
  
  All students complete 21 semester units of required coursework. Students should pursue the completion of core courses early in their program and follow the research sequence of prerequisites carefully.

  - **Conceptual Core (6 units)**
  
    - TTDE 801 Philosophical Issues in Educational Studies........... 3
    - TTDE 806 Theological Research & Integration
      for Educational Studies ........................................... 3

  - **Research Core (12 units)**
  
    - TTDE 860 Qualitative Research................................. 3
    - TTDE 807 Educational Research Methods....................... 3
    - TTDE 858 Data Collection & Analysis............................ 3
    - TTDE 864 Statistics for Educational Research............... 3

  - **Internship (3 units)**
  
    - TTDE 884 Doctoral Internship.................................. 1-3

  - **Electives Program (24 units)**
  
    In consultation with the program advisor, the student designs a program (24-semester-unit minimum) in light of educational background and vocational and research interests. If the student is pursuing coursework in the *Non-profit Leadership & Administration* emphasis, he/she is required to take two “Foundational Courses” in this area toward the 24 elective units: TTDE 804 Management & Organizational Behavior in Non-profit Organizations (3 units) and TTDE 818 Leadership in Non-profit Organizations (3 units). These two courses are normally offered during alternating January Modular Sessions. If the student is pursuing coursework in the *Educational Foundations & Process* emphasis, he/she is required

  - **ED.D. in Educational Studies (36 Units)**

    - **Core Studies (18 units)**
  
      All students complete 18 semester units of required coursework. Students should pursue the completion of core courses early in their program and follow the research sequence of prerequisites carefully.

      - **Conceptual Core (6 units)**
  
        - TTDE 801 Philosophical Issues in Educational Studies........... 3
        - TTDE 806 Theological Research & Integration
          for Educational Studies ........................................... 3

      - **Research Core (9 units)**
  
        - TTDE 807 Educational Research Methods....................... 3
        - TTDE 858 Data Collection & Analysis............................ 3
        
        Select one 3-unit Course from:

        - TTDE 860 Qualitative Research
        - OR TTDE 864 Statistics for Educational Research............... 3

      - **Internship (3 units)**

        - TTDE 884 Doctoral Internship.................................. 1-3

      - **Electives Program (18 units)**

        In consultation with the program advisor, the student designs a program (18-semester-unit minimum) in light of educational background and vocational and research interests. If the student is pursuing coursework in the *Non-profit Leadership & Administration* emphasis, he/she is required to take two “Foundational Courses” in this area toward the 18 elective units: TTDE 804 Management & Organizational Behavior in Non-profit Organizations (3 units) and TTDE 818 Leadership in Non-profit Organization (3 units). These two courses are normally offered during alternating January Modular Sessions. If the student is pursuing coursework in the *Educational Foundations & Process* emphasis, he/she is required
to take the following two "Foundational Courses" toward the 18 elective units: TTDE 803 Human Development & Learning (3 units) and TTDE 805 Teaching & Curriculum Theory (3 units). These two courses are normally offered during alternating fall semesters and during the January Modular Sessions. Elective courses offered by doctoral faculty pertain to areas of expertise and continuing faculty study and are numbered from 811 through 875. Elective courses offered by doctoral faculty pertain to areas of expertise and continuing faculty study and are numbered from 811 through 865.

In selecting a program of study, students may incorporate any electives offered (consult the two-year projected schedule of courses). In addition, sufficient latitude in designing elective course assignments permits students to pursue a variety of research interests. Courses are usually offered on a rotating basis every two or three years.

**Courses (TTDE)**

Normally, doctoral courses are available as term-length courses in the fall and spring and as one- or two-week intensive modules during January and June.

**TTDE 801 Philosophical Issues in Educational Studies**

An advanced course in which students examine philosophical issues relevant to educational studies from a Christian worldview perspective. Emphasis is placed on enhancing critical thinking about educational issues primarily through the preparation of several critical book reviews suitable for publication.

**TTDE 802 Human Development & Learning**

Advanced study of the processes of learning and life-span human development. Investigation centers on understanding of social science data within a Christian worldview. Students are challenged to develop implications for various teaching contexts.

**TTDE 803 Management & Organizational Behavior in Non-profit Organizations**

Advanced study of significant theories and principles of effective administration as applied in selected non-profit organizations. Emphasis is upon the integration of management theory and biblical concepts for use within local and international educational and other non-profit institutions. (Core course: Non-profit Leadership emphasis)

**TTDE 804 Teaching & Curriculum Theory**

Advanced study of teaching within various educational settings. Students are challenged to enhance their personal repertoire of teaching skills and educational strategies through observation, discussion and practice. Includes an investigation of guidelines for curriculum design.

**TTDE 805 Theological Research & Integration for Educational Studies**

An introduction to research method and relevant resources in biblical and theological studies to inform scholarly research of educational studies and ministry practice. Students prepare an integrative paper based on biblical and theological studies and social science findings.

**TTDE 806 Educational Research Methods**

Introductory study of a variety of methods for scholarly educational and ministry social science research. The course focuses on research evaluation and the literature review portion of a study, addressing research design, data collection methodology and results analysis.

**TTDE 811 Introduction to Christian Spirituality**

This course explores the means to developing a deep relationship with God. Based on scriptural teaching about knowing God, it is geared particularly for those preparing for or engaged in Christian ministry. Topics include barriers that hinder us and what spiritual disciplines and practices may be used to nurture a deeper friendship with God.

**TTDE 812 Character Formation & Personal Renewal**

An exploration of the formation of Christian character with implications for the practice of teaching and learning in local church, parachurch and higher education settings. Related topics include relevant aspects of sanctification, the indwelling Holy Spirit, traditional spiritual disciplines, ethical theories (especially virtues ethics), and personal habit formation.

**TTDE 813 Community & Friendship: Contexts for Growth**

An inquiry regarding Christian community and mature relationships from theological and social science perspectives. Concepts to be studied include the Trinity, Jesus and community, friendship and intimacy, interpersonal relationships, accountability, conflict, forgiveness, forbearance, and peace-making.

**TTDE 814 Leadership in Non-profit Organizations**

A critical examination of contemporary leadership principles and practices with particular emphasis upon the application of how these are manifest in non-profit environments. (Core course: Non-profit Leadership emphasis)

**TTDE 815 20th Century Christian Education Thought**

Examines the educational philosophies and theological perspectives of a variety of key Christian education leaders in the 20th century, the educational ministry approaches and practices they promoted, and their impact on the Church.

**TTDE 820 Selected Topics in Educational Foundations**

Exploration of selected issues led by resident faculty or visiting professors.
TTDE 822 Jesus, the Master Teacher .................................3
Detailed analysis of what Jesus taught and how he taught based on an exegetical study of various teaching episodes in the gospels (competence in exegetical skills and knowledge of TNT Greek is helpful).

TTDE 823 Habits of the Excellent Teacher ..........................3
Pursues the question, “What constitutes excellence in the teacher and in teaching?” The course involves analyzing case studies of outstanding teachers.

TTDE 826 Studies in the History of Education ......................3
Investigation of great teachers, great educational ideas or great educational systems in the history of education and the teaching ministry of the Church. A particular historical period may be treated or themes across historical periods (may be repeated).

TTDE 827 Contemporary Christian Education Theory ................3
An exploration and evaluation of recent Christian education writings representing a variety of educational philosophies and theological perspectives. Looks at the current state of Christian education theory and how it is impacting educational ministry in the Church.

TTDE 829 Governance in Non-profit Organizations ..............3
This seminar deals with roles of volunteer boards of trustees which govern non-profit organizations. Methods for the selection, motivation and training of volunteers for leadership and governance roles are examined and approaches to stimulating the active involvement of trustees in organizational affairs are explored.

TTDE 831 Administration of Christian Higher Education ........3
Exploration of major responsibilities in the administration of higher education with a view to broaden the student’s awareness of the complexities involved in educational leadership. Emphasis is given to a discussion of the departments of faculty, shared government issues, student affairs, advancement, legal affairs, library, and support services.

TTDE 836 Current Trends in American Higher Education ..........3
An examination of critical issues facing North American universities and discussion of the acquisition of viable premising data, relevant strategic planning issues, and future programmatic designs.

TTDE 841 Team Development & Leadership ..........................3
Exploration of the dynamics of effective work teams, the development, maintenance and benefits of leadership teams in educational ministry settings. Includes a focus on team assignment, strategies for team development, beneficial leadership practices, and the application of team strategies to various local and cross-cultural ministry settings.

TTDE 842 Volunteerism: Issues in Development & Supervision ..........3
An advanced study of volunteer management principles and practices within various local and cross-cultural ministry and non-profit settings. Examines a theological rationale for the role of volunteers in ministry and religious non-profit organizations, including key issues influencing volunteer motivation, recruitment, equipping, support, and supervision to enhance the experience and effectiveness of volunteers in ministry.

TTDE 843 Change, Power & Conflict Management ..................3
An analysis of the change process, the role of power and authority in the development of change and conflict, and approaches to conflict management.

TTDE 844 Contemporary Issues in Non-profit Management ....3
Designed to change its substantive focus each year, this seminar deals with non-profit management and policy issues of current or continuing interest. Special focus is given to the dynamic nature of leadership and its relationship to social institutional contextualization.

TTDE 845 Selected Topics in Educational Leadership & Administration ..................1-3
Exploration of selected issues led by resident faculty or visiting professors.

TTDE 847 Legal & Ethical Considerations in Non-profit Organizations ..................3
Laws affecting the establishment and operations of non-profit organizations are identified and discussed, and the ethical questions and value dilemmas encountered by leaders of non-profit organizations are explored.

TTDE 848 Multiple Staff Management .....................................3
Issues related to the complex nature of multiple staff management in the church and religious non-profit organization settings are identified and discussed. Topics include methods of structuring administrative and program staff, fiscal management, technological innovations, and staff development.

TTDE 849 Fund Raising & Institutional Advancement ................3
An overview of the principles involved in the administration of philanthropic organizations. An examination of various types of fund-raising including annual fund, corporate fund raising, grant writing, planned giving, capital campaigns and individual solicitation.

TTDE 851 Curricular Materials Design & Development .............3
An advanced study of the rationale for and guiding principles of curriculum design and development. Students may direct their assignments to local church, parachurch or higher Christian education settings.
TTDE 853  Curriculum Innovation & the Change Process.........3
An examination of the principles underlying effective change strategies as these relate to the improvement of curricular elements of educational ministry.

TTDE 854  Effective Teaching Research.................................................3
An introduction to and examination of current research on effective teaching as it relates to the objectives and ministry models of Christian education. The emphasis will be on evaluating, synthesizing and applying major research findings to the unique purposes and contexts of the Church’s educational efforts, including local church and parachurch ministries, Christian schools, cross-cultural ministries and higher education.

TTDE 855  Selected Topics in Curriculum Theory & Teaching.........................1–3
Exploration of selected issues led by resident faculty or visiting professors.

TTDE 856  Non-profit Financial Management & Control ..........3
Business principles applied to the financial accountability and fiduciary responsibilities of those in the non-profit administration. This course introduces the student to basic financial management controls and techniques required for effective management of non-profit organizations. Topics discussed include fund accounts, budgeting, revenue forecasting, financial statements and reports, cash-flow management, and capital financing.

TTDE 858  Data Collection & Analysis ........................................3
A hands-on field research course to acquaint students with basic quantitative and qualitative data collection methods and descriptive data analysis techniques. The course provides an opportunity to gain experience and confidence in empirical field research. Prerequisite: 807.

TTDE 860  Qualitative Research ...............................................................3
An advanced course on qualitative data collection and analysis methods, emphasizing rigorous research design and quality control with a focus on educational settings, both formal and non-formal. Prerequisites: 807, 858.

TTDE 861  Educational Psychology in Educational Ministry........3
An advanced exploration of learning, learning styles, and student motivation with implications for the practice of teaching and learning in local church, parachurch and higher education settings.

TTDE 862  Faith Development.................................................................3
Analysis of various aspects of faith development. Particular investigation of the relationship of this literature to human development theory and research and to biblical understandings of growth toward maturity in Christ.

TTDE 864  Statistics for Educational Research ........................................3
A practical, computer-based study of the concepts and techniques involved in the analysis and interpretation of quantitative research data based on descriptive and inferential statistics. Topics include describing data, correlation, regression, multiple regression, introduction to factor analysis, and analysis of variance. Prerequisites: 807, 858.

TTDE 865  Selected Topics in Human Development & Learning.........................1–3
Exploration of selected issues led by resident faculty or visiting professors.

TTDE 874  Writing for Publication ............................................................3
A study of research and writing in the field of Christian education with an emphasis on preparing manuscripts for publication as journal articles.

TTDE 875  Selected Topics in Educational Research.........................1–3
Exploration of selected issues led by resident faculty or visiting professors.

Independent Studies
Up to four units of directed study opportunities may be arranged with resident faculty.

TTDE 880  Directed Research.................................................................1–4
TTDE 881  Directed Readings.................................................................1–4
TTDE 884  Doctoral Internship .................................................................1–3
An opportunity to implement educational theory into practice in an applied setting. Students may emphasize educational leadership or teaching or both. A detailed Growth Contract must be developed and approved by the supervising faculty member, field supervisor, and student; the contract must be filed in the doctoral program office prior to receiving a registration signature for the course. Evaluation of the experience will be based on a portfolio of documents, etc., developed by the student during the internship term, as well as formative and summative written evaluations submitted by the field supervisor and additional persons identified from the ministry context. A minimum of three units is required for all students. The course may be repeated for up to six units of credit. Students preparing for college teaching may substitute two of the three required units of internship with an advanced course on teaching.

TTDE 886  Comprehensive Examination Orientation .......................0
Involves attendance at a seminar designed to orient students to the Comprehensive Examination components (exam to be taken the following semester) and submission of preparation assignments. Required for Ph.D. and Ed.D. students as a prerequisite for TTDE 887 Comprehensive Examination. No fee.
TTDE 887 Comprehensive Examination
Following the completion of all coursework or, in the final term of coursework, the student completes the various components of the Comprehensive Exam. Certain components must be identified and approved prior to receiving a pre-registration signature. The student is considered full-time while enrolled for TTDE 887. Fee: $100.

TTDE 888 A Dissertation Orientation Seminar
Required of both Ph.D. and Ed.D. students. The seminar includes attendance at sessions designed to orient the student to prepare for work on the dissertation proposal. To be taken during the last semester of coursework or during the comprehensive exam semester (DE 887). Required for Ph.D. and Ed.D. students as a prerequisite to TTDE 889. No Fee.

TTDE 889 Dissertation Proposal Development
Required of Ph.D. students only. After successfully completing the Comprehensive Exam (DE 887) and Dissertation Orientation Seminar (DE 888 A), the student begins dissertation studies with enrollment in TTDE 889 for one semester to work through initial issues in the development of the dissertation proposal. Students are considered full-time for one semester, then move on to TTDE 891.

TTDE 891 Dissertation
Following successful completion of TTDE 889, students enroll in TTDE 891 for fall and spring terms for up to two terms (Ed.D. students) or four terms (Ph.D. students), during which they are considered full-time students. A student must register for at least two terms of TTDE 891 and must be enrolled in TTDE 891 or 895 the semester of graduation.

TTDE 892 Program Extension
Students enrolled in TTDE 895 Dissertation Extension will also be enrolled in TTDE 892 Program Extension upon the approval of the Doctoral Program committee. Fee: $100.

TTDE 895 Dissertation Extension
If a student has not graduated after completing two terms (Ed.D) or four terms (Ph.D.) of TTDE 891, upon approval from the Doctoral Program Committee, the student must enroll in TTDE 895 each fall and spring term until the student graduates. The student will be considered less than half time.

TTDE 897 Leave of Absence
For students who have been granted an official leave of absence from the doctoral program. A fee equivalent to one unit of tuition is normally charged.

UNIVERSITY COURSES AS ELECTIVES
Up to six units of elective graduate course work directly related to the program of study may be taken in other departments at Biola University or transferred in from other accredited graduate institutions. For example, the following university courses may have some relevance for a student’s program. However, since enrollment may be limited, the student must obtain permission from the instructor and the dean of the school in which the course is offered.

Talbot School of Theology

TTTH 710 Pneumatology
TTTH 717 Theology of Human Nature
TTTH 815 Advanced Ecclesiology

Institute for Spiritual Formation
Students interested in taking courses form the Institute for Spiritual Formation should consult with the Doctoral Program Director to determine if this is possible. Decisions are made on a case-by-case basis.

School of Intercultural Studies

ISCL 715 Educational Philosophies of the Great Religious Traditions
ISCL 721 Cross-cultural Teaching / Learning Strategies for Curriculum
ISCL 744 Narrative as an Educational Methodology
ISCL 765 Cross-cultural Leadership
ISCL 767 Cross-cultural Issues in Spiritual Formation
ISCL 772 Experiential Learning
ISCL 861 Alternative Delivery Systems in Education
ISCL 867 Comparative Educational Systems

Rosemead School of Psychology

RSpy 610 Development of Religious Understanding in Children & Adolescents
RSpy 733 The Self: Theological, Philosophical, Psychological & Cross-cultural Perspectives
RSTP 745 Maturity: Psychological & Theological Perspectives

COMPREHENSIVE EXAMINATION
See current Doctoral Program Handbook for a detailed explanation.

DISSERTATION
See the current Dissertation Guidelines for a detailed explanation.
Doctor of Ministry

Faculty

Director: J. Kent Edwards, D.Min.
Professors: R. Johnson, McIntosh, Wilkins
Associate Professor: Edwards

Mission

The Doctor of Ministry degree is the highest professional degree for pastoral and ministry leaders. Talbot’s Doctor of Ministry program is designed to help ministry practitioners make their maximum impact in ministry. Our goal is to help leaders become the people and develop the skills necessary to accomplish God’s unique agenda for their lives and ministry.

The Doctor of Ministry program is designed to equip leaders of various Christian ministries for a high level of excellence in the practice of ministry. We offer an expanding number of specialty tracks that utilize a cohort-based and faculty-mentor led model of education. Students meet for intensive two-week residencies every year for three years, and complete major projects between residencies. A thesis-project is required at the end of the program and must be completed within six calendar years of the first residency.

Talbot’s program is designed for people currently engaged in full-time ministries. It builds upon the Master of Divinity degree program by adding the equivalent of one additional year of coursework (over a three-year period) and requiring the completion of a thesis-project (during a second three-year period). International students may be subject to alternate timelines because of United States government regulations.

The distinctives of Talbot’s Doctor of Ministry program are as follows:

- **Specialty focused.** In order to help students maximize their particular ministries, Talbot offers a growing number of specialty tracks. This is not a generic “one size fits all” program.

- **Cohort based.** Students participate in an academic pilgrimage with 13-24 classmates who share their particular ministry passion. People come from a variety of geographic and ministry backgrounds to laugh, cry and study together. The friendships last a lifetime.

- **Faculty-Mentor led.** Each cohort is led by a Talbot or Biola faculty member who is recognized as an expert in his or her field of ministry and who wants to share his or her life and insights. They walk with the cohort through every residency and serve as first reader of the students’ thesis-projects. Learning occurs within the context of relationship.

- **Practitioner sensitive.** Assignments are integrated into the students’ life and ministry. There is no academic busywork.

- **Spiritual Formation orientated.** The faculty-mentors, with the assistance of Talbot’s Institute for Spiritual Formation, help students in the areas of spiritual growth and soul care. We help students develop the mind and spiritual character necessary for effective ministry.

The cost of the program is fixed for the duration of the program for each cohort. Students who step out of a cohort and reenter at a later time will pay current tuition rates. Current tuition rates are posted on the D.Min. web site.

Learning Outcomes

All of Talbot’s Doctor of Ministry specialty tracks will:

- Encourage the theological reflective practice of ministry
- Advance the understanding and practice of ministry
- Enhance competency in pastoral analysis
- Develop ministry skills
- Increase knowledge about the practice of ministry
- Foster growth in spiritual maturity

D.Min. Program Timeline

**Year One Residency**

- Course Preparation (complete reading and assignments prior to residency)
- Two-Week Residency Coursework
  - Personal Learning Covenant
  - Spiritual Formation Retreat
- Post Residency Project

**Year Two Residency**

- Course Preparation (complete reading and assignments prior to residency)
- Two-Week Residency Coursework
  - Qualifying Oral Exam (Admission to Candidacy Status)
- Post Residency Project

**Year Three Residency**

- Course Preparation (complete reading and assignments prior to residency)
- Two-Week Residency Coursework
- Post Residency Project

**Years Four, Five and Six**

- Submit an acceptable thesis-project proposal
- Write thesis-project
- Sustain oral defense of thesis-project
- Submit final acceptable copy of approved thesis-project
D.Min. Program Components

RESIDENCY PREPARATION (3 TIMES)
About six months before each residency, extensive reading and preparation are assigned by the faculty-mentor. Participants should plan to devote 12 hours per week in preparation for the residency.

RESIDENCIES (3 TIMES)
Each year’s two-week residency consists of two one-week courses. The courses are designed sequentially for the participant to acquire increasing competency in the selected area of concentration, both in terms of conceptual understanding and praxis, from one year to the next. A principal focus of each residency is the participant’s own preparation, as well as the track mentor’s approval of a proposal for a major post-residency ministry project to be carried out following each residency. Students must successfully complete their post-residency projects in order to advance in the program.

SPIRITUAL FORMATION RETREAT (1 TIME)
During the first weekend of the first residency every student will participate in a spiritual formation retreat along with his or her cohort and mentor. This retreat will be led by Talbot’s Institute for Spiritual Formation and encourage students to experience continued growth in spiritual maturity.

PERSONAL LEARNING COVENANT (1 TIME)
In order to establish a framework of goals for the program that are unique to the participant’s own life and ministry, the participant writes a Personal Learning Covenant. This helps the participant develop “an advanced understanding of the nature and purposes of ministry, enhanced competencies in pastoral analysis and ministerial skills, the integration of these dimensions into the theologically reflective practice of ministry, new knowledge about the practice of ministry, and continued growth in spiritual maturity” (Standards of the Association of Theological Schools). These goals are established by students in consultation with their faculty-mentors during the first residency, and carried out during the entire D.Min. program.

PROJECTS (3 TIMES)
Following each of the residencies, participants will complete a project that relates their D.Min. coursework with their place of ministry. The faculty-mentor will inform the participant about expectations for content, necessary components and matters of form. Proposals for projects and nominations for on-site evaluators must be completed during the residency. Approved projects are carried out during the four to six months following each residency. The final project report must be submitted to the faculty-mentor no later than seven months after the conclusion of the residency. Both the on-site evaluator and the faculty-mentor evaluate the project.

QUALIFYING ORAL EXAM (1 TIME)
During the second residency session, the participant will have a qualifying oral exam with his/her faculty mentor that focuses upon progress to date in his/her own learning, including course work, project work, and the participant’s stated goals in the Personal Learning Covenant. Upon the participant’s successful completion of the Qualifying Oral Exam, he/she is admitted to Candidacy Status. Candidacy Status means that the participant has demonstrated a purpose and plan for completing the degree, and that he or she is formally eligible to receive the D.Min. degree upon completion of the remaining requirements.

THESIS-PROJECT AND DEFENSE (1 TIME)
The participant’s own thesis-project is the capstone project of the program. It is the culmination of previous learning in the program and a demonstration of the student’s ability to engage in a lifetime of ministry as a scholar-practitioner in the given area of the participant’s specialization. In addition to the faculty-mentor, the participant will be assigned a reader. With the faculty-mentor playing a lead role, these two faculty members form the thesis committee and guide the participant through the process, approving each aspect of the thesis-project from the initial proposal through to the final draft. Thesis-project proposals will only be accepted from those students who have maintained a cumulative 3.0 GPA. The final requirements for degree completion are the participant’s sustaining a successful defense of the completed thesis-project in an oral examination with the mentor and the reader, and the presentation of acceptable final manuscripts.

Admission Requirements
Students applying for the D.Min. degree must have completed the M.Div. degree or its educational equivalent with at least a 3.0 GPA from an accredited school, followed by at least three years of ministry experience, and be currently involved in a ministry. Applicants are encouraged to apply for admission as early as possible.

Graduation Requirements
1. Complete the 6 courses and 3 post-residency projects required for their chosen specialization.
2. Achieve a 3.0 cumulative grade point average.
3. Submit an acceptable thesis-project within six calendar years of their first residency.
4. Adhere to the academic standards of Talbot School of Theology.

Degree Specialty Tracks
Specialty tracks for the Doctor of Ministry Degree include:
- Advancing the Church
- Discipleship for the 21st Century
- Effective Family Ministries
- Growing & Multiplying Churches in North America
- Ministry Skills
- Preaching the Literary Forms of the Bible

ADVANCING THE CHURCH SPECIALTY TRACK

Year One
TTDM 809N Understanding Leadership .............................................. 6
TTDM 810N Speaking as a Leader ...................................................... 6
TTDM 801N Year One Post Residency Project ...................................... 0

Year Two
TTDM 811N The Nature of the Church .............................................. 6
TTDM 812N The Cultural Sensitivity of the Church .............................. 6
TTDM 802N Year Two Post Residency Project ...................................... 0

Year Three
TTDM 813N Healing the Wounded Leader ........................................ 6
TTDM 814N Healing the Wounded Congregation .................................. 6
TTDM 803N Year Three Post Residency Project .................................... 0

Years Four, Five and Six
TTDM 823N Year Four Thesis-Project I ............................................. 0
TTDM 824N Year Four Thesis-Project II ............................................. 0
TTDM 821N Year Five Thesis-Project I* ............................................. 0
TTDM 820N Year Five Thesis-Project II ............................................. 0
TTDM 819N Year Six Thesis-Project I .............................................. 0
TTDM 818N Year Six Thesis-Project II .............................................. 0
TTDM 817N Thesis-Project Proposal Submission ................................. 0

* Registration for TTDM 895N–TTDM 898N are not necessary
if the student will be prepared to submit the thesis-project
at the end of year four. International students must com-
plete the thesis-project by the end of the fourth year. If the
thesis-project is not yet completed, the student will need
to contact the Doctor of Ministry office to see whether the
remaining coursework may be completed outside of the
country.

EFFECTIVE FAMILY MINISTRIES SPECIALTY TRACK

Year One
TTDM 833N Developing Life Groups & Transforming Communities .......... 6
TTDM 834N Counseling Individuals, Couples & Families ..................... 6
TTDM 801N Year One Post Residency Project ...................................... 0

Year Two
TTDM 835N Developing Redemptive Family Ministries I ................. 6
TTDM 836N Developing Redemptive Family Ministries II ................. 6
TTDM 802N Year Two Post Residency Project ...................................... 0

Year Three
TTDM 837N Ministering to People in Addictive Bondage ................. 6
TTDM 838N Ministering to People in the Wake of Crisis, Loss & Trauma .......... 6
TTDM 803N Year Three Post Residency Project ...................................... 0

Years Four, Five and Six
TTDM 826N Discipleship & Community Relationships II .......... 6
TTDM 825N Discipleship as the Ministry of the Church I .............. 6
TTDM 824N Discipleship as the Ministry of the Church II .............. 6
TTDM 802N Year Two Post Residency Project ...................................... 0

* Registration for TTDM 895N–TTDM 898N are not necessary
if the student will be prepared to submit the thesis-project
at the end of year four. International students must com-
plete the thesis-project by the end of the fourth year. If the
thesis-project is not yet completed, the student will need
to contact the Doctor of Ministry office to see whether the
remaining coursework may be completed outside of the country.

**GROWING & MULTIPLYING CHURCHES IN NORTH AMERICA SPECIALTY TRACK**

### Year One
- **TDM 845N** Foundations of Biblical Church Growth & Multiplication ........................................ 6
- **TDM 846N** Evangelizing Secular Peoples................................................................. 6
- **TDM 801N** Year One Post Residency Project......................................................... 0

### Year Two
- **TDM 847N** Turnaround Strategies................................................................. 6
- **TDM 848N** Church Multiplication ................................................................. 6
- **TDM 802N** Year Two Post Residency Project......................................................... 0

### Year Three
- **TDM 849N** Growing Ministries in the “New World” I ........................................ 6
- **TDM 850N** Growing Ministries in the “New World” II ........................................ 6
- **TDM 803N** Year Three Post Residency Project......................................................... 0

### Years Four, Five and Six
- **TDM 893N** Year Four Thesis-Project I................................................................. 0
- **TDM 894N** Year Four Thesis-Project II................................................................. 0
- **TDM 895N** Year Five Thesis-Project I ................................................................. 0
- **TDM 896N** Year Five Thesis-Project II................................................................. 0
- **TDM 897N** Year Six Thesis-Project I ........................................................................ 0
- **TDM 898N** Year Six Thesis-Project II ........................................................................ 0
- **TDM 899N** Thesis-Project Proposal Submission......................................................... 0

* Registration for TTDM 895N–TTDM 898N are not necessary if the student will be prepared to submit the thesis-project at the end of year four. International students must complete the thesis-project by the end of the fourth year. If the thesis-project is not yet completed, the student will need to contact the Doctor of Ministry office to see whether the remaining coursework may be completed outside of the country.

**PREACHING THE LITERARY FORMS OF THE BIBLE SPECIALTY TRACK**

### Year One
- **TDM 869N** Preaching the Bible ........................................................................ 6
- **TDM 870N** Preaching to Listeners ........................................................................ 6
- **TDM 801N** Year One Post Residency Project......................................................... 0

### Year Two
- **TDM 871N** Preaching Narratives ........................................................................ 6
- **TDM 872N** Preaching Epistles ............................................................................. 6
- **TDM 802N** Year Two Post Residency Project......................................................... 0

### Year Three
- **TDM 873N** Preaching Apocalyptic Literature ...................................................... 6
- **TDM 874N** Preaching Poetic, Prophetic, Law & Proverb ...................................... 6
- **TDM 803N** Year Three Post Residency Project......................................................... 0

### Years Four, Five and Six
- **TDM 893N** Year Four Thesis-Project I................................................................. 0
- **TDM 894N** Year Four Thesis-Project II................................................................. 0
- **TDM 895N** Year Five Thesis-Project I ................................................................. 0
- **TDM 896N** Year Five Thesis-Project II................................................................. 0
- **TDM 897N** Year Six Thesis-Project I ........................................................................ 0
- **TDM 898N** Year Six Thesis-Project II ........................................................................ 0
- **TDM 899N** Thesis-Project Proposal Submission......................................................... 0

* Registration for TTDM 895N–TTDM 898N are not necessary if the student will be prepared to submit the thesis-project at the end of year four. International students must complete the thesis-project by the end of the fourth year. If the thesis-project is not yet completed, the student will need to contact the Doctor of Ministry office to see whether the remaining coursework may be completed outside of the country.
Courses (TTDM)

**TTDM 801N** Year One Post Residency Project ........................................6
**TTDM 802N** Year Two Post Residency Project ........................................6
**TTDM 803N** Year Three Post Residency Project ........................................6

Post Residency Projects employ residential coursework in the student’s place of ministry. Required upon successful completion of the residency coursework. Credit/No Credit.

**ADVANCING THE CHURCH**

**TTDM 809N** Understanding Leadership ..............................................6
Students will learn the character and competencies required of a Christian leader. Instruction will involve biblical exegesis, exposure to leadership literature, and interactive dialogue with current Christian leaders. Students will then engage in a self-assessment exercise of their current leadership practices.

**TTDM 810N** Speaking as a Leader ......................................................6
During the second week of this residency, students will learn why Christian leaders need to speak God’s word and how to speak God’s word. Students will learn how to identify a biblical idea and effectively employ that idea in their public communication. Students will learn how to be persuasive and how to understand the people they are speaking to. Students will speak in class without notes.

**TTDM 811N** The Nature of the Church ..................................................6
This residency will be held off campus and involve travel to a different city during each week of this residency. The goal of the first week is for students to enhance their ability to evaluate a ministry theologically. During the first week, students will be exposed to a variety of theologies of the church through lectures and “on location” exposure. Students will interact with ministry leaders, fellow students and their faculty-mentor to discover and theologically evaluate a variety of evangelical ministries. As a result of this week, students should be able to accurately assess and express the theology of their own ministry.

**TTDM 812N** The Cultural Sensitivity of the Church ................................6
During the second week students will continue their off-campus educational experience by traveling to a different major city. The goal of this course is for students to enhance their ability to evaluate the cultural adaptation of a ministry. Students will interact with ministry leaders, fellow students and their faculty-mentor as they discover in what ways and how effectively these ministries have adapted to the culture in which they minister. As a result of this week, students will be better able to assess and express the cultural sensitivity of their own ministries.

**TTDM 813N** Healing the Wounded Leader ..........................................6
During the first week of this residency, students will learn how and why ministry leaders are wounded in ministry. Through interaction with their faculty-mentor and guest faculty, students will learn a variety of strategies to address the hurts experienced by leaders in the practice of ministry. Students will apply these strategies to their own ministries and the ministries of others where appropriate.

**TTDM 814N** Healing the Wounded Congregation ..................................6
Students will learn how to assess, and how severely, a ministry has been wounded. Through interaction with their faculty-mentor and guest faculty, students will also learn a variety of strategies that leaders can use to address the corporate wounds of a ministry and facilitate healing and wholeness. Students will apply these strategies to their own ministries and the ministries of others where appropriate.

**DISCIPLESHIP FOR THE 21ST CENTURY**

**TTDM 821N** The Biblical Context of Discipleship & the Person I .................6
During the first week students will explore their own background in discipleship practices in light of the historical and biblical context of discipleship, seeking to understand Jesus’ distinct form of discipleship. This will lead to an understanding of discipleship as Jesus intended it to be developed in the early church, and how Paul and Peter and other biblical authors developed discipleship and spiritual formation in their writings as a theoretical and practical way of life for individual believers and the church.

**TTDM 822N** The Biblical Context of Discipleship & the Person II ..................6
During the second week students will examine and apply these biblical principles of discipleship in their personal life. Students will be guided by resident and guest professors as they reflect upon their lifetime of study and application of discipleship and spiritual formation. Students will conclude by developing a strategy of personal growth in their discipleship to Jesus, and how that can be implemented in the lives of those within their ministry.

**TTDM 823N** Discipleship as the Ministry of the Church I .......................6
The first week of residency students will explore God’s plan for the church and how discipleship can be understood as a holistic ministry of the church. Students will be assisted by resident and guest professors in understanding the nature of the church and its relation to discipleship.

**TTDM 824N** Discipleship as the Ministry of the Church II .......................6
During the second week, guest professors will escort students through past and present ministries to examine specific practices of discipleship within the church. Students will visit with guest professors and examine first-hand various aspects of discipleship, including mentoring, leadership development, and small groups. The rest of the week we will discuss life-span Christian education, youth ministry, family ministry, counseling, evangelism and follow-up.
**TTDM 825N Discipleship & Community Relationships I**
During the first week students will explore the relationship of the biological community, the family, with the spiritual community, the church. Family developmental experts will guide students to elaborate the working relationship between family and church discipleship and how they can support and promote each other.

**TTDM 826N Discipleship & Community Relationships II**
This second week expands the study to include a strategy for developing discipleship relations between the local church and various external communities, including parachurch ministries. Veteran Christian leaders will guide students through an examination of strategies to build a local discipleship community that reaches into their neighborhood, school, workplace, and the world.

**EFFECTIVE FAMILY MINISTRIES**

**TTDM 833N Developing Life Groups & Transforming Communities**
The focus of this first course will be on Life-Groups and Transforming Communities as these ministries form the platform for pastoral counseling ministries and marriage and family ministries as well as student’s leadership development. First students will learn compassionate connecting skills and how to teach them to church leaders. Then we will look at Life Groups with a pastor who uses them as his primary strategy for developing more and closer followers of Jesus. Third, we will explore Transforming Communities and their roles in healing individuals and marriages as well as developing volunteer ministers. The residency outcome will be designing a plan to develop Life Groups or Transforming Communities in students’ churches, and receiving feedback.

**TTDM 834N Counseling Individuals, Couples & Families**
The second course will focus on how to help individuals, couples and families realize their conflicts and take responsibility for the changes that will dismantle their barriers to God and each other. The goal is not to turn students into a Pastoral Counselor but to equip students to develop those in their churches who are gifted to develop transforming ministries including mentoring with individuals, couples and families. The residency outcomes are to demonstrate competency in the skills of a Christ-Church multi-level model for counseling individuals, couples and families and to demonstrate awareness of personal limits by setting default decisions for counseling and referral.

**TTDM 835N Developing Redemptive Family Ministries I**
The second residency focus is on developing platforms for redemptive ministries to individuals, couples and families in neighborhoods. The focus of this class will be on developing family and counseling ministries in church that will meet some of the needs of people in neighborhoods as well as the people in the congregation, and be onramps to evangelism. The residency outcome will be to design and/or develop a Redemptive Family Ministry appropriate to a student’s church’s needs, goals and resources.

**TTDM 836N Developing Redemptive Family Ministries II**
This course challenges and equips students to develop a plan for ministry to people in a selected form of non-traditional family structure. This course will equip students (and through them, their leaders) to reach people in family structures that don’t normally experience churches as open to them. The residency outcome will be to write and develop this plan for a classmate and obtain your professor’s evaluation.

**TTDM 837N Ministering to People in Addictive Bondage**
This class will extend the focus of the second residency to minister to people both in and outside a student’s church who are living in addictive bondage. Examples of bondage are alcoholism, drug addiction, sex addiction, gambling as well as more common addictions such as addiction to eating and smoking. The residency outcome will be a workable plan addressing these issues.

**TTDM 838N Ministering to People in the Wake of Crisis, Loss & Trauma**
This class will equip students and their churches to minister in the wake of individual, family and neighborhood crisis, loss and trauma. Recent catastrophes such as 9/11 and Hurricane Katrina showed the need for thousands of volunteers who have been trained to respond to spiritual and emotional needs. People in your church can be equipped to minister in the wake of shootings, accidents, and bereavement in your neighborhoods as well as the larger traumas such as earthquakes and firestorms. The residency outcome will be a contingency plan for students and their ministry teams.

**Growing and Multiplying Churches in North America**

**TTDM 845N Foundations of Biblical Church Growth & Multiplication**
An introductory examination of the theology, history, principles, procedures, pathologies, and typologies for growing and multiplying churches in North America. The student develops a biblical perspective, engages the historical impact of different movements on churches in the USA, and analyzes a church ministry, developing bold plans for growth and health. Students will be introduced to the procedures for writing book reviews for publication.

**TTDM 846N Evangelizing Secular Peoples**
Exploration of North American culture, principles, and methods for reaching secular non-Christian peoples, and the role of church leaders in developing healthy, growing churches. Students grow in their understanding of North American cul-
ture, learn how to reach people for Christ in our post-modern world, and investigate models and case studies of growing churches.

**TTDM 847N** Turnaround Strategies ................................................. 6
Examines the theology, skills, and strategies for bringing renewal and revival to existing churches. Students learn and apply ideas for turning around declining churches and renewing ones that have lost their vision and vitality. Students will be introduced to the procedures for writing articles for publication.

**TTDM 848N** Church Multiplication ................................................. 6
Advanced study of strategies and practices for effective church planting and multiplication. Insights on selecting and training effective church planters, birthing daughter churches, and using demographics will be explored.

**TTDM 849N** Growing Ministries in the “New World” I ..................... 6
Explores the challenges and opportunities for church growth and multiplication in the post-modern context. Analyzes the theology, procedures, and methods of new movements and emerging models. Students will be introduced to the procedures for writing a book manuscript for publication.

**TTDM 850N** Growing Ministries in the “New World” II .................. 6
Examines cultural anthropology and multi-ethnic church growth and multiplication. A ministry strategy course designed to aid the student in understanding the opportunity, complexity, and methods for reaching people of differing ethnic backgrounds in North America.

**MINISTRY SKILLS**

**TTDM 857N** Expository Preaching .................................................. 6
During the first week of this residency students will learn the fundamentals of expository preaching. Students will learn a definition of expository preaching, how to identify the idea of a natural unit of epistle literature, how to effectively outline a sermon for a post-modern audience, how to preach without notes, and how to analyze an audience. Students will preach in class without notes.

**TTDM 858N** Narrative Preaching .................................................... 6
During this week students will learn the unique literary characteristics of biblical narratives and how to apply that knowledge to the hermeneutical and homiletical tasks of preaching. The class will be both inductive and deductive in nature. Students will preach in class without notes.

**TTDM 859N** Leadership I................................................................. 6
Students will learn the character that is required of a Christian leader. This study will involve biblical exegesis, exposure to leadership literature, and interactive dialogue with current Christian leaders. Students will engage in a self-assessment exercise to better understand their own character in light of what they have learned.

**TTDM 860N** Leadership II ............................................................... 6
During the second week students will learn a variety of theories of leadership from the past as well as the present. Students will be encouraged to critically evaluate these theories, and then propose a leadership theory that is compatible with Scripture and well-suited for their current ministry environment.

**TTDM 861N** Counseling I ................................................................. 6
During the first week, students will learn biblically compatible theories of pastoral care and hone critical counseling skills. Emphasis will also be given to how students can transform their ministries into healing environments.

**TTDM 862N** Counseling II ............................................................... 6
The second week course will teach students how to identify and respond redemptively to individuals and families in the wake of crisis, loss and trauma. Subjects such as death, disease, divorce and sexual abuse will be discussed and examined both inductively and deductively. As a result of this course, students will develop a crisis strategy for their ministries.

**PREACHING THE LITERARY FORMS OF THE BIBLE**

**TTDM 869N** Preaching the Bible .................................................... 6
During the first week students will wrestle with what it means to create a “biblical sermon.” Students and the others in the seminar will work through a number of passages in order to understand the main idea of the text. Emphasis will be placed on the importance of recognizing and respecting the genre of a biblical text throughout the preaching process. Students will preach without notes at the end of the week and be evaluated by the professor as well as others in the class.

**TTDM 870N** Preaching to Listeners ............................................... 6
Since preachers always speak to particular people, the second week will focus upon understanding the audience. Utilizing guest professors, the class will learn how to analyze an audience and wrestle with how sermons can respond to communication challenges such as gender, age and culture. Students will preach without notes at the end of the week and be evaluated by the professor as well as others in the class.

**TTDM 871N** Preaching Narratives ............................................... 6
During this week students will learn the unique literary characteristics of biblical narratives and how to apply that knowledge to the hermeneutical and homiletical tasks of preaching. The class will be both inductive and deductive in nature. Students will preach in class without notes.
The courses below are only available to students continuing in the former Doctor of Ministry program structure prior to January of 2006.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTDM 872N</td>
<td>Preaching Epistles</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>During the final week of this residency students will engage in a fresh re-examination of the epistles. Students will learn the unique literary characteristics of the epistle literature in the Bible and how to apply that knowledge to the hermeneutical and homiletical tasks of preaching. The class will be both inductive and deductive in nature. Students will preach in class without notes.</td>
<td></td>
</tr>
<tr>
<td>TTDM 873N</td>
<td>Preaching Apocalyptic Literature</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>During the first week students will learn the unique literary characteristics of biblical apocalyptic literature and how to apply that knowledge to the hermeneutical and homiletical tasks of preaching. The class will be both inductive and deductive in nature. Students will preach in class without notes.</td>
<td></td>
</tr>
<tr>
<td>TTDM 874N</td>
<td>Preaching Poetic, Prophetic, Law &amp; Proverb</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>During the final week of the residency students will learn the unique literary characteristics of poetic, prophetic, law and proverbial literature in the Bible, and how to apply that knowledge to the hermeneutical and homiletical tasks of preaching. The class will be both inductive and deductive in nature. Students will preach in class without notes.</td>
<td></td>
</tr>
<tr>
<td>TTDM 877N</td>
<td>Leave of Absence</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Leave of absence due to emergency. Fee: $100.</td>
<td></td>
</tr>
<tr>
<td>TTDM 888N</td>
<td>Seminar: Selected Topics</td>
<td>1-6</td>
</tr>
<tr>
<td></td>
<td>Seminars offered by special lecturers or visiting scholars addressing areas of specific interest. May be repeated for credit.</td>
<td></td>
</tr>
<tr>
<td>TTDM 889N</td>
<td>Independent Study</td>
<td>1-6</td>
</tr>
<tr>
<td></td>
<td>A directed individual study whereby the student may do advanced reading or research into an area of special interest. A proposal must be prepared according to guidelines available in the D.Min. office and approved by the D.Min. director.</td>
<td></td>
</tr>
<tr>
<td>TTDM 893N-898N</td>
<td>Thesis-Project</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Research, compilation and preparation for final thesis-project.</td>
<td></td>
</tr>
<tr>
<td>TTDM 899N</td>
<td>Thesis-Project Proposal Submission</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>First time submission of final thesis-project proposal. Fee: $1,000.</td>
<td></td>
</tr>
</tbody>
</table>

**The courses below are only available to students continuing in the former Doctor of Ministry program structure prior to January of 2006.**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTDM 871</td>
<td>Principles of Church Health &amp; Growth</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Helps students understand scientific principles developed to date in the field of church growth. Covers relevant contemporary literature on the subject and helps students acquire the basic skills necessary for diagnosing the health of the local church and designing programs for future growth. The course is designed to provide laboratory field experience in studying church growth with direct research into growing churches in Southern California.</td>
<td></td>
</tr>
<tr>
<td>TTDM 873</td>
<td>Church Leadership, Administration &amp; Finance</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Leads students through a biblical, organizational and psychological understanding of leadership, motivation, planning, evaluation, change principles and organizational development. Participants have the opportunity to examine their leadership style and to develop styles through group experiences and case studies. Attention is given to issues of finance including budgeting, accounting, fund-raising and accountability.</td>
<td></td>
</tr>
<tr>
<td>TTDM 876</td>
<td>Church as Connected Community</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Students are challenged to develop models for ministry that appreciate the interdependency of the Christian body and seek to develop and empower people through such relationships. Special attention is given to small groups and other social systems for practical application.</td>
<td></td>
</tr>
<tr>
<td>TTDM 893</td>
<td>Data Interpretation for Doctoral Writing</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Students finalize their doctoral project research and writing sequence and apply for approval of their doctoral project topic.</td>
<td></td>
</tr>
<tr>
<td>TTDM 894</td>
<td>Doctoral Project Continuation</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>After completing all coursework necessary for progression to TTDM 899, students not prepared to present the project must enroll in TTDM 894. Repeatable for a maximum of 3 consecutive semesters. If a student does not complete the doctoral project by the end of the fifth year of the program, TTDM 895 enrollment will be required for program continuation.</td>
<td></td>
</tr>
<tr>
<td>TTDM 895</td>
<td>Program Extension</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>For students not prepared to register for the doctoral project after the allotted number of registrations for TTDM 894 have been used. Prerequisite: demonstration of need for more time and steady progress toward project completion. A Program Extension Application must be completed by the student and approved by the Doctor of Ministry office for registration. May be repeated to a maximum of 4 consecutive semesters. The number of semesters approved for extension is subject to the discretion of the Doctor of Ministry office. Fee: $250.</td>
<td></td>
</tr>
<tr>
<td>TTDM 899</td>
<td>Doctoral Project</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Students must complete a doctoral project to meet the requirements for graduation. See Doctoral Project guidelines. Only available to students admitted prior to Fall 2007.</td>
<td></td>
</tr>
</tbody>
</table>
Bible Exposition

Faculty

Chair: John C. Hutchison, Ph.D.
Professors: Curtis, Hagg, Hutchison, W. Russell
Associate Professors: Mabie
Assistant Professor: Hultberg

Objectives

While the entire seminary curriculum contributes to the goal of accurate exposition of Scripture, it is the purpose of this department to focus on the following: (1) sound hermeneutics, which leads to accurate interpretation and application of Scripture; (2) introductory issues for each Old and New Testament book which inform accurate Bible exposition, including authorship, historical and cultural background, theme and purpose, or unique theological contributions; (3) synthesis and analysis, accomplished through biblical survey and analysis of selected passages and books, enabling one to interpret Scripture in light of the “big picture”; (4) exposition and application, providing examples of well-organized, relevant messages and Bible studies from the English Bible books studied.

Courses (TTBE)

TTBE 517 Hermeneutics & Bible Study Methods ........................................3
A study of principles for sound interpretation and application of the Bible, including analysis of presuppositions, general rules and specialized principles for the various biblical genre and phenomena and the development of an exegetical method. Required of M.Div. and M.A. students.

TTBE 519 Survey of Genesis–Malachi ..................................................3
A broad survey of the Old Testament books, including selected introductory and critical issues, relevant background, major themes and divisions, and crucial problems. Required of M.Div. and M.A. students.

TTBE 520 Survey of Matthew–Revelation ..............................................3
A general overview of the New Testament books, including selected introductory and critical issues, relevant background, major themes and divisions, and crucial problems. Required of M.Div. and M.A. students.

TTBE 530 Elementary Principles of the Biblical Languages ................3
Basic principles of language that are foundational to interpreting the biblical text. Overview of the structure of the biblical languages, evaluation of theories of Bible translation, and instruction in the use of various tools based on the original languages. The course will aid the student in understanding issues that arise in interpretation because of the original languages. Required of M.A. (Biblical & Theological Studies) students.

TTBE 602 Genesis ................................................................................2-3
An exposition, with an emphasis on important critical and contemporary issues, and biblical theology, especially the Abrahamic Covenant. Elective.

TTBE 604 Isaiah ..................................................................................2-3

TTBE 608 Matthew .............................................................................2-3
An exposition, emphasizing background issues, purpose, structure, and interpretation of narrative literature. Elective.

TTBE 610 Romans ..............................................................................2-3
An exposition, emphasizing background issues, purpose, structure, development of the argument, and theological contributions. Elective.

TTBE 712 Directed Research .............................................................1-4
Guided research in some biblical area relating to exposition, according to the student’s need and relevancy to ministry. Elective.

TTBE 726 Expositional Methodology in Daniel & Revelation .............3

TTBE 731 Exposition of Old Testament Segments or Themes .............2-3

TTBE 732 Exposition of New Testament Segments or Themes .............2-3

TTBE 733 Biographical Exposition of Selected Biblical Figures ..........2-3
 These electives will be offered in cycle, with the breadth of the scope of each offering determined by: 1) the expertise of available faculty; 2) current issues of scholarly and practical importance; and 3) balance in regard to recent offerings.

TTBE 740 Advanced Hermeneutics ....................................................2-3
A seminar focusing upon issues in philosophical hermeneutics and the philosophy of language with special attention to the nature of the Bible and its application. Prerequisite: TTBE 517.

TTBE 741 Issues in Biblical Exposition ...............................................2-3
A seminar focusing on selected technical and practical issues in the field of biblical exposition. Prerequisite: TTBE 726.
TTBE 743 World of the Old Testament ......................................................... 2-3
A presentation of the cultural development of the Holy Land and
nations of the Fertile Crescent in relation to Israel, the stra-
tegic location of the Holy Land, the climate and topography,
and the location of important place names.

TTBE 750 Old Testament Wisdom & Poetry .............................................. 2-3
An expositional study of key passages and themes in Psalms,
Proverbs, Job and Ecclesiastes. Special emphasis is given to
the characteristics of Old Testament poetry, the unique pur-
poses of Old Testament wisdom and hymnic literature and the
theological relevance of each book in ministry today.

TTBE 770 The Life of Christ ..................................................................... 2-3
A chronological and expositional study of Jesus Christ’s life on
earth, emphasizing the historical, cultural and theological in-
terpretation of key events and teachings in Christ’s life, as well
as the similarities / differences of the four gospel accounts.

TTBE 806 Bible Exposition Seminar ....................................................... 3
Special course work for TTBE majors who wish to study a
particular area of Bible exposition. Elective for Th.M. students.

TTBE 811 Exposition of Central Prophetic Passages .................................. 3
A special concentration on exposition of selected prophecy
with regard to culture, views and the integration of
the passages with an overall biblical picture. Elective for Th.M.
students; others by departmental permission.

TTBE 880 Directed Research ................................................................... 1-4
Supervised research in selected areas of biblical studies. Elec-
tive for Th.M. students.

TTBE 891 Research Seminar .................................................................... 3
TTBE 892 Research Seminar .................................................................... 3
Discussion and application of the central areas of Bible
Exposition research and related fields of study. Instruction in
research, including the identification of a problem, the steps
undertaken to resolve a problem, and writing the results. Fee:
$50, (TTBE 891). A second semester may be taken to continue
research in the area of interest.

Christian Education

Faculty
Chair: .................................................................................. Richard J. Leyda, Ph.D.
Professors: ................................................................. M.J. Anthony, Dirks, Issler, Lawson
Associate Professors: .................................................. Carr, J. Kim, Leyda
Assistant Professor: ...................................................... M.D. Anthony
Research Professor: ..................................................... Wright

Objective
The aim of the department of Christian education is that of
developing Christian educators who understand the significance
of an educational ministry and who possess the skills necessary
to function as Christian educators. To this end, course offerings
have been designed to blend theory and practice. Most elective
courses are designed for tracking to accommodate the student’s
vocational specialization.

Courses (TTCE)

TTCE 511 Foundations of Leadership ............................................... 3
Investigation into leadership theory and practice leading to
the development of a biblicocentric philosophy of leader-
ship; practice in basic leadership skills; study of application of
concepts in the church and parachurch agencies. Elective. By
arrangement.

TTCE 512 Educational Leadership & Administration ....................... 3
An analysis of leadership and administrative principles and
processes as they apply to the church and parachurch agen-
cies. Special attention to the relation of administrative func-
tions and ministry. Required of M.Div. (Christian Education)
and M.A.C.E. students. Offered spring semester.

TTCE 514 Women & Men in Christian Ministry .................................. 2
An investigation of the role of women and men in ministry
and leadership in the light of Scripture. Also includes a dis-
cussion of issues men and women in the ministry face when
working together. Elective. Offered spring, even years.

TTCE 518 Staff Development ................................................................. 2
An in-depth look at issues surrounding the development,
supervision, and support of volunteer staff as well as the
dynamics of multiple-staff ministry and ways to enhance
the work of ministry teams. Required of Accelerated M.A.C.E.
students. Offered spring, odd years.

TTCE 521 Foundations of the Teaching-Learning Process .................. 3
Investigation into the major issues of educational psychol-
ogy, including learning theory, motivation, learning styles,
and instructional methodologies with direct application to
classroom use. Integration of theology and psychology an
emphasis. Required of M.A.C.E. students. Offered fall semester.
TTCE 543 Counseling Adolescents & Their Parents ........................................2
An overview of the issues related to providing pastoral counseling to adolescents and their parents including addictive behavioral problems, abnormal developmental concerns, intervention and enrichment counseling and awareness of when and to whom to refer adolescents for professional therapy. Offered fall, even years.

TTCE 554 Theological & Theoretical Foundations of Human Nature & Development ..............................................2
A study of the relationship between faith, intellect, personality, morality and culture as it relates to spiritual formation and development. Provides biblical, theological, psychological and sociocultural knowledge about human nature and development for the purpose of assisting students to develop holistic ministry implications for various teaching contexts. Required of M.A.C.E. students. Offered spring semester.

TTCE 555 Parachurch Youth Ministry .......................................................2
Focus on the various types of parachurch ministry to junior high and high school age students available. Includes principles which make parachurch youth ministry different from local church youth ministry and principles for beginning a new parachurch campus club. Elective. By arrangement.

TTCE 562 Personal & Interpersonal Development .........................................3
Emphasis on personal and interpersonal growth through individual assignments and small group interactions. Opportunity given for spiritual, physical, emotional, mental and relational development, with attention to intercultural contexts. Required of two year M.A.C.E. students. Offered spring semester.

TTCE 566 Youth Group Development & Programming ..................................2
A step by step approach to the building of a youth group and developing a yearly youth group ministry program. Emphasis may be on either junior high or high school age group and course will contain an emphasis on development of community within the group. Required of M.A.C.E. in Youth Ministry students. Offered spring, odd years.

TTCE 570 Special Studies in Christian Education ..........................................2
Designed for students who desire a specific course content not covered in any of the regularly offered classes. May be taken twice with different emphases. Content will differ based on need / interest. Possible required fee. Admission to course by advisor approval. By arrangement.

TTCE 591 Teaching Ministry Practicum ....................................................1
Structured experiences in teaching of the Bible in church or parachurch vocational settings. Relates to development of speaking skills required in professional ministry positions. Lesson preparation and presentation are emphasized. Required of M.A.C.E. students with limited ministry experience. Offered fall / spring.

TTCE 592 Ministry Leadership Practicum ..................................................1
Structured experiences in leadership in a church or parachurch vocational setting. Emphasizes application of leadership and management skills to ministry situations. Required of M.A.C.E. students with limited ministry experience. Offered fall / spring.

TTCE 600 Educational Ministry in the Church .............................................3
Analysis of ministries of edification as they relate to the personal, congregational and administrative aspects of ministry with people of all ages. Focus is on the explanation of various methods and resources available for ministry and on the development of individual skills in communicating and leading in these ministries. Required of M.A. (Biblical & Theological Studies), and M.Div. (except Christian Education and Messianic Jewish Studies) students. Offered fall / spring.

TTCE 612 Missionary Education .............................................................2
Objectives, programming, activities and administrative methods of implementing a program of missionary education. Investigation into the auxiliary organization of the church’s educational program through which missions are taught. Elective. By arrangement.

TTCE 616 Principles of Curriculum Development ........................................2

TTCE 622 Theology, History & Philosophy of Ministry ..................................3
Investigation into the theological, historical, and philosophical foundations which underlie Christian ministry. Examines the development of educational ministry as a discipline, reflecting on the tradition we have inherited and considering the changing ministry scene. Also includes an investigation of current practices of ministry through an analytical perspective. Designed to help the minister evaluate ministry programs and respond with remedial or enrichment strategies. Required of M.A.C.E. and M.Div. (Christian Education non-thesis) students. Offered spring.

TTCE 623 Theological Foundations & Issues in Christian Education ....................2
Examines the biblical / theological foundations for educational ministry from an evangelical perspective, and a variety of theological issues impacting its practice in the past, present, and future. Required in Accelerated M.A.C.E. program. Offered fall, odd years by arrangement.

TTCE 624 Child Development & Teaching I (Birth-Age 5) ..............................2
A study of the development of the child from birth to age 5 with an emphasis on the development of effective educational approaches and teaching processes that encourage moral,
cognitive, and social development, and growth in knowledge of and faith in God. Required of M.A.C.E. in Children's Ministry students. Offered spring, even years.

TTCE 626 Child Development & Teaching II (Ages 6-12) ..........2
A study of the development of the child from ages 6-12 with an emphasis on the development of effective educational approaches and teaching processes that encourage moral, cognitive, and social development, and growth in knowledge of and faith in God. Required of M.A.C.E. in Children's Ministry students. Offered spring, odd years.

TTCE 633 Christian Education Research & Writing .........................3
Basic methods of theological and educational research with assessment of each method for use in ministry and Christian education. Course will include units on theological research, quantitative and qualitative research and introduction to research design. Students will develop the literature review requirement as part of this class. Required of all M.A.C.E. students. Offered fall semester.

TTCE 635 Models of Children's Ministry .........................................2
An exploration and assessment of various contemporary approaches to children's ministry, from birth to age 12. Includes practice in the development of ministry strategies involving family, community, and church resources. Required of M.A.C.E. in Children's Ministry students. Offered fall, odd years.

TTCE 636 Independent Study .................................................................1-2
TTCE 637 Independent Study .................................................................1-2
In-depth investigation of a topic under the guidance of the Christian education department using standard research procedures. Topic selection and course enrollment is by advisor’s approval. Elective. By arrangement.

TTCE 638 Current Trends in Christian Education .........................2
Identifying and understanding those issues which are of primary concern to the field of Christian education today. Opportunity will be provided for individual and group research in areas of personal concern. The course will investigate current educational trends, alternative church education patterns and new forms of ministry. Elective. By arrangement.

TTCE 644 Music in the Church .................................................................2
The place of music in the church's program. Criteria for the selection of appropriate music. Techniques for leading music and teaching various groups. The relationship of music to worship, instruction and fellowship. Elective. By arrangement.

TTCE 646 Current Trends in Children's Ministry .........................2
Examines contemporary movements and trends in children's ministry. Addresses legal, social, and administrative issues surrounding the practice of children's ministry today. Offered fall, even years.

TTCE 648 Current Trends in Youth Ministry .................................2
Emphasis on trends and issues related to life on a contemporary junior high or high school public school campus. Includes principles for development of relationships between the youth minister and local school administrators which will enable both to function effectively. Also contains principles for blending students from public, parochial and Christian campuses into your youth group. Elective. Offered spring, even years.

TTCE 649 Instructional Technology .........................................................2

TTCE 661 Adolescent Culture & Development .........................2
Finding and meeting adolescent needs, writing objectives for youth ministry, leadership of learning experiences and outreach experiences, disciple-building and review of available resources. Development of personal plans for ministry. Required of M.A.C.E. in Youth Ministry students. Offered fall, even years.

TTCE 663 Youth Education & Leadership ........................................2
Emphasis on the leadership role in the local church, college campuses and mission field. Development of a youth leadership program within the local church. Study of extrachurch organizations and parent-teen relationships and ministry emphasized. Required of M.A.C.E. in Youth Ministry students. Offered fall, odd years.

TTCE 675 Family Life Education in the Local Church ..................2
Examines organization and administration of a program of family life education in the local church. Includes an analysis of current trends in family life education. Offered fall, odd years.

TTCE 678 Adult Development & Education .................................2
A study of issues and developmental tasks of adults. Attention to the ministry of meeting the needs and utilizing the potential of adults. Elective. Offered spring.

TTCE 683 Camp Leadership .................................................................2
The philosophy, objectives, administration, program and leadership of a church-related camp. The use of worship, study, crafts, recreation and counseling in church camping. Investigation into trends of camping, centralized and decentralized camping. Techniques in planning and directing a camp program, including counselor training. Elective. Offered interterm / summer.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCTE 691</td>
<td>Practicum in Ministry I</td>
<td>1</td>
<td>Structured field experience in a C.E. ministry field site with an approved supervisor focusing on the development of students' spiritual gifts and personal skills applied to teaching the Bible. For those with equivalent of two years full-time ministry experience. Minimum 10 hours per week field involvement. Required of M.A.C.E. students. Offered fall semester.</td>
</tr>
<tr>
<td>TCTE 692</td>
<td>Practicum in Ministry II</td>
<td>1</td>
<td>Structured experiences in a C.E. ministry field site with an approved supervisor focusing on leadership development including assessing needs, setting goals, planning strategy, implementing programs and evaluating programs. Course may be repeated. For those with equivalent of two years full-time ministry experience. Minimum 10 hours per week field involvement. Required of M.A.C.E. students. Offered spring semester.</td>
</tr>
<tr>
<td>TCTE 716</td>
<td>Ministry to Single Adults</td>
<td>2</td>
<td>Investigation of single adult ministries in the context of the local church. Emphasis in the development of an effective single adult ministry. Various proven and experimental models of single adult ministries will be examined. Elective. By arrangement.</td>
</tr>
<tr>
<td>TCTE 723</td>
<td>Friendship &amp; Community: Contexts for Growth</td>
<td>2</td>
<td>A study of Christian community and close friendship relationships from both theological and social science perspectives. Concepts to be studied include: friendship, justice and vengeance, forgiveness, church discipline, accountability. Students will develop a proactive model for nurturing community as a part of a larger discipleship ministry. Offered in conjunction with doctoral programs.</td>
</tr>
<tr>
<td>TCTE 724</td>
<td>Advanced Methods of Educational Instruction</td>
<td>2</td>
<td>Consideration given to the various philosophies of education, theories of learning, and the factors that influence learning. Emphasis given to becoming a more effective teacher. Variables in motivation, retention, transfer and high level thinking will be discussed. A supervised classroom teaching experience is required. Prerequisite: TTCE 591 or its equivalent, or by permission of the professor. Required of Th.M. students. Offered spring semester.</td>
</tr>
<tr>
<td>TCTE 725</td>
<td>Formation of Moral Character</td>
<td>2</td>
<td>Analysis of critical issues related to character and habit formation and the practice of moral education for Christian education. Opportunity for students to develop character formation plans as part of a larger discipleship ministry. Offered in conjunction with doctoral programs.</td>
</tr>
<tr>
<td>TCTE 727</td>
<td>Faith Development</td>
<td>2</td>
<td>Analysis of current theories and models of faith development and how it is enhanced in family and congregational ministry settings. Focuses on the application of faith development theories to the practice of ministry across the life cycle. By arrangement.</td>
</tr>
</tbody>
</table>

TCTE 791  Educational Practicum..........................................................1  Directed experiences in educational ministries conducted through a local church. Praxis in leadership for major educational functions for various age levels. Similar content to TCTE 691 & 692, with applications to pastoral ministry. A minimum of 10 hours field involvement per week. Prerequisites: TIP 591, 592 or 691, 692, 48 units of class work. Required of, and limited to, M.Div. students majoring in C.E. Offered fall / spring.
Christian Ministry & Leadership

Faculty
Chair: Don Sunukjian, Th.D., Ph.D.
Professors: Boersma, R. Johnson, McIntosh, Sunukjian, TenElshof
Associate Professor: Edwards

Objectives
The purpose of the Christian Ministry & Leadership department is to prepare the student for three areas of service: to lead the body of Christ in worship; to lead and equip Christians to build up one another; and to train them to reach their community for Christ.

Courses (TTPT)

TTPT 510 Evangelism & Follow-Up
The biblical principles and practice of evangelism and discipleship. The class will seek to develop the skills of personal evangelism, determine strategies for a discipleship ministry. Required of M.Div. and M.A. (Biblical & Theological Studies) students.

TTPT 591 Introduction to Field Education
Introduction into the practical elements of ministry. Emphasis will be placed on career planning, field experience and preparation for Field Education Internship in the M.Div. program. Required of M.Div. students.

TTPT 592 Field Education
Weekly involvement in ministry with satisfactory completion of student’s self-evaluation form and supervisor’s evaluation form. Required of M.Div. students. Prerequisite: TTPT 591.

TTPT 602 Pastoral Ministry
A study of a pastor’s call, purpose, and role in ministry. Special attention will be given to providing leadership in worship, music, ordinances, weddings, funerals, and hospital and home visitation. Required of M.Div. (Pastoral & General Ministries, Christian Education) students.

TTPT 604 Pastoral Care & Chaplaincy
Study of ministry to the physically, emotionally or relationally sick, crisis ministry, and ministry to the dying and bereaved. The special nature and demands of hospital and military chaplaincy and hospice ministry will also be studied. Required of M.Div. (Pastoral Care & Counseling) and M.A.C.M.L. (Pastoral Care & Counseling) students. Prerequisite: TTPT 707.

TTPT 609 Expository Preaching
The process of preparation that results in sermons that are biblically accurate, easy to follow, interesting to listen to and relevant to contemporary needs. Required of M.Div. students. Prerequisites: M.Div. TTBE 517, TTNT 503, M.A. TTBE 517.

TTPT 610 Contemporary Biblical Preaching
A study of factors leading to preaching effectiveness, including: creative preaching forms, speaker credibility, listener motivation, auditorium size and shape, filing systems and organizing the work week. Required of M.Div. (Pastoral & General Ministries, Evangelism & Discipleship) students. Prerequisite: TTPT 609.

TTPT 611 Practical Theology Seminar
Discussion of one or more facets of the ministry with an emphasis on serving in the local church. Elective.

TTPT 614 Church Growth & Church Planting in the USA

TTPT 620 Principles & Practice of Worship
A study of the theology and practice of congregational worship from a biblical, psychological, practical, and historical perspective. The course includes an analysis of contemporary styles, and the development of basic skills for leading congregational worship. Elective.

TTPT 621 The Asian Church in the American Society
A study of various factors that impact the effectiveness of a second generation English ministry with a first generation Asian church. These factors include how immigration history and family structure shape leadership style and church structure. Since these structures contribute to on-going conflict with American societal values, biblical principles are explored to personally and corporately address conflict resolution.

TTPT 625 Issues in Asian–American Ministry
A research and discussion based symposium addressing various issues related to pastoral ministry within the Asian American context. Among the many issues addressed are inter-generational, theological, and ministry philosophy concerns. Recommended for all students interested in or currently involved with Asian American Ministries. Elective.

TTPT 626 Group Counseling Leadership
Learn group leadership skills that can be applied to various contexts including church, counseling and community. Course focuses on content and skills development and you will actually lead a new group with supervision provided through the course. Required of M.A.C.M.L. (Pastoral Care & Counseling) students.

TTPT 637 Premarital Preparation & Counseling
Counseling techniques applied to dating and courtship, engagement and premarital adjustments. Principles and
structures of premarital counseling are stressed and demonstrated. Emphasis on the use of TJTA, Prepare and Family History analysis. Required of M.A.C.E. Reduced Program students. Prerequisite: TTPT 707 or permission of professor. Offered fall, even years.

**TTPT 628** Marital Counseling .................................................................3
Explores the foundations of marriage and marital conflict from Scriptural and psychological perspectives. Reviews approaches to counseling and explores change and growth procedures and skills. Required of M.Div. (Pastoral Care & Counseling) students. Prerequisite: TTPT 707.

**TTPT 634** Foundations of Women’s Ministries ........................................3
This course is designed to prepare a student to validate, develop and maintain a biblical, contemporary ministry to women in or through the local church. Key foundational issues such as philosophy of ministry, leadership development, life stages of women, current and future trends and program development will be addressed. Required of M.A.C.M.L. (Women’s Ministries) students.

**TTPT 691** Field Education .................................................................0
Weekly involvement in ministry with satisfactory completion of student’s self-evaluation form and supervisor’s evaluation form. Required of M.Div. students. Prerequisites: TTPT 591, 592.

**TTPT 692** Field Education .................................................................0
Weekly involvement in ministry with satisfactory completion of student’s self-evaluation form, supervisor’s evaluation form and sermon evaluation form. Required of M.Div. students. Prerequisites: TTPT 591, 592, 691.

**TTPT 696** Internship ..................................................................................1-2
Directed experience in preparation, enrichment, equipping and remedial ministries in selected churches and agencies. May be taken for a maximum of four units. Required of M.A.C.M.L. (Pastoral Care & Counseling) students in their last three semesters. Prerequisite: TTPT 707.

**TTPT 703** The Church & Society .................................................................3
A study of biblical ethics and the role the local church plays in the community. Special attention will be given to major social problems such as sanctity of life, chemical abuse, domestic violence, social ills, and the political process. Required of M.A.C.M.L. (Pastoral Care & Counseling) and M.Div. (except Missions & Intercultural Studies) students.

**TTPT 706** Personal Foundations of Ministry ...........................................2
Focused on the importance of self-understanding for spiritual and emotional well-being as well as effective ministry to hurting people, an investigation of the impact of personal and family history on theological outlook, emotional congruence, relational attractions and moral decisions. Several personal assessments as well as one or more therapy sessions are an integral part of this course. Grading on a Credit / No Credit basis. Required in first semester at Talbot. Required of M.Div. and M.A. students. Fee: $60.

**TTPT 707** Foundations of Pastoral Care & Counseling ..........................2
Explores ministry to people who request counseling in church and para-church contexts. Starting with relationship building skills, students will discover their limits in helping-giving, and learn appropriate referral process. Much of the course focus will then be an exploration of building small communities within a church ministry. Required of M.Div. and M.A. (except Philosophy) students.

**TTPT 708** Advanced Pastoral Counseling ............................................3
This course moves beyond learning relationship skills to developing skills that help people with the realization of physical, spiritual, emotional and moral issues in their lives. Secondly, there is a focus on skills that help people take responsibility for the awareness they have gained. The spiritual transformation process is integrated into the development of these skills. Required of M.Div. and M.A.C.M.L. (Pastoral Care & Counseling) students. Prerequisites: TTPT 706, 707.

**TTPT 709** Spiritual Mentoring Group ......................................................0
Each student is required to participate in a semester-long mentoring group. This is an opportunity to build more intimate relationships with God, other students, and a spiritual mentor and to experience God’s present action in their life. Spiritual Mentoring Group is to be taken in the semester immediately following TTPT 706. An overnight spiritual retreat is required. Grading is on a Credit / No Credit basis. Required of all M.Div. and M.A. students. Fee: $150. Required in second semester at Talbot.

**TTPT 711** Advanced Sermon Preparation ..............................................2
This course will assist advanced students to hone their preaching skills. Students will interact with the professor and various established preachers on issues such as the practice and ethics of persuasion, varieties of personal style and delivery, and planning a preaching calendar. Prerequisite: TTPT 609. Elective.

**TTPT 712** Ethics of the Fathers .................................................................2
A study of the tractate of the Mishnah called Pirke Avot, the Ethics of the Fathers, with a view toward comparing these rabbinic teachings with the wisdom literature of the Hebrew Scriptures, the revelation of the New Testament, and the issues of ethics in contemporary society. Attention will be given to the interrelatedness of this Jewish tradition with biblical ethics incumbent upon Messianic Jewish congregations.
**TTPT 716 Addressing Common Pastoral Counseling Concerns**

A study of some of the common concerns presented to pastors and pastoral care leaders. Issues such as ADD and related disorders, alcohol and substance abuse, anger, anxiety, depression, eating disorders, loss and grief, self-image and identity disorders, sexual addictions and pornography, and suicide will be studied. Specific interventions will be studied to augment the overall helping processes learned in other classes. The integration of theology and psychology will be prominent in this course as well. Required of M.Div. and M.A.C.M.L. (Pastoral Care & Counseling) students. Prerequisite: TTPT 628, 706, 707 or their equivalents.

**TTPT 717 Research Seminar**

In-depth investigation of a topic under the guidance of the Christian Ministry & Leadership department using standard research procedures. Topic selection and course enrollment is by department approval. Elective.

**TTPT 718 Research Seminar**

Prerequisite: TTPT 708 or consent.

**TTPT 722 Small Group Discipleship**

An examination of the role of small groups in the local church for developing biblical community. Emphasis is placed on understanding interpersonal relationships, character development and skills for organizing and leading a small group ministry. Elective. Required of M.Div. (Evangelism & Discipleship) students.

**TTPT 723 Integration in Jewish Studies**

Intended as a capstone seminar, this course will summarize and apply the primary lessons learned throughout the program in Jewish Studies. The integration of learning in this course is designed to better equip those entering or continuing in the field of Messianic Jewish ministry. Students will be expected to share the findings of their thesis research and/or field education with a view toward refinement and development of further investigation.

**TTPT 725 Counseling Troubled Families**

A comparison of positive and negative family systems in Scripture, in theory and in church life. The development of a team approach to intervention, enrichment and equipping for ministry to families. Required of M.Div. (Pastoral Care & Counseling) and M.A.C.M.L. (Pastoral Care & Counseling) students. Prerequisites: TTPT 628, 706, 707 or their equivalents.

**TTPT 726 Creative Preaching**

An exploration of innovative ways to proclaim God's Word, such as dramatic narrative, voice-over, audience participation, interview format, and video integration. This course will equip the student to creatively communicate the Bible with cultural relevance and scriptural fidelity. Prerequisite: TTPT 609. Elective.

**TTPT 728 Mentoring in Ministry**

Study and practice of mentoring in the context of ministry and preparation for ministry. Students will be exposed to mentoring in a variety of contexts and distill the most important processes of mentoring for ministry. The major proportion of the course will put students into the practice of mentoring where mentoring processes can be experienced first hand. Elective. By signature only.

**TTPT 730 Biblical Leadership & Management**

The biblical basis for organizational management and leadership. Examination of the process of planning, organizing, leading and supporting from a biblical basis and made applicable to Christian service and ministry. Required of M.Div. (Pastoral & General Ministries) students.

**TTPT 732 Money & Ministry: Biblical Study**

This course is an exploration of biblical texts related to the personal use of money and possessions with the outcome of leading students to develop a biblical worldview of money that translates into a way of life. Attention will be placed on practical implementation of God's financial principles in the students' church ministry context and family situations. Topics to be covered: materialism & spirituality, honesty, giving, counsel, savings, debt, credit, work, eternity, and church financial education.

**TTPT 740 Issues & Ethics in Ministry**

A study of the ethical issues unique to the pastor, his family and the congregation. An examination of theological and psychological aspects of pastoral care, including ethical issues, networking with other health care professionals, management of the practice of church discipline, and equipping of the laity for pastoral care ministries. Required of M.Div. and M.A.C.M.L. (Pastoral Care & Counseling) students.

**TTPT 741 Preaching Narrative Literature**

A great deal of scripture was written in narrative format. This course will equip students to properly interpret the story portions of the Old and New Testament, and assist them in preaching this literature with new confidence and power. Prerequisite: TTPT 609. Elective.

**TTPT 742 Preaching the Wisdom & Poetic Literature of the Old Testament**

A genre sensitive approach to interpreting and communicating the books of Job, Psalms, Proverbs, Ecclesiastes, and Song of Solomon, with the goal of equipping the student to capture the insights and spiritual impact of this literature. Prerequisite: TTPT 609. Elective.

**TTPT 743 Preaching to the Post-Modern Mind**

This course will explore how the increasingly influential post-modern worldview impacts the preaching event. The class will...
give the modern preacher the homiletical tools necessary to function effectively in this intellectual environment. Prerequisite: TTPT 609. Elective.

TTPT 750 Directed Study ......................................................... 1–4
Reading and research in selected areas of study.

TTPT 760 Seminar ........................................................................ 1–3
Selected topics in the field of ministry. May be repeated with different content.

TTPT 774 The Family of the Christian Leader ............................ 2
A consideration of the special and unique challenges faced by vocational Christian workers and their families. Includes all phases of occupational Christian ministry. Elective.

TTPT 775 Parent Education in Ministry ...................................... 2
Review of the history of parenting, biblical injunctions and models of parenting, and current research on parenting. Then the development of parent education modules for conferences, seminars, workshops, learning groups or preaching series.

TTPT 791 Field Internship ......................................................... 2
TTPT 792 Field Internship ......................................................... 2
Integration of all the disciplines of ministry and seminary education. It provides supervised experience in various phases of Christian ministry. One hundred hours of field experience each semester are evaluated in classroom interaction. Required of M.Div. (Pastoral & General Ministries, Evangelism & Discipleship) students. Christian Education students see TTCE 791-792; Missions & Intercultural Studies students see ISCL 791-792. Prerequisites: TTPT 591, 592, 691, 692; completion of 48 hours of the M.Div. program.

TTPT 802 Spiritual Conflicts & Counseling ................................. 2
A study of the conflict between the kingdom of darkness and the kingdom of light with an emphasis on the authority, power, protection as well as the vulnerability of the believer. The techniques of counseling the spiritually afflicted are also considered. Elective for Th.M. students; others by departmental permission.

TTPT 880 Directed Research ......................................................... 1–3
In-depth investigation of a topic under the guidance of the Christian Ministry & Leadership department using standard research procedures. Topic selection and course enrollment is by department approval. Elective for Th.M. students.

TTPT 891 Research Seminar ......................................................... 3
TTPT 892 Research Seminar ......................................................... 2
Discussion and application of the central areas of Christian Ministry & Leadership research and related fields of study. Instruction in research methodology, including the identification of a problem, the steps taken to resolve it, and writing the results.
Missions & Intercultural Studies

A Division of The School of Intercultural Studies

Faculty

Professors: ..................................................H. Hayward, Steffen Decker, McMahan, O’Herin, Penney, S. Russell
Associate Professors: . . Bartlotti, Decker, McMahan, O’Herin, ..................................................Penney, S. Russell
Assistant Professor: ..............................S. Barber, Greene, Pittle

Objectives

Christian leaders today, whether working in their own country or in another country, are usually working in cross-cultural contexts. Leaders must be prepared with ministerial skills that will enable them in penetrating and leading effectively in the midst of ethnic complexity and multiculturalism. Christian leaders must be able to exegate the scriptures and exegate the social context in which they work. By linking the Missions & Intercultural Studies program with the School of Intercultural Studies, Talbot provides the M.Div. student an opportunity to study with theological and mission faculty. This program is designed to provide training based on sound biblical and missiological principles that have been proven valuable in missions, pastoral leadership, cross-cultural ministry and human service.

Any Talbot student may take elective courses through the School of Intercultural Studies. Students in the Master of Divinity program with an emphasis in Missions & Intercultural Studies will take ISCL 640, 751 and 791-2. For the four additional required courses the student can choose any courses listed in the following concentrations or take four courses in one specific concentration. The concentrations are: Anthropology ISCL 503, 520, 556, 561 or 702; Applied Linguistics ISAL 520, 525, 529, 646, 648, 679 or 683; Church Planting ISCL 520, 556, 663, 727, 732, 735, 743, 744 or 765; Cross-cultural Education ISCL 520, 575, 622, 715, 721 or 744; Missiology ISCL 655, 722, 724, 747, 750, 752 or 755; Urban / Multi-ethnic ISCL 520, 531, 559, 560, 567, 583, or 744. Master of Theology students will, along with their Missions & Intercultural Studies chair, design a program based on their individual study needs.

For a complete list of course descriptions see the School of Intercultural Studies section in the university catalog.

Courses

INTERCULTURAL STUDIES (ISCL)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISCL 503</td>
<td>Economy, Society &amp; Values</td>
<td>The study of economic and social relations as they impact human values, with emphasis on analytic tools for comparative research and cross-cultural ministry. Prerequisite: ANTH 200 or ISCL 507.</td>
<td>3</td>
</tr>
<tr>
<td>ISCL 520</td>
<td>Interpersonal &amp; Intercultural Adjustment</td>
<td>Exploration of the cross-cultural transition process, focusing upon healthy adjustment as a sojourner in a new culture. Attention given to understanding and applying grace to oneself and others, discerning cultural values, conflict styles, social stratification and celebration.</td>
<td>3</td>
</tr>
<tr>
<td>ISCL 531</td>
<td>Peoples of Ethnic America</td>
<td>A study of non-Caucasian ethnic groups in the light of their historical and socio-cultural background. Practical field experience in an ethnic community.</td>
<td>3</td>
</tr>
<tr>
<td>ISCL 532</td>
<td>Peoples of the World</td>
<td>Specific area studies with emphasis on customs, social structures, religion, arts, history and intercultural communication. One or more sections offered every year in areas such as: Africa, Asia, Native America, Middle East, South Pacific, Europe. May be repeated with different course content.</td>
<td>3</td>
</tr>
<tr>
<td>ISCL 546</td>
<td>The Historical Development of the World Christian Movement</td>
<td>The background, origin, development and spread of the Christian faith from the apostolic period until today. Emphasis is given to the modern era, especially contemporary growth dynamics in Africa, Asia and Latin America.</td>
<td>3</td>
</tr>
<tr>
<td>ISCL 555</td>
<td>Introduction to World Missions</td>
<td>The nature of Christian outreach, a study of principles, history, and methodology of worldwide missions. Required of M.Div. students.</td>
<td>3</td>
</tr>
<tr>
<td>ISCL 556</td>
<td>World Religions</td>
<td>The distinctive features of the historical ethnic religions, with special emphasis on their comparison and encounter with Christianity and their bearings upon missionary strategies.</td>
<td>3</td>
</tr>
<tr>
<td>ISCL 560</td>
<td>Urban Research &amp; Study</td>
<td>The use of social science techniques to learn about the people, needs and opportunities for evangelism in the city.</td>
<td>3</td>
</tr>
<tr>
<td>ISCL 563</td>
<td>Gender Roles in International Setting</td>
<td>The dynamics of male and female roles in Western, non-Western and biblical cultures. Focus on responsibilities, obligations, expectations, leaderships and inter-relationships as they relate to the society as a whole.</td>
<td>3</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>ISCL 565</td>
<td>Personal Leadership Formation</td>
<td>A study of the principles and patterns used by God as He raises up leaders for His work. This study will include a discussion of the vital place of spiritual formation in leadership development.</td>
<td></td>
</tr>
<tr>
<td>ISCL 622</td>
<td>Intercultural Communication</td>
<td>Principles and processes of communicating from one culture to another. Focus on different perceptions, ways of thinking, values, non-verbal expression, language expression and subgroups within a culture as they relate to the media and the message.</td>
<td></td>
</tr>
<tr>
<td>ISCL 640</td>
<td>Applied Anthropology</td>
<td>Study of man, culture, and environment with special emphasis on the manner in which their relationship with one another is affected by change agents.</td>
<td></td>
</tr>
<tr>
<td>ISCL 655</td>
<td>Contemporary Theology of Mission</td>
<td>An overview and critique of the different theologies of mission advocated by various branches of the Church beginning with Edinburgh 1910 to the liberation theology debate of our day.</td>
<td></td>
</tr>
<tr>
<td>ISCL 662</td>
<td>Mission in Political Context</td>
<td>Consideration of modern political ideologies and movements as they affect the Church and its mission in selected national contexts.</td>
<td></td>
</tr>
<tr>
<td>ISCL 680</td>
<td>The Local Church &amp; World Missions</td>
<td>Designed to integrate principles of cross-cultural communication and theology and strategy of missions within a total conceptual framework to aid the local church in mission involvement.</td>
<td></td>
</tr>
<tr>
<td>ISCL 702</td>
<td>Social Organization</td>
<td>Cross-cultural study of the basic human groups of family, kin and community, engaging the student in field methodology and research, and application of principles and data of social organization to mission strategy.</td>
<td></td>
</tr>
<tr>
<td>ISCL 721</td>
<td>Cross-cultural Teaching / Learning Strategies for Curriculum</td>
<td>Theories and strategies for developing curriculum in a wide variety of formal and non-formal contexts; emphasis is placed on low technology, learner-sensitive options.</td>
<td></td>
</tr>
<tr>
<td>ISCL 722</td>
<td>Spiritual Conflicts in Cross-cultural Context</td>
<td>Reviews the historical and contemporary worldview beliefs in the existence and activity of spiritual beings or forces often encountered by the cross-cultural worker. A theology of spirits is developed to help establish theoretical and practical guidelines for appropriate understanding of and response to spiritual beliefs and potential conflicts encountered in various cross-cultural setting.</td>
<td></td>
</tr>
<tr>
<td>ISCL 724</td>
<td>Issues in Spiritual Warfare</td>
<td>A multi-disciplinary examination of the leading practices of, and contemporary interest in deliverance ministries, inner-healing prayer therapies, Satanism, dissociative identity disorders, recovered memories and ritual abuse.</td>
<td></td>
</tr>
<tr>
<td>ISCL 725</td>
<td>Cultural Continuity &amp; Change</td>
<td>The study of how cultures change, the dynamics and processes of change, the place of change agents and the speed and intensity of change. Implications of such processes are examined in social, political, economic and religious aspects of society.</td>
<td></td>
</tr>
<tr>
<td>ISCL 727</td>
<td>Principles of Church Multiplication</td>
<td>Exploration of the foundational issues related to cross-cultural church multiplication. A holistic approach (through teams) that is designed to empower nationals to minister immediately, responsibly and continually, along with personal investigation of spiritual gifts, skills and life experience.</td>
<td></td>
</tr>
<tr>
<td>ISCL 730</td>
<td>Directed Study</td>
<td>Reading and research in selected areas / issues in world missions. Elective.</td>
<td></td>
</tr>
<tr>
<td>ISCL 732</td>
<td>Church Planting Models &amp; Strategies</td>
<td>A survey and analysis of the strengths and weaknesses of various church planting models and strategies used around the world. Identifies key factors which the church planter can implement in a context specific, phase-out oriented church planting strategy.</td>
<td></td>
</tr>
<tr>
<td>ISCL 735</td>
<td>Principles of Church Growth</td>
<td>A basic understanding of church growth concepts as related both to the local congregations and to the task of worldwide evangelization, with due emphasis on the church growth school of thought.</td>
<td></td>
</tr>
<tr>
<td>ISCL 742</td>
<td>The History of Christianity in Missiological Perspective</td>
<td>A review of missiological literature that traces the spread and development of Christianity as a world movement, from Pentecost to the modern era. Special attention is given to the kind(s) of Christianity that spread; the process(es) by which it spread; the effect Christianity had on the socio-cultural / political environment(s); and the effect environment had on Christianity and its subsequent development.</td>
<td></td>
</tr>
</tbody>
</table>
| ISCL 747    | Christianity & Culture                           | Anthropological approach to Christian theologizing; inter-relationships between supracultural Christianity and human...
cultures. Focus on conversion, revelation, communication, transformation, indigeneity and other related topics.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISCL 751</td>
<td><strong>Theology of Mission</strong></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>An examination of the theological foundations of mission derived from a study of the history of salvation. This will encompass a study of the mission given to Israel and to the Church including some interaction with contemporary theologies of mission.</td>
<td></td>
</tr>
<tr>
<td>ISCL 765</td>
<td><strong>Cross-cultural Leadership</strong></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Cross-cultural study of leadership including diverse patterns of authority, legitimacy, public support, leadership recruitment, and training as they affect communication, church growth and development worldwide.</td>
<td></td>
</tr>
<tr>
<td>ISCL 791</td>
<td><strong>Field Internship</strong></td>
<td>2</td>
</tr>
<tr>
<td>ISCL 792</td>
<td><strong>Field Internship</strong></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Integration of all the disciplines of ministry and seminary education. It provides supervised experience in various phases of Christian ministry. One hundred hours of field experience each semester are evaluated in classroom interaction. Required of M.Div. (Missions &amp; Intercultural Studies) students. Prerequisites: Completion of 64 hours of the M.Div. (Missions) program, TTPT 691, 692.</td>
<td></td>
</tr>
<tr>
<td>ISCL 861</td>
<td><strong>Alternative Delivery Systems in Education</strong></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Contemporary technologies and travel ease offer new possibilities for training nationals. This course will examine such systems as theological education by extension, in-service short courses and distance education to evaluate their suitability and effectiveness. Elective for Th.M. students; others by departmental permission.</td>
<td></td>
</tr>
<tr>
<td>ISCL 897</td>
<td><strong>Research Seminar</strong></td>
<td>3</td>
</tr>
<tr>
<td>ISCL 898</td>
<td><strong>Research Seminar</strong></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Discussion and application of the central areas of Christian Ministry &amp; Leadership research and related fields of study. Instruction in research methodology, including the identification of a problem, the steps taken to resolve it, and writing the results. Required for the first semester of the Th.M. missions program. A second semester may be taken to continue research in the area of interest. Fee: $50 (ISCL 897).</td>
<td></td>
</tr>
</tbody>
</table>

**APPLIED LINGUISTICS (ISAL)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISAL 520</td>
<td><strong>Introduction to Language &amp; Linguistics</strong></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Introduction to the basic concepts in the scientific study of language, major areas of linguistic analysis and several sub-areas of the field, including language in society. Material from English and a variety of other languages is used to provide a broad perspective. Prerequisite for graduate courses in Applied Linguistics for program majors.</td>
<td></td>
</tr>
</tbody>
</table>

**ISAL 535**  
**Introduction to Bible Translation**  
An introduction to the principles and problems of cross-language and cross-cultural communication with special emphasis on translating the Bible into indigenous languages.

**ISAL 655**  
**Practicum in Language & Culture Learning**  
Applying the theory and practice of the LAMP method in a field situation in order to learn to speak another language in its cultural context. Fee: $100.

For additional courses see The School of Intercultural Studies.
New Testament Language & Literature

Faculty

Chair: .................................................. Clinton E. Arnold, Ph.D.
Professors: ..................................... Arnold, Hellerman, Wilkins
Associate Professors: ....................... Hubbard, Rabinowitz, Rhee
Assistant Professors: .................... Geringer, Hultberg

Objectives
The mission of the New Testament department is to help students gain a deeper appreciation of the NT by developing skills in the areas of Greek language, exegesis, the historical-cultural setting of the NT, and biblical theology. The intended outcome is for students to better understand God’s written word in order to apply it to the development of a distinctly Christian worldview that they would live out in daily life and their ministries.

Preparation for Study
Students are strongly advised to take beginning Greek prior to starting coursework at Talbot (either in summer school at Talbot or in undergraduate work), so that the student can immediately begin work with the Greek text of the New Testament. A qualifying examination in Greek is available to students with previous Greek training. Those with a grade of “C” or higher on the examination will be enrolled in TTNT 503 and the rest in TTNT 501. Those who take beginning Greek at Talbot for credit will have 4 units fewer elective units.

Competency Requirement
Students must pass TTNT 503 with a “C” or better to progress to other courses for which TTNT 503 is a prerequisite or receive approval from the department chair.

Courses (TTNT)

TTNT 501  Beginning Greek I ................................................. 2
TTNT 502  Beginning Greek II .............................................. 2
An introductory study of the basic elements of New Testament Greek. Translation of portions of the New Testament in the second semester. Designed for students who have not completed a full sequence of beginning Greek courses. Not for credit in the M.Div. program unless the student takes in place of elective units.

TTNT 503  Introduction to Exegesis ......................................... 3
A comprehensive survey of morphology and syntax, the building of a Greek vocabulary, an introduction to textual criticism, and the development of an exegetical methodology with reading in selected passages of the Greek New Testament. Designed to emphasize the value of Greek study as a tool for understanding the biblical text. Includes a required one hour non-credit lab. Prerequisites: TTNT 501, 502.

TTNT 604  Exegesis in the Gospels ............................................... 3

TTNT 605  Exegesis in the Epistles & Acts ................................. 3

TTNT 608  Summer Readings in New Testament Greek ........ 1–2
Selected readings from the Greek New Testament. The course is designed to give students who have completed first year Greek experience in reading the text during the summer before they take TTNT 503. Prerequisites: TTNT 501, 502.

TTNT 610  Readings in New Testament Greek ......................... 1–3
Selected readings from the Greek New Testament. The course is designed to give students experience in reading the text. May be repeated for credit with study of different content. Prerequisite: TTNT 503.

TTNT 616  Readings in Hellenistic Greek .................................. 1–3
Readings from a variety of literary and non-literary Koine texts as a means of developing a greater awareness of the linguistic, literary, and cultural context of the New Testament. Prerequisite: TTNT 503. Elective.*

TTNT 621  Life of Christ ............................................................ 2–3
A study of the historical and cultural background to the gospels; extensive study of the mission, life and teachings of Christ. A harmony / synopsis of the gospels will be employed in order to give attention to the similarities and differences in the gospel accounts. Elective.*

TTNT 623  Exegesis of the Gospel of Matthew ......................... 2–3
A study of the entire gospel with detailed exegesis of select passages. Special attention given to the structure, argument, and interpretative problems of the gospel. Prerequisite: TTNT 503. Elective.*
TTNT 641 Exegesis of Romans ........................................... 2-3
A study of the entire epistle with detailed exegesis of select passages. Special attention given to the structure, argument, and interpretative problems of the epistle. Prerequisite: TTNT 503. Elective.*

TTNT 644 Exegesis of Ephesians ........................................... 2-3
Translation and exegesis of the epistle with special attention given to determining the life-setting and to interpreting the primary themes. Prerequisite: TTNT 503. Elective.*

TTNT 646 Exegesis of Hebrews ........................................... 2-3
A study of the entire epistle with detailed exegesis of select passages. Special attention given to the structure, argument, and interpretative problems of the epistle. Prerequisite: TTNT 503. Elective.*

TTNT 701 The World of the New Testament ....................... 2-3

TTNT 703 The Cultural Setting of the Gospels ..................... 2-3
An examination of such things as Jewish religious beliefs and customs, the political situation, urban life, folk belief, ethnic issues, language, Graeco-Roman religious beliefs and customs, and other cultural phenomena that form the relevant background to the Gospels. Elective.*

TTNT 704 The Cultural Setting of Acts .............................. 2-3
An examination of such things as Jewish religious beliefs and customs, the political situation, urban life, folk belief, ethnic issues, language, Graeco-Roman religious beliefs and customs, and other cultural phenomena that form the relevant background to the book of Acts. Elective.*

TTNT 707 The Cultural Setting of Second Corinthians .......... 2-3
An examination of such things as Jewish religious beliefs and customs, the political situation, urban life, folk belief, ethnic issues, language, Graeco-Roman religious beliefs and customs, and other cultural phenomena that form the relevant background to Paul's letters to Corinth. Elective.*

TTNT 721 Exegesis of the Synoptic Discourses of Christ ....... 2-3
Christ's major discourses in the Synoptic gospels, with principal emphasis upon the Sermon on the Mount, the Parables of the Mysteries of the Kingdom and the Olivet Discourse. The content of the discourses will be analyzed within the ministry of Christ. Prerequisite: TTNT 503. Elective.*


TTNT 723 Exegesis of Acts .............................................. 2-3

TTNT 741 Exegesis of Second Corinthians ......................... 2-3
A detailed study of the Greek text of the epistle with special attention given to problems of grammar and interpretation. Prerequisite: TTNT 503. Elective.*

TTNT 742 Exegesis of Galatians ....................................... 2-3
A detailed exegesis of the original text together with a consideration of the historical situations. Prerequisite: TTNT 503. Elective.*

TTNT 743 Exegesis of Philippians .................................... 2-3
A detailed study of the Greek text of the epistle with special attention given to the problems of grammar and interpretation. Prerequisite: TTNT 503. Elective.*

TTNT 744 Exegesis of Colossians ..................................... 2-3
A detailed study of the Greek text of the epistle with emphasis upon the problems present in the Colossian church. Exegesis of the epistle. Prerequisite: TTNT 503. Elective.*

TTNT 747 Exegesis of the Pastoral Epistles ....................... 2-3
An examination of I Timothy, II Timothy and Titus in the Greek text with a special focus on church structure and leadership. Prerequisite: TTNT 503. Elective.*

TTNT 751 Exegesis of the Apocalypse .............................. 2-3
A study based on the original text, with a focus on the seven churches and the literary genre of the book. Prerequisite: TTNT 503. Elective.*

TTNT 755 Theology of the Gospels ................................... 2-3
An examination of the theological teaching of Jesus as recorded in the four gospel narratives. Special attention is paid to the chronological development of themes taught by Christ in the light of His presentation and rejection. Elective.* (Cross-listed with TTTH 729).
TNT 757 Johannine Theology .......................................................... 2-3
Theology of the Johannine writings, with emphasis upon the concepts that the writer himself emphasizes. Prerequisites: TNT 501, 502. Elective.*

TNT 759 Pauline Theology .......................................................... 2-3
The main themes of Paul’s doctrine from the biblical theological perspective. Prerequisites: TNT 501, 502. Elective.* (Cross-listed with TTTH 730).

TNT 770 Spiritual Formation in the Letters of Paul ..................... 2-3

TNT 791 New Testament Seminar .............................................. 1-4
Supervised research of designated areas of concentration in New Testament literature, history, interpretation or theology. May be repeated for credit with different content. Elective.*

TNT 801 Textual Criticism of the New Testament ...................... 2-3
The origin and history of textual criticism. Study of the relative value of manuscripts and the examination of textual theories. Prerequisite: TNT 503. Elective for Th.M. students; others by departmental permission.*

TNT 803 Advanced Greek Grammar ......................................... 2-3
An intensive study of standard works on advanced Greek grammar. May be continued for a second semester as warranted. Prerequisites: TNT 503, 604, 605, 4 units TNT exegesis electives. Elective for Th.M. students; others by departmental permission.*

TNT 804 Advanced Greek Grammar ......................................... 2-3

TNT 812 The World of the New Testament .................................. 3

TNT 814 Seminar on the Cultural Setting of the New Testament .... 3
An examination of such things as Jewish religious beliefs and customs, the political situation, urban life, folk belief, ethnic issues, language, Graeco-Roman religious beliefs and customs, and other cultural phenomena that form the relevant background to various TNT books. May be repeated for credit with the study of a different content. Elective for Th.M. students; others by departmental permission.*

TNT 816 Hellenistic Greek Seminar ......................................... 1-3
Readings from a variety of literary and non-literary Koine texts as a means of developing a greater awareness of the linguistic, literary, and cultural context of the New Testament. May be repeated for credit with a different emphasis. Prerequisite: TNT 503. Elective for Th.M. students; others by departmental permission.*

TNT 822 Seminar in the Gospels ............................................. 1-3
Advanced study of one or more of the gospels. Special attention given to critical and exegetical issues associated with a particular gospel(s). May be repeated for credit with the study of a different content. Prerequisites: TNT 503, 604. Elective for Th.M. students; others by departmental permission.*

TNT 824 The Acts of the Apostles ............................................. 2-3
Introduction to the book, the emphasis upon its importance and its historicity. Translation of the text with exegesis of certain sections. Comparison of style with that of Luke’s gospel and comparison of Peter’s and Paul’s speeches with their epistles. Elective for Th.M. students; others by departmental permission.*

TNT 825 Seminar in New Testament Theology ......................... 1-3
Advanced study in biblical theology focusing on describing the thought of one of the biblical writers or a grouping of TNT books. May be repeated for credit with the study of a different content. Prerequisites: TNT 501, 502. Elective for Th.M. students; others by departmental permission.*

TNT 832 Seminar in the Epistles ............................................. 1-3
Advanced study of one or more of the epistles. Special attention given to critical and exegetical issues associated with a particular epistle(s). May be repeated for credit with the study of different epistle. Prerequisites: TNT 503, 605. Elective for Th.M. students; others by departmental permission.*

TNT 880 Directed Research ...................................................... 1-3

TNT 890 Advanced New Testament Seminar ........................... 1-4
Supervised research of designated areas of concentration in New Testament literature, history, interpretation or theology. May be repeated for credit with different content. Elective for Th.M. students; others by departmental permission.*

TNT 891 Research Seminar .................................................. 1-3
Research Seminar ............................................................

TNT 892 Research Seminar .................................................. 2-3
Discussion and application of the central areas of New Testament research and related fields of study. Instruction in research methodology, including the identification of a problem, the steps taken to resolve it, and writing the results. Fee:
Old Testament & Semitics

Faculty
Chair: .................................................. Thomas J. Finley, Ph.D.
Professors: ........................................ Curtis, Finley, Rigsby

Objectives
The department aims to acquaint students with the life, customs and thought of the Hebrews and their neighbors in the biblical and related periods; and to give students an accurate foundation in Hebrew grammar, syntax and exegesis, so that their expositions of the English Bible will reflect this sound basis of interpretation. The department purposes not to be exhaustive, but rather directive in the matter of further independent study from the original languages.

Courses (TTOT)

**TTOT 603** Elements of Hebrew I .......................................................... 3

**TTOT 604** Elements of Hebrew II .......................................................... 3
Additional grammar and syntax with emphasis on reading and translation in selected biblical texts. A non-credit lab will be required for all students. Required of M.Div. and M.A. (Bible Exposition, New Testament, Old Testament) students. Prerequisite: TTOT 603.

**TTOT 607** Hebrew Exegesis I - Torah .................................................. 3
Course content includes readings and exegesis from the Hebrew text of the Torah (Pentateuch) with discussion of text criticism, background issues (historical and compositional), and exegetical methodology. Special attention is given to the Torah as the legal constitution of the Nation of Israel and its implications as the foundation for Jewish life. Study will include Jewish commentaries from ancient and modern sources.

**TTOT 608** Hebrew Exegesis II – Neviim & Ketuvim ............................ 3
Emphasis is placed upon the Hebrew language in the Prophets and the Writings, with special attention given to key prophetic and Messianic texts that identify the Messiah and His mission to Israel. Additional discussion will focus on the use of these texts in the New Testament. The character, extent, and personalities of the Hebrew prophetic scriptures will be studied along with principles for their interpretation.

**TTOT 613** Rabbinic Literature – Readings in Mishnah & Talmud .......................... 3
Using the original Mishnaic Hebrew text, some Aramaic texts of the Talmud, and English translations of both, students...
will be introduced to this core literature, which shaped the thought and life of the Jewish community. The overall content of the sixty-three tractates of the Mishnah will be taught as well as the interrelatedness with the text of the New Testament. Attention will also be given to selected portions of Tosefta and Midrash. This course will assist students in acquiring knowledge of Jewish culture and history from the 3rd Century to the present through the study of the argumentation of the Talmud and the contemporary approaches to Talmudic literature.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTOT 705</td>
<td>Exegesis in Genesis &amp; Selected Passages</td>
<td>2-3</td>
<td>Readings and exegesis from the Hebrew text of Genesis and selected passages with discussion of text criticism, background issues (historical and compositional) and exegetical methodology. Special attention given to the strengths and weaknesses of contemporary methodologies for the interpretation of the biblical text. Prerequisite: TTOT 604. Required of M.Div. and M.A. (Old Testament) students.</td>
</tr>
<tr>
<td>TTOT 706</td>
<td>Advanced Hebrew Grammar</td>
<td>2-3</td>
<td>A study of the details of Hebrew grammar and syntax along with readings in the Hebrew text. Prerequisite: TTOT 705. Elective.*</td>
</tr>
<tr>
<td>TTOT 709</td>
<td>Reading of Selected Psalms from the Hebrew Text</td>
<td>2-3</td>
<td>Particular emphasis upon the devotional and practical values. Prerequisite: TTOT 604. Elective.*</td>
</tr>
<tr>
<td>TTOT 710</td>
<td>Reading of Selected Psalms from the Hebrew Text</td>
<td>2-3</td>
<td></td>
</tr>
<tr>
<td>TTOT 715</td>
<td>Studies in the History &amp; Culture of Israel</td>
<td>2-3</td>
<td>Historical and cultural examination of a period in Israel's history (Exodus and Conquest, Judges, United Monarchy, Divided Monarchy, Judah to the Fall of Jerusalem, Post-Exilic), using available biblical and extra-biblical materials. May be repeated with different content. Prerequisite: TTBE 519. Elective.*</td>
</tr>
<tr>
<td>TTOT 717</td>
<td>The Old Testament in its Near Eastern Context</td>
<td>2-3</td>
<td>Examination of the archaeology, history and literature of the Ancient Near East as these subjects relate to interpretive issues in the Old Testament. Required of M.A. (Old Testament) students. Elective.*</td>
</tr>
<tr>
<td>TTOT 718</td>
<td>Archaeology of Palestine</td>
<td>2-3</td>
<td>The history of excavation, the history and geography of the land and the bearing upon the Old Testament. Elective.*</td>
</tr>
<tr>
<td>TTOT 720</td>
<td>Studies in Old Testament Introduction</td>
<td>2-3</td>
<td>Text, canon and examination of the foundations and conclusions of modern historical-critical methods. Special introduction of selected Old Testament books to illustrate these topics of general introduction. Elective.*</td>
</tr>
<tr>
<td>TTOT 722</td>
<td>Advanced Hebrew Reading</td>
<td>3</td>
<td>Selected passages of Hebrew text with emphasis on reading and translation. May be repeated with different content. Prerequisite: TTOT 705. Elective.*</td>
</tr>
<tr>
<td>TTOT 725</td>
<td>Apocrypha &amp; Pseudepigrapha</td>
<td>2-3</td>
<td>Consideration of the non-canonical literature from the period between the Testaments. Emphasis on the development of Jewish thought during the centuries before the advent of Christianity. Elective.*</td>
</tr>
<tr>
<td>TTOT 730</td>
<td>The Dead Sea Scrolls</td>
<td>2-3</td>
<td>A survey of the discoveries, the origin of the Qumram Community, its belief and practices and the relationship of the finds to Old and New Testament studies. Elective.*</td>
</tr>
<tr>
<td>TTOT 731</td>
<td>Biblical Aramaic</td>
<td>3</td>
<td>A study of the grammar with emphasis on comparisons with Hebrew; translating the Aramaic of Daniel and Ezra. Prerequisite: TTOT 705. Elective.*</td>
</tr>
<tr>
<td>TTOT 732</td>
<td>Seminar in Hebrew Exegesis</td>
<td>2-4</td>
<td>A consideration of selected Old Testament passages with emphasis on historical background and detailed exegesis from the Hebrew text. May be repeated with different content. Prerequisite: TTOT 705. Elective.*</td>
</tr>
<tr>
<td>TTOT 733</td>
<td>Seminar in Semitic Languages</td>
<td>2-3</td>
<td>Introductory grammatical studies in Ugaritic, Arabic, Akkadian, Syriac or Modern Hebrew; readings in ancient Hebrew and Aramaic inscriptions; or other advanced Semitic studies. May be repeated with different content.* Prerequisites: TTOT 705 and departmental permission.</td>
</tr>
<tr>
<td>TTOT 734</td>
<td>Readings in the Septuagint</td>
<td>2-3</td>
<td>A survey of the origin, nature and value of the Greek Old Testament with a reading of selected portions and comparison with the Hebrew text. Investigation of the methods of the translators. Prerequisites: TTOT 705, TTNT 502 and departmental permission.</td>
</tr>
</tbody>
</table>
TTOT 791  Old Testament Seminar .............................................................. 1–4
Supervised research of designated areas of concentration in Old Testament literature, history, interpretation or theology. May be repeated for credit with different content. Elective.*

TTOT 807  Old Testament Textual Criticism ........................................... 2
A study of the Masoretic notes, the parallel passages and the versions with explanation of the variations. Prerequisite: TTOT 705. Elective for Th.M. students; others by departmental permission.*

TTOT 809  Advanced Exegetical Studies ............................................... 2–4
Application of exegetical methodology to selected passages from the Hebrew text of the Old Testament. Special attention given to the ancient versions and to current scholarship as it relates to text, language, history and interpretive issues. May be repeated with different content. Elective for Th.M. students; others by departmental permission.*

TTOT 811  Seminar in Semitic Languages ............................................. 3
Introductory grammatical studies in Ugaritic, Arabic, Akkadian, Syriac or Modern Hebrew; readings in ancient Hebrew and Aramaic inscriptions; or other advanced Semitic studies. May be repeated with different content. Prerequisites: TTOT 705 and departmental permission. Elective for Th.M. students; others by departmental permission.

TTOT 814  Readings in the Septuagint ..................................................... 3
A survey of the origin, nature and value of the Greek Old Testament with a reading of selected portions and comparison with the Hebrew text. Investigation of the methods of the translators. Prerequisites: TTOT 705, TTNT 502 and departmental permission.

TTOT 880  Old Testament Seminar ......................................................... 2–4
Detailed research in some phase of the Old Testament field, such as specific topics in history and introduction or archaeology of selected geographical areas. May be repeated with different content.* Prerequisite: TTOT 705 and departmental permission. Elective for Th.M. students; others by departmental permission.

TTOT 891  Research Seminar ................................................................. 3
TTOT 892  Research Seminar ................................................................. 3
Discussion and application of the central areas of Old Testament research and related fields of study. Instruction in research, including the identification of a problem, the steps undertaken to resolve a problem, and writing the results. Fee: $50, (TTNT 891). A second semester may be taken to continue research in the area of interest.*

Electives are offered by rotation and on request.

**Philosophy of Religion & Ethics**

**Faculty**

Chair: .............................................................................................. Scott B. Rae, Ph.D.
Distinguished Professor: ............................................................... Moreland
Professors: ...................................................................................... DeWeese, Geivett, Rae
Associate Professor: ................................................................. Horner
Research Professor: ................................................................. Craig

**Objectives**

The Christian leader often deals with problems that are related to contemporary trends in philosophical and scientific thought. For this reason, a knowledge of the intellectual heritage of the western world and the apologetic techniques and postures that are of most value is needed. Courses numbered: 523, 544, 547, 566, 624, 667, 684 and 685 are open to MA Philosophy students only.

**Courses (TTPH)**

TTPH 523  Metaphysics I ................................................................. 3
A topical study of the nature and methodology of metaphysics with emphasis on the nature and ultimate categories of being as well as specific areas (e.g. causation, space and time, the soul, freedom and determinism, personal identity, and essentialism). Special emphasis will be placed on integrating metaphysics with the construction and defense of a Christian worldview. M.A. Philosophy students only.

TTPH 524  Metaphysics II ................................................................. 3
A topical study of important selected themes and persons in the field of metaphysics. Emphasis will be placed on current tensions between Christian theism and various metaphysical positions and on key past and present figures in metaphysics. Elective.

TTPH 544  Epistemology I ................................................................. 3
A topical study in the definition of knowledge and justified belief, problems in skepticism, the nature of epistemic justification and the nature of truth. Application will be made to special epistemological issues in religion, e.g., religious experience, miracles, inerrancy, burden of proof issues. M.A. Philosophy students only.

TTPH 545  Epistemology II ................................................................. 3
A conceptual analysis and philosophical evaluation of important contemporary issues in epistemology. Special emphasis will be placed on the role that key current and past figures have played in formulating these issues. An application of epistemological themes will be made to the concerns of religious epistemology. Elective.

TTPH 547  Theology & Philosophy of Science ..................................... 3
A study of various issues that arise in the integration of science and orthodox Christian theology (e.g. models of
integration, the scientific status of creationism, the creation/evolution debate) as well as an investigation of selected topics in philosophy of science relevant to a Christian worldview (e.g., the realist/antirealist debate, the nature, formation, use, and confirmation of scientific laws and theories, scientism and the limits of science). M.A. Philosophy students only.

**TPH 566** History & Normative Systems of Ethics 
A survey and evaluation of various ethicists and their systems from within a Christian framework. Emphasis will be placed on Aristotle, Augustine, Aquinas, the utilitarians and Kant, and a study of various issues in metaethics and normative ethics, as well as an investigation of ethical decision-making and case studies. M.A. Philosophy students only.

**TPH 602** Apologetics

**TPH 624** Seminar in Ethical Issues I
A study of various topics currently being debated in ethics, e.g., abortion, euthanasia, genetic engineering, infanticide, surrogate motherhood, business ethics, environmental issues, etc. M.A. (Philosophy) students only.

**TPH 625** Seminar in Ethical Issues II
An in-depth study of one specific issue currently being debated in business, medical and/or social ethics. Elective.

**TPH 667** Seminar in Philosophical Anthropology & Philosophy of the Mind
A study and defense of the existence and nature of the soul, the reality of disembodied existence, the nature of human action, and issues in personal identity. Various models of human nature will be investigated (dualism, behaviorism, functionalism, the identity thesis, eliminative materialism), as well as their implications for ethics. M.A. (Philosophy) students only.

**TPH 669** Seminar in Historical Apologetics

**TPH 684** Seminar in Philosophy of Religion
An investigation of the arguments for and against the existence of God, faith and reason, the use of religious language, and the philosophical clarification and defense of the attributes of the God of Scripture. M.A. (Philosophy) students only.

**TPH 685** Seminar in Philosophical Theology
A philosophical analysis of important doctrines of the Christian faith, e.g., freedom and determinism, the incarnation and the coherence of theism. Special emphasis will be placed on the concept of the attributes of God, on philosophical prolegomena to the practice of theology, and on religious pluralism. M.A. (Philosophy) students only.

**TPH 726** Cults of America
The distinctive features of the cults of America with their significance in the development of religious thought and with particular reference to their treatment of the central features of orthodox Christian doctrine. Elective.

**TPH 730** Directed Study
Reading and research in selected areas of philosophy of religion and ethics. Elective.

**TPH 735** Seminar
Selected topics in the fields of philosophy, apologetics and ethics. May be repeated with different content. Elective.

**TPH 835** Advanced Seminar
Supervised research of selected topics within the fields of philosophy, apologetics, and ethics. May be repeated with different content. Elective for Th.M. students.

**TPH 880** Directed Research
Supervised research in selected areas of philosophy of religion. Elective for Th.M. students.
### Research Languages

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTRL 711</td>
<td>Elements of Ecclesiastical Latin</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Basic grammar, syntax and vocabulary of the Latin language with a view toward reading ecclesiastical texts. Elective.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTRL 712</td>
<td>Selected Readings in Ecclesiastical Latin</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Representative selections from Latin ecclesiastical texts, including liturgical, didactic and confessional writings. Samples will be drawn from patristic, medieval and Renaissance/Reformation Latin writers. Prerequisite: TTRL 711 or permission of the instructor.</td>
<td></td>
</tr>
</tbody>
</table>

### Research & Writing: Special Studies

The following are special studies courses to assist students in becoming proficient in writing skills essential for an effective seminary education. Specific enrollment requirements are indicated in each course description.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTSS 500</td>
<td>Theological Writing</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Grammar, sentence structure and paragraph development for theological writing. Critical thinking and composition, including extracting information from sources, synthesis, format for written papers. Experience in writing papers in theological and related areas. A two-semester-hour, non-credit course required in the first semester of seminary study for students assigned by the Talbot Writing Proficiency Exam and all students who have completed the ESL sequence. Students who do not earn a passing grade in this course must repeat the course. Fee: A fee equivalent to two semester hours of tuition is required.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TTSS 510</td>
<td>Theological Research Methodologies</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Research skills for use of library and theological reference works. Methods of theological writing with emphasis on critical thinking, persuasion and evaluation. Must be taken within the first 15 units of study. Required of all M.Div. and M.A students, except MACE (see program director). Prerequisite: Passing score on Talbot Writing Proficiency Exam (TWPE), if required, or completion of TTSS 500 Theological Writing, if required, with a passing grade. Concurrent enrollment in TTSS 500 and TTSS 510 is not allowed.</td>
<td></td>
</tr>
</tbody>
</table>
Spiritual Formation (Institute)

Faculty

Chair: ........................................................................ John Coe, Ph.D.
Associate Chair: .................................................. Betsy Barber, Psy.D.
Distinguished Professors: ................................... Moreland, Saucy
Professors: .......................................................... Duvall, Issler, J. TenElshof, Wilkins
Associate Professors: ......................................... Barber, Coe, Porter

Objectives

The Institute for Spiritual Formation, which functions as a department in Talbot, aims to integrate an in-depth integrative theology of spiritual formation with the process and dynamics involved in spiritual growth, soul care and mentoring in the church. It intends to train a generation of servants who are equipped both to understand and participate in the process of spiritual growth from a theological, integrative and experiential perspective. All of this takes place within the context of an authentic and open community, to the end that students are better equipped to help others in the church through this process. Consequently, the courses and co-curricular elements of the program aim to integrate the theoretical, experiential and practical dimensions of spiritual growth and mentoring. To accomplish this goal, the department draws upon the expertise of an interdisciplinary faculty from Talbot and Rosemead School of Psychology.

Co-curricular Requirements

(Required for Institute Students Only)

PERSONAL SPIRITUAL DIRECTION

Required of all Spiritual Formation students. All students are required to experience monthly spiritual direction in each semester they are enrolled in courses for the sake of their own spiritual growth and training in Christian soul care (enroll in TTSF 585). The fee structure between spiritual director and directee is to be arranged between the parties and is not the responsibility of the Institute or University. A list of qualified spiritual directors is provided to the student.

DIDACTIC THERAPY

Each Masters level ISF student is required to experience personal didactic psychotherapy concurrent with enrollment with a clinical therapist approved by the faculty (a minimum of 25 hours for M.Div. and M.A. in Spiritual Formation & Soul Care, 12 hours for M.A. with emphasis in SF; encouraged for Certificate students). This is intended to introduce the students to the work and world of Christian psychotherapy as well as enhance the student’s understanding and experience of the psychological dynamics and defenses at work within themselves. The fee structure between therapist and client is to be arranged between the parties and is not the responsibility of the Institute or University. A list of qualified psychotherapists is provided to the student.

FACULTY–STUDENT RETREATS

For all SF students, along with weekly chapel, faculty and students participate together in a yearly weekend retreat for the purpose of developing a more intimate and meaningful community in relation to God. Student costs for such retreats are the responsibility of each student and on occasion are provided by the Institute.

PERSONAL RETREATS

All students in the ISF programs are required to go on 48-hour solitude retreats for the purpose of cultivating the inner life before God. Four retreats are required for master’s level students, and two for Certificate. This is to be done in consultation with both the student’s designated spiritual director and advisor before and after the experience. Student costs for such retreats are the responsibility of each student. For M.A. with Emphasis in SF and Certificate students, the student will enroll in TTSF 672 Personal Retreat.

STUDENT PROGRESS ASSESSMENT

Students in M.Div. and M.A. in Spiritual Formation & Soul Care (only) will be evaluated to determine their progress and potential to successfully complete the program. In addition, their capacity to complete the Intensive Journey Inward Retreat, and most suitable manner for undertaking it, will be addressed. For some students the evaluation will be completed informally through faculty observation of and interaction with them. For others a more formal interview will be required. In either case, Institute faculty will determine the appropriateness of allowing the student (1) to continue in the program, (2) to continue in the program with certain conditions and / or re-evaluation or (3) not to allow the student to continue in the practicum sequence or perhaps in the program (or in some cases, permission to continue in the non-training M.A. emphasis program; options vary for M.Div. and M.A. Soul Care students). These evaluations will be completed after Pre-practicum I and Pre-practicum II.

INTENSIVE JOURNEY INWARD RETREAT

Required of students in M.Div. and M.A. in Spiritual Formation & Soul Care only. Due to the nature of soul work involved in spiritual direction and in harmony with its tradition, each student is required to have a total of three weeks of extended retreat in isolation or partial isolation to explore and cultivate the inner life in the presence of God under the supervision of a spiritual guide and one’s advisor. The student should enroll in the first half of TTSF 670 “Intensive Journey Inward” (2 units for M.A. students, 1 for M.Div.) early in the program to prepare for the retreat. The second half of TTSF 670 should be taken near the end of the program and after completing the retreat. The costs for such a retreat are the responsibility of the student and not the Institute or University.

Courses (TTSF)

SF courses are only open to students who have been admitted to an ISF M.Div., M.A. or Certificate program.
All SF courses follow the “One-Fourth Rule” in which at least one fourth of each course is devoted to experientially realizing or deepening what is taught.

**TTSF 517** Hermeneutics & the Word in Spiritual Formation ..........................3
Training in biblical interpretation and its relevance to the process and goals of spiritual formation. Emphasis is given to analysis of written communication and language usage, general rules and specialized principles for the various biblical genre, and the place of the Word of God in Christian spiritual growth from a biblical, experiential and historical perspective. Required of all SF students.

**TTSF 521** Introduction to Christian Spirituality & Prayer ..........................2-3
An introductory study into the nature of spiritual formation and the various ways that Christians have sought to deepen their relationship with God, with special emphasis given to the nature and practice of prayer in the Church and the Christian life. Required of all SF students.

**TTSF 524** History & Theory of Christian Soul Care & Direction ..........................2-3
An introduction to the history and theory of spiritual soul care, mentoring and direction from a biblical, experiential and psychological perspective. Specific focus is on assisting others in deepening their relationship with God through increased sensitivity and responsiveness to the Holy Spirit’s presence and work in all areas of life (including the common and ordinary). Attention is also given to understanding the personal dynamics at work within and between the guide and directee and the role of spiritual guidance within the broader context of pastoral care and mentoring as well as in the more specific discipline of spiritual direction. Required of all SF students.

**TTSF 531** History & Traditions of Christian Spirituality ..........................3
An exploration of spirituality through Church history. The course introduces the student to the various traditions of spirituality (contemplative, holiness, Word, charismatic, social reform etc.) and their historical-theoretical roots (Orthodox, Roman Catholic, Reformed, Lutheran etc.). Attention is given to appreciation, evaluation and critique. Various experiential projects are designed to facilitate understanding, appreciation and personal growth with respect to these traditions. Required of all SF students.

**TTSF 532** Developmental Spirituality & Contemplative Prayer ..........................2-3
An exploration of the various stages of growth involved in the believer’s journey, employing both experiential and biblical data. Particular focus is given to St. John of the Cross who developed perhaps the most elaborate and influential approach to understanding the work of the Spirit in various phases of the Christian’s life and how this relates to the relationship between discursive and contemplative prayer and meditation. Required of all SF students.

**TTSF 543** Personal Foundations of Spirituality & Retreat ..........................1-3
This course focuses upon the importance of self-understanding for spiritual and emotional well-being as well as effective ministry to hurting people. It includes an investigation into the impact of personal and family history on theological outlook, emotional congruence, relational attractions and moral decisions. Several personal assessments as well as one or more therapy sessions are an integral part of this course and will require an additional fee. Required of all SF students. Fee: $40. Graded on a Credit / No Credit basis.

**TTSF 544** Personality Development & Psychopathology ..........................3
An overview of personality development and the major forms of psychopathology from a depth psychological perspective (psychodynamic and existential). This course provides a framework for understanding the dynamics inherent in personality development and distortions of that development under the influence of sin. Required of all SF M.A. students.

**TTSF 577** Soul Care Pre-practicum I & Professional Ethics ..........................2-3
The first of a two-course sequence which facilitates development of empathic listening, interpersonal skills and basic spiritual guidance techniques that form the basis of effective spiritual direction. Attention is also given to the development of discernment in order to cooperate with the Holy Spirit in His ministry. Provides a beginning framework for understanding issues in professional ethics. Emphasizes a small, interactive group format for the development of skills. For M.Div. and M.A. Soul Care students only.

A passing grade for this course is B or better. In addition, students will be evaluated to determine whether they will advance to Practicum I, repeat Pre-practicum I, take an SF elective (M.Div. students) or have the option to transfer to the M.A. Emphasis program (M.A. Soul Care students). Prerequisite: Student must have completed at least 9 units in order to enroll in Pre-practicum I, included in which are TTSF 521 and TTSF 543.

**TTSF 578** Soul Care Pre-practicum II & Professional Referral ..........................3
The second of a two-course sequence which facilitates development of empathic listening, interpersonal skills and basic spiritual guidance techniques. Direct observation and taping of the student’s first clinical spiritual direction practicum in the university’s Center for Spiritual Renewal provide a supervised introduction to the spiritual direction process. It also educates students to recognize more severe disorders that require psychological or psychiatric referral. A passing grade for this course is B or better. In addition, students will be evaluated to determine if they will advance to Practicum I, repeat Pre-practicum course(s), transfer to TTP 791/792 Field
Internship (M.Div. Students) or have the option to transfer to the M.A. Emphasis program (M.A. Soul Care students). Prerequisite: TTSF 577. Course should be taken concurrently with or subsequent to TTSF 524.

**TTSF 585**  
**Personal Spiritual Direction**

Students experience their own spiritual direction for the purpose of deepening their self-awareness and relationship with God and implicit training in doing direction with others. The student is encouraged to be open and honest with the spiritual guide, hiding nothing regarding one's relationship with God and, within reason, attending to the direction of the guide. Required of all SF students each semester enrolled. Graded on a Credit / No Credit basis.

**TTSF 602**  
**Prayer & Formation in Expository Preaching**

Theoretical and experiential integration of prayer and spiritual formation into the experience of sermon preparation and preaching. Focus will be on personal prayer and preparation of the heart in sermon preparation and in understanding and relating to the spiritual dynamics of the audience in listening and responding to the Word. A directed study offered by ISF Faculty and taken concurrent with TTPS 609 Expository Preaching. Required for M.Div. students only.

**TTSF 642**  
**Spiritual Disciplines Seminar**

A theological and experiential exploration into the panoply of spiritual disciplines sanctioned by the Bible and developed throughout Church history. The emphasis is upon understanding their nature and relationship to personal growth, identifying their pathological manifestation and appreciating their impact in one's personal and community experience. Topics may include various approaches to prayer, fasting, solitude, acts of service, meditation etc. Required of all SF students.

**TTSF 645**  
**Christian Virtue & the Spiritual Disciplines**

An introduction to ethics including the nature of personal character, virtues and vices, and their relationship to the spiritual disciplines as means of spiritual growth into the image of Christ. Required of all SF M.A. students.

**TTSF 670**  
**Intensive Journey Inward & Retreat**

M.Div. and M.A. Soul Care students are required to have a total of three weeks of extended off-campus retreat in isolation or partial isolation to explore and cultivate the inner life in the presence of God under the supervision of a spiritual guide (as designated or permitted by the faculty) and one's advisor. The first half of this classroom course, taken early in the program (2 units for M.A. Soul Care students, 1 unit for M.Div.), will cover theory and preparation for the retreat. The second half of the course (2 units for M.A. Soul Care students, 1 unit for M.Div.), taken late in the program, and after completing the retreat, will serve to debrief and further understand the retreat process.

**TTSF 672**  
**Personal Retreat & Formation**

Each M.A. emphasis and Certificate student is required to go on one weekend retreat (Friday–Sunday) each semester for the purpose of cultivating the inner life before God (a total of four weekend retreats or two for Certificate). This is to be done in consultation with one's designated spiritual mentor and one's advisor before and after the experience. Student costs for such retreats are the responsibility of each student. The first half of this classroom course, taken early in the program (2 units for both M.A. emphasis and Certificate students), will cover theory and preparation for retreat. The second half (2 units for M.A. emphasis only), taken late in the program, and after completing the retreats, will serve to debrief and further understand the retreat process.

**TTSF 677**  
**Soul Care Practicum I**

Students practice and complete a specified number of hours of individual spiritual mentoring of others while enrolled in
Soul Care Practicum I. Work is done at a faculty approved site (Biola, church setting etc.) under the supervision of faculty. This also includes a weekly small group which focuses on theoretical training as well as individual supervision and training throughout the semester to foster personal growth and insight into the work of doing spiritual mentoring. Prerequisite: TTSF 578. Required of M.A. Soul Care students, optional for M.Div. students.

TTSF 678 Soul Care Practicum II .......................................................... 2
This is the second course in which students practice and complete a designated number of hours of individual spiritual direction of others. Work is done at a faculty approved site (Biola, church setting etc.) under the supervision of faculty. This also includes weekly small group experience which focuses on theoretical training as well as individual supervision and training throughout the semester to foster personal growth and insight into the work of doing spiritual soul care. Prerequisite: TTSF 677. Required of M.A. Soul Care students, optional for M.Div. students.

TTSF 679 Soul Care Post-practicum .................................................... 1–3
A continuation of supervised practicum experience. Students who have successfully completed Pre-practicum I and II and Practicum I and II may continue in individual and group spiritual direction at various sites and with increased responsibility. By arrangement only; faculty permission required. If taken for 3 units, may be used as substitute for TTSF 701 Spiritual Formation Seminar.

TTSF 701 Spiritual Formation Seminar .............................................. 3
Yearly required seminars during interterm are offered under this course designation which focus upon some issue, controversy or dimension in the area of spiritual formation. Required of all SF M.A. students.

TTSF 703 Spiritual Friendships & Community .................................. 3
This course explores the place of community and human intimacy in happiness and our journey to God. Attention is given to the varied nature and types of spiritual relationships that exist in the body of Christ, destructive dynamics that hinder healthy friendships, and ways to foster this unique love in light of our general commitment to love one another under God.

TTSF 704 God, Evil & Suffering in the Life of Prayer .......................... 3
A theoretical and personal (theological-psychological) exploration into the nature of God, His sovereignty and purposes as they relate to evil, human growth and suffering and our life of prayer with God.

TTSF 705 Prayer Seminar ................................................................. 3
Exploration of prayer in the Scriptures and how the Church throughout history understood the relationship of prayer to personal and corporate growth. Attention is given to identifying various psychological defenses which may emerge in the life of prayer. Topics may include prayers in the Bible, liturgical prayer, lectio divina, recollection, centering prayer, the Jesus prayer, conversational prayer, prayer in the family, etc.

TTSF 707 Personality Dynamics & Spirituality ................................. 3
An introduction to the personality dynamics involved in interpersonal relationships, including one’s relationship with God. Special attention is given to styles of being and relating, defense mechanisms that hinder growth and maturity, and the dynamics of guilt, anxiety, anger and forgiveness.

TTSF 709 Existential Spirituality & Soul Care ................................. 3
Exploration of a depth-existential approach to understanding the person, particularly as it interfaces with Christian Spirituality and theology. Attention is given to key themes in existential spirituality and psychology such as anxiety, despair, hope, self, ego, transference, insight, meaning, love, freedom, feelings, journey and the nature of “encounter.”

TTSF 711 Topics in Christian Spiritual Soul Care & Direction ........ 3
Occasional seminars are offered under this course designation which focus upon some issue, controversy or dimension in the area of soul care, mentoring and spiritual direction.

TTSF 713 Integration, Wisdom & Spiritual Formation ................... 3
An introduction to the nature of integration of faith and learning, particularly as it relates to the life of wisdom, prayer and spiritual formation of the believer. Emphasis is given to Old Testament Wisdom Literature and its understanding of integration and the wise life in relation to God, creation and the overall process of spiritual formation.

TTSF 740 Spiritual Formation Project / Thesis ................................. 1–4
Students in the M.A. Emphasis in SF (only) are required to complete a Master’s Project / Thesis in the area of Spiritual Formation or Spiritual Guidance (includes 3 units for writing and one unit for personal growth exploration.) The Project-Thesis must involve both a theoretical and practical-experiential dimension in consultation with thesis advisor. Can be fulfilled in two semesters.

TTSF 750 Directed Study ................................................................. 1–4
Supervised reading, research, retreat or experiential practice. Developed and approved in conjunction with ISF faculty and advisor. May be repeated for credit. Signature required.
Theology—
Historical Theology

Faculty

Chair: ................................................. Henry W. Holloman, Th.D.
Professor: ............................................. Gomes
Assistant Professor: ............................ Naidu

Objectives
The aims of this emphasis are: to acquaint the student with the doctrinal views of significant movements, schools and individuals in church history; to show the trajectory of thought in the development of doctrines as they are worked out historically; and to give an appreciation for the struggles and labors of the great saints of God who have gone before us in establishing and defending orthodoxy.

Courses (TTHT)

TTHT 505  Patristic & Medieval Theology ........................................... 3
History of the church from the Apostolic Fathers to the eve of the Reformation with an emphasis on the development of doctrine. Discussion of key thinkers, such as Origen, Tertullian, Augustine, Anselm, Aquinas and Scotus. Required of M.Div. students.

TTHT 506  Reformation & Modern Theology ........................................... 3
History of the church from the Reformation to the present with an emphasis on the key Continental and English Reformers, including Zwingli, Luther and Calvin. Discussion of the counter-Reformation, Protestant scholasticism, the Enlightenment, and important theological developments in the modern era. Opportunity is given for students to study the polity and history of their own denomination. Required of M.Div. students.

TTHT 514  Historical Theology Survey ................................................. 3
History of the church from the apostolic Fathers to the modern era with an emphasis on the development of doctrine. Highlights key thinkers in the patristic, medieval, Reformation and modern eras. Required of M.A. (Bible Exposition, Old Testament, New Testament, Theology, Biblical & Theological Studies) students, others by departmental permission.

TTHT 558  Puritanism ................................................................. 2
A survey of the Puritan movement with emphasis on its establishment and practice in New England. Theological, social, political, economic and cultural aspects considered, including analysis of the Puritan influence on American Evangelicalism. Elective.

TTHT 604  Jewish History ................................................................. 3
History of the Jewish people from the return from the Babylonian Captivity to the Modern State of Israel. Emphasis will be placed on the events and significant personalities in the history of the Chosen People during important periods of development such as the destruction of the Second Temple, the Golden Age of Islam, the Middle Ages, the Enlightenment of the 18th Century, the Holocaust, and the Zionist Movement. Attention will be given to the relationship of the Jewish community to Christianity throughout the course.

TTHT 702  The Church Fathers ......................................................... 2-3

TTHT 704  Medieval Theology Seminar ............................................... 2-3
A study in the development of scholastic theology from Augustine to Biel with emphasis on the contribution of the medieval doctors to the development of dogmatic theology in the West. Elective.

TTHT 705  History of Revivals ......................................................... 2-3
The background, development and results of the great revivals in America. Elective.

TTHT 706  Protestant Theology Seminar ............................................. 2-3
An examination of significant developments in Reformation/post-Reformation Protestant thought. May be repeated with different emphasis. Elective.

TTHT 707  The Radical Reformation ..................................................... 2-3
An examination of the Anabaptist and Socinian movements. Consideration of the distinctive features of their theology and practice and the Reformed and Lutheran polemic against them. Elective.

TTHT 709  Arminius & Arminianism ................................................... 2-3
A study of the writings of James Arminius and his followers, including Limborch, Episcopius and Curcellaeus. Comparison of classical Arminianism with Reformed and Lutheran orthodoxy. Special attention given to Arminian views of predestination, sin, grace, and atonement theory. Elective.

TTHT 710  Denominational Distinctives ............................................... 2-3
The history, distinctives and polity of the student’s denomination or church. Required for M.Div. students not taking TTHT 506 in this seminar.

TTHT 713  Readings in Christian Spirituality ....................................... 2-3
Selected readings in the classic devotional literature of Christian Spiritual writers. Emphasis will be placed on gleaning insights on knowing and experiencing God from saints throughout church history.
Theology—  
Philosophical & Moral Theology

Faculty  
Chair: ................................................. Henry W. Holloman, Th.D.  
Distinguished Professor: ........................................ Moreland  
Professors: .............................................. DeWeese, Geivett, Gomes, Rae  
Research Professor: ........................................ Craig

Objectives  
This Th.M. emphasis is for students wanting to do advanced coursework at the interface of philosophy and theology. The emphasis will prepare students to engage in integrated philosophical, theological and biblical reflection on the doctrinal and ethical components of the Christian worldview, in order to equip them to deal with the sophisticated theological and philosophical challenges facing the church.

Courses (TTPM)

TTPM 713 The Nature of God .................................................. 3  
A detailed application of philosophical analysis to the explication and defense of God’s existence and attributes, with special attention to contemporary attempts to reformulate our understanding of the nature of God, such as open theism and process theology. Elective.

TTPM 714 Incarnation & Atonement ........................................ 3  
Philosophical reflections on Christology, including issues such as the distinction of substance, essence and subsistence, eternal generation, hypostatic union, and moral categories of the atonement. Elective.

TTPM 715 Divine Revelation .................................................. 3  
A critical study of divine revelation under the concepts of act, person and word. Special attention to contemporary theories of revelation and of human capacity to know God. Elective.

TTPM 716 Philosophy of Language & Hermeneutics .............. 3  
An examination of theories in philosophy of language and linguistics and their bearing on problems posed by post-modern hermeneutical theories, with special reference to biblical hermeneutics. Elective.

TTPM 735 Worldviews ......................................................... 3  
A study of the notion of a worldview, with a critical analysis of the component parts and the background role a worldview plays in establishing plausibility structures for a culture. Emphasis on practical analysis of salient contemporary worldviews. Elective.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>TPM 751</td>
<td>History of Philosophical Theology</td>
<td>3</td>
<td>An historical survey of the interaction of philosophy and theology. Consideration of the method and contributions of selected figures such as Augustine, Boethius, Anselm, Aquinas, Ockham, Scotus, Molina, Luther, Calvin, Edwards, the Princeton theologians, Brunner, Barth, Bulmann and Pannenber. Elective.</td>
</tr>
<tr>
<td>TPM 752</td>
<td>Anselm &amp; &quot;Perfect Being&quot; Theology</td>
<td>3</td>
<td>An investigation of major themes in the philosophical theology of Anselm of Canterbury with special reference to his development of God's existence and nature from the concept of God as a perfect being. Elective.</td>
</tr>
<tr>
<td>TPM 753</td>
<td>Aquinas &amp; the Metaphysics of Theism</td>
<td>3</td>
<td>A study of selected portions of <em>Summa Theologiae</em> and <em>Summa Contra Gentiles</em> with emphasis on the metaphysical implications of Christian theism as developed by the greatest thinker of the Medieval period. Elective.</td>
</tr>
<tr>
<td>TPM 760</td>
<td>Directed Study</td>
<td>1-4</td>
<td>Supervised reading and research in selected areas of philosophical and moral theology. May be repeated for credit with different content. Elective.</td>
</tr>
<tr>
<td>TPM 768</td>
<td>Contemporary Moral Issues</td>
<td>3</td>
<td>An in-depth study of philosophical and theological implications for selected issues currently being debated in business, biomedical, and/or social and political ethics. Elective.</td>
</tr>
<tr>
<td>TPM 770</td>
<td>Philosophical &amp; Moral Theology Seminar</td>
<td>1-4</td>
<td>The study of selected areas of philosophical and moral theology. May be repeated for credit with different content. Elective.</td>
</tr>
<tr>
<td>TPM 812</td>
<td>Philosophical Theology</td>
<td>3</td>
<td>An examination of certain philosophical categories upon which theology inevitably relies, including the nature of language (with special reference to theological language), revelation, human persons, God, and divine attributes. Consideration of the use of the tools of analytic philosophy, such as conceptual analysis and modal logic. Elective for Th.M. students.</td>
</tr>
<tr>
<td>TPM 823</td>
<td>Metaphysics</td>
<td>3</td>
<td>A topical study of the nature and methodology of metaphysics with emphasis on the nature and ultimate categories of being as well as specific areas (e.g. causation, space and time, the soul, freedom and determinism, personal identity, and essentialism). Special emphasis will be placed on integrating metaphysics with the construction and defense of a Christian worldview. Required for Th.M. students.</td>
</tr>
<tr>
<td>TPM 835</td>
<td>Philosophical &amp; Theological Apologetics</td>
<td>3</td>
<td>A broadly interdisciplinary analysis of contemporary culture with attention to appropriate ways of engaging the culture with the Christian message. Special emphasis on the philosophical and theological method of apologetics. Elective for Th.M. students.</td>
</tr>
<tr>
<td>TPM 843</td>
<td>Epistemology</td>
<td>3</td>
<td>A topical study in definition of knowledge and justified belief, problems in skepticism, the nature of epistemic justification and the nature of truth. Application will be made to special epistemological issues in religion, e.g., religious experience, miracles, inerrancy, burden of proof issues. Required for Th.M. students.</td>
</tr>
<tr>
<td>TPM 866</td>
<td>History &amp; Normative Systems of Ethics</td>
<td>3</td>
<td>A survey and evaluation of various ethicists and their systems from within a Christian framework. Emphasis will be placed on Aristotle, Augustine, Aquinas, the utilitarians and Kant, and a study of various issues in metaethics and normative ethics, as well as an investigation of ethical decision-making and case studies. Required for Th.M. students.</td>
</tr>
<tr>
<td>TPM 875</td>
<td>Seminar in Philosophical Theology</td>
<td>3</td>
<td>A study of selected topics in philosophical theology. May be repeated for credit with different content. Elective for Th.M. students.</td>
</tr>
<tr>
<td>TPM 880</td>
<td>Directed Research</td>
<td>1-3</td>
<td>Supervised research in selected areas of philosophical and moral theology. Elective for Th.M. students.</td>
</tr>
</tbody>
</table>
Theology—Systematic Theology

Faculty

Chair: Henry W. Holloman, Th.D.
Distinguished Professor: Saucy
Professors: Gomes, Holloman, Issler
Associate Professor: Coe
Assistant Professor: Naidu

Objectives

It is the purpose of the emphasis of theology to give the student a thorough grasp of the great doctrines of the Christian faith. Based upon the Scripture as the ultimate source of authority, the doctrines are developed through the systematic examination and integration of relevant Scriptures with consideration given to doctrinal interpretations throughout Church history. Along with the acquisition of a knowledge of the theological doctrines of the Scriptures, it is the goal of the department to develop in the students a facility which will allow them to continue their own theological development.

Courses (TTTH)

**TTTH 511** Theology I—Introduction: Revelation & Nature of God

The nature, method and rationale of Christian theology. Revelation, both general and special, inspiration, canonicity and illumination of Scripture. The doctrine of God, including His existence, attributes and Trinitarian nature. Required of M.Div. and M.A. students.

**TTTH 512** Theology II—Works of God, Angels, Man & Sin

God’s eternal plan including His kingdom purpose and redemptive focus; His work of creation and continued activity within creation. The angels, both good and evil; including their origin, present state, work and destiny. Creation of mankind in God’s image, human nature, the fall and the effect of sin upon humanity. Human life in relation to the divine institutions of the family and civil government. Required of M.Div. and M.A. students.

**TTTH 610** Advanced Theology

An in-depth study of the major theological issues in the areas of theology proper, anthropology, hamartiology, christology, soteriology. This course is specifically designed for those students who receive reduction in theology due to prior studies. Required of M.Div. and M.A. students who are not required to take TTTH 512 and TTTH 613.

**TTTH 613** Theology III—Christ, Salvation & the Spirit

The person and saving work of Christ. The nature and application of salvation including the person and work of the Spirit.

**TTTH 614** Theology IV—The Church & Last Things

A study of the broad kingdom purpose of God and the future events related to the destiny of history and individuals including Christ’s second coming in its phases, the millennial reign of Christ, the resurrections, the judgments and eternal state. The inception and nature of the church, both as a living organism and an organization, its function, ordinances, place and mission in God’s purpose. Required of M.Div. and M.A. students.

**TTTH 620** Rabbinic Theology

Students will examine the history and theology of the four major branches of Rabbinic Judaism (Reformed, Conservative, Orthodox, and Hasidism), as well as other forms of Jewish contemporary thought. A systematic treatment of Jewish theology will include discussion of Judaism’s understanding of God, Scripture, Man, Salvation, and Eschatology, and evaluation of this understanding from the perspective of OT and NT teaching.

**TTTH 622** Theology of the Siddur

A comprehensive study of the traditional daily Jewish prayer book as a significant source of Jewish theology. The Jewish people throughout the world use the Siddur for personal and corporate worship, and it has become a collection of rabbinc thought in prayers and reflections from the Second Temple period to the present. Attention will be given to the biblical foundations as well as the non-biblical developments through the centuries.

**TTTH 700** The Doctrine of God

Advanced study of the reality, attributes and triune nature of God. Includes discussion of the human knowledge and the nature of encounter with God. Prerequisite: TTTH 511. Elective.

**TTTH 701** Introduction to Christian Spirituality

This course explores the means to developing a deep relationship with God. Based on scriptural teaching about knowing God, it is geared particularly for those preparing for or engaged in Christian ministry. Considers barriers that hinder us and what spiritual disciplines and practices may be used to nurture a deeper friendship with God.

**TTTH 702** Advanced Bibliology

Intensive study of revelation, inspiration, inerrancy and authority in the light of contemporary issues. Prerequisite: TTTH 511. Elective.

**TTTH 703** Millennial Views

A careful and intensive study of the three main eschatological views relative to the millennium; the historical and biblical

---

2007-2009 CATALOG

Talbot School of Theology 281
strength of the premillennial system; consideration of the leading amillennial writings. A detailed analysis of the four positions relative to the time of the rapture; a biblical and theological defense of the pretribulational view, with exegesis of crucial passages of Scripture. Prerequisite: TTTH 614. Elective for Th.M. students; others by departmental permission.

**TTTH 707** Roman Catholic Theology .............................................. 2-3
A detailed study of the tenets of Roman Catholicism includes reading from representative Roman Catholic literature with particular attention given to the distinctions between Roman Catholic and Protestant doctrines. Especially helpful for those contemplating missionary service in countries dominated by Roman Catholicism. Elective.

**TTTH 709** Contemporary Theology .................................................... 2-3
The study of contemporary theological positions, including a survey of the philosophical and theological thought leading up to the present scene. Required of M.A. (Theology) and Th.M. (Systematic Theology) students.

**TTTH 710** Pneumatology .......................................................... 2-3
The person and work of the Holy Spirit both in the Old and New Testaments with particular attention to His ministries in this age to the individual believer and the church. Elective.

**TTTH 712** Current Theological Issues ............................................... 2-3
An intensive study of the thought of particular contemporary theologians, prominent theological or theologically significant ethical issues in the light of biblical revelation. Elective.

**TTTH 713** Johannine Theology ...................................................... 2-3
The theology of the Johannine writings, with emphasis upon the concepts that the writer himself emphasizes. Prerequisite: TTNT 501-502. Elective for Th.M. students; others by departmental permission. (Cross-listed with TTTH 757).

**TTTH 717** Theology of Human Nature ........................................... 2-3
Exploration of key areas relating to the nature of man from both a theological and psychological perspective includes consideration of the biblical nature of man in comparison to teaching theories of human development; the meaning and significance of man created in the image of God; the nature and dynamics of sin which lead to sins or psychological maladjustments; and the practical application of the above concepts to the areas of personal growth and discipleship, education and child rearing and church ministry. Team taught by faculty with strength in theology and psychology. Prerequisite: TTTH 512, or equivalent. Elective.

**TTTH 718** Theology of Christian Nurture ........................................ 2-3
Designed for the student with background in the biblical and theological knowledge of soteriology. Consideration of the nature of personal transformation in regeneration, the means and dynamics of nurture including the relation of cognitive and relational aspects. Examination of the nature of spiritual maturity and its relation to psychological maturity and hindrances to growth. Team taught by faculty with strength in theology and psychology. Prerequisites: TTTH 512, 613 or equivalent. Elective.

**TTTH 720** The Theology & Practice of Prayer ..................................... 2-3
A study of the biblical theology of prayer including its meaning, purpose and practice. Elective.

**TTTH 723** Demonology & The Occult .............................................. 3
A theological examination of the nature and work of Satan and demons with application to the topics of demon possession, spiritual warfare, occultic groups, occultic phenomena and occultic practices. Special emphasis is placed on Christ as the Deliverer.

**TTTH 724** Eschatological Problems .................................................. 2-3
Typical exegetical and doctrinal problems in the area of Bible prophecy. Lectures, assigned problems with written and classroom reports, discussion and library research. Elective.

**TTTH 725** The Dispensational System ............................................... 2-3
An intensive study of that system of biblical interpretation known as dispensationalism, its historical background, modern form and objections. Emphasizing primary theological and exegetical issues or disagreement between dispensational and non-dispersional positions. Elective.

**TTTH 726** Cults of America ............................................................ 3
The distinctive features of the cults of America with their significance in the development of religious thought and with particular reference to their treatment of the central features of orthodox Christian doctrine. Required of M.A. (Th.) students. Elective. (Cross listed with TTTH 726).

**TTTH 728** Theological Systems .......................................................... 2-3
Several major theological systems of thought emphasizing those within the Protestant perspective, but also including significant Roman Catholic and Jewish systems. Elective.

**TTTH 729** The Theology of the Gospels ............................................. 2-3
An examination of the theological teaching of Jesus as recorded in the four gospel narratives. Special attention is paid to the chronological development of themes taught by Christ in the light of His presentation and rejection. Elective. (Cross listed with TTNT 755).

**TTTH 730** Pauline Theology ............................................................... 2-3
The main themes of Paul's doctrine from the biblical theological perspective. Prerequisite: TTNT 501-502. Elective. (Cross listed with TTTH 759).
TTTH 740 The Doctrine of the Atonement ........................................ 2-3
A study of the biblical meaning and significance of the atoning work of Christ including a survey of the significant historical interpretations of the doctrine. Elective.

TTTH 751 Theology of Mission ........................................................... 3
An introduction to theology of missions that focuses on the biblical basis for mission. This study seeks to examine the motives, aims and methods of mission from both the Hebrew Bible and the New Testament.

TTTH 761 Directed Study ............................................................... 1-4
Supervised reading and research in selected areas of systematic or biblical theology. Elective.

TTTH 771 Theology Seminar ............................................................ 1-4
The study of selected areas of systematic or biblical theology. May be repeated for credit with different content. Elective.

TTTH 781 Legal Evidence & Apologetics ........................................... 3
An exploration of legal reasoning, legal evidence, and legal advocacy tactics with respect to how these concepts and methods may be employed in polemical theology and apologetics.

TTTH 782 Theology of Church & State ............................................. 3
A theological examination of the relationship between the church and the state. Also an analysis of the jurisprudence and case law related to the Establishment and Free Exercise Clauses of the U.S. Constitution.

TTTH 806 Theology Seminar ........................................................... 1-4
Selected problems in the fields of systematic or biblical theology. Elective for Th.M. students; others by departmental permission.

TTTH 815 Advanced Ecclesiology ................................................... 2
An intensive study of significant aspects of the church related to its nature, purpose and organization. Particular attention directed to current problem areas. Prerequisite: TTTH 614 or the equivalent in ecclesiology. Elective for Th.M. students; others by departmental permission.

TTTH 827 The Doctrine of the Kingdom ........................................... 2
An investigation into the meaning and purpose of the Kingdom of God and its progressive development within history. The course includes discussion of historical and contemporary theological positions with emphasis upon the biblical teaching in its historical framework. Elective for Th.M. students; others by departmental permission.

TTTH 880 Directed Research ............................................................ 1-3
Supervised research in selected areas of theology. Elective for Th.M. students.

TTTH 891 Research Seminar ........................................................... 3
TTTH 892 Research Seminar ........................................................... 2
Discussion and application of the central areas of theology research and related fields of study. Instruction in research methodology, including the identification of a problem, the steps taken to resolve it and writing the results. Fee: $50 for TTTH 891. A second semester may be taken to continue research in the area of interest.
Thesis

There are two consecutive thesis seminars for master’s-level students electing to write a thesis (Thesis First Draft and Thesis Final Draft). These seminars are taken during the student’s last year. During the third semester before graduation, the student must, with the approval of a major advisor, select a thesis subject, do research, and develop an outline and bibliography. During the final year, the thesis can be written in conjunction with these two courses. See the Talbot student handbook and library handbook for dates, deadlines and requirements.


**TTHE 797** Thesis First Draft / M.Div. Required for M.Div. students electing to write a thesis. This course will be taken after the completion of 64 units. Neither this course nor TTHE 798 is applicable toward graduation unless both have been completed.

**TTHE 798** Thesis Final Draft / M.Div. Required for M.Div. students electing to write a thesis. This course will be taken at the completion of 80 units. Neither this course nor TTHE 797 is applicable toward graduation unless both have been completed.

**TTHE 799** Thesis Continuous Registration Students who need extra time to work on first or final draft of the thesis are required to register for this course to maintain degree status. Fee: $100.

**TTHE 891** Thesis First Draft / Th.M. Required for all Th.M. students electing to write a thesis.

**TTHE 892** Thesis Final Draft / Th.M. Required for all Th.M. students electing to write a thesis.

**TTHE 899** Thesis / Th.M. Continuous Registration Students who need extra time to work on first or final draft of the thesis are required to register for this course to maintain degree status. Fee: $100.

Independent Theological Studies

These independent study courses offer lectures on CD or cassette tapes by outstanding biblical scholars. They are available only as electives or prerequisites for degree-seeking Talbot students. Students who experience unresolvable scheduling problems previous to graduation may use them to meet their requirements. They may not normally be used in lieu of required courses. For more information, see Special Programs - Credit, Independent Theological Studies in the Talbot introductory section of this catalog. Registration information may be obtained from the Talbot Dean of Faculty Office.

**Courses (TTTS)**

**OLD TESTAMENT STUDIES**

Courses listed under this heading which have exegetical content (and thus language prerequisites) are specifically identified; other courses are expository in nature and content.

**TTTS 501** The Pentateuch R. Laird Harris, Ph.D.

A critical introduction to the first five books of the Bible. Examination of such subjects as the problems of Genesis 1-11, Higher Criticism of the Pentateuch, chronological issues, and the archaeological and cultural background of the Pentateuch.

**TTTS 505** The Book of Psalms Bruce K. Waltke, Th.D., Ph.D.

An introduction to the book of Psalms with emphasis on the principles involved in the exegesis of hymnic literature as well as application of these principles to selected portions.

**TTTS 506** Understanding the Old Testament Bruce K. Waltke, Th.D., Ph.D.

A survey of the history of salvation in the Old Testament especially as it relates to the universal of Old Testament theology, i.e. the role of God or the establishment of God’s kingdom upon the earth. A working knowledge of Hebrew considered to be helpful but not required for this course.

**TTTS 507** The Book of Proverbs Bruce K. Waltke, Th.D., Ph.D.

An exegetical study of the Book of Proverbs in both its cultural and historical setting and its literary setting with attention to its critical and hermeneutical problems. To get the full benefit out of the course, a knowledge of Hebrew is required for seminary credit.

**TTTS 509** The Christian & Old Testament Theology Walter C. Kaiser, Jr., Ph.D.

A biblical and theological study of the foundational theology applied by the Old Testament for the New Testament and the
Christian Church. This study identifies and inductively derives the center or focal point for the theology of both the Old and New Testaments. It also deals with the amount of continuity and discontinuity between the Old and New Testaments. Included are the topics of saving faith, the people of God, the role of the law of God, the worship of God, the doctrine of atonement, relationship between the law and wisdom theology, kingdom of God, the Messiah, the inclusion of the Gentiles, the theology of the Holy Spirit and the preparation of the new covenant.

**NEW TESTAMENT STUDIES**

Courses listed under this heading which have exegetical content (and thus language prerequisites) are specifically identified; other courses are expository in nature and content.

**TTTS 511** The Book of Isaiah ..................................................3
Allen R. Ross, Ph.D.
An exegetical study of the theology and literature of Isaiah. Includes a survey of Isaiah and develops skills for exegetical exposition. Key chapters, such as the Promise of Immanuel (7), the Message of Hope (40), and the "Suffering Servant" (53) are examined. Includes a study of how the theology of the Messiah is integral to successful Christian life and ministry.

**TTTS 518** The Gospel of Luke ..................................................3
Darrell L. Bock, Ph.D.

**TTTS 519** New Testament Survey: Epistles / Revelation ........3
Craig L. Blomberg, Ph.D.
This course surveys the New Testament epistles and the Apocalypse, dealing with both introductory issues as well as basic content of each book. The student will do an inductive study of a selected passage, according to the accompanying Inductive Bible Study syllabus.

**TTTS 520** The Sermon on the Mount ........................................2
John R. Stott, M.A., D.D.
The course, originally presented at Trinity Evangelical Divinity School, is a consecutive exposition of Jesus’ Sermon on the Mount in Matthew 5-7. The emphasis is upon the distinctive character that is expected of the Christian and upon the authority of the Lord Jesus Christ. For the student desiring seminary credit, a programmed syllabus requires an expository and ready study with emphasis on the practical and spiritual application of the Sermon on the Mount and upon the theological issues and historical interpretations of that passage.

**TTTS 521** New Testament Survey: Gospels / Life of Christ ........3
Terry C. Hurlbert, Th.D.
A chronological synthetic study of the four gospel records, emphasizing the time, place, circumstances and persons involved in the events of our Lord’s ministry, with a view to a fuller understanding of the significance of His words and works.

**TTTS 522** The Parables of Jesus .................................................2
Craig L. Blomberg, Ph.D.
Methods of interpreting Jesus’ parables are surveyed and then an eclectic model drawing on the best insights of each is applied to each of the major narrative parables in the gospels. Conclusions are drawn concerning the theology and significance of this portion of Jesus’ teaching.

**TTTS 523** The Acts of the Apostles .............................................3
Darrell L. Bock, Ph.D.
An exegetical examination of the Acts of the Apostles with concentration on the biblical theology of the Book of Acts, the historical background of events, and the theological emphasis of the speeches. Special attention is given to the relationship between the Church and Israel in the early church era. This course assumes a basic skill in Greek exegesis. The ability to make grammatical evaluations and to do Greek word studies is recommended.

**TTTS 524** The Epistle to the Romans ..........................3
Harold W. Koehn, Th.D., Ph.D.
An exegetical-theological study of Paul’s epistle to the Romans in the Greek text. It involves the treatment of selected historical, grammatical, structural, and lexical data which evaluate the meaning of this important New Testament document. Special emphasis is given to the theological themes and over-all argument of the Epistle. This course assumes a basic skill in Greek exegesis and the ability to make grammatical and textual critical evaluations and to do Greek word studies.

**TTTS 527** The Pastoral Epistles ................................................3
John R. Stott, M.A., D.D.
An exposition of I and II Timothy and Titus. Emphasis on the authority of Paul and his message and the need to guard that message, as well as the responsibilities of the local church and its leaders.

**PASTORAL THEOLOGY**

**TTTS 547** The Role of Women in Ministry .............................3
Lucy Mabery-Foster, Ph.D.
Study of ministry to and by women. Includes biblical foundations for women and principles for evangelizing, discipling and counseling women. Focus on the history of women’s ministries in the church, the role of women’s ministries in the New Testament, and the contemporary cultural context for
women's ministries. Students learn how to minister to specific women's groups, such as singles, homemakers, those in the workplace and those who are hurting.

**TTTS 548 Evangelism in the Local Church**.................................3
**Michael P. Green, Ph.D.**
Examines how to evangelize within a local church setting. Use of the biblical mandate for evangelism to discuss personal and group methods for evangelism in a variety of settings, how to equip laity to witness, the use of apologetics, follow-up methods and current issues in evangelism. Focus on practical application and workable solutions for evangelism in local and parachurch ministries.

**TTTS 549 Christian Life: An Evangelical Spiritual Theology**........3
**Gordon T. Smith, Ph.D.**
Presentation of a comprehensive theology of spirituality that informs the life and witness of Christian believers. A biblical, practical and contemporary theology that accounts for and enables spiritual formation and nurture in a post-modern, pluralistic, materialistic society is presented. Provides a theological foundation for a life of prayer that empowers and sustains the believer in life and ministry.

**TTTS 550 Church Leadership & Administration**..........................2
**Kenneth O. Gangel, Ph.D.**
A course designed to develop leadership potential in students and to give them a familiarity with the various elements of the administrative process, including goal setting and achieving, organization, delegation, human relations, group dynamics, supervision and the training of other leaders. Though the principles are universal, the focus of the course is the Christian organization, particularly the local church.

**TTTS 551 Spiritual Formation**....................................................3
**John R. Lillis, Ph.D.**
An investigation into the meaning of biblical Christianity and its relationship to faith and practice.

**TTTS 552 Advanced Leadership & Administration**......................2
**Kenneth O. Gangel, Ph.D.**
Explores maximizing productivity in the various functions of church leadership. Examines the biblical foundation and practical functions of administrative leadership in churches and Christian organizations. Focus on developing successful, biblical attitudes and skills among team leaders. Students analyze basic leadership principles from secular and evangelical sources through a biblical/theological grid.

**TTTS 554 Adult Ministries in the Church**.................................2
**Kenneth O. Gangel, Ph.D.**
Examines principles of adult education and their application to various adult age levels within the church. Explores theories in young, middle and older adult education and examines successful ministries to singles, single parents and families. Promotes Knowles’ andragogical model of adult education, emphasizing how adults learn, classroom structure and facilitating learning.

**TTTS 555 Interpersonal Communication & Conflict Management in Churches & Christian Organizations**..........................2
**Kenneth O. Gangel, Ph.D.**
Samuel D. Canine, Ph.D.
An examination of the process of interpersonal communication and conflict management in human relationships within Christian organizations, with attention given to communication models, self-concept, non-verbal messages, stress and other strategies that will assist the Christian leader in developing interpersonal communication skills and the productive use of conflict.

**THEOLOGY & CHURCH HISTORY**

**TTTS 563 Augustinian & Medieval Theology**............................3
**Scott T. Carroll, Ph.D.**
A comprehensive introduction to Augustine’s life, works and legacy in the medieval church. Details his youth, conversion, literary works and his battles against the emerging heresies of the time. Students evaluate his contribution to the development of medieval theology and are encouraged to apply those contributions to their current lives and ministries.

**TTTS 564 History of the Charismatic Movement**.........................3
**John D. Hannah, Th.D., Ph.D.**
An historical and theological study of the origins and developments of Classical Pentecostalism, Charismatic Renewalism, and Restoration Movements. Emphasis given to theological backgrounds and trends. Analysis of related movements including the “Jesus Only” Movement, the Vineyard Movement, and the Toronto Revival Movement. Pros and cons of charismatic movements are presented as the student attempts to define the “victorious Christian life.”

**TTTS 566 The Doctrine of Man & Sin**.......................................3
**Roger R. Nicole, Th.D., Ph.D.**
The Reformed Doctrine concerning the origin of humanity and the influx of sin into the world is explained. The course addresses the issues raised by the theory of evolution as it
relates to the creation of humanity. It explains the effects of the Fall in the Garden on our current condition. In addition, detail is given to the promise of the restoration of our original image in the likeness of Christ.

**TTS 567**  The Doctrine of Salvation ..................................................3
**Roger R. Nicole, Th.D., Ph.D.**
The plan and order of salvation outlining the process from regeneration to glorification are discussed. Special attention is given to differing views and objections to the Reformed doctrine on this subject, and evidence for both sides is carefully weighed. Specific topics include the question of the attainment of perfection in this life, the relationship of baptism to salvation, the Roman Catholic concept of justification, and the reasons for believing in the perseverance of the saints.

**TTS 568**  The Doctrine of the Trinity ..................................................3
**Peter Toon, D. Phil. (Oxon)**
The doctrine of the Trinity is presented from biblical, historical, dogmatic and contemporary perspectives. Special attention is paid to the formulation of the classic and orthodox doctrine of the Trinity in the fourth century at the Councils of Nicea (325) and Constantinople (381). The manner in which the doctrine developed in the East and West is also noted. Further, the commitment of the Church to the ontological Trinity (God-as-God-is-in-Himself) as well as to the economical Trinity (God-as-God-is-toward-us / the world) is explained and commended. Finally, a survey of recent attempts to present a modern doctrine of the Trinity (e.g., by Barth, Rahner, Moltmann, Pannenberg and "the feminist" Catherine Mowry Lucna) is provided.

**TTS 570**  Survey of Church History ..................................................3
**Garth M. Rosell, Ph.D.**
The course is designed to provide the student with a basic introduction to the development of the Christian Church from its founding at Pentecost to the present day.

**TTS 571**  The Ancient Church ..........................................................3
**Richard C. Gamble, Th.D.**
From the close of the New Testament in 95 A.D. to approximately 600 A.D.; the church and the Roman Empire; ecclesiastical organization; development of theology and dogma; Christian life and worship.

**TTS 572**  The History of the Church to the Reformation ..................3
**Garth M. Rosell, Ph.D**
The course is designed to provide the student with a basic introduction to the development of the Christian Church’s doctrine, faith and practice from its founding at Pentecost to the time of the Protestant Reformation.

**TTS 573**  Reformation Church History ...........................................3
**W. Robert Godfrey, Ph.D.**
A study of the development of the theology, the piety and the churches of the Reformation against the backdrop of the social, political and intellectual character of the 16th century.

**TTS 574**  The History of the Church Since the Reformation ...............3
**Garth M. Rosell, Ph.D.**
The course is designed to provide the student with a basic introduction to the development of the Christian Church since the time of the Protestant Reformation to the present day.

**TTS 575**  The History of Christianity in America ..................................3
**John D. Hannah, Th.D., Ph.D.**
A study of the Protestant churches in America from colonial beginnings to the present with emphasis on the numerous influences that have forged the current religious scene.

**TTS 576**  The Theology of Jonathan Edwards ..................................3
**John H. Gerstner, Ph.D.**
An examination of the theology of Jonathan Edwards in detail. Taking a topical approach, the course covers Edwards’ teachings regarding all the major points of systematic theology with particular emphasis on Edward’s unique theological contributions.

**TTS 577**  The Theology of Martin Luther ...........................................3
**Robert Kolb, Ph.D.**
The Theology of Martin Luther reviews the presentation of biblical doctrine according to topics in historical context. The presuppositions of his theology are set forth in his distinction of the two kinds of righteousness and the theology of the cross. Against this background Luther’s treatment of central Christian doctrines, particularly justification in the faith and the means of grace, are explored. Significant treatment is given to his understanding of life in human culture and society.

**TTS 579**  Contemporary Theology .....................................................3
**John S. Feinberg, Ph.D.**
In this course we shall attempt to examine some of the major trends in contemporary thought. In order to set the background for contemporary theological and philosophical discourse, we begin with a brief philosophical overview of the major developments in Western philosophy prior to Hegel. Discussion then turns directly to Hegel whose influence extends throughout the modern period. Kierkegaard represents not only a reaction to Hegel, but is also the first of the existentalist–oriented theologians we consider. After Kierkegaard, the course turns to Barth, Bultmann and Tillich. Parallel to these developments in theology was the development of analytic philosophy. Our emphasis will be philosophy of the earlier and later Wittgenstein. The course culminates...
in the God is Dead Theologies of Paul Van Buren and Thomas Altizer.

**Contemporary Theology II**
John S. Feinberg, Ph.D.
Examination of current trends in contemporary theology and how these trends arose. Focus on the theologies prevalent in the 1960s, including Theology of Hope, Liberation Theology, Feminist Theology, Process Theology, New Age Theology, and four forms of Postmodern Theology. Students are encouraged to integrate classroom knowledge in present society.

**Urban Missiology in a Postmodern Context**
Glenn B. Smith, D.D.
Students develop a relevant evangelical practice for the church within the urban context, understood as contextual or local theology. Exposes the student to various dimensions of post-modernity as examined by several contemporary authors. Students develop pertinent theological, missiological and strategic initiatives for urban setting that can be applied in present ministry.

**Missionary Encounter with World Religions**
Harvie M. Conn, Th.M., Litt.D.
An introduction to the theology of religions. A biblical theology of religions is developed against the background of extensive study of current models of approach. Using major religious systems as examples, five characteristics of all religions are sketched. Some practical suggestions for evangelistic approach are proposed.

**Christian Ethics: A Biblical Theology of Morality**
James M. Grier, Th.D.
An examination of the theories of obligation and the theories of value from a philosophical perspective. A biblical theology of obligation and a biblical theology of value are presented along with their implications for decision-making in personal life and church life.

**Exploring Approaches to Apologetics**
Gordon R. Lewis, Ph.D.
The course compares biblical, historical and recent approaches to defending faith in God, Christ and Scripture. It emphasizes the contrast between Peter’s method of reasoning among the Jews in Jerusalem (Acts 2) and Paul’s among the Gentiles in Athens (Acts 17). It compares the still influential approaches of Augustine and Aquinas. However, the bulk of the course examines six approaches of apologists who led in the resurgence of evangelicalism during the last half of the 20th century. Each approach uses different starting points and forms of argument: empirical / inductive, rational/ deductive, self-authenticating presuppositions, self-authenticating mystical experiences and hypothesis / verification. Students are encouraged to integrate the strengths of the varied approaches. The last three lectures, exhibiting the lecturer’s synthesis, are entitled: “Why I Believe in God,” “Why I Believe in Jesus Christ” and “Why I Believe the Bible.”
Talbot Graduate Student Awards

The awards that follow are presented annually to qualified students on the basis of criteria indicated:

**The Inez Gooden Memorial Scholarship Award**—To a student who is dedicated to serving our Lord Jesus Christ and who has become distinguished as a member of the seminary community.

**David Charles Dunn Memorial Scholarship**—To a student who in God’s strength has overcome challenges to enroll in Talbot School of Theology.

**The Gordon Johnson Scholarship Award**—To a seminary student performing well academically in one of the Bible related fields.

**The Walker Scholarship Award**—To a seminary student with special interest and ability in the area of outreach, established by the International Fisherman’s club.

**The Alumni Award**—Given by the Alumni Association to a continuing student who has demonstrated excellence and commitment in their seminary studies.

**The Library Award**—To the student completing a dissertation, thesis or thesis project who, in the opinion of the librarian, has made the most intelligent and effective use of the Library during the year of his or her graduation.

**The Marge Niquette Award in Bible Exposition**—To the student in the seminary who has done outstanding work in the Department of Bible Exposition in the final year of training.

**The Audrey Talbot Award in Bible Exposition**—To the student in the seminary who does the best work for the year in the Department of Bible Exposition.

**The North American Professors of Christian Education Award**—To a graduate student in Christian Education for outstanding academic achievement.

**The Award in Christian Education**—To a graduating senior who has distinguished himself or herself in the study of Christian Education.

**The Kenneth D. Archinal Award in Christian Education**—To the outstanding second-year student in the Department of Christian Education.

**The North American Professors of Christian Education Award**—To a graduate student in the doctoral Educational Studies program for outstanding academic achievement.

**The Bill Bynum Memorial Scholarship Award**—To a Doctor of Philosophy or Doctor of Education in Educational Studies student who does exemplary work in the study and practice of Christian Education.

**The Rev. & Mrs. David Doerksen Award in Missions**—To the student in the seminary who does the best work for the year in the Department of Missions & Intercultural Studies.

**The Robin Finley Memorial Award in Missions**—To a continuing graduate student preparing to serve on the mission field.

**The William W. Bass Memorial Scholarship Award**—To a second- or third-year student who has demonstrated a keen interest in Philosophy of Religion and/or Theology.

**The Zondervan Award in Biblical Hebrew**—To an outstanding Talbot student for singular achievement in the study of Biblical Hebrew.

**The John & Jennie Solomon Award in Old Testament**—To the student in the seminary who does the best work for the year in the Department of Semitics and Old Testament.

**The Zondervan Award in Greek**—To an outstanding seminary student for excellence in the study of Greek.

**The Award in New Testament**—To the student who has done outstanding work in New Testament studies throughout the seminary program.

**The Award in Theology**—To a graduate who has distinguished himself or herself in the study of theology.

**The Robert N. Oliver Award in Systematic Theology**—To the student with the best work for the year in the Department of Systematic Theology.

**The Award in Homiletics**—To two students in the seminary who distinguish themselves in preaching.

**The Zondervan Outstanding Master’s Thesis Award**—To the student who produces a thesis of the highest quality at the Th.M., M.Div. or M.A. level. The thesis exhibits superior academic research coupled with implications for the life of the Church.

**The Louis T. Talbot Memorial Scholarship Award**—To a continuing student preparing for the ministry who has demonstrated academic excellence, exceptional Christian commitment and zeal for practical ministry.
**Dean's Award**—To a student or students who have shown excellence in academic studies, faithfulness in Christian service, and in whose life the love of Jesus is reflected.

**Charles Lee Feinberg Award**—To the senior who best exemplifies the image of a student at Talbot School of Theology.
Institute for Spiritual Formation
Institute for Spiritual Formation

The Institute for Spiritual Formation (ISF) is an interdisciplinary endeavor emerging from Talbot School of Theology and Rosemead School of Psychology to service various training and mentoring needs in spiritual formation at Biola University and the community beyond through student / faculty training and spiritual direction, the development of academic programs and the development of lay-church training. Its central aim is to integrate an in-depth integrative theology of spiritual formation with an understanding of the human and divine processes and dynamics involved in spiritual growth, soul care and mentoring in the church. Its ministries focus on ways to deepen believers’ knowledge and openness to God and His work as well as an understanding of one’s self and others in order to grow toward conformity of character and inner life in the image of Christ. Thus, ISF attempts to train a generation of servants who are equipped both to understand and participate in the process of spiritual growth from a theological, integrative and experiential perspective, within the context of a developing mentoring community, with the end that students are better equipped to help others in the church in this process.

To accomplish these goals, ISF draws upon the expertise of an integrative faculty from Talbot (where ISF is administratively housed), Rosemead School of Psychology and eventually a host of creation disciplines, schools and departments in the university in creating a variety of related ministries:

Academic Programs
The Institute for Spiritual Formation is fundamentally committed to developing academic programs in spiritual formation and soul care-mentoring across the university in conjunction with Talbot School of Theology.

1. Offering the M.Div. Spiritual Formation emphasis, Master of Arts in Spiritual Formation & Soul Care, M.A. Spiritual Formation emphasis, and Certificate in Spiritual Formation at Talbot School of Theology (see Talbot catalog). These are one, two and three-year training programs in spiritual formation and spiritual direction.

2. Teaming together with Talbot’s Intentional Character Development Program.

3. Developing the Spiritual Formation & Soul Care M.A. emphasis for graduate Rosemead School of Psychology students to complete in conjunction with Talbot School of Theology.

4. Developing a Doctor of Ministry Spiritual Formation component in order to provide personal, professional, and academic growth for pastoral and ministry leaders.

5. Eventually partnering with other creation disciplines at SICS, Arts & Sciences, School of Education, Business etc. for the sake of further academic programs and courses.

Center for Spiritual Renewal
The Center for Spiritual Renewal is the arm of the ISF designed to serve the training and mentoring needs of faculty, ISF graduate students, the Biola student population and the community at large. The Center is the very heart of its graduate training programs, offering the following ministries:

MINISTERING TO & TRAINING
GRADUATE STUDENTS

- As a center for training, mentoring, developing community and research for ISF graduate students.

- As a center for training M.Div. and M.A. students in Spiritual Formation & Soul Care in supervised pre-practicum and practicum experiences in spiritually mentoring students.

- As a center for spiritually mentoring graduate students by ISF graduates, faculty and other outside trained spiritual directors.

- As a center for teaming with Talbot’s Intentional Character Development program.

MINISTERING TO & TRAINING
UNDERGRADUATE STUDENTS

- As a center for spiritual direction and mentoring of undergraduates by ISF students, faculty and other outside trained spiritual directors.

- As a center for providing opportunities for freshmen in the undergraduate “Spiritual Formation & the Bible” course to receive an introduction to spiritual mentoring at a more personal level with ISF M.A. Pre-practicum students.

FACULTY & CAMPUS RESOURCE
& COMMUNITY DEVELOPMENT

- As a center for faculty community and development in spiritual formation and direction at the personal, curricular, academic and training levels.

- As a center and resource for Biola’s dorm resident directors and resident assistants regarding training and referrals in spiritual formation and soul care.
RESEARCH DEVELOPMENT
IN SPIRITUAL FORMATION & SOUL CARE
  • As a center for spiritual formation and soul care research including the creation of The Evangelical Journal of Spirituality & Soul Care.

CHURCH & BEYOND:
BIOLA RESOURCE & COMMUNITY DEVELOPMENT
  • As a center for resource development to the church and community outside Biola including lay training in spiritual formation and direction-mentoring.
Rosemead School of Psychology

Mission & Learning Outcomes
The Rosemead School of Psychology of Biola University, in addition to its undergraduate program, offers graduate work leading toward the Doctor of Psychology (Psy.D.), and the Doctor of Philosophy (Ph.D.) degrees in clinical psychology. Rosemead’s doctoral programs are accredited by the Committee on Accreditation of the American Psychological Association, 750 First Street NE, Washington DC 20002-4242, (202) 336-5979.

Training Models in Clinical Psychology
In the past 40 years there has been discussion and debate by psychologists over appropriate training models and degrees in clinical psychology. During the 1950s and 1960s, most doctoral training in psychology followed the scientist professional model and culminated in the awarding of the Ph.D. These programs were designed to train scientifically oriented researchers and professionals.

During the 1960s and 1970s the need for training programs with stronger professional orientations became apparent. Institutions like the University of Illinois, the California School of Professional Psychology, the University of Denver, Baylor University, Rutgers University and the Rosemead Graduate School of Psychology were among the first to offer programs designed explicitly to provide doctoral training following either a professional (practitioner) or a professional-scientist (practitioner-scientist) model of training.

Without rejecting the need for training in the basic science areas of psychology, these programs began placing proportionately greater emphasis on the professional aspects of training. After four decades of discussion, debate and innovation, graduate training programs in clinical psychology now cover a broad range of emphases from highly professional to highly scientific.

Rosemead’s doctoral programs continue in the professional orientation tradition with the Ph.D. following a practitioner-scientist model, and the Psy.D. following a practitioner model.

Degrees Offered

MASTER OF ARTS
A master’s degree is awarded as a student progresses in the doctoral program. Special application for a terminal master’s degree must be approved on an individual basis.

DOCTOR OF PSYCHOLOGY
& DOCTOR OF PHILOSOPHY
Rosemead’s doctoral programs in clinical psychology are designed primarily to train practitioners in professional psychology. They are designed for students interested in pursuing careers in applied areas of clinical psychology. While all students receive training in the basic areas of scientific psychology relevant to the practice of psychology, the focus of Rosemead’s doctoral training is on the development of professional skills and the utilization of theory and research in professional practice. Within this focus students may select either the Psy.D. or the Ph.D. program. Approximately 67% of Rosemead’s students are enrolled in the Psy.D. and 33% in the Ph.D. Except in unusual circumstances, students do not change programs after admission.

While both the Psy.D. and Ph.D. have a common core of basic science and clinical courses, students selecting Rosemead’s Psy. D. are generally preparing for full-time positions as psychological practitioners. Those choosing Rosemead’s Ph.D. are interested in combining clinical work with other psychological competencies, such as teaching and research. Research training in Rosemead’s Ph.D. program is strong in selected areas of ongoing faculty research. Thus the Ph.D. is particularly appropriate for students who desire both to develop quality clinical skills and to develop research skills related to clinical practice.

Program Characteristics
The two programs (Psy.D. and Ph.D.) are very similar with regard to cost, time to completion, attrition, and internship placement. Specific information regarding tuition and fees may be obtained in the Financial Information section of this catalog or on the Rosemead website (www.rosemead.edu). Scholarships, grants, loans, and teaching assistantships are available to Rosemead graduate students. Some of these are need-based (e.g., grants); some of them are competence-based (e.g., teaching assistantships). If you would like to apply for financial support, visit http://www.biola.edu/grad/financialaid/

Most students complete their program in 5 (37%) or 6 (30%) years (Mean = 5.9, Mdn = 5.7). About 35% of the doctoral students in each program elect to spread coursework across 5 years rather than completing it in 4. A few students (about 15%) finish in less than 5 years; a few (10%) finish in 7 years; and a very few (7%) take longer than 7 years to complete all degree requirements. Across the past 7 years, the attrition from each program (i.e., students leaving the program before graduation for any reason: changed field of study, personal events) has been 12%. About 5% of students leave their program due to poor performance.

Rosemead students compete very well in the national system of internships in clinical psychology. The internship is a year of full-time training in a professional psychology role that comes after all coursework is complete. All of our students who complete the eligibility requirements obtain an internship. In the past 7 years we
have placed 107 Psy.D. students and 56 Ph.D. students in internships. Of these, 97% were placed in an internship of their choice in the first year they applied, the other 3% chose to wait another year for the internship they wanted. The Ph.D. interns obtained APA-approved internship at a slightly higher rate (88%) than did the Psy.D. interns (77%) because of the differences in their career goals and aspirations. In most of the internships (93%), the students received funding from the internship agency. A very few students (3%) obtained internships arranged on a 2-year, half time schedule. Some of the internship agencies are in the Southern California area, but many of them are in other reputable institutions across the country (see Practicum and Internship Agencies listing). The internship experience greatly enriches the professional development of the Rosemead students and prepares them for the next step in their careers.

### Additional Educational Opportunities

#### TRAINING & RESEARCH FACILITIES

Rosemead maintains an outpatient psychological service and training center on the Biola campus. The clinic offers a wide range of psychological services to adults and children. It also provides on-campus training opportunities for students. The clinic is equipped with video-taping facilities for case observation.

Students also receive supervised clinical experiences in a variety of practicum placements in the Greater Los Angeles Area. These agencies present students with opportunities to work with clinical professionals in a variety of therapeutic orientations serving a broad range of diverse populations. The agencies that regularly train Rosemead students—surrounding school districts; community mental health centers; child, adolescent and adult treatment centers; outpatient clinics; and private and public psychiatric hospitals—ensure that Rosemead students will gain a breadth of clinical experience in professional settings working with diverse populations. Students receive both supervision at their training sites and additional clinical consultation on campus with Rosemead faculty. The on-campus supervision ensures an integration of classroom training and field experience. Recent and current practicum agencies are listed later in this catalog.

Biola has a commitment to academic computing which provides substantial computing resources for Rosemead students and faculty. The Welch Computing Center offers desktop computing and printing services with both Macintosh and Windows computers. General productivity software is available as well as Bible, graphic arts, video production, and statistical software. The lab is open 100 hours a week with on-duty assistance from the IT Helpdesk. The Library’s Instructional Lab often serves as an open lab for Library research, email, and word processing. There are also a number of smaller departmental labs on campus dedicated to students of their respective majors. Further, Biola believes the wireless network should extend connectivity to those areas where a wired network port is not available. Biola has multiple wireless access points installed around campus. Most campus common areas have been equipped with wireless access.

#### ACADEMIC & CLINICAL CONSULTANTS

As a professional school located in a large metropolitan area, Rosemead utilizes the services of a number of persons from the larger professional community in its academic and clinical programs. Whether as part-time faculty or as consultants, this roster is multidisciplinary and enables Rosemead to enrich its training programs. Academic and clinical consultants do not serve as advisors to Rosemead students or chairpersons of dissertation committees but they do participate in all other academic activities. The following professional persons are either currently or recently involved in some aspect of Rosemead’s academic or clinical programs:

- **Christal Daehnert, Ph.D.;**
  Rosemead School of Psychology: Clinical Supervision

- **James Daehnert, Ph.D.;**
  Rosemead School of Psychology: Group Therapy Clinical Supervision

- **William L. Edkins, Psy.D.;**
  Rosemead Graduate School of Professional Psychology: Private Practice

- **Earl Henslin, Psy.D.;**
  Rosemead School of Psychology: Drug & Alcohol Abuse

- **Ruth Ann Graybill, M.S.W.;**
  Rutgers University: Family Systems Therapy & Supervision

- **Avedis Panajian, Ph.D.;**
  United States International University ABPP: Early Object Relationships, Individual Psychoanalytic Psychotherapy

- **Melanie Taylor, Psy.D.;**
  Rosemead School of Psychology: Clinical Training & Supervision

#### Distinctives

Rosemead’s major educational distinctives are its strong professional training orientation and its goal of relating the data and concepts of psychology to those of Christian theology. Since both psychology and theology address the human condition, Rosemead’s faculty believes there is a great deal to be gained by an interdisciplinary study of the nature of persons. Consequently, all students take a series of theology courses and integration seminars designed to study the relationship of psychological and theological conceptions of human functioning. This series of
courses lengthens Rosemead’s doctoral program by approximately one year beyond most four-year clinical programs.

While recognizing that the disciplines of psychology and theology have some very different data and methodologies, their overlapping content, goals and principles provide a rich resource for interdisciplinary study. Issues growing out of these overlapping concerns cover a range of topics relating to research, theory and clinical practice. By encouraging this study Rosemead is attempting to train psychologists with a broad view of human nature that includes a sensitivity to the religious dimension of life. Through its interaction with members of the Christian community, Rosemead is also committed to demonstrating to the church the potentially significant contributions an understanding of the data and methods of psychology can make to the Church’s role of ministering to the whole person.

FAMILY / CHILD
Students desiring to focus their professional practice on children, couples or families may take an emphasis in Family-Child Psychology. This emphasis requires completion of the following elective courses in addition to the regular doctoral requirements:

- Advanced Assessment of Individuals with Disabilities
- Family Psychology & Psychopathology
- Marriage & Family Therapy I & II
- Introduction to Child & Adolescent Therapy
- Advanced Child & Adolescent Therapy
- Cognitive / Behavioral Therapy with Children

Students emphasizing in Family-Child Psychology also write their dissertations or doctoral research papers in a family-child area, spend their year-long outpatient practicum in a setting where at least one-half of their work is with children, couples or families, and complete an internship in a setting where at least one third of their work is with a family-child population. They may also elect other family related courses such as Development of Religious Understanding in Children and Adolescents, and Human Sexuality.

PROFESSIONAL GROWTH & TRAINING
At the heart of an effective training program in professional psychology is the opportunity to develop the personal insights and skills necessary for empathic and effective interaction in a wide range of settings. In order to meet this need, Rosemead has developed a sequence of experiences designed to promote personal growth and competence in interpersonal relationships as well as specific clinical skills.

Beginning in their first year of study, students participate in a variety of activities designed to promote professional awareness and personal growth. The first year activities include active training in empathy skills and on-campus pre-practicum experience. The pre-practicum course consists of exercises to assess and facilitate interpersonal skills, and the initial opportunity for the student to work with a volunteer college client in a helping role.

During the second year, students usually participate in interpersonal training therapy. As participants, students personally experience some of the growth-producing aspects of interpersonal relationships. In addition, students begin their formal practicum and psychotherapy lab courses in the second year. Students are placed in such professional facilities as outpatient clinics, hospitals, college counseling centers, public schools and community health organizations on the basis of their individual readiness, needs and interests. These practicum experiences are supervised both by Rosemead’s faculty and qualified professionals working in the practicum agencies. In the psychotherapy lab courses, students receive both instruction and supervised experience, offering clinical services from the theoretical orientation of the course. Students elect lab courses from offerings such as Psychotherapy with Children and Adolescents, Marriage and Family Therapy, Group Therapy, Cognitive / Behavior Therapy with Children, Biofeedback, and Gestalt Therapy.

During the third year most doctoral students take two or three psychotherapy lab courses, work in an adult outpatient practicum setting, and begin individual training therapy. This therapy is designed to give the student first-hand experience in the role of a client and is considered an opportunity for both personal growth and for learning therapeutic principles and techniques. A minimum of 50 hours of individual training therapy are required. Such issues as timing, choice of therapist and specific goals are determined by students in conjunction with their advisors and the Clinical Training Committee.

When doctoral students reach their fourth year, most of their time is spent in electives from the therapy, integration and general psychology courses; advanced practicum assignments; and independent study or research. This step-by-step progression in professional training experiences gives the student personal experience with a wide range of personalities in a variety of settings and provides the necessary preparation for a full-time internship during the fifth year of study.

The internship is planned as an intensive clinical experience to help students integrate the varied elements of their preparation in psychology into a congruent professional role. All internships must be faculty approved in order to ensure a high level of professional experience for the student.

Placement in practicum agencies is made by the Director of Clinical Training and internships are obtained by the student consonant with the internship guidelines of the school. The faculty is active in helping select and obtain such placements.
As members of a Christian university community, Rosemead's faculty believe the relating of one's faith to an academic discipline goes beyond the theoretical and academic. Opportunities for fellowship, dialogue and worship are seen as vital parts of the total educational process. Consequently, all students are expected to participate in Rosemead's weekly chapel. Various opportunities are provided during the academic year for students and their spouses to gather in faculty homes for fellowship and integration of first-year students into the Rosemead community. Students are also encouraged to become involved in one of the many local churches in the Southern California area.

**CHRISTIAN ACTIVITIES**

As members of a Christian university community, Rosemead’s faculty believe the relating of one's faith to an academic discipline goes beyond the theoretical and academic. Opportunities for fellowship, dialogue and worship are seen as vital parts of the total educational process. Consequently, all students are expected to participate in Rosemead’s weekly chapel. Various opportunities are provided during the academic year for students and their spouses to gather in faculty homes for fellowship and integration of first-year students into the Rosemead community. Students are also encouraged to become involved in one of the many local churches in the Southern California area.

**Graduation Requirements**

The major M.A., Psy.D. and Ph.D. degree requirements are summarized below. Since all students take a set of basic courses in scientific psychology as well as in clinical psychology and theology, the first three years of the Psy.D. and Ph.D. tracks are very similar.

**MASTER’S DEGREE IN CLINICAL PSYCHOLOGY**

Although Rosemead does not offer a terminal Master’s program, a Master of Arts in clinical psychology is granted after the completion of the first two years of either the Ph.D. or Psy.D. curriculum, including:

- A minimum of 45 semester units in psychology (including practicum and psychotherapy lab courses)
- A minimum of 9 semester units in theology, 3 units in statistics, and 3 units in ethics
- A minimum of one year of resident graduate work. (The final semester must be in residence.)
- A transfer maximum of 9 units in theology and 9 units in psychology may be counted toward the M.A. in Clinical Psychology

**PH.D. IN CLINICAL PSYCHOLOGY**

1. Residence & Coursework

Normally, four years of residency are required unless transfer of credit is brought in and advanced standing granted. While the doctorate is not awarded simply for completion of stated course work, there are basic unit requirements for the degree (133 semester units). Each student is assigned a faculty advisor who assists in the planning of each semester’s schedule of courses and supervises the student’s progress in the program. For transfer credit, see General Academic Information.
Psychology: Ph.D. students must complete a minimum of 78 semester units of psychology in addition to a doctoral dissertation. These 78 units include 50 units in required courses, 12 units of practicum that must be taken in residence, 4 units of Master's-level research apprenticeship, and 12 units of psychology electives. Students may apply up to 6 units of graduate coursework from the School of Intercultural Studies toward the total psychology unit requirement.

Psychotherapy Laboratory: Students in the Ph.D. program must complete at least 12 units selected from psychotherapy lab courses. These are taken during the second, third and fourth years.

Theology: All students must complete a minor in theology which includes a minimum of 17 semester units.

Integration Seminars: All students participate in a series of seminars (14 units) devoted to the integration of a variety of theological and psychological concepts in research, theory and practice.

Dissertation Research: 12 units of dissertation research are required prior to granting the Ph.D.

2. Progress Evaluations
Each year students are evaluated on their general progress toward completion of degree requirements. These evaluations include review of each student's academic skills, clinical skills, and personal / interpersonal / spiritual growth as required by the program. Because all of these areas are integral to the practice of clinical psychology and the distinctive of Rosemead's program, deficiencies in any of them may result in program termination. However, the general objective of such evaluation is to provide feedback conducive to continued growth and development toward successful completion of the degree, high quality of service to clients, and high level of professional competence.

Procedures and processes for the evaluations are specified in the Rosemead Student Handbook.

3. Comprehensive Examinations
All students must pass a set of doctoral-level comprehensive examinations covering the following areas: (1) psychological intervention, (2) integration of psychology and theology, and (3) ethics.

These examinations are given two times annually and serve as the major means of evaluating a student's suitability to continue studies toward the doctorate. The examinations...
may be taken after completion of 75% (100 units) of the course work and must be taken prior to the Professional Qualifying Exam.

Only one retake of the examination is allowed. The dates of the Comprehensive Examinations are specified in the Academic Calendar.

4. Admission to Candidacy
Official candidacy for the doctorate signifies an advanced stage in the student’s progress. In order to be admitted to candidacy the student must have:

- Successfully completed the Second Year Evaluation
- Passed the Comprehensive Examinations
- Received approval of dissertation proposal by the Doctoral Committee
- Completed training therapy experience

5. Professional Qualifying Exam
All doctoral students must successfully complete an examination that evaluates the student’s readiness for a full-time internship. It may be taken any time after the comprehensive examinations have been passed and must be completed prior to acceptance of an internship. Only one retake of the exam is allowed. The examining committee may require the student to complete additional coursework, practicum, or other professional growth experiences prior to beginning the internship. See the Professional Qualifying Exam Guidelines in the student handbook for further details.

6. Internship
All students are required to successfully complete a one-year, full-time clinical internship prior to graduation. All internships are to be approved in advance by the Clinical Training Committee. For further details, refer to the Internship Guidelines in student handbook. Internship Fees are listed in the Psychology course section (RSTN 731 Internship). There is some provision for students to complete this requirement in two years at half-time.

7. Completion of Training Therapy Experience
All students must receive certification of completion of training therapy from the Director of Clinical Training. A minimum of 50 hours of interpersonal therapy plus 50 hours of individual therapy is required. See Training Therapy Guidelines in the student handbook for further details.

8. Dissertation
A dissertation evidencing high attainment in original scholarship must be submitted by all Ph.D. candidates. All dissertation units must be accrued prior to internship. Three weeks prior to expected graduation the candidate must submit to the Rosemead Dean the original and four copies of the dissertation approved by the dissertation committee and Biola librarian. Detailed information is found in the Student Dissertation Guidelines.

9. Final Oral Examination
The final examination is an oral defense of the dissertation before the doctoral committee and other invited professionals.

**PSY.D. IN CLINICAL PSYCHOLOGY**

1. Residence and Course Work
Normally, four years of residency are required unless transfer of credit is brought in and advanced standing granted. While the doctorate is not awarded simply for completion of stated course work, there are basic unit requirements for the degree (133 semester units). Each student is assigned a faculty advisor who assists in the planning of each semester’s schedule of courses and supervises the student’s progress in the program. For transfer credit, see General Academic Information.

**Psychology:** Psy.D. students must complete a minimum of 76 semester units of psychology. These 76 units must include 46 required psychology units, 18 units of practicum and 12 units of elective psychology courses. Students may apply up to 6 units of graduate coursework from the School of Intercultural Studies toward the total psychology hours requirement.

**Psychotherapy Laboratory:** Students in the Psy.D. program must complete 21 units selected from psychotherapy lab courses. These are taken in the second, third and fourth years.

**Theology:** All students must complete a minor in theology which includes a minimum of 17 semester units.

**Integration Seminars:** All students participate in a series of seminars (14 units) devoted to the integration of a variety of theological and psychological concepts in research, theory and practice.

**Dissertation Research:** Students in Rosemead’s Psy.D. program may fulfill the research component of their program either by writing a dissertation or by successfully completing a research consumership sequence (5 units), which includes a year-long doctoral research seminar, a doctoral paper consisting of a critical review of research literature on a clinical topic, and a proficiency examination for consumers of clinical research.
2. Progress Evaluations
Each year students are evaluated on their general progress toward completion of degree requirements. These evaluations include review of each student's academic skills, clinical skills, and personal / interpersonal / spiritual growth as required by the program. Because all of these areas are integral to the practice of clinical psychology and the distinctive of Rosemead's program, deficiencies in any of them may result in program termination. However, the general objective of such evaluation is to provide feedback conducive to continued growth and development toward successful completion of the degree, high quality of service to clients, and high level of professional competence. Procedures and processes for the evaluations are specified in the Rosemead Student Handbook.

3. Comprehensive Examinations
All students must pass a set of doctoral-level comprehensive examinations covering the following areas: (1) psychological intervention, (2) integration of psychology & theology, and (3) ethics.

These examinations are given twice annually and serve as the major means of evaluating a student’s suitability to continue studies toward the doctorate. The examinations may be taken after completion of 75% (100 units) of the course work and must be successfully completed prior to the Professional Qualifying Examination.

Only one retake of the examination is allowed. The dates of the Comprehensive Examinations are specified in the Academic Calendar.

4. Admission to Candidacy
Official candidacy for the doctorate signifies an advanced stage in the student’s progress. In order to be admitted to candidacy the student must have:

- Successfully completed the Second Year Evaluation
- Passed the Comprehensive Examinations
- Received approval of the dissertation proposal by the Doctoral Committee or completed the two-semester, five-unit Doctoral Research Seminar and comprehensive proficiency research examination
- Completed training therapy experience

5. Professional Qualifying Examination
All doctoral students must successfully complete an examination that evaluates the student’s readiness for a full-time internship. It may be taken any time after the comprehensive examinations have been passed and must be completed prior to acceptance of an internship. Only one retake of the exam is allowed. The examining committee may require the student to complete additional course work, practicum, or other professional growth experiences prior to beginning the internship. See the Professional Qualifying Examination Guidelines in the student handbook for further detail.

6. Internship
All students are required to successfully complete a one-year, full-time clinical internship prior to graduation. All internships are to be approved in advance by the Clinical Training Committee. For further details, refer to the Internship Guidelines in the student handbook. Internship fees are listed in the psychology course section (RSTN 731 Internship). There is some provision for students to complete this requirement in two years at half-time.

7. Completion of Training Therapy
All students must receive certification of completion of training therapy from the Director of Clinical Training. A minimum of 50 hours of interpersonal therapy plus 50 hours of individual therapy is required. See Training Therapy Guidelines in the student handbook for further details.

8. Dissertation or Research Consumership Sequence
All Psy.D. students must demonstrate doctoral-level mastery of a research area in clinical psychology. This may be done either by a dissertation or by a research consumership sequence. The research consumership sequence is composed of:

a. A two-semester, 5-unit doctoral research seminar focusing on the critical evaluation and utilization of clinical research;

b. A doctoral paper involving a critical review of research on a selected, clinically relevant topic; and

c. A proficiency examination evaluating the student’s ability to critically evaluate current clinical research. This proficiency exam is taken in conjunction with the first semester of the doctoral research seminar. Psy.D. students must either register for five units of credit for dissertation or for the doctoral research seminar.

9. Final Examination
The final examination for Psy.D. students who write a dissertation is an oral defense of the dissertation before the doctoral committee and other invited professionals. Students completing the doctoral research sequence must pass the research consumership exam given during the Doctoral Research Seminars.
PRACTICUM & INTERNSHIP AGENCIES

Rosemead students have recently received or are currently receiving supervised clinical experience in the following agencies:

- Albany Psychological Internship Consortium, Albany, NY
- Alhambra’s Psychological Clinic, Alhambra, CA
- Allendale Association, Lake Villa, IL
- Alpha Center, Placentia, CA
- Asian-Pacific Counseling and Treatment Centers, Los Angeles, CA
- Association for the Help of Retarded Children, New York, NY
- Augustus F. Hawkins Community Mental Health Center, Los Angeles, CA
- Behavioral Health Center, Charlotte, NC
- Bellefaire Jewish Children’s Bureau, OH
- Biola Counseling Center, La Mirada, CA
- California Polytechnic State University, San Luis Obispo, CA
- California State University, Long Beach, CA
- California Youth Authority, East Los Angeles, CA
- California Youth Authority, Norwalk, CA
- Center for Aging Resources, Pasadena, CA
- Center for Aging and Research, Irvine, CA
- Center for Individual & Family Therapy, Orange, CA
- Central Texas Veterans Health Care System, Temple, TX
- Centralia School District, Buena Park, CA
- Chicago Area Christian Training Consortium, Chicago, IL
- Child and Family Guidance Center, Northridge, CA
- Child Guidance, IA
- Children’s Hospital of Los Angeles, Los Angeles, CA
- Children’s Hospital of Orange County, Orange, CA
- Children’s Hospital, Denver, CO
- Colorado State University, Boulder, CO
- Connecticut Valley Hospital, CT
- Convalescent Hospital for Children, NY
- Crestwood Children’s Center, Rochester, NY
- Dallas Child Guidance, Dallas, TX
- Danielsen Institute, Boston University, Boston, MA
- Didi Hirsch Community Mental Health Center, Culver City, CA
- Duchess County Department of Mental Health, NY
- East Whittier High School, Whittier, CA
- East Whittier School District, Whittier, CA
- Elmcrest Psychiatric Institute, CT
- Ethan Allen School, Wausau, WI
- Federal Correctional Institution, NC
- Federal Medical Center, Rochester, MN
- Federal Medical Center, Fort Worth, TX
- For The Child, Long Beach, CA
- Fountain Valley School District, Fountain Valley, CA
- Garden Grove Unified School District, Garden Grove, CA
- George Washington Univ., Washington, DC
- Grand Valley State University Career Planning & Counseling Center, Allendale, MI

- Greater Long Beach Child Guidance Center, Long Beach, CA
- HELP Group, Sherman Oaks, CA
- Hacienda-La Puente Unified School District, La Puente, CA
- Harbor-UCLA Medical Center, Torrance, CA
- Harvard Medical School, Boston, MA
- Hudson River Region, NY
- Huron Valley Center, Ypsilanti, MI
- Illinois Masonic Medical Center, Chicago, IL
- Ingham Counseling Center, MI
- Institute of Living, CT
- Intercommunity Child Guidance Center, Whittier, CA
- Irvine School District, Irvine, CA
- Jefferson County Internship Consortium, Louisville, KY
- Jerry L. Pettis Memorial V.A. Medical Center, Loma Linda, CA
- John Umstead Hospital, Butner, NC
- Judge Baker Guidance Center, MA
- Kaiser Permanente, Los Angeles, CA
- Kaiser Permanente San Diego, Vista, CA
- Kent State University, OH
- Little Lake City School District, Norwalk, CA
- Loma Linda University Medical Center, Loma Linda, CA
- Los Angeles County Dept of Mental Health, Crisis Evaluation Unit
- Los Angeles County—USC Medical Center, Los Angeles, CA
- Los Nietos School District, Whittier, CA
- Manhattan Psychiatric Center, New York City, NY
- Massachusetts Mental Health Center, Boston, MA
- Memphis Clinical Psychology Consortium, TN
- Metropolitan Detention Center, Los Angeles, CA
- Metropolitan State Hospital, Norwalk, CA
- Mountain View School District, Ontario, CA
- Neurological Institute / N. Broward Medical Center, Pompano Beach, FL
- Newton Memorial Hospital, NJ
- Norfolk Regional Center, NE
- Northeast Ohio University, College of Medicine, Akron, OH
- Northern Arizona University, Flagstaff, AZ
- Northwestern University Medical School, IL
- Norwalk/La Mirada Unified School District, Norwalk, CA
- Norwich University, Northfield, VT
- New York Harbor Health Care System, Brooklyn, NY
- O’Grady Residency in Pediatric Psychology, OH
- Orange County Mental Health Children and Youth Center, Placentia, CA
- Ottawa Hospital General Campus, Ottawa, ON, CANADA
- Pacific Clinics Asian-Pacific Family Center, Pasadena, CA
- Pacific Clinics Adult and Child Outpatient Services, Duarte, CA
- Patton State Hospital, Patton, CA
- Philhaven Hospital, Mt. Gretna, PA
- Pine Rest Christian Hospital, MI
- Presbyterian Hospital, TX
- Psychological Services Center, Portland, OR
- Richmond Maxi-Center, Richmond, VA

- Richmond Maxi-Center, Richmond, VA
• San Bernardino County Department of Behavioral Health, Rialto, CA
• San Fernando Valley Child Guidance Center, Northridge, CA
• San Marino School District, San Marino, CA
• Santa Fe Springs School District, Santa Fe Springs, CA
• Seacoast Mental Health Center, Portsmouth, NH
• Shasta County Mental Health Service, NIMH, Shasta, CA
• Sharp Healthcare, San Diego, CA
• Silas B. Hayes Army Community Hospital
• Spokane Community Mental Health, Spokane, WA
• Spring Grove Hospital Center, Catonsville, MD
• Spring Shadows Glen, TX
• St. Elizabeth’s Hospital NIMH, Washington, DC
• St. John’s Child and Family Development Center, Santa Monica, CA
• State Of New Jersey Department of Mental Health, NJ
• Stony Brook State University of New York, Stony Brook, NY
• Switzer Center, Torrance, CA
• Terrell State Hospital Consortium, TX
• Texas Tech University Counseling Center, Lubbock, TX
• Torrance State Hospital, PA
• UCI Counseling Center, Irvine, CA
• UCI Institute for Brain Aging+Dementia+Psychological Enrichment Center, Irvine, CA
• UCI Medical Center, Orange, CA
• UCLA Semel Institute for Neuroscience and Human Behavior, Los Angeles, CA
• UCLA Student Psychological Services, Los Angeles, CA
• Ulster County Mental Health Child Adolescent Services, NY
• United States Air Force Malcolm Grow Medical Center, Andrews AFB, MD
• United States Air Force Wilford Hall Medical Center, Lackland AFB, San Antonio, TX
• United States Air Force Wright-Patterson USAF Medical Center, Toledo, OH
• United States Army Dwight D. David Eisenhower AMC, Augusta, GA
• United States Army Madigan Army Medical Center, Tacoma, WA
• United States Army Tripler Army Medical Center, Honolulu, HI
• United States Army Walter Reed Medical Center, Washington, DC
• United States Army William Beaumont Medical Center, TX
• United States Navy National Medical Center, Bethesda, MD
• United States Navy Medical Center, San Diego, CA
• University of California Counseling Center, Irvine, CA
• University of California Counseling Center, Santa Barbara, CA
• University of California Counseling Center, Los Angeles, CA
• University of California Counseling Center, Riverside, CA
• University of California Counseling Center, San Francisco, CA
• University of Colorado Health Sciences Center, Denver, CO
• University of Colorado Wardenburg Health Center, Boulder, CO
• University of Denver Counseling and Behavioral Health Center, Denver, CO
• University of Illinois Counseling Center, IL
• University of Kansas Counseling and Psychological Services, Lawrence, KS
• University of Manitoba, Winnipeg, Manitoba, Canada
• University of Massachusetts, Amherst, MA
• University of South Carolina, SC
• University of South Florida Counseling Center for Human Development, Tampa, FL
• University of Tennessee, Knoxville, TN
• University of Texas Medical School, TX
• University of Utah, Neuropsychiatric Institute, Salt Lake City, UT
• University of Virginia Elson Student Health Center, Charlottesville, VA
• University of Washington / Psychiatry & Behavioral Sciences, WA
• Upland School District, Upland, CA
• USC Alzheimer’s Disease Research Center, Los Angeles, CA
• USC Children’s Hospital, Los Angeles, CA
• V.A. Ambulatory Care Clinic, Los Angeles, CA
• V.A. Gulf Coast Veterans Health Care System, Biloxi, MS
• V.A. Hospital, Portland, OR
• V.A. Medical Center, American Lake, WA
• V.A. Medical Center, Decatur, GA
• V.A. Medical Center, Cincinnati, OH
• V.A. Medical Center, Cleveland, OH
• V.A. Medical Center, Dallas, TX
• V.A. Medical Center, Loma Linda, CA
• V.A. Medical Center, Long Beach, CA
• V.A. Medical Center, Memphis, TN
• V.A. Medical Center, Perry Point, MD
• V.A. Medical Center, Portland, OR
• V.A. Medical Center, Salem, VA
• V.A. Medical Center, Sepulveda, CA
• V.A. Medical Center, Topeka, KS
• V.A. Medical Center, Vanderbilt University, Nashville, TN
• V.A. Puget Sound Healthcare System, Tacoma, WA
• Vanderbilt University, TN
• Washington State University, WA
• Western State Hospital, WA
• Whittier Area Cooperative-Special Education, Whittier, CA
• Whittier City School District, Whittier, CA
• Whittier Union High School, Whittier, CA
• Yale University School of Medicine, New Haven, CT

• Practicum Agencies
• Internship Agencies
Admission Requirements

Rosemead seeks to admit applicants whose backgrounds clearly demonstrate scholarly aptitude, a commitment to the historic Christian faith, personal character and integrity, and a positive service-oriented motivation toward the field of clinical psychology. As an evangelical Christian institution, Biola University requires that an applicant has been a Christian for at least one year prior to admission. Biola does not discriminate on the basis of the applicant’s race, color, sex, disability, national or ethnic origin.

Persons interested in attending Rosemead should request application forms from the Director of Admissions of Biola University.

As in most graduate programs in psychology, competition is keen and enrollment is limited. In order to be admitted to full graduate standing the applicant must comply with the following:

1. Possess a baccalaureate degree from an accredited college or university with an average grade of at least “B” for the junior and senior years, i.e., 3.0 on a 4.0 scale.

2. Present an undergraduate program with either a major in psychology or its functional equivalent (30 semester hours of credit in psychology). This should include at least one course in: General (introductory) psychology; statistical methods; experimental psychology; abnormal psychology; theories of personality; and learning. Also strongly recommended are courses in development, measurement theory, history of psychology; physiological psychology or a year of biology / zoology. If possible, undergraduate courses in Old and New Testament survey and hermeneutics will strengthen the student’s preparation for Rosemead.

3. Submit scores on the Graduate Record Examination Aptitude Test, Writing Test, and Psychology Advanced Test. Information regarding testing dates and location may be obtained by writing to the Educational Testing Service, Box 955, Princeton, New Jersey 08540, or go to www.ets.org/gre/. No applicant is exempt from submitting GRE scores which must be received prior to the deadline date of January 15.

4. Submit completed profile (not answer sheet) of the Minnesota Multiphasic Personality Inventory (MMPI). This test should be taken at a college testing service or from a licensed psychologist. Since this test material is confidential, Rosemead will not make copies of tests sent for admission purposes at any time. Applicants are referred to the agency from which the testing was administered if they desire a clinical interpretation.

5. Submit five letters of recommendation on forms supplied by the school. Three of these are academic references and two are character references (pastor of your home church and personal friend).

6. Appear for a personal interview with the Admissions Committee or its representative. Arrangements are made by the committee following a preliminary screening of applications. Only those who are finalists in Rosemead’s admissions procedure, determined by the preliminary screening, will be scheduled for a personal interview. For finalists from the general Southern California area, interviews are held on campus at La Mirada. Arrangements will be made by the chairperson of the Rosemead Admission Committee for those outside the Southern California area. Interviews are conducted in a number of cities throughout the country, generally between January 15 and February 28. A non-refundable fee of $75 is due and payable following arrangements for the interview.

It is the responsibility of the applicant to make sure that all application materials have been received. If there is any doubt, the applicants should write to the University Admissions Office for verification.

Note: Official documents presented for admission or evaluation become part of the student’s academic file and normally cannot be returned or copied for distribution.

APPLICATION DEADLINE

Since enrollment is limited and admission is on a selective basis, applications should be made as early as possible. Applications must be received in the Office of Graduate Admission by January 15. Decisions are made only on completed applications. Rosemead currently admits new students for the degree programs only in the fall semester each year. Applications received after the January 15 deadline will rarely be considered for the following fall semester.

NOTICE OF DECISIONS

The Admissions Committee will process applications as quickly as possible following the January 15 deadline, though time must be allowed for completion of personal interviews. Certificates of Acceptance will be mailed on or before April 1. Information concerning the status of an application will not be given except by letter from the Dean following action by the Admissions Committee. Because of the large number of applicants, information cannot be given by telephone. In the event that an applicant has not heard from the committee by May 1, written inquiry may be made.

ADMISSION OF INTERNATIONAL STUDENTS

See University Admission and Registration sections of the Biola University catalog.
General Academic Information

Classification of Students
Graduate psychology students meeting all entrance requirements will be classified as regular graduate students. Students who do not fulfill all entrance requirements may be admitted on a provisional status until they correct the deficiency. Any such deficiencies must be removed within one calendar year of a student’s admission as a provisional student. It is only in rare instances that a student will be accepted on provisional status.

Students will be classified in the program as follows:

- First year.............................................................. 30 graduate units or less completed
- Second year......................................................... 31–65 graduate units completed
- Third year............................................................. 66–99 graduate units completed
- Fourth year.......................................................... 100–133 graduate units completed
- Fifth year............................................................. Class work complete and internship in progress
- Dissertation (ABD).............................................. All requirements met except for dissertation.

Grading System
Students wishing to obtain a graduate degree must maintain a consistently high academic performance throughout their program. An overall B average, i.e., 3.0 on a 4.0 scale, is required for all degrees. Only grades of “A,” “B,” and “C” earn graduate credit.

Grades of all students are recorded in the registrar’s office. Grades of all students are recorded in the registrar’s office. Graduates. Only grades of “A,” “B,” and “C” earn graduate credit.

The following grades are also used in Rosemead records with special significance for the professional aspects of the programs:

- S Satisfactory............................................................. 0.00
- U Unsatisfactory ................................................... 0.00
- AUD Audit ............................................................. 0.00
- R Dissertation Research in Progress.......................... 0.00
- IP Internship in Progress......................................... 0.00

Independent Study / Arranged Course
Independent Studies are an integral part of the Biola University experience. An Independent Study is a course that is initiated by the student, who then works independently toward the goals and objectives outlined by the professor on the Arranged Course form. Students who are in good standing and not on probation are eligible to enroll in an Independent Study. Required courses may not be taken by independent study.

Permission of the Dean is required for students to take more than six (6) units of independent study and/or arranged coursework during their program.

Professional Standards & Student Conduct
The academic program at Rosemead is designed to prepare graduates for licensure (on the doctoral level) by the professional licensing boards of the various states. Because of the professional nature of Rosemead’s program, students are required to maintain the standards of the psychological profession as defined by the American Psychological Association, the State of California and the professional psychologists who comprise Rosemead’s faculty. As a part of Biola University, which serves a broad spectrum of evangelical churches, Rosemead also has both a doctrinal statement and a statement of conduct (See general information section of catalog). Prospective applicants should be in agreement with the standards. Students who do not abide by these standards or other institutional policies and procedures may be subject to probation or dismissal from the program.

Academic Probation
A student failing to maintain the minimum grade point average of 3.0 will be placed on academic probation. The following semester, should the student not meet the minimum cumulative grade point average (3.0), he or she will automatically be dismissed. A student cannot graduate while on probation.
ACADEMIC DISMISSAL
A student is only allowed a combination of two “U”s, “F”s and/or “C”s (understood to include both C+ or C-); a third “C,” “U” and/or “F” brings automatic elimination from the program.

CREDIT BY EXAMINATION & COURSE VALIDATION
No graduate credit in psychology will be given by examination or validation. Students who possess an excellent but non-transcripted background in an area of study may, with the permission of the advisor and chair of the Committee on Academic Qualifications, validate by examination to receive a waiver for a required course. No unit credit is given for such validation. Successful validation allows the student to take additional equivalent elective hours in the program.

TIME LIMIT FOR DEGREES
All course and academic requirements must be completed within eight years for the Psy.D. and Ph.D. degrees, beginning on the date of the student’s first registration for graduate study at Rosemead.

Note: If the program is not completed within the eight-year limit, the student must register again as a full-time student. Requirements in Student Handbook.

STUDENT ACADEMIC LOAD
The normal full-time load for a Rosemead student in psychology is 12 to 16 hours per semester, but not less than 9 hours. Without the dean’s approval, a student may not carry over 16 units in any semester. Doctoral students are considered full time for a maximum of two years in the dissertation phase of their program. Part-time registration of less than 9 units is permitted only with permission of the Dean. Rosemead does not admit part-time students to its degree programs.

For full statement on satisfactory academic progress see Academic Standards section of catalog.

PRE-INTERNSHIP & DISSERTATION STUDENTS
Pre-internship, internship and dissertation (ABD) status students must continue to register and pay the required fees each semester appropriate to their status. Students unable to register in person for internship or ABD status will be charged a special registration fee and be registered in absentia by the Office of the Registrar. (See fee schedule.) Students who have completed course requirements but have not completed degree requirements must register for either internship or a minimum of 3 additional units per semester until all degree requirements are met.

TRANSFER CREDIT
Doctoral students may transfer up to 30 semester hours of applicable graduate-level courses in psychology (9 of these may be applied to master’s-level courses) and/or up to 14 hours of theology and Bible applicable to Rosemead’s program (9 of these may be applied to master’s-level courses) from an accredited graduate school or theological seminary. Graduate courses with grades of “B” or above at accredited institutions are considered as acceptable on a transfer basis. Practicum credit in the amount equal to one Rosemead practicum of three credits may be transferred by Psy.D. students after completion of Rosemead’s practicum prerequisites. These hours will be counted toward the 30 hour transfer maximum. Practicum transfer credit will be granted only when it is shown as practicum on an official graduate transcript. Ph.D. students are required to take all 12 practicum hours while in residency. Rosemead will not evaluate non-traditional learning or non-transcripted work experience for academic or practicum credit.

When students wish to use transfer credit for a required course in the Rosemead curriculum, it is their responsibility to provide documentation assuring the equivalency of course content. Competency examinations may be given to verify equivalence to Rosemead required courses. Documentation may include catalog descriptions, syllabi and other supporting materials from the professor of record or department, as deemed necessary.

THEOLOGY REDUCTION
Students entering Rosemead with a minimum of 30 undergraduate units of Bible and/or Theology from accredited Christian colleges or universities are eligible for a reduction of up to 8 units of required Theology courses. To qualify for this reduction students must have earned no lower than a "B-" grade in the undergraduate coursework. Content of the undergraduate courses must be compatible with the Theology course(s) being waived. Reduction units will be determined by the Registrar’s Office in consultation with Rosemead’s Admissions and Academic Qualifications Committee.

UNOFFICIAL WITHDRAWAL
A student who fails to register in any given semester without arranging for a leave of absence or formal withdrawal is eliminated from the program by default.

LEAVE OF ABSENCE
Inactive students are those who have requested and been granted a leave of absence from their program. A leave of absence may be granted upon petition for change of status if there is deemed sufficient reason for interrupting the program and intention to return to the program. Change of status forms are available from the Rosemead Office.

A leave of absence must be renewed by petition each semester and may not exceed two consecutive semesters. A leave of absence longer than two semesters will require withdrawal from the program and a petition for readmission if the student later wishes to regain active status. The committee responsible for processing readmission requests is the Admissions and Academic Qualifications Committee. Each leave of absence must receive the approval of the student’s advisor and the final approval of the Dean.
TERMINATED STUDENTS
A person whose program has been terminated may make reapplication to the program a minimum of two years after termination.

The reapplication should be in the form of a letter and include a new application form, at least two current references and any desired supporting materials. The letter should be addressed to the Rosemead Admissions Committee stating the reasons for requesting readmittance as well as any other issues deemed relevant by the applicant. The letter should directly address the causes for program termination. The application will be considered with the regular admissions pool.

The admissions committee will review the request and may take one of two actions:

a. Deny the request; or

b. approve the request and refer to faculty for final approval or disapproval. The results of the faculty decision will be communicated to the applicant by the Dean.

READMISSION PROCEDURES
A student who has attended Biola University and has dropped out for one semester or longer will be required to file an application for readmission and pay a fee of $15. Students enrolled for any semester, but who fail to pre-register for the following semester, will be charged a $45 reapplication fee should they choose to return for that semester.

Readmission requires the submission of a formal petition for re-admission, action by the Admissions and Academic Qualifications Committee, and final approval of the Dean. This policy is in effect for students in any status, including internship and dissertation.

Courses
GRADUATE PSYCHOLOGY (RSPY)
Courses under this designation provide the essential scientific and theoretical foundation for advanced graduate study in clinical psychology.

RSPY 501 Introduction to Psychotherapy ................................................... 2
An introduction to the theory and techniques of psychotherapy. Includes an emphasis on the relationship between models of psychopathology and psychotherapy, an overview of various approaches to psychotherapy, and a discussion of foundational therapeutic techniques. Required of Psy.D., Ph.D.

RSPY 502 Advanced Statistics ...................................................................... 3
Concepts and techniques involved in the analysis and interpretation of clinical and research data. Lecture and laboratory descriptive and inferential statistics. Major topics include correlation and regression, tests of significance and introduction to analysis of variance. Both parametric and non-parametric approaches are covered. Instruction assumes undergraduate background in statistics. Required of Psy.D., Ph.D.

RSPY 515 Introduction to Psychopathology ............................................. 3
This course provides a comprehensive study of the current Diagnostic and Statistics Manual of Mental Disorders (DSM). This includes training in diagnosis, and the various psychopathological processes covered in the DSM, as well as honing diagnostic ability and familiarizing students with a range of psychopathology. Required for Psy.D., Ph.D.

RSPY 530 History & Systems of Psychology ............................................ 3
An overview of the history of psychology and classical systems in psychology. The class also considers issues in the philosophy of science relevant to psychological systems, research, theory, and practice. Required of Psy.D., Ph.D.

RSPY 600A Research Apprenticeship I ..................................................... 1-3
RSPY 600B Research Apprenticeship II ................................................... 1-3
Supervised experience in planning, conducting and reporting psychological research. The specific nature of the research project will be determined by the student with his or her advisor. Students will be required to submit a written review of literature and research proposal, conduct data gathering activities, analyze the data and submit a final report of the project in APA format. The required total of 4 units must be completed by the beginning of the first semester of the third year in the program. Required of Ph.D.

RSPY 601 Research Design ........................................................................ 3
Covers the design and analysis of experimental and non-experimental research. Basic principles of sampling, measurement, design validity, analysis, and research ethics are presented. Designs using multivariate approaches are also discussed. Definition and examples of qualitative research models are also presented. The role of research in clinical psychology and in the integration of psychology and theology are explored. A one-unit lab component is required for Ph.D. students. Prerequisite: RSPY 502. Required for Psy.D., Ph.D.

RSPY 601L Research Design Lab ............................................................... 1
This lab is a complement to RSPY 601 for PhD students. It focuses on the development of a specific research project in conjunction with the study of Research Design. Prerequisite: RSPY 502. Required for Ph.D. students only. Co-registration in RSPY 601 is required.

RSPY 603 Cognitive-Affective Aspects of Behavior .................................. 3
Presents an overview of cognition and emotion in relation to human functioning. All topics will be covered from the perspective of recent advances in cognitive neuroscience. Topics include, but are not limited to perception, attention, memory, and vision as well as complex cognitive skills such as language, reasoning, and problem solving. Application to
clinical practice is discussed when appropriate. Required for Psy.D., Ph.D.

**RSPY 605** Psychology of Religion .................................................. 2–3
A survey of the psychology of religion research emphasizing both content and methodological issues. Topics covered include religiosity and mental health, measures of religiosity, religious development, correlates of religiosity and psychological aspects of conversion and other religious experiences. Elective.

**RSPY 607** Biological Aspects of Behavior .......................................... 3
Examines the anatomy and function of the nervous system with special emphasis on brain neurotransmitters and hormones, reproductive behavior, sensory and motor functions, brain development and change, language, arousal and sleep, emotion, and emotional and neurological disorders. Current research methods pertaining to the above topics are included in the course materials. Required for Psy.D., Ph.D.

**RSPY 608** Social Psychology ............................................................. 3
Problems and theories of the person in the social context, including person perception, interpersonal relations, role formation and differentiation, attitude formation, maintenance and change. Required of Psy.D., Ph.D.

**RSPY 610** Development of Religious Understanding in Children & Adolescents ........................................... 2
An assessment of the cognitive and affective meaning, which children and adolescents attribute to religious concepts, practices and experiences, and their changes in meaning during the course of individual development. The biblical perspective of religious development is also examined. Elective.

**RSPY 615** Advanced Developmental Psychology .................................. 3-4
Concepts and processes involved in the development of the person throughout the lifespan are reviewed with emphasis on cultural variations. Major theoretical systems relevant to individual development are examined with emphasis upon the study of neurobiological, cognitive, affective, and psychomotor changes manifested in childhood and adolescence. Various theories on the development of psychopathology are addressed, with a focus on psychodynamic theorists including Freud, Adler, Jung, Klein, Winnicott, Fairbairn, Kohut, and Stolorow. Prerequisite: A survey course (graduate or undergraduate) in developmental psychology, and RSPY 515. Required of Psy.D., Ph.D.

**RSPY 625** Multicultural Issues in Clinical Psychology ......................... 2–3
A consideration of the impact of social and cultural factors upon the utilization and dynamics of mental health services. Focuses on developing the student’s sensitivity to the cultural dynamics involved in the therapeutic process. Required of Psy.D., Ph.D.

**RSPY 631** Principles of Health Psychology ........................................... 2–3
This course provides an overview of theory, research and roles of psychologists in the dissemination of psychological knowledge into the health care system. Areas of focus include concerns of the family physician for which referral might be made, adjustment to physical disabilities, coping with chronic illness, stages of adjustment by individuals and their families to death and dying, preventive-educative and motivational issues in medical treatment. Prerequisites: RSPY 607 and / or RSLB 706 or 707 are recommended. Elective.

**RSPY 632** Research Problems in Psychotherapy .................................... 2
Consideration of research approaches to studying the process and outcomes of psychotherapy. Special emphasis is placed on measurement of process and outcomes, design and execution of research and status of psychotherapy research to date. Students are actively involved in reviewing and evaluating psychotherapy research in selected areas. Prerequisite: RSPY 601. Elective.

**RSPY 633** Advanced Seminar in Psychopathology ............................... 3
A survey of the development, dynamics and classification of the psychological disorders from a psychoanalytic point of view. Special attention is given to the neuroses and the operations of ego defense mechanisms. Elective.

**RSPY 641** Measurement & Assessment I: Intellect .............................. 3
The first in a sequence of courses directed toward competence in administration, scoring and interpretation of psychological tests. The course involves a survey of basic concepts and principles of psychological measurement, including factors influencing validity and reliability. Emphasis is placed on the Child and Adult Intelligence scales as well as measures of achievement, adjustment, and adaptive behavior. Graduate students will administer test batteries to school and clinic populations and also engage in diagnostic and report writing activities. Graduate students will also learn diagnostic criteria for handicapped children as well as their legal rights as set forth by Public Law 94-142. Cost of materials required is approximately $150. Required of Psy.D., Ph.D.

**RSPY 642** Measurement & Assessment II: Personality ......................... 3
Use of objective personality instruments with emphasis upon the MMPI-II and MCMI-II. Introduction to more structured projective instruments such as the TAT and Sentence Completion. Prerequisite: RSPY 641. Cost of materials required for this course is approximately $150. Required of Psy.D., Ph.D.

**RSPY 643** Measurement & Assessment III: Projectives (Rorschach) ............ 3
An introduction to the use of projective techniques in personality assessment with special emphasis on the administration, scoring and interpretation of the Rorschach using Exner’s Comprehensive System. Prerequisite: RSPY 642. Required of Psy.D.
RSPY 644  Measurement & Assessment IV: Advanced Projectives (Special Issues) .............................................. 2
Advanced interpretation of the Rorschach including special issues as forensic evaluations, child and adolescent personality assessment, assessment of thought disorder. Other basic projective instruments such as the TAT, CAT and Sentence Completion tests are also covered. Prerequisite: RSPY 643. Elective.

RSPY 645  Measurement & Assessment V: Neuropsychological ............................................................... 3
This course provides an overview of the basic issues in neuropsychology, and examines the key cognitive-psychological ability areas that are assessed in a neuropsychological evaluation. Assessment from a flexible, hypothesis-testing and clinical perspective is emphasized. Special attention will be given to brief neuropsychological screening procedures which help to differentiate between organic and psychological disorders. Prerequisite RSPY 607 or 705. Elective.

RSPY 647  Advanced Assessment of Individuals With Disabilities .......................................................... 3
An advanced diagnostic course which focuses on the assessment and diagnosis of exceptional children as well as legal and advocacy issues required by the Individuals with Disabilities Act. Specific diagnostic populations include mentally retarded, learning disabled, emotionally disturbed and gifted children. Attention is also given to low incidence handicaps such as vision impaired, hearing impaired, multiple handicapped, etc. Prerequisites: RSPY 641, and permission of instructor.

RSPY 650  Family Psychology & Psychopathology .................................................................................. 3
Emphasizes the construction of a conceptual framework for system change as a foundation for clinical intervention. Surveys major approaches to systems-oriented family therapy and includes such related issues as the family life cycle, object relations integration, family pathology / dysfunction, family assessment, ethnicity and religious influences. Elective.

RSPY 651  Seminar in Psychodynamic Theory I ............................................................................. 2
An in-depth study of the process of therapy based on psychoanalytic developmental theory and giving special attention to the concepts of transference, counter-transference and interpretation. This course is only available with the initiative and approval of the instructor when an appropriate client is unavailable to the student for lab requirements.

RSPY 652  Seminar in Psychodynamic Theory II ............................................................................. 1
Continuation of RSPY 651. This course is only available with the initiative and approval of the instructor when an appropriate client is unavailable to the student for lab requirements.

RSPY 663  Human Sexuality .................................................................................................................. 2
An examination of the areas of human sexual functioning, behavior, relationships and feelings. Issues of sexuality are discussed within spiritual, psychological, cultural and medical/health perspectives with implications for clinical treatment of sexual issues. Elective.

RSPY 680  Pre-practicum ......................................................................................................................... 3
A condensed version of Pre-practicum I & II for students with significant previous graduate study in psychology. This course is designed to facilitate the development of empathic listening, interpersonal skills and basic therapeutic techniques through group interaction and closely supervised on-campus practicum experiences. Required of advanced first year students to be taken concurrently with RSTP 500 Psychotherapy and Religion. Fall. Fee: $55.

RSPY 681  Pre-practicum I ...................................................................................................................... 1
The first of a two-course sequence designed to facilitate the development of empathic listening, interpersonal skills and basic therapeutic techniques including an introduction to ethics. This first course emphasizes a small, interactive group format for the development of skills. Interterm. Fee: $55.

RSPY 682  Pre-practicum II ..................................................................................................................... 2
The second of a two-course sequence designed to facilitate the development of empathic listening, interpersonal skills and basic therapeutic techniques. During this course, direct observation and videotaping of the student’s first clinical practicum in the University’s counseling center are utilized to provide a closely supervised introduction to the therapeutic process. Requirement: To be taken concurrently with RSTP 500. Prerequisite: RSPY 681. This course or RSPY 680 required for Psy.D., Ph.D.

RSPY 688  Practicum Consultation .......................................................................................................... 0
Small group consultation coordinated by Director of Clinical Training. This course is taken concurrently with all practica (RSPY 689, 691-699). Required of Ph.D., Psy.D.

RSPY 689  Practicum Continuous Enrollment ......................................................................................... 0
Students continuing a fall or spring practicum through interterm or summer will register for this 0-unit course. Registration in a fall or spring practicum and RSPY 688 is required. Prerequisite: RSPY 691 and permission of the Director of Clinical Training.
Supervised clinical experiences including diagnostic and therapeutic activities with inpatient and outpatient clientele. Hospitals, private and public clinics, mental health organizations and schools and college counseling centers are utilized. Prerequisite: successful completion of RSPY 680, 682 or approval of the Clinical Training Committee. Co-registration in RSPY 688 required. RSPY 691-694 required for Ph.D.; RSPY 691-696 required for Psy.D.

RSPY 679 Practicum Elective ............................................................... 1–3

RSPY 680 Practicum Elective ............................................................... 1–3

RSPY 689 Practicum Elective ............................................................... 1–3

For students desiring supervised clinical experiences beyond the practicum requirements for their degree. These are used as elective practa. Prerequisite: approval of the Director of Clinical Training. Co-registration in RSPY 688 required. Elective.

RSPY 700 Clinical Case Conference ...................................................... 1

Small group supervision of ongoing psychological cases. Elective.

RSPY 701 College Teaching of Psychology .............................................. 2

A seminar on teaching methods including the development of course objectives, outlines, lectures and evaluations. Major emphasis is placed on the examination of the various teaching methods available to the teacher of psychology. Elective.

RSPY 704 Advanced Research Design ................................................. 3

A continuation of RSPY 601 for Ph.D. students. Major emphasis is given to multiple regression analysis, including validity of assumptions, diagnostics; outliers; transformation of variables, and categorical dependent variables. Introduction is given to exploratory and confirmatory factor analysis, and structural equation models. Computer implementation and applications are emphasized. Prerequisite: RSPY 601. Required for Ph.D. only.

RSPY 705 Clinical Psychopharmacology ..................................................... 3

A general overview of current research on the use and effectiveness of psychotropic medication in the treatment of the psychoses, neuroses and other emotional disorders. Elective.

RSPY 708 Structural Equation Modeling .................................................. 3

Introduction to models and methods for analysis of data hypothesized to be generated by unmeasured latent variables including latent variable analogues of traditional methods in multivariate analysis. Emphasis is given to measurement models such as confirmatory and higher-order factor analytic models and structural equation models, including path and simultaneous equation models. Parameter estimation, hypothesis testing, and other statistical issues are covered. Computer implementation and applications. Prerequisite: RSPY 704. Required for Ph.D.

RSPY 709 Current Issues in Psychology .............................................. 1–3

Intensive focus is given to a selected topic of contemporary interest. May be retaken for credit. Elective.

RSPY 710 Special Techniques in Clinical Practice ...................................... 1–3

Intensive consideration of a specific technique utilized in modern clinical practice and requiring specialized training. A single major technique will be the focus each time this course is offered. May be retaken for credit. Elective.

RSPY 711 Seminar in Ethical & Professional Issues .................................. 3

A study and discussion of the ethics of professional psychology with an emphasis on the American Psychological Association's Code of Ethics, guidelines, and laws that govern the profession. Preparation for the oral and written portions of the licensing exam in the state of California is also given emphasis. The challenge to integrate a professional, Christian, and personal ethical code is discussed. Required of Psy.D., Ph.D.

RSPY 712 Independent Study ............................................................... 1–3

Individual work, directed reading or special problems in psychology. Such work must be done with the approval and supervision of a faculty professor of record. The student is expected to submit a detailed course proposal and a bibliography with an arranged course permission form available from the Registrar's Office. Required courses may not be taken through independent study. Elective.

RSPY 713 Clinical Supervision & Consultation .......................................... 1–3

A course designed to give students training and practice in supervisory and consultation roles. Mutual supervision and case presentations are used to develop skills. This course or RSLB 702 is required of Ph.D. and Psy.D. Prerequisite: RSPY 691-692.

RSPY 715 Training Therapy (Interpersonal) ............................................. 0

For official indication on the student's transcript of required personal growth experience through interpersonal therapy. Students may choose group, marital or spiritual direction. Required of all doctoral students.

RSPY 716 Training Therapy (Individual) .................................................. 0

For official indication on the student's transcript of required personal growth experience through individual training therapy. Required of all doctoral students.
RSPY 722 Advanced Topics in Quantitative Methods ................. 1–3
Intensive focus is given to a particular quantitative methodology such as Structural Equation Modeling, Hierarchical Linear Models, and Growth Curve Analysis. Prerequisite: RSPY 704. Instructor’s signature required. Elective.

RSPY 729 Alcohol & Substance Abuse ........................................ 1–2
Diagnosis, treatment planning, and recovery process for the alcoholic/addict and family members will be the focus of the class. The disease model of addictions treatment and the utilization of 12-step support groups in the treatment of the recovering person and the family members will be presented. Other compulsive diseases will be discussed such as sexual addiction, eating disorders, etc. Class lecture, special speakers, and assigned reading will be the primary methods of instruction. Meets California licensure requirement for training on alcohol and substance abuse. Elective.

RSPY 730 Directed Research .................................................. 1–3
Students may take special courses of study and/or pursue research projects that they design and carry out under the guidance of a resident faculty member. Individual or small group participation in a research project in psychology must be under the supervision of a faculty member. The student must submit an arranged course permission form giving a detailed outline of the research and other learning experiences of the course. Required courses may not be taken through Directed Research. Approval of faculty advisor and the Dean is required. Elective.

RSPY 733 The Self: Theological, Philosophical, Psychological & Crosscultural Perspectives ............................................ 3
This course looks at philosophical, theological, psychological, and crosscultural views of the nature of the self. The course explores some of the biblical and philosophical terminology. It also explores the historical emphasis on the self, with a focus on its current emphasis in psychoanalytic psychology, and its developmental aspect, and a psychological view of the true and false self. The western culture perspective on the self is compared with other cultures. Finally, a religious perspective on the true and false self is presented. Elective.

RSDS 718 Doctoral Research Seminar I .................................... 3
This is the first of a two course sequence which Psy.D. students take as a partial fulfillment of their doctoral research competency. This course includes a review of research methods in clinical psychology and experience in critically reviewing current clinical research. Required for Psy.D.

RSDS 719 Doctoral Research Seminar II .................................... 2
Building on RSPY 718, this course involves writing an in-depth critical review of the research literature on a selected topic in clinical psychology. Prerequisite: RSDS 718. Required for Psy.D.

RSDS 721 Dissertation Research ............................................. 1–10
Planning and implementation of a research project including literature review, problem definition, hypothesis formation, design, and implementation of field research, data analysis, and report writing. The student’s dissertation research is supervised by a faculty chair and committee. The final stage requires the student to successfully sustain an Oral Defense of the dissertation. Required of Ph.D. Permission of instructor.

RSDS 721D ABD Dissertation Completion ................................. 1–3
Completion of a research project including literature review, problem definition, hypothesis formation, design, and implementation of field research, data analysis, and report writing. Doctoral students are required to take this after completion of internship and required dissertation hours if dissertation or doctoral project is not complete. Permission of instructor. The student will be considered full-time for a maximum of four semesters.

RSDS 722 Dissertation Continuation ........................................ 1–3
Continued registration to complete dissertation or doctoral project. Less than half-time status. Required for doctoral students who have not completed this requirement while registered for RSDS 721.

RSTN 731 Internship in Clinical Psychology ............................ 0
Professional experience of a one-year internship in a facility approved by the Clinical Training Committee. Prerequisites: Successful completion of comprehensive examinations, course requirements, professional qualifying examination, and approval of a dissertation proposal. RSTN 731 or RSTN 732 is required. Internship fee: $1,200 per semester.

RSTN 732 Half-Time Internship ................................................ 0
Professional experience of a two-year internship in a facility approved by the Professional Training Committee. Prerequisites: Successful completion of comprehensive examinations, course requirements, professional qualifying examination, and an approval of a dissertation proposal. RSTN 731 or RSTN 732 is required. Internship fee: $600 per semester. By permission of Director of Clinical Training.

PSYCHOTHERAPY LABORATORY (RSLB)
This series of elective courses is designed to effect a working integration of conceptual and experimental aspects of psychotherapy. Ph.D. students are required to take 12 units of RSLB courses, and Psy.D. students, 21 units. Each course includes both course work and supervised clinical experience within the psychotherapy model followed in the specific course. Completion of RSPY 501, 515 and 680 or 681 and 682 or their equivalent is required before enrollment in these courses is permitted.

All RSLB courses have limited enrollments and require permission of the instructor. Students must have access to appropriate client
pools through their practica unless clients are obtained through the RSLB course.

**RSLB 613**  
**Introduction to Child & Adolescent Psychotherapy**

An introduction to the basics of therapy with children and adolescents. The course will emphasize a survey of developmentally appropriate individual and systemic therapeutic approaches. Secondary supervision is provided in the required lab component. Elective.

**RSLB 631**  
**Psychodynamic Therapy I**

An in-depth study of the process of therapy based on psychoanalytic developmental theory and giving special attention to the concepts of transference, counter-transference and interpretation. A lab group is included for both 631 and 632. Prerequisite: RSLB 613, participation in individual training therapy and permission of instructor. Enrollment must be planned for both RSLB 631 and 632. Elective.

**RSLB 631L**  
**Psychodynamic Therapy Lab I**

A lab group is included for both 631 and 632. Prerequisite: RSLB 613, participation in individual training therapy and permission of instructor. Enrollment must be planned for both RSLB 631 and 632. Elective.

**RSLB 632**  
**Psychodynamic Therapy II**

Continuation of RSLB 631. Prerequisites: RSLB 631 and permission of the instructor. Elective.

**RSLB 632L**  
**Psychodynamic Therapy Lab II**

A lab group is included for both 631 and 632. Prerequisite: RSLB 613. Elective.

**RSLB 641**  
**Psychotherapy with Groups**

The essentials of the group psychotherapy process are examined and related to current modalities in psychotherapy and general group phenomena. Elective.

**RSLB 642**  
**Advanced Child & Adolescent Psychotherapy**

A continuation of RSLB 613, this course offers advanced training in therapeutic techniques with children and adolescents. In particular, dynamic and systemic orientations will be emphasized. Special focus will be given to techniques of play therapy. Secondary supervision is provided in the required lab component. Prerequisite: RSLB 613. Elective.

**RSLB 643**  
**Cognitive / Behavioral Therapy with Children**

This course emphasizes the treatment of children and families from a behavioral perspective including operant, respondent, cognitive and social learning theory models.

Graduate students must carry at least three clients during the course of the semester and will be afforded the opportunity to conduct parent workshops in lieu of one client. Prerequisites: RSLB 642. Elective.

**RSLB 671**  
**Marriage & Family Therapy I**

A study of the literature and practice of marital and family therapy. The course provides an overview of various approaches to family therapy with a special emphasis on the structural family therapy model. Application of clinical techniques is accomplished through observation, simulations, and at least one marital or family case using a team model of intervention supervising in the school clinic. Prerequisites: RSLB 650. Elective.

**RSLB 672**  
**Marriage & Family Therapy II**

Continuation of RSLB 671. Major consideration is given to experiential and psychodynamic perspectives on intervention within a structural framework. Application of clinical techniques is continued from the first semester using observation, simulation, and therapy experience with supervision. Prerequisites: RSLB 671. Elective.

**RSLB 676**  
**Psychotherapy With Couples**

Study of theory and practice of conjoint therapy with couples. A number of theoretical perspectives and related clinical techniques will be studied including cognitive-behavioral, emotionally focused, ego-analytic, and psychodynamic approaches. The intervention techniques can be applied with pre-marital couples, for couple enrichment and as part of psychotherapy with distressed couples. Students will see a couple throughout the semester. Elective.

**RSLB 681**  
**Special Issues in Psychodynamic Therapy I**

An advanced course in psychodynamic psychotherapy dealing with issues such as impairments of the therapeutic relationship, acting out, levels and timing of interpretations and psychotherapy with individuals suffering from disturbances in early object relationships. Prerequisite: RSLB 632, permission of instructor. Elective.

**RSLB 682**  
**Special Issues in Psychodynamic Therapy II**

Continuation of RSLB 681. Prerequisite: RSLB 681 and permission of instructor. Elective.

**RSLB 702**  
**Principles & Practices in Case Supervision I**

A seminar in case supervision. Students are responsible for supervising the professional experiences of less advanced students. Prerequisites: admission to doctoral studies. This course or RSPY 713 is required of Psy.D., Ph.D.

**RSLB 703**  
**Principles & Practices in Case Supervision II**

Continuation of RSLB 702. Prerequisites: RSLB 702 and permission of instructor. Elective.
RSLB 705  Brief Psychotherapies .............................................................3
Models and approaches in brief interventions with special attention to crisis intervention. Theorists include Mann, Sifneos, Malan and Davanloo. Prerequisite: permission of instructor. Elective.

RSLB 706  Clinical Biofeedback ...............................................................3
This course is an introduction to concepts and techniques of biofeedback as applied to stress management, anxiety disorders, psychosomatic symptoms, and other psychological problems. Course size is limited and requires the advance permission of the instructor. Elective.

RSLB 707  Cognitive Behavior Therapy ......................................................3
This course will present a cognitive behavioral model of treatment for depression, anxiety, and the personality disorders. The theories of Aaron T. Beck, Donald Meichenbaum and Christine Padesky will be considered. Students will learn how to apply this approach with individuals and with couples. Prerequisite: RSPY 603; permission of instructor. Elective.

RSLB 710  Existential Psychotherapy ........................................................3
Study and practice of the therapeutic relationship and the process of therapy from a growth or actualization perspective, including the approaches of selected theorists such as Rogers, Gendlin, and selected existential therapists. Prerequisites: RSPY 515; permission of instructor. Elective.

RSLB 715  Current Psychotherapies ........................................................3
This course focuses each time it is offered on a specific therapy not regularly included in Rosemead’s curriculum. Teaching personnel are drawn from the professional community of active practitioners of the specific modality to be considered. May be retaken for credit. Prerequisite: Permission of instructor. Elective.

RSLB 717  Gestalt Psychotherapy ..............................................................3
The focus of this course will present the theory and application of Gestalt therapy for use with individuals and groups. This therapy, created by Perls and developed by Zinker & Polster, focuses on personal growth and self-actualization. Prerequisite: Permission of instructor. Elective.

RSLB 718  Advanced Gestalt .................................................................3
This course is open to students who have completed RSLB 717 and focuses on the application of Gestalt therapy and techniques to group psychotherapy. Enrollment is limited and the permission of the instructor is required. Elective.

RSLB 725  Multigenerational Therapy ......................................................3
The course focuses particularly on family-of-origin theories and practical approaches that share both an attention to family dynamics across three or more generations and a history in psychodynamic theory. A videotape series will be used to demonstrate conducting transgenerational sessions with clients. Students will also apply experientially these theories to their own family of origin. The lab segment will use Williamson’s family-of-origin group therapy model where co-therapy teams will help clients achieve the goal of developing an authentic self within the original family. Prerequisite: Permission of instructor. Elective.

THEOLOGY / BIBLICAL STUDIES (RSTH)
This series of courses provides students with essential biblical and theological understanding prerequisite to effective integration of the disciplines of psychology and theology. (17 units required.)

RSTH 521  Theology I: Revelation, Theology-Integration & the Nature of God .................................................4
This course is designed to integrate traditional themes and categories in systematic theology with psychology and spiritual formation. An exploration into the nature, method and rationale of Christian theology interfaced with the practical emphasis on spiritual theology, which has as its end the love of God. Emphasis is given to a study of revelation, both general and special, inspiration, canonicity and illumination of Scripture in the life of growth. Attention will also be given to the theory of theology, spiritual theology and their meta-integration with the manifold creation disciplines (psychology, sciences, arts, humanities etc.). Particular attention is given to the doctrine of God, his existence, attributes, Trinitarian nature, nature and knowledge of God in the light of the believer’s deep beliefs of the heart and unconscious theology which may hinder spiritual growth. Attention is also given to biblical interpretation, study, mediation and psychological issues involved in its application to life. Required of Psy.D., Ph.D.

RSTH 522  Theology II: Works of God, Wisdom, Humankind & Sin .........................................................3
An investigation into God’s eternal plan including his kingdom purpose and redemptive focus. His work of creation and continued activity with creation, angels both good and evil including their origin, present state, work and destiny. This also involves an in-depth discussion of natural law, integration and the wisdom of God evident in the works of God (OT wisdom literature). Particular emphasis is given to the creation of humans in God’s image, human nature, the fall and effects of sin upon humanity, human life in relation to the divine institutions of the family and civil government as it interfaces Spiritual Theology, integration and the end of loving God. Required of Psy.D., Ph.D.

RSTH 603  Theology III: Christ, Salvation & the Spirit ..................4
An investigation into the person and saving work of Christ, particularly the nature and application of salvation and their relation to spiritual formation. Attention is given to the person and ministry of the Holy Spirit, particularly as it relates to His indwelling ministry within the psychological dynamics of the
human soul. Special emphasis on the practice of sanctification in personal Christian living. Required of Psy.D., Ph.D.

RSTH 604  Theology IV: The Church & Eschatology 3
The study of the broad kingdom purpose of God and the future events related to the destiny of history and individuals including Christ’s coming in its phases, the millennial reign of Christ, the resurrections, the judgments and eternal state. Emphasis will also be given to their relevance to spiritual formation and human guilt, anxiety and repression of these realities. The inception and nature of the church as the new kingdom community, both as a living organism and an organization, its function, ordinances and place and mission in God’s purpose and human happiness. Required of Psy.D., Ph.D.

RSTH 625  Theology V: Christian Ethics 3
An introduction to ethics including the nature of personal character, virtues and vices, and their relationship to the spiritual disciplines as means of spiritual growth into the image of Christ. Attention is given to understanding the personal dynamics involved in good and bad character in light of sin, common grace, religious defenses and the Spirit-infused virtues of faith, hope and love transforming the so-called “natural virtues.” Particular emphasis is given to an introduction to the spiritual disciplines and their role in Christian spiritual formation and the development of virtue. Attention is also given to the history of ethics in light of the contemporary milieu and practical ethical issues such as divorce, abortion, homosexuality, euthanasia and the human control of human beings. Required of Psy.D., Ph.D.

RSTH 730  Independent Study 1–3
Individual work, directed reading or special problems in theology. Such study must be done with the approval and supervision of a faculty professor of record. The student is expected to submit a detailed course proposal on an arranged course form available from the Registrar’s Office. Required courses may not be taken through independent study. Elective.

INTEGRATION OF PSYCHOLOGY & THEOLOGY (RSTP)
Rosemead’s curriculum is distinguished by a series of seminars designed to investigate the mutual relationships between theological and psychological concepts and data. These seminars constitute an essential part of Rosemead training and offer students an opportunity to become involved in a creative application of shared insights from these related disciplines. Each student must take RSTP 500 and 721, and additional integration seminars to total 14 units.

RSTP 500  Psychotherapy & Religion 1–2
An introduction to the contributions a biblical understanding of human nature can make to the psychological practitioner’s understanding of the therapeutic process. Special attention is given to the relational dimension of human growth and development. Required of all first year students to be taken concurrently with RSPY 680 or RSPY 681-682 (Pre-practicum).

RSTP 705  Psychology of Religion 2
A survey of the psychology of religion research emphasizing both content and methodological issues. Topics covered include religiosity and mental health, measures of religiosity, religious development, correlates of religiosity and psychological aspects of conversion and other religious aspects. Prerequisite: RSTP 500. Elective.

RSTP 715  Contemporary Psychoanalysis & Religion 3
The history of the concept of transference is traced, particularly as pertains to controversies in contemporary psychoanalysis over historical truth vs. narrative truth, and reality vs. illusion, with special attention to the formation and use of God as a foreground and background object in light of modern infant observational research. Prerequisite: RSTP 721. Elective.

RSTP 720  Psychotherapy With Religiously Committed Patients 3
This course is a chance to share practical ways of addressing clinical themes, as well as broader conceptual issues like developing a personally meaningful, ongoing theology of therapy. Certain themes if handled one way allow therapy with religiously committed patients to take on more depth, if handled in other ways the work assumes a more superficial quality and meets with a kind of therapeutic stalemate, even when therapist and patient are both persons of faith. Prerequisite: RSTP 721. Elective.

RSTP 721  The Nature & Scope of Integration 2–3
This course includes a discussion of the models, levels and areas in which integration of the theological and psychological can occur, as well as a framework for conceptualizing the scope of integration. Prerequisite: RSTP 521. Required of Ph.D., Psy.D.

RSTP 725  Psychotherapy & Spirituality 2–3
This course is designed to increase students’ awareness of the integral process of growth in psychotherapy and spirituality. Course material focuses on an understanding of the nature of psychological and spiritual growth, and an experimental awareness of that growth process. Prerequisite: RSTP 721. Elective.

RSTP 730  Mental Health Issues for Crosscultural Sojourners 2
A study of the contributions psychologists can make to the missionary enterprise including cross-cultural adjustment issues facing sojourners. Additional topics vary from semester to semester but include content such as the selection and evaluation of missionary candidates; pre-field orientation and training; on field training and intervention services to
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>RSTP 735</td>
<td>Perspectives on the Self</td>
<td>3</td>
</tr>
<tr>
<td>RSTP 744</td>
<td>Integration &amp; Therapy</td>
<td>2</td>
</tr>
<tr>
<td>RSTP 745</td>
<td>Maturity: Psychological &amp; Theological Perspectives</td>
<td>2</td>
</tr>
<tr>
<td>RSTP 746</td>
<td>Selected Topics &amp; Issues in Integration</td>
<td>2-3</td>
</tr>
<tr>
<td>RSTP 750</td>
<td>Perspectives on Human Nature</td>
<td>2</td>
</tr>
<tr>
<td>RSTP 760</td>
<td>Independent Study</td>
<td>1-3</td>
</tr>
</tbody>
</table>

**INTERCULTURAL STUDIES (ISCL)**

Students can apply up to six units of the following courses toward the psychology graduation requirement. These courses are not substitutes for required Rosemead courses. Course descriptions are given under the School of Intercultural Studies section of the catalog.
School of Intercultural Studies
School of Intercultural Studies

Faculty

Dean: .......................................................... F. Douglas Pennoyer, Ph.D.
Professors: .............................................. Douglas, Hayward, Steffen
Associate Professors: .................................... Bartlotti, Campbell, Decker,
.............................................................. McMahan, Pennoyer, Purgason, S. Russell
Assistant Professors: ........................................... Greene, Pittle

Mission

The School of Intercultural Studies consists of three departments: the Department of Undergraduate Studies; the Department of Anthropology, Intercultural Education and Missiology (AIM); and the department of Applied Linguistics and Teaching English to Speakers of Other Languages (ALT). The Department of AIM (Anthropology, Intercultural Education and Missiology) offers graduate programs leading to two master’s degrees and two doctoral degrees. These programs emphasize the social sciences and their relation to intercultural understanding, world mission, education and a number of technical specialties related to these topics. The Department of Applied Linguistics and TESOL (Teaching English to Speakers of Other Languages) offers two master’s degree programs. The graduate program in Applied Linguistics deals with issues involved in second language learning, analysis, teaching and research. The graduate program in TESOL provides professional preparation for English language teaching among speakers of other languages.

Anthropology, Intercultural Education & Missiologial Studies

Faculty

Chair: ....................................................... Douglas Hayward, Ph.D.
Professors: .............................................. Douglas, Hayward, Steffen
Associate Professors: .................................. Bartlotti, Decker, McMahan,
................................................................................ Pennoyer, S. Russell
Assistant Professors: ........................................... Greene, Pittle

Mission

1. To equip students to communicate, live and work successfully in culturally diverse societies through applied programs in anthropology, missiology, intercultural studies, linguistics and education so that they can more effectively impact the world for Jesus Christ.

2. To expose students to a broad spectrum of ideas that have shaped human thinking and to foster critical thinking and encourage sound Biblical faith by challenging students to critically evaluate and test various theoretical models subjecting them to theological and biblical examination.

3. To foster the formation of a Christian worldview within our students whereby they are able to live out their Christian lives with consistency and integrity as they pursue their chosen careers and ministries in an increasingly culturally diverse world.

Learning Objectives

The objective of the AIM department is to provide academic excellence within a Christian context for students preparing for careers in multicultural or crosscultural environments, or in programs of activity that transcend the boundaries of single cultures. Our goal is to:

1. Prepare globally concerned Christians to live and work successfully in other cultures;

2. Equip international students for leadership and ministry roles in their own or other cultures;

3. Enable educators to carry out their tasks in cross-cultural or multi-cultural contexts.

Biola’s AIM department features a faculty with specializations in anthropology, missiology, international education, health and development. The department emphasizes sound research and the application of learning to experience.
Degrees Offered

MASTER OF ARTS IN INTERCULTURAL STUDIES
The Master of Arts in Intercultural Studies degree is designed for those students who desire advanced training for careers or ministries that require adjustment to living, working and communicating in another culture or in multicultural contexts. Drawing upon insights from theology, sociology, anthropology, history, and communication theory, students will be encouraged to analyze contemporary global concerns, to formulate Christian perspectives, and to explore better solutions to apply to today’s cross-cultural problems.

MASTER OF ARTS IN MISSIONS
The Master of Arts in Missions degree is designed for individuals who have been in mission’s ministry for a number of years, and have not had the opportunity to earn a baccalaureate degree but who now wish advanced training related to their ministries. Students will be encouraged to integrate into their ministry experiences advanced studies in Bible and theology as well as insights from anthropology, sociology, history and communication theory.

DOCTOR OF MISSIOLOGY
The Doctor of Missiology degree is designed to enhance people, partnerships and publications that will advance the missions enterprise to a higher level of scholarship, spirituality, service, and sacrifice through the critical reflection of cross-disciplines; church history, theology, the social sciences, and missions strategies. It is the goal of the program to promote the development of researchers, teachers, administrators, consultants, Bible translators, church multipliers, curriculum developers, community developers, member care professionals, and business persons who shall be able to conduct cross-cultural ministries with conviction, clarity, competence, and compassion, without compromising the sacred Scriptures.

DOCTOR OF PHILOSOPHY
The Doctor of Philosophy degree in Intercultural Education equips graduates for professional careers in the field of formal, non-formal, and informal arenas of education. Our chief goal in the program is to produce graduates who can think Christianly about their field, and engage in research and writing, which helps contribute to new understandings of multicultural and multicultural issues in education. The skills gained in pursuit of the degree involve teaching, academic mentoring, research, and writing. The Ph.D. in Intercultural Education allows the student to pursue knowledge and understanding of the cultural components of the educational process in diverse contexts.

SUMMER INSTITUTE OF LINGUISTICS
In cooperation with the Summer Institute of Linguistics, Biola offers a number of linguistics courses which can provide an emphasis for students planning for mission work in language analysis / Bible translation. This 21–unit program combines five linguistics courses (ISAL 520 or 646, 521, 523 or 622, 525 or 624, 654) and two anthropology courses (ISCL 520, 640) (For full details on these courses see the course descriptions in the Intercultural Studies and Applied Linguistics & TESOL sections of this catalog.)

Numbering of SICS Courses
In SICS, courses numbered in the 500-600 level are normally considered to be Master’s level courses. Courses numbered in the 700 level can be taken by both MA and doctoral level students. Courses numbered in the 800 level are normally considered to be doctoral level courses only. Master’s students wishing to take 800 level classes must receive permission from the instructor. Doctoral level students wishing to take classes below the 700 level must do so by arrangement with their academic advisor and the professor of record.

Extension Centers
Both the Master of Arts in Intercultural Studies and the Doctor of Missiology are offered in a modular format in our extension centers. Currently, our Chiang Mai, Thailand extension center has full accreditation through WASC and both degrees can be completed there without any time in residency on our La Mirada Campus. We are in the process of seeking full accreditation for our European Extension Center. Students in other on-campus programs may participate in the extension center courses with the approval of the Distance Education Administrator and their academic advisor.

Admission Requirements
All M.A.I.C.S., D.Miss. and Ph.D. students must meet the following requirements:

1. Applicants must possess a baccalaureate degree from an accredited college or university with a 3.0 (on a 4.0 scale) grade point average. Graduates from approved unaccredited colleges, if accepted, will be granted provisional acceptance, if GPA is 3.4 or higher. Graduates from approved unaccredited colleges may be required to take additional liberal arts course work (not applicable toward the graduate degree), if their undergraduate program did not include these courses.

2. Those without intercultural/ missions or Bible / theology may have additional coursework added to their program.

3. Applicants must submit a written statement outlining their vocational objectives and how the degree will relate to those objectives. Applicants should attach a one-page, typewritten letter to the application.

4. Three letters of references on forms supplied by the school are required.

5. Official transcripts for all previous schools attended are required.
6. Application deadlines. M.A. programs: fall is August 1, spring is January 1; D.Miss. and Ph.D.: fall is April 15, spring is October 15. Applications may be submitted after deadlines (late fee of $55) but will only be considered if space and time allow. Late applications may be postponed to later terms.

Note: Official documents presented for admission or evaluation become part of the student’s academic file and normally cannot be returned or copied for distribution.

DOCTOR OF MISSIOLOGY
An accredited master’s degree in Intercultural Studies, or a related field, of which 15 units will be in biblical and theological studies, and 18 units in social organization, intercultural communication, cultural change, dynamics of religious experience (or folk religions), theology of mission, and applied anthropology, as described in this catalog. A 3.30 GPA in their previous studies is required for admission.

DOCTOR OF PHILOSOPHY
An accredited master’s degree or its equivalent appropriate to the Ph.D. is required for admission. Students must have a GPA of 3.30 in their previous graduate studies. Three years of cross-cultural experience plus proficiency in a second language is expected of students pursuing the intercultural emphasis. Three years of teaching experience in a multicultural setting or its equivalent is expected of students pursuing the multicultural emphasis.

ADMISSION OF INTERNATIONAL STUDENTS
See Admission, Registration & Graduation Requirements section

Program Requirements
MASTER OF ARTS IN INTERCULTURAL STUDIES
The M.A. in Intercultural Studies is a 42–unit program. For the qualified applicant with extensive undergraduate work in intercultural studies / missions, it may be reduced to a minimum of 32 units. Students with little or no academic preparation for graduate studies in biblical and theological areas may be required, at the discretion of the academic advisor and in consultation with the student, to take additional units, such as TTBE 517, 519, 520, or TTTH 511, 512, 613, 614.

In order to graduate the student must do the following:

1. Complete the required courses listed below:

   Core Curriculum ................................................................................ 18 units
   ISCL 501 Dynamics of the Religious Experience ............................... 3
   OR ISCL 725 Culture & Transformation
   OR ISCL 503 Economy, Society & Values ........................................ 3
   OR ISCL 560 Urban Research & Study
   OR ISCL 702 Social Organization
   ISCL 520 Interpersonal & Intercultural Adjustment ....................... 3

   OR ISCL 622 Intercultural Communication
   ISCL 546 The Historical Development of the World Christian Movement ........................................... 3
   OR ISCL 727 Principles of Church Multiplication
   OR ISCL 744 Narrative as an Educational Philosophy
   OR ISCL 765 Crosscultural Leadership
   ISCL 751 Theology of Mission ......................................................... 3
   ISCL 823 Crosscultural Teaching/Learning Strategies for Curriculum ........................................... 3

   Bible / Theology ................................................................................. 6 units
   Electives ............................................................................................. 18 units

   18 units of advisor-approved electives. Students who do not have to take required electives are encouraged to choose a combination of electives most suitable for their career goals. Students may also choose to focus electives in areas of specialization such as anthropology, missiology, crosscultural education, Bible & theology, Bible translation, linguistics, TESOL, church planting, crosscultural health care, urban ministries, etc. Students desiring a certificate in TESOL in conjunction with their intercultural studies degree must also apply to the Department of ALT.

Note: Students who have not previously taken a course in cultural anthropology will be required to take ISCL 509 as a required elective.

Note: Students who are not proficient in a second language will also be required to take ISAL 520 or 655 as a required elective. (Proficiency standards for a second language will be determined by the MA advisor in consultation with intercultural studies faculty. See student handbook for standards.)

2. Successfully pass a comprehensive examination over coursework.

3. Maintain a 3.0 grade point average on a 4.0 scale.
Master of Arts in Missions

Mission & Learning Outcomes
The Master of Arts in Missions is designed for individuals who have been in missions ministry for a number of years and have not had the opportunity to earn a baccalaureate degree. The program aims to provide graduate level training in three areas: Core Curriculum of Missiology & Intercultural Studies; Bible / Theology, and Electives. Students admitted without the B.A. or its equivalent must have at least 3 years of Bible School training, or 2 years of college equivalency courses. This degree is not a stepping stone to a Ph.D. program and in most cases it is a terminal degree. However, exceptional students may petition for probationary entrance into the Doctor of Missiology program. Please see the admission requirements for the Doctor of Missiology program.

Admission Requirements

PERSONAL QUALIFICATIONS
1. Completion of five years in missions ministry and presently in a ministry.

2. Participation in the Master of Arts program in Missions presumes a significant level of ministry experience and personal maturation. The program intent is to provide an option for those who desire to enhance their ministry but whose circumstances of age and finances make a return to a baccalaureate program detrimental to their ongoing missions ministry.

3. Applicants usually will not have the B.A. or equivalent degree. SICS offers other programs for applicants who have the baccalaureate degree.

4. Three references are required: church or denominational endorsement; personal friend; and ministry colleague (or employer if currently employed outside the missions community).

ACADEMIC QUALIFICATIONS
1. Equivalency of two years of collegiate level studies or three years of Bible School training.

2. Proficiency in English language.

ADMISSION PROCEDURE
1. The applicant’s potential to compete successfully in a graduate program will be determined by the MA in Missions program director, the SICS Dean, and the Admissions Officer who will interview each applicant and evaluate all credentials.

2. Each approved applicant will be enrolled in the Master of Arts in Missions program on probation and must complete the first five courses (15 units) with a grade point of at least 3.3 or higher to advance further in the program.

Graduation Requirements

A. Satisfactorily complete 58 semester units as outlined in the curriculum.

B. At least 24 units must be taken at this institution.

C. Obtain a 3.0 GPA on a 4.0 scale with no grade below “B” in all courses to be credited toward graduation.

D. Complete the entire program in no more than six years.

E. Students who are placed on probation after the first 15 credits, are granted one semester in which to bring their academic work up to the required level for continuance in the program. A student cannot graduate while on probation.

F. Successfully pass a comprehensive examination over coursework.

G. Students who are not proficient in a second language will be required to take ISAL 520 or 655. Proficiency standards for a second language will be determined by the program director in consultation with the faculty. The standards are given in the student handbook.

Curriculum
The Master of Arts in Missions curriculum includes courses in: 1) core curriculum, 19 units, 2) Bible / Theology, 21 units 3) electives, 18 units. The total requirement is 58 units.

<table>
<thead>
<tr>
<th>Core Curriculum</th>
<th>19 units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISCL 520</td>
<td>Interpersonal Adjustment ..................................... 3</td>
</tr>
<tr>
<td>ISCL 555</td>
<td>Introduction to World Missions .................................. 3</td>
</tr>
<tr>
<td>ISCL 622</td>
<td>Intercultural Communication ....................................... 3</td>
</tr>
<tr>
<td>ISCL 640</td>
<td>Applied Anthropology ............................................... 3</td>
</tr>
<tr>
<td>ISCL 727</td>
<td>Principles of Church Multiplication .............................. 3</td>
</tr>
<tr>
<td>ISCL 747</td>
<td>Christianity &amp; Culture .............................................. 3</td>
</tr>
<tr>
<td>ISCL 875</td>
<td>Strategies in Library Research .................................... 1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Bible &amp; Theology</th>
<th>21 units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISCL 751</td>
<td>Theology of Mission .................................................. 3</td>
</tr>
<tr>
<td>ISCL 752</td>
<td>Acts: Biblical &amp; Missiological ...................................... 3</td>
</tr>
<tr>
<td>ISCL 724</td>
<td>Issues in Spiritual Warfare ......................................... 3</td>
</tr>
<tr>
<td>Talbot Bible/Theology courses</td>
<td>12</td>
</tr>
</tbody>
</table>

Note: Talbot Bible/Theology courses to be selected with the Program Director’s concurrence.
Electives in Intercultural Studies / Missiology 18 units
Each student will select intercultural studies / missiology courses as electives under the supervision of the program director. These may be designed to form an emphasis or specialization.

Doctor of Missiology

Program Requirements
The program requires a minimum of 35 units past the appropriate master’s degree, with 27 semester hours of coursework and 8 semester hours of dissertation research. If a student has graduate coursework but no master’s degree, or has a master’s degree which does not contain the background necessary for the D.Miss. program, the total program will be longer than 35 units, and this will be determined with the director of the program. A faculty advisor will guide each student in planning a program of courses to serve his or her ministry needs. Each student will select a mentor from the graduate faculty to guide his or her dissertation research.

Admission into the graduate program of the School of Intercultural Studies does not guarantee completion of the doctoral degree.

Core Requirements 18 units

<table>
<thead>
<tr>
<th>Missiology &amp; Intercultural Studies (18 Units)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ISCL 601 Contemporary Anthropological Theory ....................................</td>
<td>3</td>
</tr>
<tr>
<td>ISCL 727 Principles of Church Multiplication ........................................</td>
<td>3</td>
</tr>
<tr>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>ISCL 735 Principles of Church Growth ................................................................</td>
<td></td>
</tr>
<tr>
<td>ISCL 742 The History of Christianity in Missiological Perspective ...................</td>
<td>3</td>
</tr>
<tr>
<td>ISCL 765 Crosscultural Leadership ...................................................................</td>
<td>3</td>
</tr>
<tr>
<td>ISCL 823 Crosscultural Teaching/Learning Strategies for Curriculum ..................</td>
<td>3</td>
</tr>
<tr>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>ISCL 744 Narrative as an Educational Philosophy ........................................</td>
<td>3</td>
</tr>
<tr>
<td>ISCL Elective ...............................................................................................</td>
<td></td>
</tr>
</tbody>
</table>

Biblical/Theological Studies (3 Units)

| ISCL 722 Spiritual Conflicts in Crosscultural Context ................................ | 3  |
| OR                                                                                |    |
| ISCL 724 Issues in Spiritual Warfare ................................................................ |    |

Research & Writing (8 Units)

| ISCL 803 Qualitative Research ......................................................................... | 3  |
| ISCL 879 Research Design ............................................................................... | 3  |
| ISCL 881 D.Miss. Dissertation Proposal ..................................................... | 2  |

Dissertation (6-8 units)

| ISCL 880 D.Miss. Dissertation ........................................................................... | 6-8|

Time Limit for Degree Completion
All course and academic requirements for the D.Miss. degree must be completed within 10 years, beginning on the date of the student’s first registration. Petitions for extension beyond 10 years will be considered on a case by case basis for students who may need extensive field experience or field research requirements.

Withdrawal & Re-admission Procedures
A student who must drop out of school or is planning to return to field service must go through the formal withdrawal process. To return to active status the student should contact the program director and file a readmission form with the admissions office.
Leave of Absence
Inactive students are those who have requested and been granted Leave of Absence from the program. A Leave of Absence may be granted upon petition for change of status if there is deemed sufficient reason for interrupting the program and intention to return to the program.

A Leave of Absence must be renewed by petition each semester and may not exceed two consecutive semesters. A Leave of Absence longer than two semesters will require withdrawal from the program and a petition for readmission if the student later wishes to regain active status. Each leave of absence must receive the approval of the student’s program advisor and the Dean of the school. Students on leave are required to register for ISCL 893 Leave of Absence each term.

Oral Interview
All students will have an oral interview with a faculty committee to evaluate their progress and potential for successful completion of the doctoral program. The interview is scheduled after one semester in residence and the completion of at least one significant piece of written work demonstrating the student’s skill in research writing. If needed, an oral interview with a faculty committee may be held to evaluate a student’s progress and potential for successful completion of the doctoral program. The interview will be scheduled after at least one significant piece of written work demonstrating the student’s skill in research writing is completed. The result of the interview will determine the student’s status within the program.

Comprehensive Examinations
All students must pass comprehensive exams covering the following areas:

- Intercultural Studies
- History & Theology of Mission
- Society, Technology & Missions
- The student’s specialization

These exams are given once a year in April for on-campus students and serve as a major means of evaluating a student’s suitability to continue studies toward the doctorate. Extension students can use a proctor.

Field Ministry & Language Requirement
All students must complete a minimum of three continuous years of practical missionary experience in a crosscultural (or cross-subcultural) setting. It is assumed that the student will acquire fluency in a second language learned during this missionary service and that this language will be the language of field research.

Admission to Candidacy
Official candidacy for the doctorate signifies an advanced stage in the student’s progress and is characterized by self-directed research and preparation of a dissertation under the direction of a faculty advisor. In order to be admitted to candidacy the student must have:

a. Passed the comprehensive examination
b. Completed the field ministry requirement
c. Received approval of the dissertation proposal by the Doctoral Committee

Upon reaching candidacy a student must register for a total of 8 dissertation units prior to graduation. Units are ordinarily taken at the rate of two or more per semester during the dissertation stage and this constitutes full-time enrollment. During the dissertation phase, students are considered full time for a maximum of two years.

If the doctoral candidate has not defended the dissertation by the time the 8 dissertation units are completed, the candidate must enroll continuously, in ISCL 882 D.Miss. Continuous Enrollment Research. This enrollment carries no academic credit but maintains the student’s continuous registration.

Students who have advanced to the level of candidacy who are unable to register in person for their dissertation research or continuous enrollment courses may register in absentia by sending a written request to the Office of the Dean. A special fee of $45 applies.

Dissertation
The doctoral dissertation will be based upon research conducted in the field of ministry, usually over a period of six months to one year. The dissertation must demonstrate high attainment in scholarship related to professional missiology. The dissertation topic and proposal must be approved by the candidate’s advisory committee prior to beginning of the student’s field research. Three weeks prior to expected graduation the candidate must submit to the School of Intercultural Studies the original and two copies of his dissertation signed by the dissertation committee.

Final Oral Examination
The final examination is an oral defense of the dissertation before the doctoral committee and other invited professionals.

Graduation Requirements
All students must present an acceptable dissertation, have satisfactorily passed their comprehensive examinations and have completed all required course work with a minimum 3.30 GPA to qualify for graduation.
Doctor of Philosophy

Program Requirements
The program requires a minimum of 60 units past the appropriate master's degree, with 48 semester hours of course work and 12 semester hours of dissertation research.

The 48–unit component of the program contains a 15–unit education core requirement, a 9–unit sequence of education research requirements and 9 units of theological reflection and integration. This allows the student to select an emphasis from the remaining 15 required units from a wide variety of courses offered across the University curriculum.

If a student has completed a master's degree, which does not contain the background necessary for the Ph.D. program, the total program will be longer than 60 units, as determined by the program director. A faculty advisor will guide each student in planning a program of study to serve his or her career needs. The degree offers an emphasis in either intercultural or multicultural education. Students are expected to choose the emphasis most appropriate to their research interest.

Education Core (15 Units)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISCL 765</td>
<td>Crosscultural Leadership</td>
<td>3</td>
</tr>
<tr>
<td>ISCL 815</td>
<td>Educational Philosophies in the Great Religious Traditions</td>
<td>3</td>
</tr>
<tr>
<td>ISCL 816</td>
<td>Educational Theory</td>
<td>3</td>
</tr>
<tr>
<td>ISCL 823</td>
<td>Crosscultural Teaching / Learning Strategies for Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>ISCL 825</td>
<td>Comparative Human Development</td>
<td>3</td>
</tr>
</tbody>
</table>

Education Research (12 Units)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISCL 803</td>
<td>Qualitative Research</td>
<td>3</td>
</tr>
<tr>
<td>ISCL 875</td>
<td>Strategies in Library Research</td>
<td>1</td>
</tr>
<tr>
<td>ISCL 879</td>
<td>Research Design</td>
<td>3</td>
</tr>
<tr>
<td>ISCL 891</td>
<td>Dissertation Proposal</td>
<td>3</td>
</tr>
<tr>
<td>ISCL 896</td>
<td>Ph.D. Research Seminars</td>
<td>1-3</td>
</tr>
</tbody>
</table>

Theology / Integration (9 Units)

Students may select Bible/theology courses from a wide range of courses taught by the faculty at Talbot School of Theology or from among the theological integration courses offered by qualified faculty within the School of Intercultural Studies. Students with no formal biblical/theological training prior to entering the program must have the selection approved by the program director.

Emphasis (15 Units)

In consultation with the academic advisors, a student is encouraged to select courses from the broad range of expertise available across the university campus in support of his or her particular research interests.

Dissertation (9–12 Units)

Time Limit for Degree Completion
All course and academic requirements for the Ph.D. degree should be completed within seven years, beginning on the date of the student's first registration. Petitions for extension beyond seven years will be considered on a case-by-case basis for students who may encounter extensive field research requirements.

Withdrawal & Re-admission Procedures
A student who must drop out of school or is planning to return to field service must go through the formal withdrawal process. To return to active status the student should contact the program director and file a readmission form with the Office of Admissions.

Leave of Absence
Inactive students are those who have requested and been granted Leave of Absence from the program. A Leave of Absence may be granted upon petition for change of status if there is deemed sufficient reason for interrupting the program and intention to return to the program.

A Leave of Absence must be renewed by petition each semester and may not exceed two consecutive semesters. A Leave of Absence longer than two semesters will require withdrawal from the program and a petition for readmission if the student later wishes to regain active status. Each leave of absence must receive the approval of the student's program advisor and the Dean of the school. Students on leave are required to register for ISCL 893 Leave of Absence each term.

Oral Interview & Admission to Doctoral Study
All students are required to participate in an oral interview with a committee of the faculty to evaluate their progress and potential for successful completion of the doctoral program. The interview is scheduled after one semester in residence. Submission of at least one significant piece of written work demonstrating the student's capacity to produce satisfactory doctoral research and writing is required prior to the interview. If needed, an oral interview with a faculty committee may be held to evaluate a student's progress and potential for successful completion of the doctoral program. The interview will be scheduled after at least one significant piece of written work demonstrating the student's skill in research writing is completed. The result of the interview will determine the student's status within the program.

Comprehensive Examinations

Doctoral students are required to demonstrate a comprehensive knowledge of their field of study by examination. The content of the comprehensive written exams includes material from the core areas of the curriculum and the student's particular specialization.
tion. These exams are normally taken at the conclusion of all the coursework, but field personnel may negotiate the timing of these in consultation with the director of the program.

**Admission to Candidacy**
Achievement of candidacy for the doctorate follows successful completion of the comprehensive examinations.

Upon reaching candidacy a student must register for a total of 12 dissertation units prior to graduation. Units are ordinarily taken at the rate of three or more units per term during the dissertation stage and this constitutes full-time enrollment. During dissertation phase doctoral students are considered full time for a maximum of two years.

Candidates will select a chairperson from the graduate faculty to guide their dissertation research.

If the doctoral candidate has not defended the dissertation by the time the 12 dissertation units are completed, the candidate must enroll continuously, in ISCL 892 Ph.D. Continuous Research, each semester until graduation. This enrollment carries no academic credit but maintains the student’s continuous registration.

Students who have advanced to the level of candidacy who are unable to register in person for their dissertation research or continuous enrollment courses may register in absentia by sending a written request to the Office of the Dean. A special fee of $45 applies.

**Dissertation**
The dissertation process begins with approval of a candidate’s proposal before one’s doctoral committee prior to beginning the student’s field research.

The doctoral dissertation is based upon research grounded in educational and cultural theory appropriate to the candidate’s emphasis and conducted in some aspect of educational theory or practice. The dissertation is expected to demonstrate the candidate’s capacity to complete original research that contributes to the understanding and practice of education in its cultural context.

**Final Oral Examination**
The final examination is an oral defense of the dissertation before the doctoral committee and other invited professionals. Successful defense of the dissertation completes the candidate’s responsibilities for the degree which is conferred in the scheduled graduation ceremony immediately following the defense.

**Graduation Requirements**
All students must present an acceptable dissertation, have satisfactorily passed their comprehensive examinations and completed all required coursework with a minimum 3.3 GPA to qualify for graduation.

**Residency Requirement**
SICS Ph.D. students taking coursework at Biola’s SICS extensions must take at least 50% (24 units) of the coursework at Biola’s main campus.

**Courses**

### INTERCULTURAL STUDIES (ISCL)

- **ISCL 501** Dynamics of the Religious Experience ........................................... 3
  - A treatment of conceptions of the supernatural, the function of religion in society, religion and social control, the nature of religious ritual and paraphernalia, sacred places and religious practitioners.

- **ISCL 503** Economy, Society & Values ........................................................... 3
  - The study of economic and social relations as they impact human values, with emphasis on analytic tools for comparative research and crosscultural ministry. Prerequisite: ANTH 200 or ISCL 604.

- **ISCL 509** Cultural Anthropology ................................................................. 3
  - An examination of the theoretical perspectives of anthropology combined with a study of cultural subsystems, ideology, and culture change with a special emphasis on how a Christian worldview informs the study of people and culture.

- **ISCL 520** Interpersonal & Intercultural Adjustment ................................ 3
  - Exploration of the cross-cultural transition process, focusing upon healthy adjustment as a sojourner in a new culture. Attention given to understanding and applying grace to oneself and others, discerning cultural values, conflict styles, social stratification and celebration.

- **ISCL 530** Topics in Intercultural Health Care ........................................ 3
  - May be repeated with different focus. Topics include:

    - **Crosscultural Health Care Delivery:** Theories and skills related to health teaching, physical assessment, preparation and utilization of indigenous health care.

    - **Maintaining Your Health Overseas:** Preparation for living overseas: healthy lifestyle, prevention of disease, mental and spiritual burnout, initial treatment where there is no doctor.

    - **Anthropology of Crosscultural Health Care:** The anthropological study of problems of illness and health with emphasis on the cultural contest of health care programs.

    - **Management Strategies in Crosscultural Health Care:** Preparation for serving organizations involved in planning and implementing health care systems at the district and village level.
**ISCL 531** Peoples of Ethnic America .......................................................... 3
A study of non-Caucasian ethnic groups in the light of their historical and socio-cultural background. Practical field experience in an ethnic community.

**ISCL 532** Peoples of the World ............................................................... 3
Specific area studies with emphasis on customs, social structures, religion, arts, history and intercultural communication. One or more sections offered every year in areas such as: Africa, Asia, Native America, Middle East, South Pacific, Europe. May be repeated with different course content.

**ISCL 543** Women in Missions ................................................................. 3
The dynamics of understanding the role of missionary women: historical, physical, social, psychological, spiritual. Focus on the issues and opportunities in contemporary world.

**ISCL 544** The Historical Development of the World Christian Movement ........................................ 3
The background, origin, development and spread of the Christian faith from the apostolic period until today. Emphasis is given to the modern era, especially contemporary growth dynamics in Africa, Asia and Latin America.

**ISCL 545** Introduction to World Missions ............................................... 3
The nature of Christian outreach; a study of principles, history and methodology of worldwide missions.

**ISCL 546** World Religions ....................................................................... 3
The distinctive features of the historical ethnic religions, with special emphasis on their comparison and encounter with Christianity and their bearings upon missionary strategies.

**ISCL 547** Village & Tribal Cultures .......................................................... 3
Analysis of the cultural institutions and values in tribal, peasant and newly emerging economies, with special consideration as to their openness or resistance to change.

**ISCL 548** Topics in Urban Studies ............................................................. 3
May be repeated with different focus. Topics include: Juvenile Delinquency, Deviant Behavior, Social Problems, Alcohol and Substance Abuse.

**ISCL 549** Urban Research & Study .......................................................... 3
The use of social science techniques to learn about the people, needs and opportunities for working in the city.

**ISCL 550** Intercultural Clinical Practicum: Supervised crosscultural clinical health care experience. Prerequisites: ISCL 520, 622 (may be taken concurrently). RN licensure or consent of instructor.

**ISCL 551** Topics in Cultural Anthropology .............................................. 3
Examination of a variety of anthropological issues from either a theoretical or applied perspective including: marriage customs, leadership patterns, political relations, indigenous movements, culture change, world view, etc. May be repeated with different course content. Prerequisite: ANTH 200 or ISCL 640.

**ISCL 552** Gender Roles in International Settings .................................... 3
The dynamics of male and female roles in Western, non-Western and biblical cultures. Focus on responsibilities, obligations, expectations, leaderships and inter-relationships as they relate to the society as a whole.

**ISCL 553** Personal Leadership Formation ............................................. 3
A study of the principles and patterns used by God as He raises up leaders for His work. This study will include a discussion of the vital place of spiritual formation in leadership development.

**ISCL 554** Theology of the City ................................................................. 3
Explores the ancient rituals, traditions, and modern ideas by which two-thirds of the world’s people now live. The student will become familiar with and equipped for interaction with the assumptions, belief systems, and cultural ways that have yielded profoundly different societies in the non-western world.

**ISCL 555** Multicultural Education ......................................................... 3
Experiential approach to crosscultural differences in the classroom as they affect teaching and learning. Focus of attention is primarily the United States.

**ISCL 556** Urbanization in Developing Countries ................................... 3
Explores the ancient rituals, traditions, and modern ideas by which two-thirds of the world’s people now live. The student will become familiar with and equipped for interaction with the assumptions, belief systems, and cultural ways that have yielded profoundly different societies in the non-western world.

**ISCL 557** Urban Leadership Development ............................................. 3
Examines various models, definitions, and case studies of urban leadership styles. The different roles and character formation of the leader are presented. Special focus is given to the theory and methods of mentoring as essential for the multiplication of strategically-minded leaders in the city.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISCL 583</td>
<td>Poverty &amp; the City</td>
<td>3</td>
</tr>
<tr>
<td>ISCL 601</td>
<td>Contemporary Anthropological Theory</td>
<td>3</td>
</tr>
<tr>
<td>ISCL 606</td>
<td>Nature of Anthropological Inquiry</td>
<td>2</td>
</tr>
<tr>
<td>ISCL 622</td>
<td>Intercultural Communication</td>
<td>3</td>
</tr>
<tr>
<td>ISCL 640</td>
<td>Applied Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>ISCL 655</td>
<td>Contemporary Theology of Mission</td>
<td>3</td>
</tr>
<tr>
<td>ISCL 662</td>
<td>Mission in Political Context</td>
<td>3</td>
</tr>
<tr>
<td>ISCL 663</td>
<td>Crosscultural Implications in Evangelism</td>
<td>3</td>
</tr>
<tr>
<td>ISCL 665</td>
<td>Topics in Intercultural Studies</td>
<td>1-3</td>
</tr>
<tr>
<td>ISCL 667</td>
<td>Topics in Community Development</td>
<td>1-3</td>
</tr>
<tr>
<td>ISCL 680</td>
<td>The Local Church &amp; World Missions</td>
<td>3</td>
</tr>
<tr>
<td>ISCL 690</td>
<td>Practicum</td>
<td>1-6</td>
</tr>
<tr>
<td>ISCL 691</td>
<td>Tutorial</td>
<td>1-3</td>
</tr>
<tr>
<td>ISCL 694</td>
<td>Seminars</td>
<td>1-3</td>
</tr>
<tr>
<td>ISCL 695</td>
<td>Master of Arts Comprehensive Examination</td>
<td>0</td>
</tr>
<tr>
<td>ISCL 702</td>
<td>Social Organization</td>
<td>3</td>
</tr>
<tr>
<td>ISCL 722</td>
<td>Spiritual Conflicts in Crosscultural Context</td>
<td>3</td>
</tr>
</tbody>
</table>

Exams are held during the final week of each semester. Special studies may be arranged with the instructor and the Dean for special topics, subjects, or emerging trends. Special studies will not be offered except for credit by examination. Special studies are limited to six hours credit during any one semester. Students may repeat Special Studies with different topics and subject matter. Special studies are designed for M.A. students in Church Planting Urban Studies, Women's Ministries and other approved church/mission programs. They are managed according to the guidelines established by the School of Intercultural Studies. Courses in Special Studies are not open to degree students in the School of Intercultural Studies and may be repeated with different topics such as intercultural studies, Bible translation, missiology, crosscultural theology, crosscultural education and crosscultural health care. Special Studies are designed for M.A. students.
ISCL 724  Issues in Spiritual Warfare ................................................3
A multi-disciplinary examination of the leading practices of, and contemporary interest in deliverance ministries, inner-healing prayer therapies, Satanism, dissociative identity disorders, recovered memories and ritual abuse.

ISCL 725  Culture & Transformation .........................................................3
The study of how cultures change, the dynamics and processes of change, the place of change agents and the speed and intensity of change. Implications of such processes are examined in social, political, economic and religious aspects of society.

ISCL 727  Principles of Church Multiplication ...............................................3
Exploration of the foundational issues related to crosscultural church multiplication. A holistic approach (through teams) that is designed to empower nationals to minister immediately, responsibly and continually, along with personal investigation of spiritual gifts, skills and life experience.

ISCL 730  Directed Study ...............................................................1–4
Reading and research in selected areas / issues in World Missions. Elective.

ISCL 732  Church Planting Models & Strategies ........................................3
A survey and analysis of the strengths and weaknesses of various church planting models and strategies used around the world. Identifies key factors, which the church planter can implement in a context specific, phase-out oriented church planting strategy.

ISCL 735  Principles of Church Growth ......................................................3
A basic understanding of church growth concepts as related both to the local congregations and to the task of worldwide evangelization, with due emphasis on the Church Growth school of thought.

ISCL 742  The History of Christianity in Missiological Perspective .........................3
A review of missiological literature that traces the spread and development of Christianity as a world movement, from Pentecost to the modern era. Special attention is given to the kind(s) of Christianity that spread; the process(es) by which it spread; the effect Christianity had on the socio-cultural / political environment(s); and the effect environment had on Christianity and its subsequent development.

ISCL 743  Urban Church Planting Models ..................................................3
This study moves beyond the classroom to actual urban church plants in the greater L.A. area. Visits and dialogues provide practical ways pastors, lay people, parachurch people and missionaries prepare themselves and their congregations for intentional church planting in ethnically diverse communities. Fee: $50.

ISCL 744  Narrative as an Educational Philosophy ........................................3
An investigation and demonstration of the narrative / story genre in teaching and curricula design. Students participate in story telling, design a seminar on story telling, and develop a series of culturally relevant lessons using narrative medium in areas such as business, community development, evangelism, leadership and followership development, ESL, drama, counseling, church planting.

ISCL 747  Christianity & Culture ............................................................3
Anthropological approach to Christian theologizing; inter-relationships between supra cultural Christianity and human cultures. Focus on conversion, revelation, communication, transformation, indigency and other related topics.

ISCL 750  Issues in Contextualization / Crosscultural Theology .........................3
The application of crosscultural communication principles to the study of theology, critique and evaluation of such theologies and the design and implementation of culture specific theologies for various cultures.

ISCL 751  Theology of Mission .............................................................3
An examination of the theological foundations of mission derived from a study of the history of salvation. This will encompass a study of the mission given to Israel and to the Church including some interaction with contemporary theologies of mission.

ISCL 752  Acts: Biblical & Missiological ....................................................3
This course will focus on the historical, cultural and theological content leading the student toward mastery of the book of Acts. This will be followed by a discussion of cogent missiological themes, such as evangelism, power encounter, contextualization and the supernatural in missions.

ISCL 755  Biblical Morality & Cultural Relativity ..........................................3
A study of the Biblical, cultural and biological approaches to the study of morality and ethics focusing on the claims for a universal or absolute standard by which crosscultural ethics can be evaluated.

ISCL 760  Urban Practicum Internship ......................................................3, 6
A program of crosscultural internships in the urban metropolitan area of L.A. By permission of faculty only.

ISCL 765  Crosscultural Leadership ..........................................................3
Crosscultural study of leadership including diverse patterns of authority, legitimacy, public support, leadership recruitment, and training as they affect communication, church growth and development worldwide.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISCL 767</td>
<td>Cross-cultural Issues in Spiritual Formation</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>An examination of cross-cultural dynamics of Christian spirituality and spiritual formation, and the manner in which spirituality is manifest both personally and in community in differing cultural contexts.</td>
<td></td>
</tr>
<tr>
<td>ISCL 772</td>
<td>Experiential Learning</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Explores the theory and practice of experiential learning, with particular focus upon curricular creation, pedagogy, and assessment of the experiential teaching and learning process.</td>
<td></td>
</tr>
<tr>
<td>ISCL 775</td>
<td>Topics in Context &amp; Crosscultural Theology</td>
<td>1–3</td>
</tr>
<tr>
<td></td>
<td>May be repeated with different focus. Topics include regional developments in crosscultural theologizing (such as Asian, African and Latin American theologies), the history and development of contextualization, and alternative approaches to doing theology such as narrative theology, case study approaches to theology, etc.</td>
<td></td>
</tr>
<tr>
<td>ISCL 791</td>
<td>Field Internship</td>
<td>2</td>
</tr>
<tr>
<td>ISCL 792</td>
<td>Field Internship</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Integration of all the disciplines of ministry and seminary education. It provides supervised experience in various phases of Christian ministry. One hundred hours of field experience each semester are evaluated in classroom interaction. Required of M.Div. (missions) students. Prerequisites: TTPT 591, 592, 602, 691, 692; Completion of 64 hours of the M.Div. program for TTPT 791, 792.</td>
<td></td>
</tr>
<tr>
<td>ISCL 793</td>
<td>Independent Study</td>
<td>1–4</td>
</tr>
<tr>
<td>ISCL 794</td>
<td>Independent Study</td>
<td>1–4</td>
</tr>
<tr>
<td></td>
<td>In-depth investigation of a topic under the guidance of the faculty, using standard research procedures. Topic selection and course enrollment by advisor's approval.</td>
<td></td>
</tr>
<tr>
<td>ISCL 803</td>
<td>Qualitative Research</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>An advanced course on the ethnographic method, emphasizing rigorous research design and quality control with specific reference to educational research.</td>
<td></td>
</tr>
<tr>
<td>ISCL 815</td>
<td>Educational Philosophies of the Great Religious Traditions</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Educational thought and method arising from the teachings of major world religions including: Hinduism, Buddhism, Islam, Confucianism, Judaism and Christianity.</td>
<td></td>
</tr>
<tr>
<td>ISCL 816</td>
<td>Education Theory</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>A variety of constructs that have in the past or are currently supportive of educational practice are explored with special attention given to their potential for application in crosscultural context.</td>
<td></td>
</tr>
<tr>
<td>ISCL 821</td>
<td>Education in Social Context</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>The examination of education in its social environment that explores how political, social, economic, and policy issues affect educational theory and practice and how education, in turn, contributes to the broader society.</td>
<td></td>
</tr>
<tr>
<td>ISCL 823</td>
<td>Crosscultural Teaching/ Learning Strategies for Curriculum</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Theories and strategies for developing curriculum in a wide variety of formal and non-formal contexts; emphasis is placed on low technology, learner-sensitive options.</td>
<td></td>
</tr>
<tr>
<td>ISCL 825</td>
<td>Comparative Human Development</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Building on the work of such well-known theorists as Piaget and Knowles, this course explores the cross-cultural components of learning and development, and focuses specifically on the adult life span.</td>
<td></td>
</tr>
<tr>
<td>ISCL 860</td>
<td>Practicum</td>
<td>1–6</td>
</tr>
<tr>
<td></td>
<td>May be done in Church Planting Urban Studies, Women's Ministries or other approved church / mission programs. Designed for doctoral students.</td>
<td></td>
</tr>
<tr>
<td>ISCL 861</td>
<td>Alternative Delivery Systems in Education</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Issues of access to education continue to dominate discussions of training people in the majority world. This course will examine models and practices of distance learning, on-line learning, extension programs, and continuing education and gender access to education in order to address both technological and cultural perspectives. Elective for Th.M. students; others by departmental permission.</td>
<td></td>
</tr>
<tr>
<td>ISCL 865</td>
<td>Comprehensive Examination</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Following the completion of coursework, the student must register for the comprehensive examination. The student is considered full-time while enrolled for ISCL 865. Fee: $100.</td>
<td></td>
</tr>
<tr>
<td>ISCL 866</td>
<td>Comprehensive Examination Extension</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>If all components of the comprehensive examination have not been successfully completed within the semester, which a student was enrolled, a student may petition the committee for an extension to permit one additional semester for completing the exam. If approved the student will be considered less than half-time. The comprehensive examination must be successfully completed within the second semester. Fee: $100.</td>
<td></td>
</tr>
<tr>
<td>ISCL 867</td>
<td>Comparative Educational Systems</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>An analytical comparison of selected national educational systems emphasizing the cultural value base for decisions regarding access to education, choice of curriculum, educational finance, professional and status issues and other matters of educational theory and practice utilizing comparative methodological approach.</td>
<td></td>
</tr>
</tbody>
</table>
ISCL 873 Tutorial ................................................................. 1–3
May be repeated with different topics such as intercultural studies, Bible translation, missiology, crosscultural theology, crosscultural education, and crosscultural health care. Designed for doctoral students only.

ISCL 874 Seminars .............................................................. 1–3
May be repeated with different topics including church planting, evangelism, anthropology, intercultural communication, linguistics, crosscultural education, sociolinguistics, crosscultural theology, theology of mission, history of missions, mission strategy, bible translation. Designed for doctoral students only.

ISCL 875 Strategies in Library Research .............................. 1
Use of reference and bibliographic sources for in-depth research at the graduate level.

ISCL 876 Research Seminar in Form & Style ...................... 1–3
A comprehensive examination of the APA 5 form and style manual in preparation for doctoral dissertation writing.

ISCL 879 Research Design .................................................. 3
Development and refinement of the doctoral dissertation proposal through preparation, presentation and critique of proposal drafts and examination and discussion of issues related to dissertation research.

ISCL 880 D.Miss. Dissertation ............................................. 1–8
Normally a student must take a minimum of two units for up to a maximum of 4 semesters to be considered full-time.

ISCL 881 D.Miss. Dissertation Proposal .............................. 2
After completing the comprehensive exams, the student begins work to finalize the proposal, which includes selecting a chair and a committee, attaining PHRRC permission, successfully defending the proposal to the committee, and making all pre-field research arrangements. Once all these steps are completed, the student is cleared to begin actual field research. The student is considered full-time while enrolled in this course.

ISCL 882 D.Miss. Continuous Enrollment ........................... 0
Students who need extra time to work on first or final draft of the dissertation are required to register for this course to maintain degree status. A student is considered less than half-time status while taking this class. Fee: $100.

ISCL 890 Ph.D. Dissertation Field Research (1–12)
Normally a student must take a minimum of 3 units per semester to be considered full time. A student is considered full time for four semesters while taking this dissertation class.

ISCL 891 Ph.D. Dissertation Proposal .................................. 3
After completing the comprehensive exams, the student begins work to finalize the proposal, which includes seeing it through the process of selecting a chair and a committee, attaining PHRRC permission, and successfully defending the proposal to the committee. Once all these steps are completed, the student is cleared to begin actual field research. The student is considered full-time while enrolled in this course for one semester.

ISCL 892 Ph.D. Continuous Research ................................. 0
Students who need extra time to work on first or final draft of the dissertation are required to register for this course to maintain degree status. A student is considered less than half-time status while taking this class. Fee: $100.

ISCL 893 Leave of Absence ............................................... 0
For students who have been granted an official leave of absence from the program. Fee: $100.

ISCL 895 D.Miss. Research Seminar .................................. 1–3
In-depth investigation of a topic under the guidance of the Intercultural Studies department using standard research procedures. Topic selection and course enrollment is by department approval. Elective.

ISCL 896 Ph.D. Research Seminar ..................................... 1–3
Specialized research topics are examined critically in considerable detail with attention to the supporting literature on each topic. May be repeated under a different topic.

ISCL 897 Research Seminar ............................................. 3
Discussion and application of the central areas of Missions and Intercultural Studies and related fields of study. Instruction in research methodology, including the identification of a problem, the steps taken to resolve it and writing the results. Required for the first semester of the Th.M. (missions) program. A second semester may be taken to continue research in the area of interest. Fee: $50, 891.
Applied Linguistics & TESOL (ALT)

Faculty

Chair: Katherine B. Purgason, Ph.D.

Associate Professors: Lessard-Clouston, Liang,

Assistant Professor: O’Herin, Purgason

Mission & Learning Outcomes

In today’s globalized world, many problems revolve around language. In some situations people are cut off from access to the means of development because of language; in other situations people are cut off from their cultural heritage because of language. People unable to communicate with each other are likely to experience hostility rather than community. The Department of Applied Linguistics & TESOL focuses on addressing language-related problems and using language to solve a variety of human problems for the sake of God’s redeeming work among all peoples. We equip Christian professionals in language-related fields to serve with integrity.

All of the ALT programs are premised on the values of professional preparation, contextual sensitivity, cultural appropriateness, and ethical service.

APPLIED LINGUISTICS

A Certificate in Linguistics is available for those who need a foundation in linguistic analysis and practical methods for learning a new language and culture.

The Master of Arts in Applied Linguistics provides a broad multi-disciplinary foundation to deal with literacy, lexicography, language surveys and planning, orthography, bilingual and multilingual education, language acquisition, translation, and other language-related issues. It combines academic rigor and practical skills for students seeking appropriate solutions to real-world problems. Students may either pursue a generalist track or may choose to specialize in linguistics, translation, literacy, language survey, or TESOL.

Those who want to specialize in Bible translation also have the option of the Master of Arts in Linguistics & Biblical Languages. This degree combines the resources of Talbot School of Theology, where students take classes in Greek or Hebrew and biblical exegesis, and the Department of Applied Linguistics & TESOL where they take classes in linguistics and translation. The application of linguistic principles to the study of the biblical languages facilitates a deeper understanding of these languages. The study of Greek or Hebrew and linguistics develops skills in exegesis and translation for virtually any language situation.

SIL AT BIOLA

Each of these Applied Linguistics programs benefits from SIL-at-Biola, a collaboration between the Summer Institute of Linguistics and Biola. Experienced instructors who have served with Wycliffe Bible Translators cooperate in teaching a range of courses here. These courses are equivalent to those offered at other SIL schools and are recognized as valid for membership in Wycliffe and other similar organizations.

TESOL (TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES)

The wide use of English as an international language has created a demand for English teachers around the world. The flow of immigrants, refugees, and international students into the United States has also created a demand here. To give students the qualifications and expertise they need to meet these demands, the Department of Applied Linguistics & TESOL offers two programs in Teaching English to Speakers of Other Languages. The Certificate in TESOL provides students with practical pedagogical skills to teach the English language to adults. It can be completed on its own or combined with another MA such as Theology, Intercultural Studies or Applied Linguistics. For those who need more than basic teaching skills, the Master of Arts in TESOL builds on the certificate’s foundation and prepares students to design courses, assess students, train teachers, administer programs, write materials, and teach specialized classes. The TESOL programs at Biola combine academic rigor and practical skills to prepare teachers to work with integrity in a variety of teaching contexts.

An online version of the M.A. TESOL for experienced ESL/EFL teachers is in the process of development. Prospective students should inquire about its current status.

The focus of the TESOL programs is post-secondary and adult education both in the United States and international contexts. Those interested in K-12 ESL in U.S. schools should consult with the School of Education. The certificate and Master of Arts in TESOL are at the graduate (post-baccalaureate) level, but the department also offers an undergraduate minor and non-degree programs such as Essentials of TESOL, an intensive entry-level certificate summer course.

Admission Requirements

Applicants must possess a baccalaureate degree from an accredited college or university with a 3.0 (on a 4.0 scale) grade point average. Applicants must submit a written statement outlining their vocational objectives and how the degree will relate to those objectives; a one-page typed letter should be appended to the application. Three letters of reference on forms supplied by Biola are required, as are official transcripts of previous schools attended. Applicants who are non-native English speakers must demonstrate both spoken and written proficiency in English through an oral interview with an admissions counselor or faculty member and through submission of an internationally recognized
standardized test of English (taken within the last two years). A TOEFL score of 600 paper / 250 computer / 100 internet is normally required. The essay score should be at least 5.5. Alternatively, an IELTS score of 7.0 (no less than 6.0 in any element) is required.

**Foundational Requirements**

Graduate programs in the department require between 6 and 15 foundational units as noted below, depending on the program. Students entering the program without the stated foundational units may take them concurrently with regular program courses, normally completing them by the end of the first year.

Because teachers and applied linguists are expected to have a high degree of competence in written English, all new graduate students, both native and non-native English speakers, are required to take the department’s Writing Proficiency Exam. If the results indicate that the student needs additional work in grammar and composition to perform at the level expected for these fields, he or she will be directed to take a writing course in the English Language Studies Program or do independent supplementary work on writing.

**Program Requirements**

The TESOL graduate programs require nine units of foundational work in language, culture, and Bible. Beyond the foundational units, the Certificate in TESOL requires 16 units of prescribed course work, and the Master of Arts in TESOL requires 32 units. A portfolio is required as a culmination for the Master of Arts in TESOL.

The Certificate in Linguistics requires six units of foundational work in language and Bible and 18 additional units. The Master of Arts in Applied Linguistics requires 12 units of foundational work including Bible, introduction to linguistics, phonetics, and syntax or phonology. Beyond those units, the Master of Arts in Applied Linguistics consists of 33 units. The Master of Arts in Applied Linguistics requires that the student demonstrate intermediate proficiency (e.g., 2+ on the FSI scale or Advanced Plus on the ACTFL scale) in a foreign language, preferably by the end of the first year, by means of an oral or written exam. The Master of Arts in Linguistics & Biblical Languages requires 15 units of foundational courses (Old Testament survey, New Testament survey, hermeneutics, introduction to linguistics, and phonetics) and 42 additional units. Students concentrate in either Hebrew or Greek.

The culmination of the Master of Arts in Applied Linguistics and Master of Arts in Linguistics & Biblical Languages consist of a comprehensive exam or, with permission of the department, a thesis.

The Master of Arts program requirements may be reduced for students with appropriate background course work, but the minimum number of graduate units required is at least 32, 24 of which must be taken through Biola.

**Graduation Requirements**

Students must successfully complete all required coursework with a minimum grade point average of 3.0 to qualify for graduation. No ALT course with a grade less than a B (3.0) will be counted for the Certificate or M.A.

The Certificate programs are usually completed within one year by full-time students, but part-time students may have up to four years. The M.A. degrees in Applied Linguistics & TESOL are usually completed within two years by full-time students; the M.A. degree in Linguistics & Biblical Languages may require an additional semester or two for students without the foundational units. Part-time students may have up to seven years for the M.A. degrees.

**Curriculum**

**TESOL**

**Certificate in TESOL**

**Foundational Units**

(Noted courses may be taken concurrently with program courses.)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISTE 509</td>
<td>Structure of English</td>
<td>3</td>
</tr>
<tr>
<td>ISTE 525</td>
<td>Introduction to TESOL—Adult</td>
<td>3</td>
</tr>
<tr>
<td>ISTE 527</td>
<td>Materials Evaluation &amp; Preparation</td>
<td>3</td>
</tr>
<tr>
<td>ISTE 560</td>
<td>Communicating Values through TESOL</td>
<td>1</td>
</tr>
<tr>
<td>ISTE 614</td>
<td>Second Language Acquisition</td>
<td>3</td>
</tr>
<tr>
<td>ISTE 692</td>
<td>Practicum in TESOL II</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>9</strong></td>
</tr>
</tbody>
</table>

**Program Units**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISTE 621</td>
<td>Advanced Methods &amp; Techniques in TESOL</td>
<td>3</td>
</tr>
<tr>
<td>ISTE 632</td>
<td>Language Testing &amp; Assessment</td>
<td>3</td>
</tr>
<tr>
<td>ISTE 697</td>
<td>Portfolio</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>32</strong></td>
</tr>
</tbody>
</table>

**M.A. in TESOL**

All the Certificate in TESOL courses, plus the following:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISTE 521</td>
<td>General Articulatory Phonetics</td>
<td>3</td>
</tr>
<tr>
<td>ISTE 523</td>
<td>Introduction to Phonology</td>
<td>3</td>
</tr>
<tr>
<td>ISTE 525</td>
<td>Introduction to Syntax</td>
<td>3</td>
</tr>
</tbody>
</table>

**Applied Linguistics**

**Certificate in Linguistics**

**Foundational Units**

(Noted courses may be taken concurrently with program courses.)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISAL 521</td>
<td>General Articulatory Phonetics</td>
<td>3</td>
</tr>
<tr>
<td>ISAL 523</td>
<td>Introduction to Phonology</td>
<td>3</td>
</tr>
<tr>
<td>ISAL 525</td>
<td>Introduction to Syntax</td>
<td>3</td>
</tr>
</tbody>
</table>

**Program Units**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISAL 521</td>
<td>General Articulatory Phonetics</td>
<td>3</td>
</tr>
<tr>
<td>ISAL 523</td>
<td>Introduction to Phonology</td>
<td>3</td>
</tr>
<tr>
<td>ISAL 525</td>
<td>Introduction to Syntax</td>
<td>3</td>
</tr>
</tbody>
</table>
Select one 3-unit Course from:

**ISAL 652** Field Methods in Second Language & Culture Learning

**ISAL 654** Field Methods in Linguistics

ISAL Electives

18*

- Presumes foundational courses have been fulfilled.

**M.A. in Applied Linguistics**

**Foundational Units**

(May be taken concurrently with program courses.)

Bible / Theology

Introduction to Linguistics

Phonetics

Syntax or Phonology

12

**Program Units**

**ISAL 511** Applied Linguistics

**ISAL 668** Seminar in Applied Linguistics

**ISAL 679** Planning, Evaluation & Research in Applied Linguistics

Select one 3-unit Course from:

**ISAL 652** Field Methods in Second Language & Culture Learning

**ISAL 654** Field Methods in Linguistics

ISAL or ISTE Electives

Bible or World Perspective Elective

Comprehensive Exam

33

**Applied Linguistics Emphases**

Emphases of 18 units each are possible in the areas of language surveys, linguistics, literacy, TESOL, and translation.

**Emphasis in Language Surveys**

**ISAL 641** Language Surveys

**ISAL 646** Sociolinguistics

**ISAL 654** Field Methods in Linguistics

**ISAL 683** Topics in Linguistics

**ISAL 684** Topics in Linguistics

Elective

18

**Emphasis in Linguistics**

**ISAL 529** Introduction to Semantics & Pragmatics

**ISAL 622** Phonological Theory

**ISAL 624** Syntactic Theory

**ISAL 646** Sociolinguistics

**ISAL 654** Field Methods in Linguistics

Elective

18

**Emphasis in Literacy**

Select one 3-unit Course from:

**ISAL 523** Introduction to Phonology

**ISAL 622** Phonological Theory

**ISAL 543** Literacy in Social Contexts

**ISAL 544** Literacy Methods & Materials

**ISAL 546** Reading & Literacy Theory

**ISAL 652** Field Methods in Second Language & Culture Learning

18

**Emphasis in TESOL**

**ISTE 509** Structure of English

**ISTE 525** Introduction to TESOL—Adult

**ISTE 527** Materials Evaluation & Preparation

**ISTE 541** Intercultural Communication for Teachers

**ISTE 560** Communicating Values Through TESOL

**ISTE 614** Second Language Acquisition

**ISTE 692** Practicum in TESOL II

19

**Emphasis in Translation**

**ISAL 529** Introduction to Semantics & Pragmatics

**ISAL 535** Introduction to Bible Translation

**ISAL 624** Syntactic Theory

**ISAL 626** Approaches to Translation

**ISAL 648** Discourse & Text Analysis

Elective

18

**M.A. in Linguistics & Biblical Languages**

**Foundational Units**

(May be taken concurrently with program courses.)

Bible (Survey of O.T., Survey of N.T., Hermeneutics)

**ISAL 520** Introduction to Language & Linguistics

**ISAL 521** General Articulatory Phonetics

15

**Program Units**

Theology

**ISAL 515** Linguistics of Biblical Languages

**ISAL 523** Introduction to Phonology

**ISAL 525** Introduction to Syntax

**ISAL 529** Introduction to Semantics & Pragmatics

**ISAL 535** Introduction to Bible Translation

**ISAL 648** Discourse & Text Analysis

33
Program Electives

Students will choose an 18-unit emphasis in Hebrew or Greek.

**Hebrew Emphasis**
- TTOT 603 Elements of Hebrew I ................................................. 3
- TTOT 604 Elements of Hebrew II ............................................... 3
- TTOT 705 Exegesis in Genesis & Selected Passages............. 3
- TTOT 717 The Old Testament in its Near Eastern Context .... 2
- TINT 501 Beginning Greek I .................................................. 2

Electives in Hebrew exegesis or linguistics .......................... 5

**Greek Emphasis**
- TINT 501 Beginning Greek I .................................................. 2
- TINT 502 Beginning Greek II ................................................ 2
- TINT 503 Introduction to Exegesis ........................................... 3
- TTOT 603 Elements of Hebrew I ............................................. 3
- TINT 701 The World of the New Testament ......................... 2

Electives in Greek exegesis or linguistics ............................. 6

**Greek Emphasis**

- TINT 501 Beginning Greek I .................................................. 2
- TINT 502 Beginning Greek II ................................................ 2
- TINT 503 Introduction to Exegesis ........................................... 3
- TTOT 603 Elements of Hebrew I ............................................. 3
- TINT 701 The World of the New Testament ......................... 2

Electives in Greek exegesis or linguistics ............................. 6

**Course Descriptions**

Course numbers 700/800 are doctoral level and need approval before courses may be taken.

**SPECIAL STUDIES (ISSS)**

The following are special studies courses to assist students in becoming proficient in written grammar and composition skills essential for effective graduate work in TESOL or applied linguistics. Specific enrollment requirements are indicated in each course.

**Note:** Special Studies courses may not be used to meet program graduation requirements.

**ISSS 500 Academic Writing** ............................................. 1–2

Practical instruction in grammar and composition needed to meet the demands of academic writing at the graduate and professional level. Experience in writing papers in relevant academic fields. Required for native English speaking students assigned by the ALT departmental Writing Proficiency Exam. Must be taken within the first nine units of graduate study.

**ISSS 501 Advanced Writing for Internationals** ..................... 1–3

Grammar, sentence structure, and paragraph development for academic writing. Critical thinking and composition, including extracting information from sources, synthesis, and proper format for written papers. Experience in writing papers in relevant academic fields. Required for non-native English speakers assigned by the ALT departmental Writing Proficiency Exam or students who have completed the Biola ESL sequence or its equivalent. Must be taken within the first 9 units of graduate study.

**TESOL (ISTE)**

ISTE 525 is a prerequisite for all ISTE courses numbered 600 or higher.

**ISTE 509 Structure of English** ........................................... 3

Study of the syntax of English in preparation for teaching non-native speakers. Theoretical insights taken from several approaches to grammar. May also be completed as a Field Studies course.

**ISTE 510 Essentials of TESOL** ........................................... 5

A practical course giving the skills and knowledge needed to gain foundational competence in teaching the English language. Includes methods and techniques, English pronunciation and grammar, teaching materials, culture, communicating values, and practice teaching. Does not count toward the department’s certificate or M.A. in TESOL.

**ISTE 525 Introduction to TESOL—Adult** ............................. 3

An introduction to the field of TESOL at the post-secondary and adult levels dealing with learner needs, approaches to and methods of teaching, techniques for the four skills, lesson planning and classroom management. May also be completed as a Field Studies course.

**ISTE 525C Introduction to TESOL—Challenge** ..................... 3

Students who have taken a course similar to ISTE 525 may petition the faculty to earn credit by means of a challenge exam. Exam fee: $50.

**ISTE 526 Introduction to TESOL—K–12** ......................... 3

An introduction to the field of TESOL at the primary and secondary levels in U.S. multilingual classrooms. The role of the primary language, methods and techniques for teaching the four skills, and assessment are also covered.

**ISTE 527 Materials Evaluation & Preparation** .................. 3

Principles of ESL/EFL materials design. Enables teachers to evaluate and adapt published materials, prepare their own materials, and use a variety of media, including video and computers. Prerequisite: ISTE 525.

**ISTE 541 Intercultural Communication for Teachers** ........ 3

Study of cultural contexts of English as an international language, culture in the language class and intercultural communication with the goal of increasing intercultural understanding and teaching effectiveness.

**ISTE 560 Communicating Values Through TESOL** .......... 1

Exploration of ways in which TESOL may be used to promote crosscultural understanding through the communication of
ISTE 580  English: Past, Present & Future ..............................2–3
Historical and social survey of the development of the English language from a small tribal language to the widespread international language it is today. Possible future trends are also discussed.

ISTE 581  Topics in TESOL ..............................................1–3
Topics are listed in the class schedule each semester. Courses may be repeated for credit with a different topic. Prerequisite: ISTE 525. Titles offered include:
- Readings in Language Learning Strategies
- Teaching Pronunciation
- Reading in the ESL / EFL Context
- Writing in the ESL / EFL Context
- TESOL & the Teaching of Literature
- Readings in Cultural & Language Learning
- Preparing Students to Take the TOEFL
- Teaching Vocabulary
- Teaching EFL to Children

ISTE 614  Second Language Acquisition ............................3
Examination of the various factors, especially individual, sociological, and psychological, which enter into the process of acquiring a second language. Includes discussion of learning strategies as well as autonomous learning inside and outside of the classroom. Prerequisite: ISTE 525.

ISTE 621  Advanced Methods & Techniques in TESOL .........3
Introduction to classroom-based research, in-depth examination of various methods and techniques of TESOL, and introduction to teacher training and program administration.

ISTE 632  Language Testing & Assessment ........................3
Examination of theory and practice of standardized language tests along with teacher-developed assessment instruments for different language skill areas.

ISTE 635  Technology for Language Learning & Teaching ......3
Exploration through reading, discussion, and hands-on experience of how technology can be creatively exploited as a teaching, learning and assessment tool to support language learning. Prerequisite: ISTE 525, 527.

ISTE 644  Discourse & Language Teaching ..........................3
Conversation analysis, the analysis of written texts, and discourse across cultures. Focus will be on discourse in the classroom and pedagogical applications.

ISTE 664  English for Specific Purposes .............................3
Exploration of issues involved in teaching English to specific groups of students, especially those in scientific, technical, and vocational fields.

ISTE 665  Course Design in TESOL ....................................3
How to develop a language program and design a language course, including needs assessment, methodology choices, goals specifications and implementation issues.

ISTE 690  Independent Study .............................................1–3
Individual work, directed reading, or special problems in TESOL. Such work must be done with the approval and supervision of a faculty professor of record.

ISTE 691  Field Practicum in TESOL .................................2–3
Intensive ESL / EFL classroom teaching in a field setting, typically as part of a supervised team working with a voluntary agency. Elective, by department permission only.

ISTE 692  Practicum in TESOL II .......................................3
Extensive independent teaching in an ESL classroom under the general supervision of a master teacher, plus weekly group discussion of issues in language pedagogy. Credit for course may be earned, on the basis of some field-based situations, by portfolio assessment. Lab fee: $50.

ISTE 692C Practicum in TESOL - Challenge ........................3
Credit for course may be earned on the basis of some field-based situations by portfolio assessment (as detailed in the ALT Handbook). Fee: $50.

ISTE 695  Research Seminar .............................................1
Guidance in the development of a thesis or research paper. Students produce a preliminary thesis statement, proposal, outline, and working bibliography. Prerequisites: permission of instructor.

ISTE 696  Research Paper .................................................1
A paper based on classroom research, literature review, or the design of a syllabus or appropriate teaching materials. Prerequisite: ISTE 695 or equivalent.

ISTE 697  Portfolio ..........................................................0
Documentation of accomplishments in the area of teaching, research, and professional development. Details can be found in the ALT Handbook.

ISTE 699  M.A. Thesis ......................................................3
Research for and writing of an M.A. thesis. Prerequisite: ISTE 695 or equivalent and consent of M.A. committee. Students permitted to write a thesis will not be required to do a portfolio.
ISAL 511  Applied Linguistics ..................................................3
Introduction to theoretical and practical issues in applied linguistics, focusing on several important areas; e.g., bilingual education, lexicography, literacy, orthography design, social dialects and education and translation.

ISAL 515  Linguistics of Biblical Languages ..............................3
Introduction to basic concepts in the scientific study of language, preparing the student to apply general principles to a particular language, and to understand the general structures of the biblical languages. Suitable for anyone preparing to study biblical Hebrew or Greek.

ISAL 520  Introduction to Language & Linguistics ..........................3
Introduction to basic concepts in the study of language, major areas of linguistic analysis, and several sub-areas of the field, including language in society. Material from English and a variety of other languages is used to provide a broad perspective. Prerequisite for graduate courses in Applied Linguistics for program majors.

ISAL 521  General Articulatory Phonetics ..................................3
The study of the articulation, classification, discrimination, production, and transcription of speech sounds. The focus is on a wide range of sounds found in the world’s languages.

ISAL 522  Phonetics & Phonology of English ............................3
The study of the auditory discrimination, physical description, and systematic transcription of speech sounds, both standard and disordered, used in English and how these sounds are structured, organized and used. Some sounds from other languages are also included for comparison.

ISAL 523  Introduction to Phonology ..........................................3
Introduction to the systematic arrangements and rules by which languages organize and alter their speech sounds. Prerequisite: 521.

ISAL 525  Introduction to Syntax .................................................3
Introduction to the patterns, regularities, and rule-governed alterations in grammar whereby words are organized into phrases, clauses, and sentences. Prerequisite: 520.

ISAL 529  Introduction to Semantics & Pragmatics ......................3
Study of meaning systems in language and how meaning is conveyed in linguistic and social contexts. Prerequisite: 520.

ISAL 535  Introduction to Bible Translation ..................................3
An introduction to the principles and problems of cross-language and cross-cultural communication with special emphasis on translating the Bible into indigenous languages.

ISAL 537  Introduction to Literacy ...............................................3
An overview of literacy in neoliterate societies, including motivation, local authorship, orthography design, reading methodology, strategies for literacy programs, and the relationship of literacy to social context. Does not count toward the concentration in literacy.

APPLIED LINGUISTICS (ISAL)
ISAL 520 or the equivalent is a prerequisite for all ISAL courses. May be taken concurrently with basic 500-level courses.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISAL 543</td>
<td>Literacy in Social Context</td>
<td>An exploration of vernacular and bilingual literacies within their social setting, including such factors as social environment, economy, and religion. Attention is given to the impact of social and linguistic factors on literacy program design, implementation, and management.</td>
</tr>
<tr>
<td>ISAL 544</td>
<td>Literacy Methods &amp; Materials</td>
<td>Examination of different theories and methods used to teach literacy and to prepare primers and other reading materials in minority languages.</td>
</tr>
<tr>
<td>ISAL 546</td>
<td>Reading &amp; Literacy Theory</td>
<td>A survey of both reading theory (cognitive and psycholinguistic) and literacy theory (vernacular, functional, and national), with emphasis given to the development of integrated literacy education programs.</td>
</tr>
<tr>
<td>ISAL 622</td>
<td>Phonological Theory</td>
<td>Special problems in phonological analysis from various languages. Includes abstract phonology. Prerequisite: 523.</td>
</tr>
<tr>
<td>ISAL 624</td>
<td>Syntactic Theory</td>
<td>Study of several current models of syntax with application to the analysis and description of various languages. Prerequisite: 525.</td>
</tr>
<tr>
<td>ISAL 626</td>
<td>Approaches to Translation</td>
<td>Study of the theory and practice of translation, including secular and sacred texts, prose and poetry. Prerequisite: 529.</td>
</tr>
<tr>
<td>ISAL 641</td>
<td>Language Surveys</td>
<td>Introduction to the principles and methods of collecting, quantifying, and interpreting data on linguistic similarity, intelligibility, language attitudes, bilingualism, and language change. Prerequisites: 521 and 646. A tape recorder will be needed.</td>
</tr>
<tr>
<td>ISAL 643</td>
<td>Lexicography</td>
<td>Examination of the history, theory, and practice of dictionary making. Among the topics covered are lexical analysis, syntactic, semantic, and pragmatic information, definitions and citations, usage, users and uses of monolingual and bilingual dictionaries, and techniques and technology used in compiling and producing a dictionary. Prerequisite: 529.</td>
</tr>
<tr>
<td>ISAL 646</td>
<td>Sociolinguistics</td>
<td>Overview of the relationship between language and society. Topics covered include language and culture, language and social change, ethnicity, language contact, language policy, and ethnography of communication.</td>
</tr>
<tr>
<td>ISAL 648</td>
<td>Discourse &amp; Text Analysis</td>
<td>Examination of language beyond the sentence level. Covers the analysis of oral and written secular and sacred texts within their social or literary contexts.</td>
</tr>
<tr>
<td>ISAL 650</td>
<td>Seminar in Linguistics &amp; Biblical Exegesis</td>
<td>In-depth application of a broad range of linguistic principles to the exegesis of biblical passages in the original languages. Specific topics may vary, depending on class interest. This is the capstone course for the M.A. Linguistics &amp; Biblical Languages, and will assimilate the content of the various courses in the degree. Prerequisites: ISAL 515, 529, 648; TTOT 705 or TTNT 503.</td>
</tr>
<tr>
<td>ISAL 652</td>
<td>Field Methods in Second Language &amp; Culture Learning</td>
<td>Overview of language and culture learning theories and skills. Topics covered include working with a cross-cultural partner, language learning styles, cultural bias, language and culture data management skills and comparison of cultural bias with biblical principles.</td>
</tr>
<tr>
<td>ISAL 654</td>
<td>Field Methods in Linguistics</td>
<td>Extensive working with speakers of non-Indo-European languages, with special emphasis on collecting and analyzing language data leading to descriptions of phonology and syntax. Prerequisites: 523, 525. Fee: $100.</td>
</tr>
<tr>
<td>ISAL 655</td>
<td>Practicum in Language &amp; Culture Learning</td>
<td>Applying the theory and practice of the LAMP method in a field situation in order to learn to speak another language in its cultural context. Fee: $100.</td>
</tr>
<tr>
<td>ISAL 656</td>
<td>Practicum in Literacy</td>
<td>Field experience within the broad area of literacy. Credit for course may be earned, in some field-based situations, by portfolio assessment.</td>
</tr>
<tr>
<td>ISAL 657</td>
<td>Practicum in Applied Linguistics</td>
<td>Field experience in various areas of applied linguistics, such as lexicography, orthography design and translation. May be repeated for credit with a different topic.</td>
</tr>
<tr>
<td>ISAL 658</td>
<td>Practicum in Linguistics</td>
<td>Fieldwork in the analysis and description of language systems or language use, such as phonology, syntax, and sociolinguistics. May be repeated for credit with a different focus.</td>
</tr>
<tr>
<td>ISAL 668</td>
<td>Seminar in Applied Linguistics</td>
<td>In-depth examination of some main areas of applied linguistics. Topics vary, depending on class interests. Prerequisite: ISAL 511.</td>
</tr>
</tbody>
</table>
ISAL 679  Planning, Evaluation, & Research in Applied Linguistics .............................................. 3
  In-depth treatment of program planning and evaluation, using appropriate qualitative and quantitative assessment instruments. Case studies of applied linguistic research will also be examined. Prerequisite: ISAL 511.

ISAL 683  Topics in Linguistics ........................................................................................................ 1–3
ISAL 684  Topics in Linguistics ........................................................................................................ 1–3
  Topics are listed in the class schedule each semester. Courses may be repeated once for credit with a different topic. Titles offered include: Historical Linguistics.

ISAL 685  Topics in Applied Linguistics ......................................................................................... 1–3
ISAL 686  Topics in Applied Linguistics ......................................................................................... 1–3
  Topics are listed in the class schedule each semester. Courses may be repeated once for credit with a different topic. Titles offered include:

  Literacy & Economics
  Monolingual & Bilingual Dictionaries
  English as a World Language
  Computers & Language Acquisition

ISAL 690  Independent Study ........................................................................................................ 1–3
ISAL 695  Research Seminar .......................................................................................................... 1
  Guidance in the development of a thesis or research paper. Students produce a preliminary thesis statement, proposal, outline, and working bibliography. Prerequisites: permission of instructor and no more than six units of coursework remaining.

ISAL 696  Research Paper ................................................................................................................ 1
  A paper based on classroom research, literature review, or the design of a syllabus or appropriate teaching materials. Prerequisite: ISAL 695 or equivalent.

ISAL 697  Comprehensive Examination .......................................................................................... 0
  An examination covering the major knowledge areas of the field. Normally taken after all ISAL coursework has been completed. Students permitted to write a thesis will not be required to take a comprehensive examination.

ISAL 699  M.A. Thesis ....................................................................................................................... 3
  Research for and writing of an M.A. thesis. Students permitted to write a thesis will not be required to take a comprehensive examination. Prerequisite: ISAL 695 or equivalent and consent of M.A. committee.

ISAL 722  Phonological Theory ........................................................................................................ 3
  Special problems in phonological analysis from various languages. Includes abstract phonology. Prerequisite: ISAL 523.

ISAL 724  Syntactic Theory .............................................................................................................. 3
  Study of several current models of syntax with application to the analysis and description of various languages. Prerequisite: ISAL 525.

ISAL 726  Approaches to Translation ............................................................................................... 3
  Study of the theory and practice of translation, including secular and sacred texts, prose and poetry. Prerequisite: ISAL 529.

ISAL 741  Language Surveys ........................................................................................................... 3
  Introduction to the principles and methods of collecting, quantifying, and interpreting data on linguistic similarity, intelligibility, language attitudes, bilingualism, and language change. Prerequisites: ISAL 521 and ISAL 646. A tape recorder will be needed.

ISAL 746  Sociolinguistics .............................................................................................................. 3
  Overview of the relationship between language and society. Topics covered include language and culture, language and social change, ethnicity, language contact, language policy, and ethnography of communication.

ISAL 748  Discourse & Text Analysis .............................................................................................. 3
  Examination of language beyond the sentence level. Covers the analysis of oral and written secular and sacred texts within their social or literary contexts.

ISAL 752  Field Methods in Second Language & Culture Learning ............................................... 3
  Overview of language and culture learning theories and skills. Topics covered include working with a cross-cultural partner, language learning styles, cultural bias, language and culture data management skills and comparison of cultural bias with biblical principles.

ISAL 799  Research Continuous Registration .................................................................................. 0
  Students who are not registered for any other courses and who need extra time are required to register for this course each semester to maintain their degree status. Fee: $100.

ISAL 868  Seminar in Applied Linguistics ......................................................................................... 3
  In-depth examination of some main areas of applied linguistics. Topics vary, depending on class interests. Prerequisite: ISAL 511.

ISAL 879  Planning, Evaluation, & Research in Applied Linguistics .............................................. 3
  In-depth treatment of program planning and evaluation, using appropriate qualitative and quantitative assessment instruments. Case studies of applied linguistic research will also be examined. Prerequisite: ISAL 511.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISAL 885</td>
<td>Topics in Applied Linguistics</td>
<td>1-3</td>
</tr>
<tr>
<td>ISAL 886</td>
<td>Topics in Applied Linguistics</td>
<td>1-3</td>
</tr>
<tr>
<td></td>
<td>Topics are listed in the class schedule each semester. Courses may be repeated once for credit with a different topic. Titles offered include:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Literacy &amp; Economics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Monolingual &amp; Bilingual Dictionaries</td>
<td></td>
</tr>
<tr>
<td></td>
<td>English as a World Language</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Computers &amp; Language Acquisition</td>
<td></td>
</tr>
<tr>
<td>ISAL 890</td>
<td>Independent Study</td>
<td>1-3</td>
</tr>
<tr>
<td></td>
<td>Individual work, directed reading, or special problems in applied linguistics. Such work must be done with the approval and supervision of a faculty professor of record.</td>
<td></td>
</tr>
</tbody>
</table>
School of Education
School of Education

Faculty

Chair: June Hetzel, Ph.D.
Professor: Sibold
Associate Professors: Johnson, Menjares, O’Quinn, Stranske, Walters
Assistant Professors: LaBarbera, Soto-Hinman, D. Taylor

Mission

The mission of the School of Education is “to equip Christian educators to impact public, private, mission, and homeschools through biblically-centered education, scholarship, and service.” The vision of the School of Education is “to equip a generation of influential educators, focused on God’s calling, devoting their strengths, gifts, and scholarship, to meet the needs of diverse students and to advance the Kingdom of God.”

Consistent with the mission and vision of Biola University, the School of Education provides quality instruction and guided field experiences in a distinctively Christian context. Truth as revealed in God’s Word is honored as the basis for sound reasoning, moral intention, ethical behavior, and professional practice. Graduate students acquire background knowledge, learning experiences, and competencies in carefully sequenced courses, preparing them for instructional leadership roles in public, private, mission and homeschool settings.

Faculty members of the School of Education promote academic rigor, scholarly research, and pedagogical excellence as they collaborate with program participants. Through collaborative learning, professors fulfill their roles as learning facilitators, tapping into the strengths of highly skilled graduate students, helping them to achieve higher levels of academic excellence and ministry in the educational community. Graduate professors integrate a Christian worldview throughout the teaching / learning process.

The School of Education contributes to and benefits from its position in a national university, simultaneously nourishing and being nourished through collaboration with the multiple schools of Biola University. These relationships strengthen emphasis options. For example, education students can enrich their knowledge in Bible, theology and intercultural studies at Talbot School of Theology and the School of Intercultural Studies through required coursework and/or electives in personalized programs.

Learning Outcomes

Graduate credential and certificate programs in the School of Education are based upon specific requirements established by the State of California, Biola University, and the Association of Christian Schools International (ACSI). Biola University is an approved educational institution that recommends individuals to the California Commission on Teacher Credentialing (CCTC) as having fulfilled all standards for California certificates and credentials. Biola offers the CCTC preliminary credential for multiple and single subjects, the Fifth Year Professional Clear, and Intern Credential. Teaching Performance Assessments (TPA’s) are imbedded throughout the teacher credentialing program. Biola University also holds a ten-year accreditation from the Association of Christian Schools International and offers coursework corresponding to the ACSI Teaching Certificates.

We equip teachers to be distinctively Christian educators. Personal relationships with university faculty, school administrators, master teachers, and colleagues lead to the following learning outcomes:

- Ability to analyze, evaluate, and apply knowledge of current educational issues, settings, and legislative requirements from a biblical perspective
- Skills to link theory with practice, effectively differentiating the curriculum for diverse learners (e.g., ability, culture, language, SES, gender) and communities, validating each child as a unique bearer of the image of God
- Possession of Christian attitudes and actions conducive to the development of professional excellence and witness to the community
- Commitment to lifelong learning and professional growth, embracing a lifestyle of service to others as an act of worship
- Work collaboratively with students, parents, and colleagues, leveraging the strengths of individuals to benefit the community
- Conduct quality research, learning from natural revelation, and effectively communicating findings to the educational community
- Demonstrate discernment, individually and in team settings, creatively solving problems as contextual needs emerge within the educational community
- Embrace God’s calling to maximize one’s leadership skills, demonstrating the qualities of a constructive change agent in the educational community to advance the Kingdom of God

A non-traditional course schedule of evening and Saturday courses provides flexibility for students, teachers, administrators, and specialists. A rich interterm and summer calendar accommodates local students and participants from outside the state of California. Additionally, coursework is available in La Mirada and Inglewood. Additional satellite locations in process.
Personalized graduate programs in education facilitate study outside the country (e.g., student teaching overseas; international comparative education or summer field studies for experienced personnel) or long-distance completion of the Master’s Project or Thesis (e.g., out-of-state or out-of-country studies). The Personalized M.A. in Education is adaptable to international student needs.

Program Options
There are several options available within the Graduate Education Program. These options include:

1. A Preliminary Multiple or Single Subject Credential,
2. A Professional Clear Credential with the approved Fifth Year Program (both M.A. Ed. and non-degree seeking programs are available),
3. An Intern Credential,
4. ACSI Teaching Certificates,
5. An M.A.Ed. in Education with a Teaching Emphasis, including the Fifth Year or Induction Program,
6. An M.A.Ed. in Education with Faith-Based Issues Emphasis, and
7. An M.A.Ed. in Education, Personalized (concentration approved in TESOL, Apologetics, Organizational Leadership, Linguistics & Intercultural Studies, and History of Philosophy of Science). Students may also create their own advisor-approved 15-unit personalized concentration to meet professional goals.

For specific information regarding the above programs, read the appropriate section within the catalog and consult an advisor in the School of Education.

Admission Requirements
All applications must be submitted through the Graduate Admissions Office.

CREDENTIALS OR CERTIFICATES
For non-degree seeking students who are earning credentials or certificates only, the following admission requirements apply:

1. Hold a baccalaureate degree from an accredited institution
2. Present evidence of passing CBEST or equivalent
3. Meet subject matter requirements or demonstrate continuous progress toward meeting the state subject matter competency requirement (e.g., coursework or passage of at least one CSET subtest)
4. Submit a typed 750-word essay describing your educational journey, what type of academic experience you hope to have at Biola, and your educational goals
5. Present personal, academic, and pastoral references as described in the application
6. Have a minimum 2.75 cumulative GPA on a 4.0 scale
7. Submit fingerprint clearance paperwork

INTERNS
Graduates applying for the Intern Program must:

1. Hold a baccalaureate degree from an accredited institution;
2. Present evidence of passing CBEST;
3. Present evidence of passing CSET exam or subject matter verification letter;
4. Submit a typed 750-word essay describing your educational journey, what type of academic experience you hope to have at Biola, and your educational goals;
5. Present personal, academic, and pastoral references as described in the application;
6. Present official transcript showing the last 60 units completed with a minimum 2.75 cumulative GPA on a 4.0 scale;
7. Show proof of U.S. Constitution requirement;
8. Present copy of Certificate of Clearance issued by CCTC;
9. Successfully complete SEED 518, Designing Successful Classrooms;
10. Show verification of a district employment contract;
11. Provide recommendations verifying substantial involvement with youth. See Director of Intern Program; and

M.A. IN EDUCATION
Graduate students desiring to fold their student teaching, induction, or Fifth Year coursework into an M.A.Ed. degree or graduate education students seeking an M.A. in Education with a Personalized or Faith-Based emphasis, must:
1. Hold a baccalaureate degree from an accredited institution;

2. Present evidence of passing the CBEST or equivalent;

3. Hold a credential or verify the equivalent experience;

4. Have a minimum 3.0 cumulative GPA on a 4.0 scale;

5. Submit a typed 750-word essay describing your educational journey, what type of academic experience you hope to have at Biola, and your educational goals; and

6. Present personal, professional, and pastoral references as outlined in the application.

**M.A.Ed. and Credential Combined**

Students may be accepted to both the credential and M.A.Ed. simultaneously. Credential courses will be taken first. Once the student has reached the level of curriculum (SEED505 or 506), one to three M.A.Ed. courses (SEED 554, 524, and/or TTBE732) may be taken. All other M.A.Ed. courses must be taken after earning the Preliminary Credential or equivalent experience. The following is required along with the Biola application:

1. B.A. with cumulative 3.0 GPA;

2. All required exams passed (CBEST, CSET, U.S. Constitution).

Appeals for admission for special circumstances must be submitted in writing and will be reviewed both by Graduate Admissions and the Graduate Subcommittee in the School of Education.

TOEFL and/or TWE required for international students.

**Note:** Official documents presented for admission or evaluation become part of the student’s academic file and normally cannot be returned or copied for distribution.

**Transfer of Credits / Units**

Students transferring from an accredited graduate program may transfer a maximum of six (6) approved units for their M.A. in Education. Up to 9 units of transfer credit may be approved for the Professional Clear Credential. The courses transferred must be equivalent to Biola’s and have direct applicability to the student’s program design. Only courses with a grade of “B” (3.0) on a 4.0 grade scale or higher will be considered for transfer towards the M.A. in Education degree. Units considered for transfer must have been taken within five years prior to the date of admission. The entire M.A.Ed. core must be taken at Biola University.

**Teaching Credentials**

The California Commission on Teacher Credentialing (CCTC) governs the standards for credentials and certificates. Biola University is currently approved to recommend candidates for Preliminary and Professional Clear Credentials, and Intern Credentials. These requirements are governed under Senate Bill 2042 and AB 1059. Coursework and/or student teaching may be waived for experienced teachers who have successfully taught 3-6 years in WASC-accredited private schools. See a credential analyst to evaluate your records. Credential requirements are subject to change in response to new legislation. Further information can be found on the State website: www.ctc.ca.gov.

**PRELIMINARY CREDENTIALS REQUIREMENTS**

In order to qualify for the Preliminary Credential, a candidate must complete the following requirements:

1. Be accepted into the Graduate School of Education. See admission requirements.

2. Pass the California Basic Educational Skills Test (CBEST or equivalent).

3. Maintain a minimum 2.75 cumulative GPA for all coursework as well as for the sequence of credential courses.

4. Complete all professional education courses with a grade of “C” or higher, except for student teaching which must be completed with a grade of “B-” or higher.

5. Multiple subject candidates must pass CSET to prove subject matter competency. Single subject candidates must prove subject matter competency by completing an approved subject matter program or passing equivalent subject matter exams (CSET). These exams must be passed prior to applying for student teaching.

6. Meet or exceed the minimum standards for passing the four Teaching Performance Assessments (TPA) imbedded into credential candidates’ coursework (SEED 541, 505/506, and student teaching).

7. Complete and successfully present School of Education Portfolio.

8. Complete the U.S. Constitution requirement prior to applying for student teaching. This can be met two ways:

   - Complete a minimum two-unit course that covers the U.S. Constitution (HIST 107)
   - Provide verification of passing scores on an approved U.S. Constitution examination

9. Pass the Reading Instruction Competency Assessment (RICA) if seeking a Multiple Subject Teaching Credential.
10. Must be recommended by the faculty of the School of Education as having all requisite professional qualities to be successful as a teacher.

11. Show verification of current training in cardiopulmonary resuscitation (CPR)—infant, child and adult—that meets the standards in either the American Heart Association “B” or “C” level course or the American Red Cross CPR course.


13. Satisfactorily meet all standards in each fieldwork evaluation for methodology coursework.

**Professional Clear Credential Requirements**

In order to earn an SB 2042 Professional Clear Credential, you must first hold a Preliminary Credential. To clear your credential, the State requires a CCTC-approved, two-year induction program at your employing district. However, if the candidate presents a verification letter indicating that an induction program is not available, he or she may apply for the Fifth Year Program at Biola University which includes 30 units beyond your B.A. (see Professional Fifth Year Program section that follows). Up to 12 graduate units from either induction or Fifth Year may be applied towards an M.A. in Education.

Additionally, for your credential, you must show verification of current training in cardiopulmonary resuscitation (CPR)—infant, child and adult—that meets the standards in either the American Heart Association “B” or “C” level course or the American Red Cross CPR course.

Post-degree students must be accepted into the Graduate School of Education as a credential-only student, or an M.A. in Education student (see Graduate School admission requirements), or a special student (taking electives only).

**Note:** The Professional Preparation Program leading to a California Teaching Credential at Biola University is subject to change in response to legislation. Please see a credential analyst for current information on completing the requirements for a teaching credential.

**Credential Coursework**

**Preliminary Credential**

For the Preliminary Multiple or Single Subject Credential, the following coursework is required:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEED 519</td>
<td>Foundations of Education</td>
<td>2</td>
</tr>
<tr>
<td>SEED 526</td>
<td>Psychological Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>SEED 520</td>
<td>Elementary Reading / Language Arts</td>
<td></td>
</tr>
<tr>
<td>OR SEED 525</td>
<td>Secondary Content Area Reading</td>
<td>3</td>
</tr>
</tbody>
</table>

**Professional Clear Credential Requirements**

For the Preliminary Multiple or Single Subject Credential, the following coursework is required:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEED 541</td>
<td>Methods of Teaching Linguistically</td>
<td></td>
</tr>
<tr>
<td>SEED 505</td>
<td>Elementary Curriculum</td>
<td></td>
</tr>
<tr>
<td>OR SEED 506</td>
<td>Secondary Curriculum</td>
<td>4</td>
</tr>
<tr>
<td>SEED 512</td>
<td>Elementary Student Teaching I</td>
<td></td>
</tr>
<tr>
<td>OR SEED 514</td>
<td>Secondary Student Teaching I</td>
<td>6</td>
</tr>
<tr>
<td>SEED 513</td>
<td>Elementary Student Teaching II</td>
<td></td>
</tr>
<tr>
<td>OR SEED 515</td>
<td>Secondary Student Teaching II</td>
<td>6</td>
</tr>
</tbody>
</table>

Candidates preparing for elementary school teaching must also complete:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEED 507</td>
<td>Art Workshop for Elementary School Teaching</td>
<td>1</td>
</tr>
<tr>
<td>SEED 508</td>
<td>Music Workshop for Elementary School Teaching</td>
<td></td>
</tr>
<tr>
<td>SEED 509</td>
<td>Elementary Mathematics / Science Workshop</td>
<td>2</td>
</tr>
<tr>
<td>SEED 516</td>
<td>Elementary Physical Education Workshop</td>
<td>1</td>
</tr>
<tr>
<td>SEED 550</td>
<td>Literature Study in the Classroom</td>
<td>3</td>
</tr>
</tbody>
</table>

**Professional Fifth Year Clear Credential**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEED 586</td>
<td>Advanced Studies in Health Education</td>
<td>3</td>
</tr>
<tr>
<td>SEED 587</td>
<td>Advanced Studies in Teaching</td>
<td></td>
</tr>
<tr>
<td>SEED 588</td>
<td>Advanced Studies in Classroom Technology</td>
<td>2</td>
</tr>
<tr>
<td>SEED 589</td>
<td>Advanced Studies in English Language Development</td>
<td>3</td>
</tr>
</tbody>
</table>

Candidates may apply their Fifth Year graduate Coursework towards the M.A. in Education; however, the Professional Clear Credential must be earned prior to earning the M.A. in Education.

**Induction Program**

Most surrounding school districts offer CCTC-approved induction programs. Candidates who take an induction program through their employing school district to clear their credential are invited to apply to Biola University’s M.A. in Education Program. As students take CCTC-approved induction programs, they may earn up to three units a semester in Biola’s graduate program (up to a total of 12 induction units towards the M.A. in Education) for a reduced rate of one-third the normal tuition for those 12 units. Students may apply up to 12 units of Biola student teaching graduate credit to their M.A. in Education in lieu of induction units; however, the Professional Clear must be earned via induction or the Fifth Year Program prior to earning the M.A. in Education.

**Intern Credential**

Biola University has a CCTC-approved intern program. In order to participate, candidates must submit evidence of having met all Intern Admission Requirements (see preceding admission requirements). Coursework is similar to the Single Subject or Multiple Subject requirements described in the credential coursework section; however, instead of enrolling for traditional student teaching, the graduate would teach under contract and enroll in SEED 581A-D: Intern Fieldwork I, II, III, and IV. Additionally, the students
must have passed the CSET as well as have taken the prerequisite summer course, SEED 518: Designing Successful Classrooms: Starting Right. See an Education advisor for additional requirements (e.g., employer verification letter).

STUDENT TEACHING UNDER CONTRACT
Candidates who are already full-time teachers in WASC–accredited private or public schools, may interview to student teach under contract. If approved, candidates remain in their full-time teaching position while fulfilling all requirements for student teaching. If employed in a public school, see the preceding “Intern Credential” program requirements. If employed in a private school, read the “Private School Teachers” section that follows.

PRIVATE SCHOOL TEACHERS
Candidates who already teach full time in WASC-accredited private schools may fulfill half of their student teaching requirements in their regular position. The other half of student teaching will most often be fulfilled during the summer in a public school setting. See an advisor for details. Candidates with no prior teaching experience, employed in a private school setting must successfully complete SEED 518, Designing Successful Classrooms: Starting Right (3 units) in the summer prior to student teaching. Long-term employees in private schools (three or more years) may qualify for having teaching methodology courses and/or student teaching waived under SB57.

ASSOCIATION OF CHRISTIAN SCHOOLS
INTERNATIONAL CERTIFICATE
The requirements for the ACSI Certificate are identical to the California Preliminary Credential program, except that BBST 465 Integration Seminar: Christian Philosophy of Education or SEED 501 Philosophy & Values in Schools & Society must also be completed. ACSI application information may be obtained in the School of Education Office.

NATIONAL BOARD CERTIFICATION
Teachers will be introduced to the requirements of the National Board Certification during the SEED 502 course. Teachers wishing to submit an application for National Board Certification may take SEED 555, Seminars in Education; SEED 594, Action Research; and SEED 598, Research Project to support this goal. These courses, along with professorial mentoring, will provide support, feedback, and guidance during the development of a professional portfolio focusing on teaching practice; development of personal growth plans; implementation of strength-based instruction; analyses of student achievement; and mentoring in pedagogical decision-making.

CTEL CERTIFICATION & TESOL
The School of Education and the Department of Applied Linguistics & TESOL have designed coursework providing teachers with the knowledge, skills, and attitudes needed to effectively teach and guide students from culturally, linguistically, and socio-economically diverse backgrounds.

Students entering the credential program receive an English-Language Learner-embedded program.

Graduates interested in the TESOL Certificate, the TESOL M.A.Ed., or electives in TESOL should refer to the School of Intercultural Studies section in this catalog.

Master Degree Coursework
M.A. IN EDUCATION
WITH A TEACHING EMPHASIS
The M.A. in Education with a Teaching Emphasis requires the following coursework:

1. Completion of a Professional Clear Credential through a CCTC–approved Induction Program or the Fifth Year Coursework (SEED 586, 587, 588, 589)
2. Action Research Class (SEED 594), usually in summer
3. Professional Writing (SEED 554), Research in Culture & Intercultural Instruction (SEED 524) and Advanced Educational Psychology (SEED 502) with a grade of “B” or better prior to continuing with the remaining M.A. core courses.
4. TTBE 732, Life of Christ
6. Completion of the Professional Development Module (SEED 596)
7. Completion of one Capstone (SEED 595, exam; SEED 598, Research Project; or SEED 599, Thesis)
8. A minimum of 38 graduate units (may include up to 12 units of graduate student teaching taken through Biola University or 12 units of induction credit).

M.A. IN EDUCATION
WITH A FAITH-BASED EMPHASIS
The Master of Arts in Education with a Faith-Based Issues emphasis requires the following coursework:

1. Professional Writing (SEED 554), Research in Culture & Intercultural Instruction (SEED 524), and Advanced Educational Psychology (SEED 502) with a grade of “B” or better prior to continuing with the remaining M.A. core courses.
2. TTBE 732, Life of Christ

4. Completion of an emphasis in faith-based issues related to education:
   a. SEED 601, Character Development & Spiritual Formation
   b. SEED 602, Legal & Ethical Issues in Education
   c. Apologetics Elective
   d. ISCL 556, World Religions course or approved elective
   e. ISCL 724, Issues in Spiritual Warfare course or approved elective

5. Completion of the Professional Development Module (SEED 596)

6. Completion of the Capstone (SEED 595, exam; SEED 598, Research Project; or SEED 599, Thesis)

7. A minimum of 38 graduate units.

**M.A. IN EDUCATION, PERSONALIZED**

The M.A. in Education Personalized requires the following:

1. Professional Writing (SEED 554), Research in Culture & Intercultural Instruction (SEED 524), and Advanced Educational Psychology (SEED 502) with a grade “B” or better prior to continuing with the remaining M.A. core courses.

2. TTBE 732, Life of Christ


4. Completion of an approved 15–unit emphasis, such as Linguistics & Intercultural Studies, TESOL, Apologetics, Organizational Leadership, History & Philosophy of Science, or a personalized emphasis approved by an advisor

5. Completion of the Professional Development Module (SEED 596)

6. Completion of the Capstone (SEED 595, exam; SEED 598, Research Project; or SEED 599, Thesis)

7. A minimum of 38 graduate units.

**PROGRAM COMPLETION**

Students must petition with a School of Education advisor and the Registrar’s Office, preferably the semester prior to graduation.

A minimum of a cumulative GPA of 3.0 on a 4.0 scale must be maintained throughout the program.

**Courses (SEED)**

**SEED 501** Philosophy & Values in Schools & Society .................. 3
   Assists Christian teachers and administrators to fulfill their roles as change agents. Focuses upon historical, cultural and social analyses of schools and society from a biblical perspective to help educators select pedagogical methods that harmonize with educational aims. Prerequisite: completion of 502, 554, and 524 with a minimum grade of “B” and preliminary credential or equivalent experience. Signature required.

**SEED 502** Advanced Educational Psychology ................................. 3
   Students analyze human development, learning, motivation, and assessment theories through comparisons of primary and secondary source documents. Students use this analysis to create a personal vision and mission statement that will direct their continued growth as a professional educator. Students examine National Board Certification in light of professional goals. A minimum grade of “B” required for Master’s degree. Prerequisite: Preliminary Credential or equivalent experience. Signature required.

**SEED 503** Educational Research & Statistics .................................. 3
   Covers the design and analysis of experimental and non-experimental research in the educational context. Basic principles include sampling, measurement, design validity, analysis, and research ethics. Definition and examples of qualitative research also included. Prerequisite: basic computer literacy and completion of 502, 554, and 524 with a minimum grade of “B” and Preliminary Credential or equivalent experience. Signature required.

**SEED 504** Advanced Curriculum & Instruction ............................... 3
   Historical, philosophical and social foundations of curriculum. Examination of curriculum research related to assessing, developing and organizing educational strategies. Prerequisite: 505 or 506 and completion of 502, 554, and 524 with a minimum grade of “B” and Preliminary Credential or equivalent experience. Signature required.

**SEED 505** Elementary Curriculum ............................................. 4
   Introduction to the scope and sequence of the curriculum in mathematics, science, social studies and language arts; emphasis on teaching, integration across content areas, classroom management and resources. A 60-hour field practicum component is required, 15 hours for teachers under contract. Prerequisite: SEED 519, 526 and 520. TPA #2 fee: $25. Signature required.
Secondary Curriculum..................................................4
Curriculum, classroom management, teaching methods, use of media and educational skills in content areas. A 60-hour field practicum component is required, 15 hours for teachers under contract. Prerequisite: SEED 519, 525 and 526. TPA #2 fee: $25. Signature required.

Art Workshop for Elementary School Teaching ..........1
A study of the knowledge, skills, and competencies required for teaching and developing teaching units, lesson plans, and art projects in the elementary classroom. Fee: $20.

Music Workshop for Elementary School Teaching ......1
A study of the knowledge, skills, and competencies required for teaching music in the elementary classroom.

Elementary Mathematics / Science Workshop ..........2
A study of the knowledge, skills and competencies required for teaching mathematics and science in the elementary classroom. Fee: $10.

Health Education for Teachers.................................2
The nature and scope of health education. Discussion of tobacco, alcohol, narcotics, nutrition and other health-related issues. Teacher planning of prevention programs. For Professional Clear Ryan Credential students only. Can also meet Ryan requirements through SEED 586.

Computers in the Classroom ...........................................
Knowledge and skills of computer use in educational settings; computer applications in curriculum, instruction, classroom materials and record keeping for appropriate grade levels and subject areas. For Professional Clear Ryan Credential students only. Signature required. Can also meet Ryan requirements through SEED 588. Fee: $15.

Elementary Student Teaching I...............................6
Full-time laboratory experience in school classrooms under the direction of qualified supervising master teachers and university supervisors. Weekly seminar required. Prerequisite: application and signature. Students doing student teaching are limited to a maximum of 15 units that semester. Must register concurrently with 513 if completing all of student teaching in one semester. TPA #3 and #4 Fee: $60. Signature required.

Secondary Student Teaching II...............................6
See SEED 514. Signature required.

Elementary Physical Education Workshop ...............1
Candidates study content-specific teaching strategies effective in promoting a variety of motor skills and abilities in students; recognition of a healthy lifestyle; games and sports; and the role of self-confidence and self-worth in relation to physical education and recreation.

Designing Successful Classrooms: Starting Right ......3
The first week of school sets the tone for the entire year. Success entails making plans for instruction, positive relationships, conduct procedures, and time management. This course focuses on making theory applicable so that teachers are well prepared to launch the next school year. (Course designed to meet the needs of teachers with three or less years of experience.)

Foundations of Education.......................................2
This course is the first course in the credential sequence and is designed to introduce the candidate to foundations of education and qualities required for teacher effectiveness. This course includes intensive study in lesson planning, creating a healthy and safe learning environment, technology in education, and support strategies for special needs and English Language Learners. A 25-hour field practicum component is required, 10 hours required for teachers under contract. Prerequisite: Livescan clearance. Signature required.

Elementary Reading / Language Arts ....................3
The methods and materials for teaching reading to students in elementary schools using a variety of approaches and techniques. The needs of pupils with varied cultural backgrounds will be considered. A 35-hour field practicum component is required, 10 hours required for teachers under contract. Prerequisite: SEED 519, 526. Signature required.

Education in the Least Restrictive Environment ..........3
Competencies for meeting the needs of exceptional students; special attention to needs of minority students, cultural and ethnic differences, and development of moral / spiritual values. For Professional Clear Ryan Credential requirement. Can also meet Ryan requirements through SEED 587.

Current Issues in Education .......................................3
Fundamental and specific issues in education. Examines the views of a wide range of philosophers, psychologists, sociologists, professional educators, political leaders, historians and researchers. Students investigate, analyze and discuss current research related to the school community.
SEED 523  Behavior & Classroom Management \[3\]
The effect of teacher behavior upon student behavior, the learning task and the classroom environment. Explores alternative approaches to classroom discipline, management, and organization.

SEED 524  Research in Culture & Intercultural Instruction \[3\]
Examines and analyzes current research and theories concerning the nature of culture and its relationship to the language, cognition, learning and academic achievement of the diverse student population of California and the U.S. in general. Consideration of the critical role of the teacher in understanding, using, valuing and communicating cultural knowledge for the purpose of maximizing educational objectives. A minimum grade of "B" required for Master's degree.

SEED 525  Secondary Content Area Reading \[3\]
The methods and materials for teaching reading through the content areas in secondary schools; attention to techniques for teaching reading, testing and individualization. A 35-hour field practicum component is required, 10 hours for teachers under contract. Prerequisite: S19, S26. Signature required.

SEED 526  Psychological Foundations of Education \[3\]
Application of psychological principles to the educative process; role of the teacher and learner, human growth and development, learning styles, motivation, memory, transfer of learning, measurement and evaluation, research and experimentation in learning theory. Prerequisite: SEED S19 or may be taken concurrently with SEED S19. Signature required.

SEED 530  Reading Process & Approaches \[3\]
Critical analysis of the processes and dynamics of reading as well as the methods and materials for teaching reading in the elementary and secondary schools. Theoretical models of reading, emergent literacy, current issues in literacy and instruction, and the assessment and evaluation of reading are also discussed. Prerequisite: S20 or S25.

SEED 531  Writing Process & Approaches \[3\]
Writing as a process, its interrelationship to reading, cognition and to linguistic and contextual issues. Examination of current problems, instructional research, theories, methods of instruction and materials, programs, technology assessment, and professional publication process.

SEED 532  Diagnosis & Remediation of Reading Difficulties \[3\]
Addresses numerous theoretical and practical considerations related to the nature and causes of reading difficulties and disabilities, including techniques and materials for individual diagnosis. Instruction provided in regard to clinical and classroom techniques, evaluation and use of materials for the remediation of reading disabilities and active participation in an instructional program.

SEED 540  Foundations of Language Education \[3\]
A survey course that considers the structure and use of language in general and English in particular. An understanding of linguistics, English pronunciation and grammar is emphasized. Research concerning current theories, practice and methods of first and second language acquisition and English language development is also discussed.

SEED 541  Methods of Teaching Linguistically Diverse Students \[3\]
Survey of the theories and foundations of bilingual education as well as organizational models and practices for use in teaching English as a second language, English language development and content area teaching. The application of theory to classroom instruction and the methods of teaching language are emphasized. The evaluation and selection of materials for instruction are also considered. Prerequisite: SEED S20 / S25 or may be taken concurrently with SEED S20 / S25. TPA #1 Fee: $25. Signature required.

SEED 542  Language Assessment & Evaluation \[3\]
The individual differences of language minority students, instructional techniques and classroom discourse which affect the acquisition of first and second language reading, writing, listening and speaking skills are examined and analyzed. Also addresses the skills and competencies needed to adequately and effectively assess, diagnose and evaluate English language proficiency for placement and achievement. Prerequisite: S41 or may be taken concurrently with S41.

SEED 550  Literature Study in the Classroom \[3\]
Designed to provide an understanding of the historical perspective on children's literature through literature, film, lecture, and discussion. Literature representative of a variety of cultures and ethnic groups will be analyzed and discussed in order to strengthen cultural understanding. Emphasis will be upon developing a variety of responses to literature through art, drama, and writing in order to strengthen children's literacy development.

SEED 551  Practicum in Language & Literacy \[3\]
Observation, case study construction and analysis, assistance and instruction of one or more language minority students in an actual language and literacy environment. This practicum affords opportunity to apply theory to practice in a naturalistic field setting.

SEED 552  Supervision in Language & Literacy \[3\]
Laboratory experience in language and literacy under the supervision of qualified instructional leaders and university supervisors.
SEED 554  **Professional Writing** ..............................................................3
This course prepares the graduate student to write APA papers and conduct effective library research. This course also prepares the graduate student to submit journal articles, query letters, and book proposals to educational publishers. Must take during the first semester in the M.A. in Education Program. A minimum grade of "B" required for Master’s degree. Signature required.

SEED 555  **Seminars in Education**...........................................................1-6
Seminars in National Board Certification, cooperative learning, curriculum, instruction, instructional media, classroom control and management, organization of schools, management of personnel, public relations, implementation of Christian philosophy, and early childhood education. May be repeated for up to eight units of credit. Signature required.

SEED 581 A  **Intern Fieldwork I** .............................................................3
SEED 581 B  **Intern Fieldwork II** ............................................................3
SEED 581 C  **Intern Fieldwork III** ..........................................................3
SEED 581 D  **Intern Fieldwork IV** ..........................................................3
The purpose of this sequence of courses is to provide a university supervisor for the intern teacher and to hold monthly seminars to discuss the intersection of theory and reality in the classroom. Meets up to four consecutive semesters and assists the intern in understanding and implementing effective personal and professional development skills that will propel the intern into a life-long successful teaching career. Prerequisite: application. TPA Fee: SEED 581 C $25, SEED 581 D $35. Signature required.

SEED 586  **Advanced Studies in Health Education** .............................3
In this advanced credential course, each candidate will further examine the spiritual, psychological, emotional, and physical effects of wellness in relation to current health theory. Candidates will develop a repertoire of effective instructional and behavioral strategies to support and enhance the social well-being of each individual within their teaching assignment. Fieldwork required. Meets SB2042 Fifth Year as well as Ryan Professional Clear requirements. Prerequisite: preliminary credential for those under SB 2042. Signature required.

SEED 587  **Advanced Studies in Teaching Special Populations** .............3
In this advanced credential course, each candidate will build on the knowledge, skills, and strategies acquired during preliminary preparation for teaching students with disabilities, students in the general education classroom who are at risk, and students who are gifted and talented. Participants will develop competencies to determine the optimal learning environment for students with exceptional needs. Fieldwork required. Meets SB2042 Fifth Year as well as Ryan Professional Clear requirements. Prerequisite: preliminary credential for those under SB 2042. Signature required.

SEED 588  **Advanced Studies in Classroom Technology** .....................2
Advanced knowledge and skills of computer use in educational settings; computer applications in curriculum, instruction, classroom materials and record keeping for appropriate grade levels and subject areas. Fieldwork required. Meets SB2042 Fifth Year as well as Ryan Professional Clear requirements. Prerequisite: preliminary credential for those under SB 2042. Fee: $15. Signature required.

SEED 589  **Advanced Studies in English Language Development** ........3
In this advanced credential course, each candidate will design and implement effective program components and instructional strategies for teaching English language learners. The course teaches the candidate to utilize assessment data to structure and implement meaningful learning experiences, maximize the students’ home and cultural backgrounds, engage the school community, and embrace government services. Fieldwork required. Meets SB2042 Fifth Year as well as Ryan Professional Clear requirements. Prerequisite: preliminary credential for those under SB 2042. Signature required.

SEED 591 A  **Induction I** .................................................................3
SEED 591 B  **Induction II** .................................................................3
SEED 591 C  **Induction III** .................................................................3
SEED 591 D  **Induction IV** .................................................................3
Graduates who are practicing teachers holding a Preliminary Credential and who are in a CCTC–approved district induction program may receive up to 12 units of induction credit towards their M.A. in Education. Graduates complete district requirements and meet with Biola professors for monthly support during their first two years of teaching. (Tuition for induction units is one-third the normal graduate tuition.) Signature required.

SEED 594  **Action Research** ...............................................................3
Graduate students study student-, classroom- and school-based problems. Students set up action plans to study results of interventions leading to performance-based improvement. This course strongly supports those who desire National Board Certification.

SEED 595  **Comprehensive Examination** .......................................1
Students who choose the Comprehensive Examination must demonstrate a comprehensive knowledge of the field of study. The content of the Comprehensive Examination includes material from the M.A.Ed. core courses. Students may elect to complete the Comprehensive Examination in lieu of the Capstone Thesis (599) or Research Project (598). Prerequisites: SEED 501, 502, 503, 504, 524, 596, and TEBE 732. Credit / No Credit. May be repeated. Signature required.
SEED 596  Professional Development Module  
Students explore their role as leaders in the educational community, examining the change process within the context of curricular innovations and moral leadership. Preparation for the capstone process is examined.

SEED 597  Independent Studies  
Subject matter and credit by arrangement. A maximum of 6 units may be taken.

SEED 598  Research Project  
Students may elect to complete a research project, an instructional development project, or National Certification requirements under the guidance of a faculty adviser. This option requires a written report and may be taken instead of the Comprehensive Examination (595) or the Capstone Thesis (599). Sign up for one unit per term. May take up to three terms to complete. Signature required.

SEED 599  Thesis  
Students may elect to complete a published thesis under the guidance of a faculty advisor. The thesis involves a literature review and qualitative and/or quantitative research. May be taken instead of the Comprehensive Examination (595) or the Research Project (598). Sign up for one unit per term. May take up to three terms to complete. Signature required.

SEED 601  Character Development & Spiritual Formation  
Based on Scriptural teaching about knowing God, this course explores the deepening of one’s relationship with God and how both teacher and student character is developed in the classroom context. Reviews literature related to spiritual formation, child, adolescent, and adult spirituality, examining the influences of Christian teachers in school and society. Compares character development and spiritual formation with character education movements. Prerequisite: completion of 502, 554, and 524 with a grade of “B” or better.

SEED 602  Legal & Ethical Issues in Education  
Candidates study state and federal educational law, the legislative process, and the ethical impact of current and pending decisions within the context of a Christian worldview. Field experts and resources are introduced and action plans explored. Prerequisite: completion of 502, 554, and 524 with a grade of “B” or better.

SEED 603  Assessment for School Improvement  
Teachers and school leaders must understand the connections between curriculum, teaching, assessment, and learning in order to achieve the desired results. Upon completion of this course, teachers and school leaders will possess the skills to direct, guide, stimulate and put into effect curriculum and assessment changes aligned with district, state, and national standards. Students will also demonstrate understanding of the necessary components to appropriately interpret standardized and informal assessments for group and individualized testing. Prerequisite: completion of 502, 554, and 524 with a grade of “B” or better.

SEED 615  International Comparative Education  
Graduate students travel abroad to study a particular educational system, including assessment, curriculum, sociocultural values, administration, leadership, finance, accessibility, and spirituality. See advisor for details. Signature required.

SEED 616  International Education–Fieldwork  
Graduate students collaborate with professors as they participate in K-12 schools and university settings, teacher conferences, or curriculum consultations in international and/or mission schools. See advisor for details. Signature required.

SEED 617  Educational Models for Cross-Cultural Communities  
Graduate students analyze effective educational models for cross-cultural communities nationally and internationally, including curricular and assessment issues related to sending and receiving countries, particularly as it relates to international and mission school settings. See advisor for details. Signature required.

SEED 618  Educational Technology for Global Education  
Graduate students analyze multiple models of distance education, particularly as it relates to serving the international, multicultural, multilingual community in the missions setting. See advisor for details. Signature required.

SEED 619  Homeschooling: Philosophy, Curriculum, & Practice  
Study of the history and philosophy of homeschooling; current trends, models, and support organizations; curriculum; instruction; and spiritual development of the child in the homeschool setting. Includes national and international perspectives. See advisor for details. Signature required.

SEED 620  Urban Education–Fieldwork  
Graduate students collaborate with professors and identified Urban School Administrators to study and analyze diverse challenges and critical issues within urban school settings and participate in teams to systematically develop strategies for curriculum integration and implementation throughout the teaching/learning experience. See advisor for details. Signature required.
Master of Business Administration

Faculty
Dean: ................................................................... Larry D. Strand, Ed.D.
Associate Professors: .................. Buckles, Canning, Passwater, ................................................................... Rundle, Strand, Woodward
Assistant Professor: .......................................................... Bourgeois

Mission & Learning Outcomes
The Biola University Master of Business Administration degree program prepares followers of Jesus Christ to be successful change agents in the marketplace. It is designed for those who already have experience in management, but desire to increase their understanding of the modern enterprise. The program emphasizes training in innovation and prepares students to be agents of needed change in today’s organizations, while caring, as God cares, for the people affected.

The faculty of the School of Business combine an integrated Biblical worldview with scholarly research, academic rigor, real-world experience, and teaching excellence. Each is engaged in the ministry of preparing men and women to be good and faithful servants in the organizations to which God has called them. This preparation includes training them to be creative and capable business people, able to innovate for the future, along with a Godly concern for people.

Distinctives
The MBA degree is designed for those individuals who understand that putting Christ first will make them better business people, and that the accomplishment of this requires high levels of faith, knowledge and integrity. The program attracts individuals who are seeking a rigorous program of study in the full range of business topics necessary for a complete understanding of the modern organization. In every course, the business topics are integrated with each other and with Scripture, so that those who participate can correctly and confidently become change management leaders within their organizations.

Further distinctives of the program are:

1. To truly integrate the teachings of Scripture throughout the curriculum, Biola University, and the MBA program, accepts students who are committed followers of the Lord Jesus Christ.

2. Fully 25 percent of the core courses for the MBA degree qualify as Bible courses and are taught or co-taught by Talbot School of Theology faculty.

3. The MBA program provides a mentoring opportunity for every student. Mentors are committed and growing Christians who also are successful business people.

4. Every course provides a strong link between theory and practice. Most courses are taught by Ph.D’s in the field of study, who have successfully published, and have substantial business or consulting experience. In addition, many courses will include a successful business person in the area of study, who will serve as an additional resource faculty.

5. Students will have the opportunity to develop meaningful personal relationships with Ph.D. faculty, additional resource faculty, mentors, and peers which will lead to a wide range of personal growth outcomes, including:
   - Foundational knowledge of current business contexts and issues.
   - Ability to link theory with practice.
   - Ability to integrate Christian thought within the context of the management and innovation process.
   - Possession of Christian attitudes conducive to the development of professional excellence and witness to the business community.
   - Commitment to lifelong learning and professional growth.
   - Ability to work collaboratively with individuals at varying levels in the organization.
   - Ability to creatively solve problems (individually and in team settings) as contextual needs change within the organization.

6. A non-traditional course schedule of evening and Saturday courses provides flexibility for busy professional students.

Admission Requirements
Applications must be submitted through the Graduate Admissions Office. Students must 1) hold a baccalaureate degree from a regionally accredited institution, 2) submit GMAT scores and official transcripts from all undergraduate schools attended, 3) have management experience, 4) submit references (Pastoral, Character/Academic, Employer), 5) provide a personal statement, 6) provide an organizational chart reflecting your current position, and 7) have a personal interview with the Dean. Admission is competitive and based upon a committee review of each applicant’s undergraduate grade point average, GMAT score, and personal /
professional background. The School of Business utilizes a formula for an index score: \( \text{GMAT} + [200 \times \text{undergraduate GPA}] = \text{index} \).

**Note:** The program is designed for the fully employed professional. A typical course load is 6 units per trimester, which does not allow international students (who must have a minimum of 9 units) to be admitted to the program.

Official documents presented for admission or evaluation become part of the student's academic file and normally cannot be returned or copied for distribution.

**TRANSFER OF CREDITS**

Students transferring from a regionally accredited graduate program may transfer a maximum of six (6) units. The courses transferred must be equivalent, have direct applicability to the student's program, and be approved by the program director. Only courses with a grade of "B" (3.0) or higher will be considered for transfer toward the MBA degree. Units considered for transfer must have been taken within five years prior to the date of admission.

**Graduation Requirements**

The Master of Business Administration degree program has six distinct elements:

1. Prerequisite coursework, required for those without a business undergraduate degree (up to 15 units).
2. A common core of graduate courses (21 units).
3. A concentration of required theology courses (6 units).
4. An integrative business ethics course (3 units).
5. Approved MBA electives (6 units).
6. Participation in the MBA Mentor Program.

A minimum of 36 units of graduate coursework is required for the Master of Business Administration degree. A student must maintain a minimum 3.0 GPA to graduate. Students without a business undergraduate degree will require additional units (to a maximum of 15 units). A student taking all 15 units of leveling would have a total of 51 units in their program.

A minimum of 30 graduate units must be completed in the Master of Business Administration program at Biola University.

**MASTER OF BUSINESS ADMINISTRATION (36 UNITS)**

Thirty-six (36) units of graduate courses are required for all MBA degrees in the School of Business, which include the 6 graduate units of theology and the 3 graduate units of business ethics: MBAD 601, 604, 605, 607, 608, 609, 613, 630, 635, 640 (3/3 units), 675; TTTH 511 and 613.

**PREREQUISITE COURSES**

The 15 units of leveling courses can be required for students without an undergraduate degree in business: 501, 503, 505, 506, 516, and 520.

**Calendar**

The program utilizes three 14-week trimesters.

**Courses (MBAD)**

**MBAD 501 Management Principles for Productivity**

A study of management methods, emphasizing practical solutions to real-world problems. Students will learn to communicate effectively through the study of presentation concepts, including the use of computer presentation technology and the visual display of information. The last portion of the course will explore views of power acquisition and use from sociological, psychological, and managerial perspectives, placing these in submission to the authority of Scripture. The course concludes with each student creating a personal power acquisition and use policy which is presented to an evaluation panel.

**MBAD 503 Using Technology for Organizational Decisions**

Students will use common business computer tools to analyze numerous quantitative business problems from various functional areas, stressing logical deduction and interpretation in their solutions. Students will explore Biblical considerations in decision making.

**MBAD 505 Statistical Research Skills for Business**

Students will examine methods for solving organizational problems using numerical data. Consideration is taken for the proper use of statistical research methods, with an understanding that people—God's greatest concern—can be greatly affected by decisions made on the basis of such quantitative analysis.

**MBAD 506 Marketing from the Management Perspective**

Students learn to manage the marketing process in the context of the firm's strategies and objectives. Topics include marketing organizational structures, analyzing marketing opportunities, selecting target markets, developing marketing strategies, planning marketing programs, and implementing and controlling the marketing effort. Throughout the course students will reflect on Biblical and ethical issues in marketing.
and how they potentially affect the marketing management process.

**MBAD 516** Accounting & Finance for Decision Makers

The objective of this course is to provide students with an opportunity to understand the complex accounting and financial data they will receive as operating managers. In particular, students will learn how to use the data as an effective management tool for coordinating managerial and organizational activities. Financial accounting, managerial accounting, and financial management are covered with consideration of international, economic, and legal issues. Students also consider the nature of numerical analysis as a description of reality, giving rise to ethical and other Biblical issues of interpretation.

**MBAD 520** Business & Government in the Global Marketplace

Introduces the core concepts of economics within a broader study of the global business environment. Topics include the fundamentals of international trade and finance, the role and responsibilities of multinational corporations, and the cultural and political forces that are helping shape today's global marketplace.

**MBAD 601** Intensive: Group Dynamics

This intensive course consists of a Thursday through Sunday weekend session which is used to initiate the program. Students will learn the importance of highly-productive teams in the modern innovative organization, and will experience how to build a productive team. This will be done through simulations, role-playing and brief case studies. The learning that takes place here will be used and amplified in the students' future coursework. Another very important part of the weekend is the introduction of the MBA Mentor Program, along with the outstanding individuals who have been selected, and have chosen, to serve as mentors. The capstone of the weekend will be a worship and praise service. Fee: $100.

**MBAD 604** Organizational Financial Policy

This course emphasizes the analysis of current and future practices and issues in the area of organizational finance through case studies and seminar presentations. Topics include short-term financing including venture funding, management of short-term assets and liabilities, capital structure, capital budgeting, the cost of capital, investment decisions, mergers and acquisitions, and international finance. Students will also learn to consider the affect of financial policy, on various stakeholders of the organization, from a Biblical perspective.

**MBAD 605** Advanced Financial Management & Control

This course examines the means for achieving control while exploring improvement alternatives. Topics such as financial statement analysis, budgeting, tax issues, restructuring, re-engineering, and current topics in financial management are discussed. Learning focuses on the methods used by managers to guide employee actions in ways that are both financially and Biblically appropriate.

**MBAD 607** Intensive: Global Issues

This course is designed to familiarize students with recent developments in the global business community. There will be presentations from faculty and mentors on first hand experience in their professions in many parts of the globe. A specific focus will be on the opportunities for "business with a mission."

**MBAD 608** Marketing Strategy

This course is designed to provide students with an analytical framework to conduct (1) marketing planning and strategy, (2) market definition and measurement, and (3) the management and control of marketing programs. The primary objectives of this course are two-fold: (1) provide an environment where each student can develop the necessary professional skills for a successful career in marketing management; and (2) encourage analytic and strategic thinking about marketing programs.

**MBAD 609** New Techniques for Productivity in Operations

The study of processes and tools involved in the operating core of all organizations, whether product or service, for-profit or not-for-profit. Students will make extensive use of computerized statistical and mathematical tools to examine and solve operations problems. Newer trends in operations will be explored, including the use of Internet based solutions, work teams, quality philosophies, Just-In-Time Inventory systems, etc. Appropriate and innovative use of techniques will be emphasized, within the Biblical principles of agape love and servant-hood in the operations management process.

**MBAD 613** Biblical Management & Ethics

Within the context of Scripture, philosophical and ethical principles are identified, discussed, and applied to business problems and situations including the organization's obligation to the individual and to society, and the individual's responsibility to the organization.

**MBAD 630** Entrepreneurial Management I

Focuses on the techniques used to create and evaluate new concepts and new business opportunities. Students study the process of feasibility analysis of business ventures from the time of the generation of the concept through critical concept analysis, opportunity screening and pre-feasibility analysis, to the development of the written study. Students prepare a feasibility study as a term project and may use this study as the initial step in writing the Business Plan required in MBAD 635. Students will be integrating biblical values in the creation of an entrepreneurial enterprise.
**MBAD 635**  Entrepreneurial Management II ........................................ 2
This course is considered the conclusion of MBAD 630. Students continue to research and refine their feasibility study and write a business plan to launch their venture. The Crowell School of Business will provide expert resources to critique and assist in the completion of a plan that is soon to be ready for evaluation by the marketplace. The goal is to prepare students for starting and running successful or emerging enterprises. Students will examine their own strengths and weaknesses to discover in what ways God has called them to be entrepreneurs. Prerequisites: 630 and 506 or equivalent.

**MBAD 640**  Current & Advanced Topics in Entrepreneurial Studies ........................................................ 3
Elective course in such topics as business as missions, electronic commerce, negotiation & conflict management for the change agent, practical leadership theory, and strategic hiring (how to hire and keep the best partners). May be repeated once with different topic.

**MBAD 650**  Directed Study ............................................................ 1–3
In-depth investigation of a topic under the guidance of the faculty. Topic selection and course enrollment by program director's approval only.

**MBAD 675**  Strategy & Entrepreneurial Project Management ...... 3
This course focuses on the requirements for sustaining competitive advantage through the entrepreneurial effort, both within existing businesses and where a new organizational entity is required. For this course, the innovative effort will be a project. Students will discover that all projects benefit from strategic thinking as they explore traditional versus radical forms of innovation and learn to consider the economic, legal, financial, human resource, and operational implications of project management. The role of change due to innovation in project management will be explored, as students explore the Biblical implications for both change agents and those organizational stakeholders who are impacted by the change.
Appendix

Board of Trustees

Chairman: ......................................................... John Siefker
Vice Chairman: ............................................. Dwight Hanger
........................................................................ Roger Arnebergh*
........................................................................ Rosemarie Avila
........................................................................ William Bauer
........................................................................ William Billard
........................................................................ Bradley Cole
........................................................................ Clyde Cook
........................................................................ Arthur Fraser
........................................................................ Stan Jantz
........................................................................ David Karnes
........................................................................ Allan Kavalich
........................................................................ Hannah Lee
........................................................................ Edgar R. Lehman
........................................................................ Carol Lindskog
........................................................................ Joseph Loeb
........................................................................ Wayne Lowell
........................................................................ David Mitchell
........................................................................ Ronald Rallis, Sr.
........................................................................ Gorden Romberger
........................................................................ Jerry Rueb
........................................................................ Hudson Saffell
........................................................................ Kenneth Thompson
........................................................................ Robert Thompson
........................................................................ Walter Warkentin*
........................................................................ Lou Whallon

* Honorary Members

Board of Reference

Ronald W. Blue
Managing Partner, Ronald Blue & Co.,
Atlanta, Georgia

Ted DeMoss
President, Christian Business Men's Committee

Ted Engstrom
President Emeritus, World Vision U.S.

Dick Hillis
Founder, Overseas Crusades

Josh McDowell
Speaker, Evangelist, Campus Crusade for Christ

Ray Ortlund
Conference Speaker, Director, Renewal Ministries

Luis Palau
President, Luis Palau Evangelistic Association

Al Sanders
Past President, Ambassador Advertising Agency,
Fullerton, California

Charles Swindoll
Chancellor, Dallas Theological Seminary

Elaine Townsend
Wife of Founder of Wycliffe Bible Translators

Ralph Winter
Founder and General Director, U.S. Center for World Missions,
Pasadena, California

Dr. Ted Yamamori
President, Food for the Hungry

University Administration

Clyde Cook, D.Miss.
President

Gary A. Miller, Ph.D.
Provost and Senior Vice President

Carl W. Schreiber, C.M.A., M.Ed.
Vice President for Financial Affairs & Information Technology

Wesley K. Willmer, Ph.D.
Vice President, University Advancement

Greg Balsano, B.A.
Vice President, University Services

Carol Taylor, Ph.D.
Vice Provost for Undergraduate Education

Christopher R. Grace, Ph.D.
Vice Provost for Faculty Development & University Assessment

Pete Menjares, Ph.D.
Associate Provost for Diversity Leadership

Walt Stangl, Ph.D.
Dean of Sciences

Todd Pickett, Ph.D.
Dean of Humanities

Doug Tarpley, Ph.D.
Dean of Fine Arts & Communication
University Faculty
2007-08 Academic Year
(Year indicates appointment of faculty.)

Janet Adams
Assistant Professor of Nursing, 1996
B.S.N., Biola University
M.A., Pepperdine University

Jon Anderson
Assistant Professor of Art, 2006
B.S., Biola University
M.F.A., California State University, Long Beach

Tamara Anderson
Associate Professor of Psychology, 1994
Associate Dean for Graduate Students
Director of Clinical Training
B.A., Biola University
M.A., Pepperdine University
Ph.D., California School of Professional Psychology

Michael J. Anthony
Professor of Christian Education, 1984
B.A., Biola College
M.A., Talbot Theological Seminary
M.R.E., Golden Gate Seminary
Ph.D., Southwestern Baptist Theological Seminary
Ph.D., Claremont Graduate School

Michelle D. Anthony
Assistant Professor of Christian Education, 2005
B.A., Biola University
M.A., Talbot School of Theology

Marc Apkarian
Assistant Professor of Kinesiology, Health & Physical Education, 2003
B.S., University of California, Los Angeles
M.S., San Diego State University
Ph.D., University of New Mexico

Clint E. Arnold
Professor of New Testament Language & Literature, 1987
B.A., Biola College
M.Div., Talbot Theological Seminary
Ph.D., University of Aberdeen

Loren Baker
Professor of Art, 2004
B.A., Biola University
M.F.A., Otis Art Institute
<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Education Details</th>
</tr>
</thead>
</table>
| **Betsy Barber**          | Associate Professor of Spirituality and Psychology, 2002  
B.A., Trinity College  
M.A., University of Texas  
M.A., Psy.D., Rosemead School of Psychology |
| **Stephen J. Barber**     | Assistant Professor of Applied Linguistics; SIL, 1993  
B.A., Trinity College  
M.A., University of Texas  
D.Miss., Biola University |
| **Leonard Bartlotti**     | Associate Professor of Intercultural Studies, 2006  
B.A., University of Illinois, Urbana-Champaign  
M.Div., Gordon-Conwell Theological Seminary, Massachusetts  
Ph.D., University of Wales, United Kingdom |
| **Kenneth Berding**       | Associate Professor of Biblical & Theological Studies, 2002  
Th.B., Multnomah Bible College  
M.A., Trinity Theological Seminary  
M.A., Talbot School of Theology  
Ph.D., Westminster Theological Seminary |
| **Gene Berryhill**        | Associate Professor of Distributed Learning, 1999  
B.A., California State University, Long Beach  
M.A., California State University, Los Angeles  
Ph.D., Walden University |
| **John A. Bloom**         | Director, Masters Degree Program in Science and Religion  
Professor of Physics, 1993  
B.A., Grinnell College  
M.S., Cornell University  
M.A., M.Div., Biblical Theological Seminary  
M.A., Dropsie College  
Ph.D., Cornell University  
Ph.D., Annenberg Research Institute |
| **Michael Boersma**       | Associate Professor of Christian Ministry & Leadership, 1986  
Chaplain, Talbot School of Theology  
B.A., California State University Long Beach  
M.Div., Talbot Theological Seminary  
Ph.D., Talbot School of Theology |
| **George Boespflug**      | Professor of Music, 2001  
B.M., M.M., University of Colorado  
D.M.A., Eastman School of Music |
| **Dave Bourgeois**        | Assistant Professor of Business, 2003  
B.S., Biola University  
M.S., California State University, Fullerton |
| **Kate Brandon**          | Assistant Professor of Communications Studies, 2003  
B.A., Biola University  
M.A., Purdue University |
| **Annette Browning**      | Associate Professor of Nursing, 2003  
B.S.N., University of Miami  
M.S.N., California State University, Long Beach |
| **Paul Buchanan**         | Associate Professor of English, 1989  
B.A., Biola University  
M.A., University of California, Riverside  
M.P.W., University of Southern California |
| **Tom A. Buckles**        | Associate Professor of Business, 2001  
B.A., University of California, Davis  
M.B.A., California State University, Sacramento  
Ph.D., Arizona State University |
| **Peggy Burke**           | Assistant Professor of English Language Program, 1997  
B.A., Montana Institute of Bible  
M.A., William Carey International University  
M.A., Biola University |
| **Armida Iglesias Bustamante** | Assistant Professor of Psychology, 2005  
B.S., Pacific Christian College, Fullerton  
M.A., National University, Costa Mesa  
M.A., Psy.D., Rosemead School of Psychology |
| **Daniel M. Callis**      | Professor of Art, 1987  
B.A., California State University, Fullerton  
M.F.A., Claremont Graduate School |
| **Marla Campbell**        | Associate Professor of Intercultural Studies, 1999  
B.A., California State University, Fullerton  
M.A., Ph.D., Biola University |
James A. Canning
Associate Professor of Business Administration, 2004
B.A., Biola University
B.S., California State University, Los Angeles
M.B.A., California State University, Los Angeles
Ph.D., Claremont Graduate University

Jane Carr
Associate Professor of Christian Education, 2002
B.A., Biola University
M.S., California State University, Fullerton
Ph.D., Talbot School of Theology

Daniel Christensen
Assistant Professor of History, 2005
B.A., Minnesota Bible College
B.A., University of Wisconsin, Madison
M.A., Ph.D., University of California, Riverside

Brad Christerson
Associate Professor of Sociology, 1997
B.A., Colorado State University
M.A., Ph.D., University of California, Santa Barbara

C. Wayne Chute
Instructor of Biblical Studies & Theology, 1979
Dean, Academic Records and Institutional Research
B.A., University of California, Los Angeles
M.Div., Th.M., Western Conservative Baptist Seminary

David Cimbora
Associate Professor of Psychology, 1997
B.S., University of Washington
M.A., Ph.D., University of Denver

David Ciocchi
Associate Professor of Philosophy, 1974
B.A., Biola College
M.A., University of California, Santa Barbara
M.A., Talbot Theological Seminary
Ph.D., Fuller Theological Seminary

John Coe
Associate Professor of Spiritual Theology & Philosophy, 1989
B.A., Biola University
M.A., Talbot School of Theology
M.A., Western Kentucky University
M.A., Ph.D., University of California, Irvine

Clyde Cook
President, 1982
Professor Intercultural Studies, 1982
Director and Professor of Intercultural Studies, 1967-1979
Athletic Director, 1957-1960
B.A., Biola College
M.Div., Th.M., Talbot Theological Seminary
D.Miss., Fuller Theological Seminary

Janet Cozad
Assistant Professor of Nursing, 1992
B.S.N., California State University, Fullerton
M.S.N., California State University, Long Beach

Tom Crisp
Assistant Professor of Philosophy, 2005
B.S., University of California Los Angeles
M.A., Talbot School of Theology
M.A., Ph.D., University of Notre Dame

Matthew Cruzen
Associate Professor, Biological Science, 2002
B.S., California State Polytechnic University, Pomona
Ph.D., University of California, Irvine

Michelle Cunningham
Associate Professor of Christian Education, 1989
Director of Instructional Development
B.A. Wheaton College
M.A., Ph.D., Talbot School of Theology

Edward M. Curtis
Professor of Biblical Studies and Theology, 1978
B.S., Baylor University
M.A., Trinity Evangelical Divinity School
Ph.D., University of Pennsylvania

Christopher Davidson
Assistant Professor of English, 2002
B.A., California Polytechnic University
M.F.A., University of California, Irvine

Jeff Decker
Professor of Organizational Leadership, 2003
B.B.A., M.B.A., Kent State University
Ph.D., Claremont Graduate University

Murray Decker
Associate Professor in Intercultural Studies, 1997
B.A., North American Baptist College
M.A., Ph.D., Biola University
Garrett DeWeese  
Professor of Philosophy of Religion & Ethics, 1999  
B.S., United States Air Force Academy  
Th.M., Dallas Theological Seminary  
M.A., Ph.D., University of Colorado  

Glenn Dill  
Associate Professor of Business Administration, 1990  
B.S., M.B.A., Pepperdine University  

Dennis H. Dirks  
Professor of Christian Education, 1976  
Dean, Talbot School of Theology  
B.A., California State University, Fresno  
M.A., Talbot Theological Seminary  
Ph.D., Claremont Graduate School  

Donald E. Douglas  
Professor of Intercultural Studies, 1989  
A.B., Wayne State University  
M.A., Ph.D., University of Michigan  

Nancy S. Duvall  
Professor of Psychology, 1975  
B.A., Agnes Scott College  
M.A.T., Duke University  
Ph.D., University of North Carolina  

Ruth Ebeling  
Associate Professor of Biology, 1987  
B.S., Biola University  
M.S., California State Long Beach  

Keith J. Edwards  
Professor of Psychology, 1973  
B.Ed., University of Wisconsin  
M.A., Ph.D., New Mexico State University  
Ph.D., University of Southern California  

J. Kent Edwards  
Associate Professor of Christian Ministry & Leadership, 2004  
B.Th., Canadian Bible College  
M.Div., Tyndale Seminary  
D.Min., Denver Conservative Baptist Seminary  

Robert Feller  
Associate Professor of Music, 1991  
B.M., University of Southern California  
M.M., Eastman School of Music  

Thomas J. Finley  
Professor of Old Testament and Semitics, 1976  
B.A., Biola College  
M.Div., Talbot Theological Seminary  
M.A., Ph.D., University of California, Los Angeles  

Gerald Fisher  
Associate Professor of Communication, 1999  
B.A., Fort Wayne Bible College  
M.A., Regent University  
Ph.D., University of California, Irvine  

Rebekah Fleeger  
Associate Professor of Nursing, 1969  
R.N., Jackson Memorial Hospital  
B.S., Florida State University  
M.N., University of California, Los Angeles  
Ph.D., Claremont Graduate School  

Richard Flory  
Professor of Sociology, 1992  
B.A., Biola University  
M.A., California State University, Fullerton  
Ph.D., University of Chicago  

R. Douglas Geivett  
Professor of Philosophy of Religion & Ethics, 1993  
B.S., Multnomah School of the Bible  
M.A., Dallas Theological Seminary  
M.A., Gonzaga University  
Ph.D., University of Southern California  

Doug Geringer  
Assistant Professor of New Testament Language & Literature, 2001  
Assistant Dean, Talbot School of Theology  
B.A., California State University, Fresno  
M.Div, Talbot School of Theology  

Anne L. Gewe  
Associate Professor of Nursing, 1979  
R.N., Los Angeles General Hospital School of Nursing  
B.S., Biola College  
M.S.N., California State University, Los Angeles  
Ph.D., Biola University  

Alan W. Gomes  
Professor of Historical Theology, 1987  
B.A., University of California, Santa Barbara  
M.Div., Th.M., Talbot Theological Seminary  
Ph.D., Fuller Theological Seminary
Michael Gonzales
Professor of Communication, 2005
B.A., Immaculate Heart College
M.A., Loyola Marymount University
M.P.W., University of Southern California
Ph.D., Biola University

Christopher R. Grace
Professor of Psychology, 1988
Vice Provost for Faculty Development
B.S., University of Northern Colorado
M.S., Ph.D., Colorado State University

Katrina Greene
Assistant Professor of Intercultural Studies, 2004
B.S., Georgetown University
Ph.D., American University

Timothy Grove
Assistant Professor, English Language Studies, 2001
B.A., Wheaton College
M.A., Talbot School of Theology
M.A., School of Intercultural Studies

John Gruendyke
Assistant Professor of History, 2005
B.A., University of Redlands
M.A., California State University, Los Angeles
J.D., Southwestern University School of Law

Gregory D. Hagg
Professor of Bible Exposition, 2006
B.A., William Jewell College
Th.M., Dallas Theological Seminary
M.A., Ph.D., New York University

M. Elizabeth Lewis Hall
Associate Professor of Psychology, 1998
B.A., Biola University
M.A., Ph.D., Rosemead School of Psychology

Todd Hall
Associate Professor of Psychology, 2000
Assistant Director, Biola Counseling Center
Editor, The Journal of Psychology and Theology
Director, Institute for Research in Psychology and Spirituality
B.A., Biola University
M.A., Ph.D., Rosemead School of Psychology

Les Harman
Associate Professor of Business Administration, 1992
B.S., San Diego State University
M.S.B.A., San Francisco State University

Harvey Havoonjian
Special Contract Faculty for Biological Sciences, 2006
B.S., University of California, Riverside
M.D., University of California, Los Angeles

Douglas Hayward
Professor of Intercultural Studies, 1989
B.A., Westmont College
M.A., Fuller Theological Seminary
M.A., Ph.D., University of California, Santa Barbara

Craig Hazen
Professor and Director
of the M.A. in Christian Apologetics, 1997
B.A., California State University, Fullerton
M.A., Ph.D., University of California, Santa Barbara

Joe Hellerman
Assistant Professor of Torrey Honors Institute, 2002
B.A., Asbury College
M.A., Asbury Theological Seminary

Dorcas Henry
Associate Professor of Physical Education, 1971
B.S., Marion College
M.A., Ball State University

Dorothy June Hetzel
Professor of Education, 1996
B.A., Biola University
M.A., California State University, Fullerton
Ph.D., Claremont Graduate University

Peter C. Hill
Professor of Psychology, 2002
B.A., Nyack College
M.A., Ph.D. University of Houston

Henry W. Holloman
Professor of Systematic Theology, 1974
B.A., Rhodes College of Memphis
Th.M., Th.D., Dallas Theological Seminary
<table>
<thead>
<tr>
<th>Name</th>
<th>Title and Academic Positions</th>
</tr>
</thead>
<tbody>
<tr>
<td>David G. Holmquist</td>
<td>Professor of Kinesiology, Health &amp; Physical Education, 1978</td>
</tr>
<tr>
<td></td>
<td>Athletic Director</td>
</tr>
<tr>
<td></td>
<td>B.S., Biola College</td>
</tr>
<tr>
<td></td>
<td>M.S., California State University, Fullerton</td>
</tr>
<tr>
<td></td>
<td>Ph.D., University of Southern California</td>
</tr>
<tr>
<td>David Horner</td>
<td>Associate Professor of Biblical Studies and Philosophy, 2001</td>
</tr>
<tr>
<td></td>
<td>B.A., Colorado State University</td>
</tr>
<tr>
<td></td>
<td>M.A., Denver Seminary</td>
</tr>
<tr>
<td></td>
<td>M.Phil., D.Phil., University of Oxford</td>
</tr>
<tr>
<td>Shaun Howington</td>
<td>Instructor of Torrey Honors Institute, 2006</td>
</tr>
<tr>
<td></td>
<td>B.A., Biola University</td>
</tr>
<tr>
<td></td>
<td>M.A., Loyola Marymount</td>
</tr>
<tr>
<td>Moyer Hubbard</td>
<td>Associate Professor of New Testament Language &amp; Literature, 1997</td>
</tr>
<tr>
<td></td>
<td>B.S., Multnomah Bible College</td>
</tr>
<tr>
<td></td>
<td>M.Div., Th.M., Western Seminary</td>
</tr>
<tr>
<td></td>
<td>D.Phil., University of Oxford</td>
</tr>
<tr>
<td>Clifton Hulling</td>
<td>Associate Professor of Music, 1995</td>
</tr>
<tr>
<td></td>
<td>B.A., M.M., California State University, Fullerton</td>
</tr>
<tr>
<td>Alan D. Hultberg</td>
<td>Assistant Professor of Bible Exposition, 1998</td>
</tr>
<tr>
<td></td>
<td>B.A., University of California, San Diego</td>
</tr>
<tr>
<td></td>
<td>M.Div., Talbot School of Theology</td>
</tr>
<tr>
<td></td>
<td>Ph.D., Trinity Evangelical Divinity School</td>
</tr>
<tr>
<td>Li-Shan Hung</td>
<td>Professor of Music, 2004</td>
</tr>
<tr>
<td></td>
<td>B.A., National Taiwan Normal University</td>
</tr>
<tr>
<td></td>
<td>M.M., Peabody Conservatory of the Johns Hopkins University</td>
</tr>
<tr>
<td></td>
<td>D.M.A., Peabody Conservatory</td>
</tr>
<tr>
<td>John C. Hutchison</td>
<td>Professor of Bible Exposition, 1990</td>
</tr>
<tr>
<td></td>
<td>B.S., Washington State University</td>
</tr>
<tr>
<td></td>
<td>M.Div., Th.M., Western Conservative Baptist Seminary</td>
</tr>
<tr>
<td></td>
<td>Th.D., Dallas Theological Seminary</td>
</tr>
<tr>
<td>Klaus Issler</td>
<td>Professor of Christian Education and Theology, 1991</td>
</tr>
<tr>
<td></td>
<td>B.A., California State University, Long Beach</td>
</tr>
<tr>
<td></td>
<td>M.A., University of California, Riverside</td>
</tr>
<tr>
<td></td>
<td>Th.M., Dallas Theological Seminary</td>
</tr>
<tr>
<td></td>
<td>Ph.D., Michigan State University</td>
</tr>
<tr>
<td>Matthew Jenson</td>
<td>Assistant Professor of Torrey Honors Institute, 2006</td>
</tr>
<tr>
<td></td>
<td>B.A., Wheaton College</td>
</tr>
<tr>
<td></td>
<td>Ph.D., University of St. Andrews</td>
</tr>
<tr>
<td>David C. Johnson</td>
<td>Assistant Professor of Chemistry, 1992</td>
</tr>
<tr>
<td></td>
<td>B.S., Wheaton College</td>
</tr>
<tr>
<td></td>
<td>M.S., Michigan State University</td>
</tr>
<tr>
<td>Rex E. Johnson</td>
<td>Professor of Christian Ministry and Leadership, 1976</td>
</tr>
<tr>
<td></td>
<td>B.A., University of California, Los Angeles</td>
</tr>
<tr>
<td></td>
<td>M.R.E., Talbot Theological Seminary</td>
</tr>
<tr>
<td></td>
<td>M.A., Biola College</td>
</tr>
<tr>
<td></td>
<td>Psy.D., Alliant International University</td>
</tr>
<tr>
<td>Virginia Johnson</td>
<td>Associate Professor of Education, 1998</td>
</tr>
<tr>
<td></td>
<td>B.S., Western Michigan University</td>
</tr>
<tr>
<td></td>
<td>M.A., California State University, San Bernardino</td>
</tr>
<tr>
<td></td>
<td>Ph.D., University of California, Riverside</td>
</tr>
<tr>
<td>Clay B. Jones</td>
<td>Assistant Professor of Christian Apologetics, 2005</td>
</tr>
<tr>
<td></td>
<td>B.A., California State University, Fullerton</td>
</tr>
<tr>
<td></td>
<td>M.Div., American Christian Theological Seminary</td>
</tr>
<tr>
<td></td>
<td>D.Min., Trinity Evangelical Divinity School</td>
</tr>
<tr>
<td>Michael N. Keas</td>
<td>Professor of the History and Philosophy of Science, 2005</td>
</tr>
<tr>
<td></td>
<td>B.S., Christian heritage College</td>
</tr>
<tr>
<td></td>
<td>Ph.D., University of Oklahoma</td>
</tr>
<tr>
<td>Jonathan Kim</td>
<td>Associate Professor of Christian Education, 1999</td>
</tr>
<tr>
<td></td>
<td>B.S., University of Illinois, Urbana-Champaign</td>
</tr>
<tr>
<td></td>
<td>M.Div., M.A., Trinity Evangelical Divinity School</td>
</tr>
<tr>
<td></td>
<td>Ph.D., Trinity International University</td>
</tr>
<tr>
<td>Kangwon Kim</td>
<td>Assistant Professor of Music, 2006</td>
</tr>
<tr>
<td></td>
<td>B.M., Oberlin College Conservatory, Ohio</td>
</tr>
<tr>
<td></td>
<td>M.M., Manhattan School of Music, New York City</td>
</tr>
<tr>
<td></td>
<td>D.M.A., University of Wisconsin, Madison</td>
</tr>
<tr>
<td>Cynthia Kinnison</td>
<td>Assistant Professor of Sociology</td>
</tr>
<tr>
<td></td>
<td>B.S., Grand Canyon University, Phoenix</td>
</tr>
<tr>
<td></td>
<td>M.S.W., Arizona State University, Phoenix</td>
</tr>
<tr>
<td></td>
<td>D.Min., Golden Gate Baptist Theological Seminary, California</td>
</tr>
</tbody>
</table>

366 Appendix
<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Years</th>
<th>Degrees and Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aaron J. Kleist</td>
<td>Associate Professor of English, 2001</td>
<td></td>
<td>B.A., Taylor University</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>M.A., Indiana University</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Ph.D., University of Cambridge</td>
</tr>
<tr>
<td>Edward W. Klink III</td>
<td>Assistant Professor of Biblical &amp; Theological Studies, 2005</td>
<td></td>
<td>B.A., Trinity International University</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>M.Div., Th.M., Trinity Evangelical Divinity School</td>
</tr>
<tr>
<td>Barry Krammes</td>
<td>Professor of Art, 1983</td>
<td></td>
<td>B.F.A., University of Wisconsin-Eau Claire</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>M.F.A., University of Wisconsin-Madison</td>
</tr>
<tr>
<td>Dean Kroeber</td>
<td>Assistant Professor of BOLD, 2005</td>
<td></td>
<td>B.S., Biola University</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>M.A., National University</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Ed.D., Pepperdine University</td>
</tr>
<tr>
<td>Paul Kuld</td>
<td>Associate Professor of Biological Science, 1969</td>
<td></td>
<td>B.A., M.A., California State University, Long Beach</td>
</tr>
<tr>
<td>Robin LaBarbera</td>
<td>Assistant Professor in Education, 2006</td>
<td></td>
<td>B.S., California State University, Long Beach</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>B.A., National University, California</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>M.A., Biola University</td>
</tr>
<tr>
<td>Paul E. Langenwalter II</td>
<td>Assistant Professor of Archaeology and Anthropology, 2006</td>
<td></td>
<td>B.A., California State University, Long each</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>M.A., University of California Riverside</td>
</tr>
<tr>
<td>Richard C. Langer</td>
<td>Associate Professor of Biblical &amp; Theological Studies, 2005</td>
<td></td>
<td>B.S., Colorado State University</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>M.Div., Talbot Theological Seminary</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>M.A., Ph.D., University of California, Riverside</td>
</tr>
<tr>
<td>Kevin Lawson</td>
<td>Professor of Christian Education, 1995</td>
<td></td>
<td>B.S., Houghton College</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>M.A., Trinity Evangelical Divinity School</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Ed.D., University of Maine Graduate School</td>
</tr>
<tr>
<td>Christina Lee-Kim</td>
<td>Assistant Professor of Psychology, 2005</td>
<td></td>
<td>B.S., Pacific Christian College, Fullerton</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>M.A., National University, Costa Mesa</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>M.A., Psy.D, Rosemead School of Psychology</td>
</tr>
<tr>
<td>Michelle Lee</td>
<td>Assistant Professor of Biblical &amp; Theological Studies, 1999</td>
<td></td>
<td>B.A., Harvard University</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>M.S., Pensacola Christian College</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>M.A., Talbot School of Theology</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>M.A., Ph.D., University of Notre Dame</td>
</tr>
<tr>
<td>Michael Lessard-Clouston</td>
<td>Associate Professor of Applied Linguistics &amp; TESOL, 2005</td>
<td></td>
<td>B.A., York University</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>M.T.S., Tyndale Seminary</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>M.Ed., Ph.D., University of Toronto</td>
</tr>
<tr>
<td>Kevin Lewis</td>
<td>Assistant Professor of Theology, 1996</td>
<td></td>
<td>B.A., California State University, Long Beach</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>M.Div., Th.M., Talbot School of Theology</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>J.D., Whittier Law School</td>
</tr>
<tr>
<td>Todd Lewis</td>
<td>Professor of Communication, 1974</td>
<td></td>
<td>B.A., Biola College</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>M.A., Ohio State University</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Ph.D., Louisiana State University</td>
</tr>
<tr>
<td>Richard J. Leyda</td>
<td>Associate Professor of Christian Education, 1989</td>
<td></td>
<td>B.A., University of Texas</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>M.Div., Ph.D., Talbot Theological Seminary</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Ph.D., Talbot School of Theology</td>
</tr>
<tr>
<td>John Liang</td>
<td>Associate Professor of Applied Linguistics &amp; TESOL, 2001</td>
<td></td>
<td>B.A., Jinan University</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>M.A., Indiana University of Pennsylvania</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Ph.D., University of Texas</td>
</tr>
<tr>
<td>Barry Liesch</td>
<td>Professor of Music, 1974</td>
<td></td>
<td>B.M., University of British Columbia</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>M.A., State University of New York, Binghamton</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Ph.D., University of California, San Diego</td>
</tr>
<tr>
<td>Albert Chih-Shion Lin</td>
<td>Associate Professor of Biological Science, 1977</td>
<td></td>
<td>B.P., Taipei Medical College</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Ph.D., State University of New York, Buffalo</td>
</tr>
<tr>
<td>Shieu-Hong Lin</td>
<td>Associate Professor of Mathematics and Computer Science, 2000</td>
<td></td>
<td>B.S., M.S., National Taiwan University</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>M.Div., Logos Evangelical Seminary</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Ph.D., Brown University</td>
</tr>
</tbody>
</table>
Robert G. Lister  
*Assistant Professor of Biblical & Theological Studies, 2006*  
B.A., The Citadel  
M.Div., The Southern Baptist Theological Seminary

Robert T. Llizo  
*Special Contract Faculty for Torrey Honors Institute, 2006*  
B.A., Biola University  
M.A., California State University, Los Angeles

William Lock  
*Professor of Music, 1964*  
A.R.C.T., Royal Conservatory of Music  
B.M., M.M., MacPhail College of Music  
D.M.A., University of Southern California

Michael Longinow  
*Professor of Journalism, 2005*  
B.A., Wheaton College  
M.S., University of Illinois at Urbana-Champaign  
Ph.D., The University of Kentucky

Jonathan Lunde  
*Associate Professor of Biblical & Theological Studies, 2003*  
B.S., Moorhead State University  
M.Div., Lutheran Brethren Seminary  
Th.M., Ph.D., Trinity Evangelical Divinity School

Frederick Mabie  
*Associate Professor of Bible Exposition, 2002*  
B.A., Rutgers College  
M.Div., The Master’s Seminary  
M.B.A., New York University  
M.A., Ph.D., University of California Los Angeles

Marc Malandra  
*Associate Professor of English, 2003*  
B.A., University of California, Santa Barbara  
M.A., University of California, Davis  
M.F.A., Ph.D., Cornell University

Dan E. Maltby  
*Associate Professor and Director of M.A. in Professional Leadership, Professional Studies, 1997*  
B.A., M.B.A., University of Missouri  
M.A.B.S., International School of Theology  
Ph.D., Claremont Graduate University

Gary L. McIntosh  
*Professor of Christian Ministry and Leadership, 1986*  
B.A., Rockmont College  
M.Div., Western Conservative Baptist Seminary  
D.Min., Ph.D., Fuller Theological Seminary

John McKinley  
*Assistant Professor of Biblical & Theological Studies, 2006*  
B.A., California State University, Sacramento  
M.A., M.Div., Talbot School of Theology  
Ph.D., The Southern Baptist Theological Seminary

M. Alan McManah  
*Associate Professor of Intercultural Studies, 2006*  
B.S., Nyack College, New York  
M.Div., Alliance Theological Seminary, New York  
Th.M., Asbury Theological Seminary, Kentucky  
Ph.D., Fuller Theological Seminary, California

William M. McQueen, Jr.  
*Professor of Psychology, 1978*  
B.S., M.A., Ph.D., University of South Carolina

Peggy Medberry  
*Associate Professor of Mass Communication, 2005*  
B.F.A, Utah State University

Pete Menjares  
*Associate Professor of Education, 1995*  
*Associate Provost for Diversity Leadership*  
B.S., Southern California College, Costa Mesa  
M.A., California State University, Dominguez Hills  
Ph.D., University of Southern California

Gary A. Miller  
*Professor of Education, 1996*  
*Provost and Senior Vice President*  
B.A., Spring Arbor College  
M.S., Central Michigan University  
Ph.D., University of Nebraska

Paula Miller  
*Special Contract Faculty for English, 2004*  
B.A., Central Michigan University  
M.A., California State University, Fullerton

James Mohler  
*Associate Professor of Biblical & Theological Studies, 2006*  
B.M., Biola College  
M.A., Talbot Theological Seminary  
Ph.D., Talbot School of Theology

James P. Moreland  
*Distinguished Professor of Philosophy of Religion & Ethics, 1990*  
B.S., University of Missouri  
M.A., University of California, Riverside  
Th.M., Dallas Theological Seminary  
Ph.D., University of Southern California
Timothy Muehlhoff  
Associate Professor of Communication Studies, 2004  
B.A., Eastern Michigan University  
M.A., Ph.D., University of North Carolina, Chapel Hill

Richard Mullis  
Assistant Professor of Professional Studies, 2004  
B.A., University of California, Santa Barbara  
M.A., University of California, Los Angeles  
M.A., Biola University, Talbot School of Theology  
MA, Biola University, Rosemead School of Psychology  
Th.M., Regent University

Ashish Naidu  
Assistant Professor of Theology, 2006  
Adv. Diploma, International Bible College  
M.A., Oral Roberts University  
Ph.D., University of Aberdeen

Kayo Nakamura  
Assistant Professor of Art, 2003  
B.S., Biola University  
M.F.A., Claremont Graduate University

S. Bruce Narramore  
Distinguished Professor of Psychology, 1970  
B.A., Westmont College  
M.A., Pepperdine College  
M.A., Fuller Theological Seminary  
Ph.D., University of Kentucky

E. Leroy Neal  
Associate Professor of Kinesiology, Health & Physical Education, 1988  
A.B., Occidental College  
M.A., San Diego State University

Emilio Núñez  
Associate Professor of Biblical & Theological Studies, BOLD, 2002  
B.A., Biola University  
M.Div, Th.M., Talbot School of Theology

Brian O’Herin  
Associate Professor of Applied Linguistics, SIL at Biola, 1997  
B.A., Seattle Pacific University  
M.A., University of Texas at Arlington  
Ph.D., University of California Santa Cruz

Doretha O’Quinn  
Associate Professor of Education, 2003  
B.A., Life Bible College  
M.A., Ph.D., Biola University

Matthew C. Orr  
Associate Professor of Kinesiology, Health & Physical Education, 1973  
B.A., Biola College  
M.A., California State University, Fullerton

Marlin Owen  
Associate Professor of Music, 1982  
B.S., Mankato State University  
M.A., University of California, San Diego

Jenny H. Pak  
Assistant Professor of Psychology, 2006  
B.A., University of California, Los Angeles  
M.A., Ph.D. Rosemead School of Psychology

Darrell Passwater  
Associate Professor of Business Administration, 2007  
B.A., M.S., California State University Long Beach  
Ed.D., Oregon State University

Raphael Payne  
Professor of Biological Science, 1970  
B.A., Westmont College  
M.S., Ph.D., University of Nebraska

Daniel Pelton  
Instructor of Psychology, 2006  
B.A., Houghton College, New York  
M.A. Rosemead School of Psychology

F. Douglas Pennoyer  
Associate Professor of Intercultural Studies, 1998  
Dean, School of Intercultural Studies  
B.A., Western Oregon University  
M.A., Ph.D., Washington State University

Graciela Perez  
Associate Professor of Modern Language, 2002  
B.A., M.A., University of Bourgogne  
Ph.D., Universidad Nacional de Educacion a Distancia

C. David Peters  
Professor of Political Science, 1966  
B.A., M.A., Ph.D., University of Oklahoma

Greg Peters  
Assistant Professor of Torrey Honors Institute, 2005  
B.S., Philadelphia College of Bible  
M.A., Dallas Theological Seminary  
M.A., St. John’s University School of Theology  
Ph.D., St. Michael’s College, University of Toronto
Mark Pichaj  
_Instructor in Physical Science, 2002_  
B.S. California Polytechnic University  
M.A. Talbot School of Theology

_Todd Pickett_  
_Associate Professor of English, 1996_  
_Dean of Humanities_  
B.A., Stanford University  
M.Lit., Trinity College  
Ph.D., University of California, Irvine

_Ronald W. Pierce_  
_Professor of Biblical & Theological Studies, 1976_  
B.A., John Brown University  
M.Div., Th.M., Talbot Theological Seminary  
Ph.D., Fuller Theological Seminary

_Patricia L. Pike_  
_Associate Professor of Psychology, 1983_  
_Dean, Rosemead School of Psychology_  
_Editor, Journal of Psychology and Theology_  
B.A., M.A., Ph.D., University of Hawaii

_Kevin D. Pittle_  
_Assistant Professor of Intercultural Studies, 2005_  
B.A., M.S., Ph.D., Florida State University

_Paul L. Poelstra_  
_Professor of Psychology, 1963_  
_Associate Dean of Administration, Rosemead_  
_Administrator, Institute for Spiritual Formation_  
B.A., Biola College  
M.A., Ph.D., Claremont Graduate School

_Steve Porter_  
_Associate Professor of Theology and Philosophy, 2003_  
B.A., Biola University  
M.A., Talbot School of Theology  
M.Phil., University of Oxford  
Ph.D., University of Southern California

_Jonathon Puls_  
_Assistant Professor of Art, 2005_  
B.S., Biola University  
M.F.A., California State University, Long Beach

_Katherine B. Purgason_  
_Associate Professor of TESOL, 1991_  
B.A., Oberlin College  
M.A., University of Pittsburgh  
Ph.D., University of California, Los Angeles

_Noel S. Rabinowitz_  
_Associate Professor of New Testament, 2006_  
B.A., Moody Bible Institute  
Th.M., Dallas Theological Seminary  
Ph.D., The Southern Baptist Theological Seminary

_Scott B. Rae_  
_Professor of Philosophy of Religion & Ethics, 1989_  
B.A., Southern Methodist University  
Th.M., Dallas Theological Seminary  
M.A., Ph.D., University of Southern California

_John Mark Reynolds_  
_Associate Professor of Philosophy, 1996_  
_Director of Torrey Honors Institute_  
B.A., Roberts Wesleyan College  
M.A., Ph.D., University of Rochester

_Victor Rhee_  
_Associate Professor of New Testament Language & Literature, 1994_  
B.S., University of Maryland  
M.Div., Capital Bible Seminary  
Th.M., Talbot School of Theology  
Ph.D., Dallas Theological Seminary

_Richard O. Rigsby_  
_Professor of Old Testament and Semitics, 1974_  
B.A., John B. Stetson University  
M.Div., Golden Gate Baptist Theological Seminary  
Ph.D., Southern Baptist Theological Seminary

_Jeanne Robison_  
_Professor of Music, 1995_  
B.M., M.M., Kent State University  
D.M.A., University of Cincinnati

_Erick J. Roebuck_  
_Assistant Professor of Communication, 1997_  
B.A., Biola University  
M.A., California State University, Fullerton

_Judith Mendelsohn Rood_  
_Associate Professor of History, 2002_  
B.A., New College  
M.A., Georgetown University  
Ph.D., University of Chicago

_Paul Rood_  
_Assistant Professor of History, 2006_  
B.A., Claremont McKenna College  
M.A., Claremont Graduate University
Matt Rouse  
Associate Professor of Communication Disorders, 1999  
B.S., M.S., University of Redlands  
M.A., Biola University

Steven Rundle  
Associate Professor of Business, 1998  
B.A., California State University, Northridge  
M.A., Ph.D., Claremont Graduate University

A. Sue Russell  
Associate Professor of Intercultural Studies, 2001  
B.S., Humboldt State University  
M.Div, Th.M., Talbot School of Theology  
M.A., D.Miss, Biola University  
Ph.D., La Trobe University

Walter B. Russell  
Professor of Bible Exposition, 1990  
B.S., University of Missouri  
M.A., St. Mary’s Seminary  
Th.M., Dallas Theological Seminary  
Ph.D., Westminster Theological Seminary

James Rynd  
Professor of Chemistry, 1970  
Diploma, Moody Bible Institute  
B.S., University of Illinois  
Ph.D., University of California, Riverside

Fred Sanders  
Associate Professor, Torrey Honors Institute, 1999  
B.A., Murray State University  
M.Div., Asbury Theological Seminary  
Ph.D., Graduate Theological Union

Robert L. Saucy  
Distinguished Professor of Systematic Theology, 1961  
B.A., Westmont College  
Th.M., Th.D., Dallas Theological Seminary

John Schmidt  
Associate Professor, Mass Communication, 2002  
B.A., University of California, Los Angeles  
M.A., Fuller Seminary

Melissa Schubert  
Assistant Professor of Torrey Honors Institute, 2003  
B.A., Biola University  
M.A., University of Dallas

Nicholas Sherwin  
Associate Professor of Business, 2006  
B.A., California State University, Fullerton  
M.B.A., Pepperdine University

Karen Schwenke  
Assistant Professor, English Language Studies, 2001  
B.A., University of Wisconsin  
M.A., Azusa Pacific University

Claire Sibold  
Professor of Education, 1987  
B.A., M.A., University of Washington  
Ph.D., Arizona State University

Kurt Simonson  
Assistant Professor of Art, 2006  
B.S., Biola University  
M.F.A., California State University, Long Beach

David Smith  
Assistant Professor of English, 2006  
B.A., Virginia Commonwealth University  
M.A., Ph.D., Vanderbilt University, Tennessee

Lyle H. Smith, Jr.  
Professor of English, 1978  
B.A., M.A., Ph.D., University of Minnesota

R. Scott Smith  
Associate Professor of Christian Apologetics, 2000  
B.A., California State University, Hayward  
M.A., Talbot School of Theology  
Ph.D., University of Southern California

Ivannia Soto-Hinman  
Assistant Professor of Education, 2005  
B.A., M.A., Biola University  
M.S., University of La Verne  
Ph.D., Claremont Graduate University

Paul Spears  
Assistant Professor, Torrey Honors Institute, 1999  
B.A., Multnomah College  
M.A., Talbot School of Theology  
Ph.D., Claremont Graduate University

Paul Spears  
Assistant Professor, Torrey Honors Institute, 1999  
B.A., Multnomah College  
M.A., Talbot School of Theology
Walter Stangl  
Associate Professor of Mathematics, 1984  
Dean of Sciences  
B.A., M.S., Ph.D., Lehigh University  
M.Div., Denver Seminary

Tom Steffen  
Professor of Intercultural Studies, 1991  
B.S., Dallas Bible College  
M.A., D.Miss., Biola University

Cherry G. Steinmeier  
Associate Professor of Psychology, 1984  
B.A., Northern Illinois University  
M.A., Psy.D., Rosemead School of Psychology

Shawna Stewart  
Assistant Professor of Music, 1997  
B.S., John Brown University  
M.M., Eastman School of Music

Larry D. Strand  
Associate Professor of Business Administration, 1986  
Dean, School of Business  
B.S., M.B.A., University of Southern California  
Ed.D., Pepperdine University

Tim Stranske  
Associate Professor of Education, 2003  
B.A., M.A., Biola University  
Ph.D., Claremont Graduate University

Gary H. Strauss  
Professor of Psychology, 1974  
B.Ed., California State University, Fresno  
M.A., University of Northern Iowa  
Ed.D., Northern Illinois University

Glenn Styffe  
Associate Professor of Nursing, 1999  
B.S.N., Biola University  
M.N., University of California, Los Angeles

Donald Sunukjian  
Professor of Christian Ministry and Leadership, 1996  
B.A., University of Southern California  
Th.M., Th.D., Dallas Theological Seminary  
Ph.D., University of California, Los Angeles

Lisa Swain  
Associate Professor of Mass Communication, 2005  
B.S., Evangel College  
M.A., Regent University

David Talley  
Associate Professor of Biblical & Theology Studies, 1998  
B.A., Southeastern Bible College  
M.A., M.Div., Th.M., Grace Theological Seminary  
Ph.D., Trinity Evangelical Divinity School

Melissa Tamplin  
Assistant Professor of Mass Communication, 2006  
B.A., Baylor University, Texas  
M.A., Columbia University, New York

Doug Tarpley  
Professor of Mass Communications, 2003  
Dean, Fine Arts & Communication  
B.S., Southwest Missouri State University  
Ph.D., Southern Illinois University

Carol Taylor  
Associate Professor of Intercultural Studies  
Vice Provost for Undergraduate Education, 2000  
B.S., Evangel College  
M.A., Assemblies of God Theological Seminary  
Ph.D., Florida State University

Deborah Taylor  
Assistant Professor of Education, 2004  
B.S., M.A., Biola University

Gregg TenElshof  
Associate Professor of Philosophy, 1999  
B.A., Westmont College  
M.A., Talbot School of Theology  
Ph.D., University of Southern California

Judy E. TenElshof  
Professor of Christian Ministry and Leadership, 1989  
B.A., California State University, Fullerton  
M.A., Talbot School of Theology  
M.A., Ph.D., Fuller Theological Seminary

Donna Thoennes  
Associate Professor of Torrey Honors, 2001  
B.S.Ed., Central Connecticut State University  
M.A., Wheaton College Graduate School  
Ph.D., Trinity International University

Erik Thoennes  
Associate Professor of Biblical & Theological Studies, 1999  
B.A., Central Connecticut State University  
M.A., M.A., Wheaton College Graduate School  
Ph.D., Trinity Evangelical Divinity School
Edward Thurber
Professor of Mathematical Sciences, 1971
B.S.E., Princeton University
M.A., Ph.D., University of Southern California

Yvana Uranga-Hernandez
Assistant Professor of Communication Disorders, 2004
B.A., California State University, Fullerton, 2004
M.A., Speech Pathology, California State University, Los Angeles
M.S. Educational Leadership, California State University, Fullerton

Kevin Van Lant
Associate Professor, School of Professional Studies, 2000
B.A., M.A., Ph.D., Biola University

Rachel Van Tholen
Assistant Professor of Nursing, 2005
B.S.N., M.S.N., University of Rochester

Cassandra Van Zandt
Assistant Professor of English, 2006
B.A., Southern California College
M.A., Ph.D., University of California, Riverside

Keith A. Walters
Associate Professor of Education, 2002
B.A., Calvin College
M.A., California State University Long Beach
Ed.D., University of Southern California

Evanson Wamagatta
Assistant Professor of History, 2001
B.A., University of Nairobi
M.A., University of Nairobi
Ph.D., West Virginia University

Tamara Welter
Assistant Professor of Journalism, 2005
B.A., Evangel College
M.A., Regent University

Michael J. Wilkins
Professor of New Testament Language and Literature, 1983
Dean of the Faculty, Talbot School of Theology
B.A., Biola College
M.Div., Talbot Theological Seminary
Ph.D., Fuller Theological Seminary

John Williams
Associate Professor of Psychology, 2002
B.S., University of California, Davis
M.A., California State University, Fresno
Ph.D., University of California, Irvine

Matthew Williams
Associate Professor of Biblical & Theological Studies, 2002
B.S., University of Illinois, Champaign
M.Div., Trinity Evangelical Divinity School
Ph.D., Trinity International University

Wesley Willmer
Professor of Business Administration, 1989
Vice President, University Advancement
B.A., M.Ed., Seattle Pacific University
Ph.D., State University of New York

Leland E. Wilshire
Professor of History, 1979
B.A., Whitworth College
B.D., Th.M., Fuller Theological Seminary
Ph.D., University of Southern California

Heather Wilson
Assistant Professor of Nursing, 2006
A.S., Cypress College
B.A., California State University, Fullerton
M.S.N., California State University, Dominguez Hills

Philip Woodward
Associate Professor of Business, 1990
B.S., University of Southern California
M.B.A., California State University, Fullerton
M.B.T., University of Southern California

J. William Worden
Professor of Psychology, 1985
B.A., Pomona College
B.D., Eastern Seminary
Ed.M., Harvard University
Ph.D., Boston University
A.B.P.P.

Dean Yamada
Assistant Professor of Mass Communication, 2006
B.A., M.F.A., University of Southern California, Los Angeles

Cheryl Z. Zuckerberg
Associate Professor of Nursing, 1983
B.S.N., M.S.N., California State University, Long Beach
Ph.D., Claremont Graduate School
PART-TIME FACULTY
The Biola University faculty each semester includes, in addition
to the regular faculty members listed above, approximately 81
persons teaching on a part-time basis equivalent to about 30
full-time-equivalent faculty positions. These persons bring to their
tasks a rich variety of academic and other professional expertise,
and thus serve to enrich the curricular offerings of the University,
particular in some of the more specialized areas.

SPECIAL APPOINTMENT FACULTY
Jeanne Back
Associate Director, Career Services, 1983
B.A., San Diego State University
M.A., Azusa Pacific University

John Back
Dean, Student Development, 1986
B.A., Taylor University
M.A., Azusa Pacific University

Ivan Chung
Director, International Student Services, 2006
B.M., Wheaton College
M.Div., Trinity Evangelical Divinity School
Adam Morris
B.S., Biola University, 1990
M.A., Biola University, Talbot School of Theology, 1997
Ph.D., Biola University, Talbot School of Theology, 2002

Julie de la Ossa
Director, Academic Advising & Student Retention, 1999
B.A., Biola University
M.A., California State University, Fullerton

Julia Ellis
Public Services Librarian, 2004
B.A., California State University Fullerton

Ronald J. Hafer
University Chaplain, 1966
B.A., Biola University
M.Ed., Talbot Theological Seminary

Ann Hamilton
Associate Dean, Student Development, 1986
B.S., Biola University
M.S., California State University, Los Angeles
Ed.D., Azusa Pacific University

Matthew Hooper
Director, Residence Life, 2000
B.A., M.A., Biola University

Jeanie Jang
Director of Career Services, 2004
B.A., M.A., Azusa Pacific University

Susan Johnson
Technical Services Librarian, Librarian III, 1989
B.A., California State University, Fullerton
M.L.S., University of Texas

Glen Kinoshita
Director, Multi-Ethnic Programs, 1991
B.A., Biola University
M.Div., Talbot School of Theology

Robert M. Krauss, Jr.
Serials Librarian, Librarian III, 1993
B.S., Ursinus College
M.Div., Talbot Theological Seminary
M.A., California Family Study Center
M.L.I.S., University of South Carolina.

Eric LaPointe
Director, Leadership Development, 2003
B.A., Biola University
M.A., Biola University

Sung W. Lee
Director, International Student Education, 1991
B.A., Yonsei University
M.S., University of Southern California
Ph.D., Talbot School of Theology

Linda Mayes
Assistant director of Career Services, 2001
B.A., Biola University
M.A., Fuller Theological Seminary

Barbara Miller
Director of Student Ministries, 1998
B.S., Palm Beach Atlantic College
M.A., Biola University

Dan Paschall
Associate Dean of Student Development and Community Life,
1997
B.A., M.A., Azusa Pacific University

Juliana Punt
Public Services Librarian, 2004
B.A., Vanguard University
M.L.I.S., San Jose State University
M.A., Biola University
John Redford  
*Media and Music Librarian, 1999*  
B.M., University of Glasgow  
M.M., University of Redlands  
D.M.A., University of Arizona  
M.L.I.S., San Jose State University

David Russell  
*Director, Instructional Services*  
B.S., University of California, Los Angeles  
M.A., Talbot School of Theology

Katie Tuttle  
*Director, Commuter Life, 2004*  
B.A., John Brown University  
M.A., Azusa Pacific University  
Ph.D. Talbot School of Theology

Rodney Vliet  
*Dean, Library and Media Services*  
Director of the Library, 1990  
B.S., Minnesota Bible College  
M.A., Fort Hays State University  
Ph.D., Michigan State University  
M.L.S., University of California, Los Angeles

Marjorie Sue Whitehead  
*Systems Librarian, Librarian II, 1992*  
B.S., Biola University  
M.L.S., University of California, Los Angeles

**RESEARCH FACULTY**

William Lane Craig  
*Research Professor of Philosophy, 1995*  
B.A., Wheaton College  
M.A., Trinity Evangelical Divinity School  
Ph.D. University of Birmingham, England  
D.Theo., Ludwig-Maximilliäns-Universität, Germany

H. Norman Wright  
*Research Professor of Christian Education, 1999*  
B.A., Westmont College  
M.R.E., Fuller Theological Seminary  
M.A., Pepperdine University  
D.D., Western Conservative Baptist Seminary  
D.Litt., Biola University

**University Faculty Emeriti**

Dorothy Braun  
*Professor of Christian Education, Emeritus 1966-1980*

Rayner Brown  
*Professor of Music, Emeritus 1953-1977*

Reinhard J. Buss  
*Professor of German and Folklore, Emeritus 1964-1998*

Dietrich Buss  
*Professor of History, Emeritus, 1967-2005*

Elizabeth Carden  
*Professor of Education, Emerita 1952-1985*

William L. Carden  
*Dean of Admissions and Records, Emeritus 1965-1979*

James H. Christian  
*Dean of Biola College, Emeritus 1955-1967; Registrar / Director of Admissions of Biola College, Emeritus 1951-1959; Professor of Church History, Emeritus 1952-1987*

Peter Coad  
*Professor of Physical Science, Emeritus 1982-1989*

Raylene Coad  
*Professor of Chemistry, Emerita 1982-1989*

Robert F. Crawford  
*Associate Professor of Chemistry, Chief Information Officer, Emeritus 1967-1994*

David Dickson  
*Professor of Foreign Languages, Emeritus, 1986-2003*

Virginia Doland  
*Professor of English, Emerita, 1963-2005*

Harold Dollar  
*Professor of Intercultural Studies, Emeritus, 1983-2004*

Robert B. Fischer  
*Provost and Distinguished Professor, Professor of Chemistry, Emeritus 1979-1989*

Wayne S. Flory  
*Associate Professor of Biblical Studies, Emeritus, 1972-2004*

Ruth Fuller  
*Associate Professor of Nursing, Emerita 1968-1978*

Sylvia Gilman  
*Associate Professor of English, Emerita 1961-1994*

Gerald L. Gooden  
*Associate Director, Library, Emeritus 1962–1989*
David Hammond  
**Director, Media Center, Professor of Education, Emeritus 1962-1991**

Margaret Hart  
**Dean of Women, Emerita 1959-1977**

James O. Henry  
**Professor of History, Emeritus 1953-1975**

William F. Hunter  
**Associate Professor of Psychology, Collection Development Librarian; Emeritus 1973-1992**

Leta A. Kilander  
**Associate Professor of Nursing, Emerita 1953-1989**

Marguerite G. Kraft  
**Professor of Intercultural Studies, Emerita, 1973-2004**

Nickolas Kurtaneck  
**Professor of Biblical Studies and Theology, Emeritus 1959-1997**

Peter Kurtz  
**Professor of Physics, Emeritus 1968-1992**

E. Stanley Leonard  
**Associate Professor of Christian Education, Emeritus 1966-1989**

Vern Lewis  
**Professor of Psychology, Emeritus 1965-1988**

David Liao  
**Associate Professor of Missions, Emeritus 1980-1990**

Judith Lingenfelter  
**Professor of Intercultural Studies, Emerita, 1983-2006**

Robert S. Livingston  
**Professor of Business and Economics, Emeritus 1967-1977**

Lawrence Marshburn  
**Director of the Library, Associate Professor, Emeritus 1982-1991**

Marvin K. Mayers  
**Dean, School of Intercultural Studies, Emeritus 1982-1989**

Olive McLaughlin  
**Assistant Professor of Nursing, Emerita 1975-1989**

Richard J. Mohline  
**Dean of Administration, Rosemead School of Psychology, Associate Professor of Practical Theology, Emeritus 1970-1990; Alumni Development Representative 1995**

J. Vincent Morris  
**Associate Professor of Foreign Languages, Student Affairs and Director of Personnel Services, Emeritus 1964-1989**

George M. Nishida  
**Professor of Sociology, Emeritus 1964-1997**

Edward Norman  
**Professor of Physical Education, Emeritus, 1962-2006 Dean of Professional Studies, Emeritus**

Elizabeth G. Norman  
**Associate Professor of Physical Education, Emeritus 1962-1997**

Herbert Purnell  
**Professor of Applied Linguistics & TESOL, Emeritus, 1991-2005**

Ethel Rankin  
**Associate Professor of History, Emerita 1969-1979**

Charles Sarver  
**Associate Professor of Physical Education, Emeritus 1966-1990**

Connia Sarver  
**Associate Professor of Physical Education, Emerita 1968-1998**

Jack Schwarz  
**Professor of Music, Emeritus, 1965-2005 Dean of Humanities, Fine Arts and Communication, Emeritus**

C. Diane Shanebeck  
**Associate Professor of Communication, Emerita 1964-1997**

William D. Shanebeck  
**Dean of Humanities and Associate Professor of English, Emeritus 1962-1997**

Richard Unfreid  
**Professor of Music, Emeritus 1960-1998**

Duane Wetzler  
**Professor of Foreign Languages, Emeritus 1962-1986**

Loren Glenn Wiebe  
**Professor of Music, Emeritus 1965-1997**
Jennie Kuk-Ying Wong  
Professor of Music, Emerita, 1964-2004

Peter Yam-Poon Woo  
Associate Professor of Mathematics / Computer Science,  
Emeritus 1988-2000

David E. Young  
Associate Professor of History, BOLD Program Advisor,  
Emeritus 1971-1994

Scholarships

<table>
<thead>
<tr>
<th>Current Endowed Scholarships</th>
<th>Name</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anderson, Pauline Howell Memorial Scholarship</td>
<td>student aid</td>
<td></td>
</tr>
<tr>
<td>Anderson, Robert Pershing Memorial Scholarship Fund</td>
<td>student aid</td>
<td></td>
</tr>
<tr>
<td>Asplin, Allen and Elvera, Memorial Scholarship Fund</td>
<td>student aid</td>
<td></td>
</tr>
<tr>
<td>Baker, Atala Virginia, Memorial Scholarship</td>
<td>student aid</td>
<td></td>
</tr>
<tr>
<td>Baker, Harry A., Memorial Endowed Scholarship</td>
<td>student aid</td>
<td></td>
</tr>
<tr>
<td>Bartlett, Mathilde K., Endowed Scholarship</td>
<td>student aid</td>
<td></td>
</tr>
<tr>
<td>Barzilav, Cole and Ira Memorial Scholarship</td>
<td>student aid</td>
<td></td>
</tr>
<tr>
<td>Bascom, Leila, Memorial Scholarship</td>
<td>student aid</td>
<td></td>
</tr>
<tr>
<td>Bass Memorial Fund</td>
<td>student aid</td>
<td></td>
</tr>
<tr>
<td>Beazley, James and Patricia, Scholarship Fund</td>
<td>student aid</td>
<td></td>
</tr>
<tr>
<td>Belton, Missy Memorial Scholarship Fund</td>
<td>student aid</td>
<td></td>
</tr>
<tr>
<td>Benning, Stella, Endowed Scholarship</td>
<td>student aid</td>
<td></td>
</tr>
<tr>
<td>Bernard, Jean, Endowed Scholarship</td>
<td>student aid</td>
<td></td>
</tr>
<tr>
<td>Blackwell, Evelyn Camp, Endowed Scholarship</td>
<td>student aid</td>
<td></td>
</tr>
<tr>
<td>Blankenship, Frank, Endowed Scholarship</td>
<td>student aid</td>
<td></td>
</tr>
<tr>
<td>Bowman, George and Eileen Missionary Scholarship Fund</td>
<td>student aid</td>
<td></td>
</tr>
<tr>
<td>Brown, Christopher J. &amp; Patricia A. Endowed BOLD SS Fund</td>
<td>student aid</td>
<td></td>
</tr>
<tr>
<td>Brown, Ivan, Scholarship Fund</td>
<td>student aid</td>
<td></td>
</tr>
<tr>
<td>Burns, Clarence and Esther Endowed Scholarship</td>
<td>student aid</td>
<td></td>
</tr>
<tr>
<td>Bursch, Frederick G. Memorial Scholarship Fund</td>
<td>student aid</td>
<td></td>
</tr>
<tr>
<td>Bynum, Bill, Memorial Ed.D. Scholarship</td>
<td>student aid</td>
<td></td>
</tr>
<tr>
<td>Campbell, Jon Scholarship Fund</td>
<td>student aid</td>
<td></td>
</tr>
<tr>
<td>Carden, William and Elizabeth, Scholarship Fund</td>
<td>student aid</td>
<td></td>
</tr>
<tr>
<td>Chance, Ralph T. and Lucile V., Endowed Scholarship</td>
<td>student aid</td>
<td></td>
</tr>
<tr>
<td>Christian Education Undergraduate Endowed Scholarship</td>
<td>student aid</td>
<td></td>
</tr>
<tr>
<td>Class of 1992 Nursing Endowed Scholarship</td>
<td>award</td>
<td></td>
</tr>
<tr>
<td>Cornwell, Elizabeth Jane Endowment</td>
<td>student aid</td>
<td></td>
</tr>
<tr>
<td>Delson, Beatrice M. Nursing Scholarship Fund</td>
<td>student aid</td>
<td></td>
</tr>
<tr>
<td>Dunn, David Charles Memorial Scholarship</td>
<td>student aid</td>
<td></td>
</tr>
<tr>
<td>Faculty and Staff Endowed Scholarship</td>
<td>student aid</td>
<td></td>
</tr>
<tr>
<td>Felkins, Horace &amp; Dot Scholarship Fund</td>
<td>student aid</td>
<td></td>
</tr>
<tr>
<td>Felkins, Horace &amp; Dot</td>
<td>student aid</td>
<td></td>
</tr>
<tr>
<td>School of Business Scholarship Fund</td>
<td>student aid</td>
<td></td>
</tr>
<tr>
<td>Finley, Robin, Memorial Fund</td>
<td>student aid</td>
<td></td>
</tr>
<tr>
<td>Follick, Melvin, Memorial Scholarship</td>
<td>student aid</td>
<td></td>
</tr>
<tr>
<td>Gardner, Noel &amp; Eleanor Service Through Sacred Music Award</td>
<td>award</td>
<td></td>
</tr>
<tr>
<td>G-Medhin, Mesghina, International Students Scholarship</td>
<td>student aid</td>
<td></td>
</tr>
<tr>
<td>Gerdes, Dr. J.H., Educational Scholarship</td>
<td>student aid</td>
<td></td>
</tr>
<tr>
<td>Gewe, Anne Louise Scholarship Fund</td>
<td>student aid</td>
<td></td>
</tr>
<tr>
<td>Golf Tournament Endowed Scholarship</td>
<td>award</td>
<td></td>
</tr>
<tr>
<td>Good, Angela Memorial Fund</td>
<td>student aid</td>
<td></td>
</tr>
<tr>
<td>Good News for China Endowed Scholarship Fund</td>
<td>student aid</td>
<td></td>
</tr>
<tr>
<td>Gott, Ray and Gertie, Memorial Scholarship</td>
<td>student aid</td>
<td></td>
</tr>
</tbody>
</table>
Griset, Joan Endowed Student Scholarship .................................... Student Aid
Hammond, Jana, Endowed Scholarship ........................................ Student Aid
Head, Alice Frances Memorial Scholarship Fund ...................... Student Aid
Head, William Joshua Memorial Scholarship Fund .................. Student Aid
Hooker / Missionary Kid Endowed Scholarship .......................... Student Aid
Horton, T.C. and Anna Memorial Scholarship Fund ................... Student Aid
Howard, Lydia Heflinger, Endowed Nursing Scholarship Fund .... Student Aid
Hunt, Jenne Ambrose, Endowed Scholarship ............................ Student Aid
Hunter, William F. Dissertation Prize ....................................... Student Aid
Iwata, Masakazu & Doreen History Scholarship Fund ... Student Aid
Johnson, Emma C., Endowed Scholarship ............................... Student Aid
Johnson, Gordon N., Endowed Scholarship ............................. Student Aid
Kepner, Kevin M. Memorial Scholarship Fund ....................... Student Aid
Khali, Lelia Memorial Scholarship Fund .................................... Student Aid
Korean Student Scholarship ..................................................... Student Aid
Kwast, Dr. Lloyd, Endowed Scholarship ................................... Student Aid
Kwong, Tin Y., and Anne Shue Fong
Endowed Scholarship .............................................................. Student Aid
Li Endowed Nursing Scholarship ............................................. Student Aid
Lu, Dr. Francis Yu Mei Scholarship Fund ................................. Student Aid
M.A. Philosophy of Religion and Ethics Scholarship ......... Student Aid
MacGregor Fund ................................................................. Student Aid
Manna Scholarship Fund ......................................................... Student Aid
Martin, Guy and Marion, Endowed Talbot Scholarship Fund........ Student Aid
Mattson, Steve, Memorial Scholarship ..................................... Student Aid
May Foundation, George H., Scholarship Endowment Student Aid
McNeely, Richard L., Endowed Scholarship ............................. Student Aid
Nauman, Nancy Myers, Endowed Scholarship ...................... Student Aid
Pennings, Daniel B., Scholarship .......................................... Student Aid
Philosophy Endowed Scholarship Fund ................................. Award
Rallis Family Athletics Scholarship .......................................... Student Aid
Restricted Student Aid Endowed Scholarship ....................... Student Aid
Robertson, Orval, Scholarship Fund ....................................... Student Aid
Rosemead Endowed Scholarship ............................................ Student Aid
Ross Memorial Endowed Scholarship ...................................... Student Aid
Saffell, Joanne Page Haney, Memorial Scholarship Fund ........ Student Aid
Sanders, Al, Endowed Scholarship .......................................... Student Aid
Sanders, Margaret Bascom, Endowed Scholarship ................. Student Aid
Schakel, Kathryn D, Memorial Endowed Scholarship ... Student Aid
Scharping, Katherine, Memorial Scholarship .......................... Student Aid
Schwarz, Dr. Jack, Music Ministry Scholarship Fund ............. Student Aid
Shephard, Steven Scholarship Fund ........................................ Student Aid
Skelton, Douglas Memorial Scholarship Fund ......................... Student Aid
Skelton, Michelle, Endowed Scholarship .................................. Student Aid
Skelton, Stephen, Memorial Music Scholarship ....................... Student Aid
Smith, Toni Patricia, Memorial Scholarship ............................. Student Aid
Soubirou Alumni Nursing Scholarship ................................. Student Aid
Sutherland, Samuel H., Memorial Endowed Scholarship .......... Student Aid
Talbot Endowed Scholarship .................................................. Student Aid
Talbot Memorial Endowed Scholarship .................................... Student Aid
Talbot, Dr. Louis T. Scholarship .............................................. Student Aid
Thaddaeus Scholarship Fund ................................................. Student Aid
Ummel, C.F. and Rheba, Endowed Scholarship ....................... Student Aid
Von Tungeln, George, Memorial Scholarship ......................... Student Aid
Wahl, Wade Memorial Scholarship Fund ............................... Student Aid
Walker, Paul and Helen, Endowed Scholarship ..................... Student Aid
Warlington, Gerald and Lola Scholarship ............................... Student Aid
Warren, Henry, Endowed Scholarship .................................... Award
Welch, Robert E., Endowed Scholarship .................................. Student Aid
Wilkinson, Robert T., and James H.
Endowed Ministerial Scholarship ............................................. Student Aid
Wight-Cook-Johnston Endowed Scholarship Fund ................. Student Aid
Zenger, Sheldon, Memorial Scholarship ............................... Student Aid
Zukerberg, Harry and Evelyn, Nursing Memorial Scholarship .... Student Aid

Current Expendable Scholarships

<table>
<thead>
<tr>
<th>Name</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athletics Scholarship Golf Tournament</td>
<td>Student Aid</td>
</tr>
<tr>
<td>Biola Counseling Center</td>
<td></td>
</tr>
<tr>
<td>Community Outreach Scholarship</td>
<td>Student Aid</td>
</tr>
<tr>
<td>Biological Science Scholarship</td>
<td></td>
</tr>
<tr>
<td>BOLD Scholarship</td>
<td>Student Aid</td>
</tr>
<tr>
<td>Bunn-Kilander-Christensen</td>
<td></td>
</tr>
<tr>
<td>Nursing Scholarship for Missions</td>
<td>Student Aid</td>
</tr>
<tr>
<td>Business Scholarship</td>
<td></td>
</tr>
<tr>
<td>Christian Education Financial Assistance Fund</td>
<td></td>
</tr>
<tr>
<td>Disabled Students Scholarship</td>
<td></td>
</tr>
<tr>
<td>English Faculty Honor Scholarship</td>
<td></td>
</tr>
<tr>
<td>Gates, Alan and Sharon, and Waltz, Nate and Carolyn, Scholarship</td>
<td></td>
</tr>
<tr>
<td>Genesis Award</td>
<td></td>
</tr>
<tr>
<td>Glen A. Wilson High School Scholarship Fund</td>
<td>Student Aid</td>
</tr>
<tr>
<td>Gooden, Inez, Memorial Scholarship</td>
<td></td>
</tr>
<tr>
<td>Graham, Mary Creswell Scholarship</td>
<td></td>
</tr>
<tr>
<td>Henry, James O., History Scholarship</td>
<td></td>
</tr>
<tr>
<td>Howard, Timothy, Organ Scholarship</td>
<td></td>
</tr>
<tr>
<td>Howell, Seaton Scholarship</td>
<td></td>
</tr>
<tr>
<td>Intercultural Studies Scholarship</td>
<td></td>
</tr>
<tr>
<td>KCG Radio Scholarship Fund</td>
<td></td>
</tr>
<tr>
<td>King, Theodore and Li Heng Scholarship Fund</td>
<td></td>
</tr>
<tr>
<td>Mancini, Bob Family Scholarship Fund</td>
<td></td>
</tr>
<tr>
<td>Newell, Ruth J. Scholarship</td>
<td></td>
</tr>
<tr>
<td>Philippians 2 Scholarship Fund</td>
<td></td>
</tr>
<tr>
<td>Piano Faculty Honor Scholarship</td>
<td></td>
</tr>
<tr>
<td>Richard, Robert and Alene, Memorial Scholarship for Christian Education of Needy Children</td>
<td>Student Aid</td>
</tr>
<tr>
<td>Seaton, Howell Scholarship</td>
<td></td>
</tr>
<tr>
<td>Screenwriting Fellowship Scholarship</td>
<td></td>
</tr>
<tr>
<td>Soccer Hall of Fame</td>
<td></td>
</tr>
<tr>
<td>Talbot Dean’s Fund</td>
<td></td>
</tr>
<tr>
<td>Torrey Evangelism Impact Scholarship Fund</td>
<td></td>
</tr>
<tr>
<td>Vico Foundation Scholarship Fund</td>
<td></td>
</tr>
<tr>
<td>Wiebe Choral-Vocal Award</td>
<td></td>
</tr>
</tbody>
</table>

378  Appendix  BIOLA UNIVERSITY
Academic Calendar 2007–2008

Summer Semester 2007

May 29–June 15
- First session (3 weeks); undergraduate and graduate courses

June 4–29
- Doctor of Ministry Residency Classes

June 18–22
- Psychology graduate comprehensive examinations

June 18–July 20
- Second session (5 weeks); undergraduate and graduate courses

July 4
- Independence Day Holiday (Wednesday-no classes)

July 7–22
- M.A. Modular Residency Classes

July 23–August 15
- WebReg Fall registration begins for all students

August 6–10
- Psychology graduate comprehensive examinations

August 15–September 4
- Late WebReg, continuing students

Fall Semester 2007

August 15
- Down payment due for Fall 2007

August 15–17
- University Faculty Conference

August 17
- New students arrive on campus
- BEPE (Biola English Placement Exam)

August 18
- International Student Orientation

August 18–21
- Orientation for new undergraduate students

August 20
- ELSP Registration Orientation

August 21
- Assisted Registration

August 22
- Classes begin
- Late WebReg, all students
- Convocation
- Claim housing assignment by noon
- MBA Fall trimester begins

August 22–September 4
- Late Registration

September 3
- Labor Day Holiday (Monday-no classes)

September 4
- Last day to complete registration

September 7
- Last day to add new classes

September 10–14
- Spiritual Renewal Week (regular classes meet)

October 1
- Faculty Town Hall Meeting

October 3
- Day of Prayer (special chapel with regular class schedule for all students)

October 9 and 11
- Talbot’s Lyman Stewart Memorial Lectures

October 10
- Final thesis draft for master’s degrees due to advisor (December graduates)

October 17–19
- Torrey Memorial Bible Conference
  (special schedule of workshops and meetings in place of regular class schedule for all students)
OCTOBER 19
- Last day to withdraw from classes
- Last day to receive a refund when dropping a class

OCTOBER 29-NOVEMBER 9
- Begin Academic Advising for Spring Course Selection

NOVEMBER 11-12
- University Day
  (7:30 a.m. to 4:00 p.m. Monday, regular classes meet - no exams)

NOVEMBER 12-DECEMBER 7
- Registration for Interterm and Course Selection for Spring semester

NOVEMBER 15
- Final dissertations for doctoral degrees and final theses for master's degrees due to librarian (December graduates)

NOVEMBER 21-25
- Thanksgiving recess
  (classes resume 7:30 a.m., Monday, November 28)

DECEMBER 5
- First draft theses for master's degrees due to advisor (May graduates)

DECEMBER 9
- MBA Fall trimester ends

DECEMBER 10-14
- Late Course Selection for Spring semester
- Final Exam Week; undergraduate

DECEMBER 14
- Final day of instruction
- Mid-year commencements

Interterm 2008
JANUARY 1-2
- New Year's Day Holiday Observed (Monday-Tuesday no classes)
- MA Apologetics, Missions Intercultural Studies application deadline for Spring

JANUARY 2
- Classes begin — late registration

JANUARY 3
- MBA Spring trimester begins

JANUARY 3-21
- WebReg Spring Registration begins for all continuing students

JANUARY 14-25
- Doctor of Ministry Residency Classes

JANUARY 18
- Final day of instruction

JANUARY 21
- Martin Luther King, Jr. Day Observed (Monday no classes)

Spring Semester 2008
JANUARY 21
- Down payment due for Spring 2008
- BEPE (Biola English Placement Exam)

JANUARY 22-FEBRUARY 5
- Late WebReg, continuing students

JANUARY 24
- ELSP Registration Orientation

JANUARY 25
- Orientation for new students

JANUARY 28
- Classes begin
- Late WebReg, all students
- Convocation
- Claim housing assignment by noon

FEBRUARY 5
- Last day to complete registration

FEBRUARY 8
- Last day to add new classes

FEBRUARY 17-18
- Spring Preview Day
  (7:30 a.m. to 4:00 p.m. Monday, regular classes meet – no exams)

FEBRUARY 5
- Biola's 100th Birthday
MARCH 4, 6
• Robert Saucy Lectures

MARCH 5
• Day of Prayer
  (special chapel with regular class schedule for all students)

MARCH 7
• Final thesis for master's degrees due to advisor (May graduates)

MARCH 20
• Last day to withdraw from classes
• Last day to receive a refund when dropping a class

MARCH 21
• Good Friday Holiday (no classes)

MARCH 21-30
• Easter Recess (classes resume 7:30 a.m., Monday, March 21)

APRIL 4
• MBA Spring trimester ends

APRIL 7
• Faculty Town Hall Meeting

APRIL 7-9
• Contemporary Issues Lecture Series

APRIL 7-18
• Academic Advising for Fall Course Selection

APRIL 16-18
• Missions Conference
  (special schedule of workshops and meetings in place of regular class schedule)

APRIL 21
• MBA Summer trimester begins

APRIL 21-MAY 16
• Registration for Summer Session and Course Selection for Fall semester

APRIL 29
• Final dissertations for doctoral degrees and final theses for master's degrees due to librarian (May graduates)
  • First draft theses for master's degrees due to advisor (December graduates)

MAY 19-23
• Late registration for Summer & late Course Selection for Fall semester
  • Final Exam Week; undergraduate

MAY 23
• Final day of instruction
  • Commencement: Graduate Students and BOLD 6 p.m.

MAY 24
• Commencement: Undergraduate Students, 9:00 a.m.

Summer Session 2008

MAY 25
• Move into summer housing

MAY 26
• Memorial Day Holiday Observed (Monday-no classes)

MAY 27 – JUNE 13
• First session (3 weeks); undergraduate and graduate courses

JUNE 2-13
• Doctor of Ministry Residency Classes

JUNE 16-20
• Psychology graduate comprehensive examinations

JUNE 16 – JULY 18
• Second session (5 weeks); undergraduate and graduate courses

JULY 5-AUGUST 3
• M.A. Modular Residency Classes

JULY 25
• MBA summer trimester ends

JULY 28-AUGUST 19
• WebReg Fall Registration begins for all students

AUGUST 4-8
• Psychology graduate comprehensive examinations

AUGUST 19
• Down payment due for Fall 2008
BIOLA UNIVERSITY CAMPUS MAP

BUILDING KEY

<table>
<thead>
<tr>
<th>Building</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Alpha Chi</td>
</tr>
<tr>
<td>34</td>
<td>Art Gallery</td>
</tr>
<tr>
<td>33</td>
<td>Bardwell Hall (Science)</td>
</tr>
<tr>
<td>78</td>
<td>Beachcomber Apartments</td>
</tr>
<tr>
<td>28</td>
<td>Bookstore / Student Services</td>
</tr>
<tr>
<td>81</td>
<td>Bright Medical Bldg.</td>
</tr>
<tr>
<td>50</td>
<td>Business Building</td>
</tr>
<tr>
<td>23</td>
<td>Cafeteria</td>
</tr>
<tr>
<td>46</td>
<td>Calvary Chapel / Feinberg Hall</td>
</tr>
<tr>
<td>32</td>
<td>Campus Safety / Education</td>
</tr>
<tr>
<td>2</td>
<td>Central Receiving</td>
</tr>
<tr>
<td>18</td>
<td>Chase Gymnasium / Fitness Center</td>
</tr>
<tr>
<td>16</td>
<td>Crowell Hall / Conservatory of Music</td>
</tr>
<tr>
<td>52 E</td>
<td>Dorothy English Hall</td>
</tr>
<tr>
<td>52 A</td>
<td>Duplicating Center</td>
</tr>
<tr>
<td>12</td>
<td>Emerson Hall</td>
</tr>
<tr>
<td>3</td>
<td>Facilities Services</td>
</tr>
<tr>
<td>52</td>
<td>Fine Arts Building</td>
</tr>
<tr>
<td>27</td>
<td>Fluor Fountain</td>
</tr>
<tr>
<td>4</td>
<td>Gatehouse: La Mirada Blvd.</td>
</tr>
<tr>
<td>18</td>
<td>Gatehouse: Biola Ave.</td>
</tr>
<tr>
<td>52 G</td>
<td>Grove Modulars</td>
</tr>
<tr>
<td>63</td>
<td>Hart Hall</td>
</tr>
<tr>
<td>58</td>
<td>Hope Hall</td>
</tr>
<tr>
<td>11</td>
<td>Horton Hall</td>
</tr>
<tr>
<td>6</td>
<td>Li Apartments</td>
</tr>
<tr>
<td>37</td>
<td>Library</td>
</tr>
<tr>
<td>79</td>
<td>Lido Apartments</td>
</tr>
<tr>
<td>52 F</td>
<td>Locker Building</td>
</tr>
<tr>
<td>26</td>
<td>Mail Services</td>
</tr>
<tr>
<td>34</td>
<td>Marshburn Hall / Mayers Auditorium</td>
</tr>
<tr>
<td>43</td>
<td>Metzger Hall</td>
</tr>
<tr>
<td>38</td>
<td>Music in Worship</td>
</tr>
<tr>
<td>47</td>
<td>Myers Hall / Talbot</td>
</tr>
<tr>
<td>65</td>
<td>Olive Grove</td>
</tr>
<tr>
<td>53</td>
<td>Perez Hall</td>
</tr>
<tr>
<td>20</td>
<td>Pool</td>
</tr>
<tr>
<td>13</td>
<td>Power Plant</td>
</tr>
<tr>
<td>55</td>
<td>Production Center</td>
</tr>
<tr>
<td>80</td>
<td>Professional Building</td>
</tr>
<tr>
<td>52 D</td>
<td>Rood Hall</td>
</tr>
<tr>
<td>41</td>
<td>Rose Hall</td>
</tr>
<tr>
<td>44</td>
<td>Rose of Sharon</td>
</tr>
<tr>
<td>70</td>
<td>Prayer Chapel</td>
</tr>
<tr>
<td>71</td>
<td>Rosecrans Apartments #1</td>
</tr>
<tr>
<td>72</td>
<td>Rosecrans Apartments #2</td>
</tr>
<tr>
<td>73</td>
<td>Rosecrans Apartments #3</td>
</tr>
<tr>
<td>58 B</td>
<td>Sand Volleyball Court</td>
</tr>
<tr>
<td>4</td>
<td>Sigma Chi</td>
</tr>
<tr>
<td>15</td>
<td>Soccer Field / Track</td>
</tr>
<tr>
<td>60</td>
<td>Softball Field</td>
</tr>
<tr>
<td>36</td>
<td>Soubirou Hall</td>
</tr>
<tr>
<td>59</td>
<td>South Field</td>
</tr>
<tr>
<td>62</td>
<td>Stewart Hall</td>
</tr>
<tr>
<td>35</td>
<td>Student Health Center</td>
</tr>
<tr>
<td>25</td>
<td>Student Mail Services</td>
</tr>
<tr>
<td>26</td>
<td>Student Union Building</td>
</tr>
<tr>
<td>39</td>
<td>Sutherland Hall</td>
</tr>
<tr>
<td>58</td>
<td>Tennis Center</td>
</tr>
<tr>
<td>52</td>
<td>Theatre 21</td>
</tr>
<tr>
<td>7</td>
<td>Thompson Hall</td>
</tr>
<tr>
<td>76</td>
<td>Tradewinds Apartments</td>
</tr>
<tr>
<td>74</td>
<td>Tropicana Apartments</td>
</tr>
<tr>
<td>5</td>
<td>Welch Apartments</td>
</tr>
<tr>
<td>52 B</td>
<td>White Hall</td>
</tr>
</tbody>
</table>

PARKING INFORMATION

- Parking by permit only
- Visitor Parking is located in Lot D. Use entrance 7
- Visitor permits available at visiting department.
- Parking Lots are indicated using the letters A–R.
Index

A

Academic and Behavioral Standards .................................................. 30
Academic Calendar ............................................................................. 379
Academic Integrity ............................................................................. 33
Academic Load ................................................................................... 25, 199
Academic Standards ............................................................................ 49
Accreditation and Affiliations ........................................................... 3
Admission Information - Undergraduate ........................................... 20, 46
Advanced Placement Program ......................................................... 48
Air Force ROTC .................................................................................. 46
American Studies Program (ASP) .................................................... 41, 159
Anthropology ..................................................................................... 62, 318
Appeals and Grievance ..................................................................... 38
Appendix ............................................................................................. 359
Applied Linguistics ............................................................................ 120, 331
Army ROTC ......................................................................................... 45
Art ......................................................................................................... 66
Arts and Sciences Requirement ......................................................... 50
Associated Students ........................................................................... 59
Athletics ............................................................................................... 59
Auditing ................................................................................................. 25
Au Sable Institute of Environmental Studies ..................................... 39
Australia Studies Centre (ASC) ............................................................. 41

B

Baja Studies, Biola (BAJA) ................................................................. 38
Behavioral Standards ......................................................................... 32
BEST, Biola English Study Tour ............................................................. 44
Bible Exposition ................................................................................... 254
Bible Residency Requirement ............................................................. 48
Biblical Languages .............................................................................. 74
Biblical Studies, Teaching of .............................................................. 5
Biblical and Theological Studies
  Undergraduate ..................................................................................... 70
  Graduate ............................................................................................. 193
Biblical and Theological Studies Requirements ................................... 50
Biochemistry ....................................................................................... 85
Biola Baja Studies (BAJA) ................................................................. 38
Biola Campus ....................................................................................... 6
Biola London Semester (BLS) ............................................................. 39
Biola English Study Tour (BEST) ......................................................... 44
Biola Sundance (SD) ........................................................................... 39
Biological Sciences ............................................................................. 75
Board of Trustees ............................................................................... 360
Board of Reference ............................................................................ 360
BOLD Program ................................................................................... 175
Bookstore ............................................................................................ 9, 36
Business Administration ..................................................................... 79, 353

C

Calendar, Academic .......................................................................... 379
Campus Information ........................................................................... 6
Campus Map ....................................................................................... 382
Campus Safety ................................................................................... 37
Career Services ................................................................................... 38
Certificate in Biblical Studies ............................................................. 227
Certificate in Spiritual Formation ....................................................... 229
Certificate in Linguistics .................................................................... 332
Certificate in TESOL .......................................................................... 332
Challenging a Course ......................................................................... 49
Chapel ................................................................................................. 6, 59
Chemistry ............................................................................................ 84
China Studies Program (CSP) ............................................................. 41
Christian Apologetics ......................................................................... 182
Christian Education Ministries - Undergraduate ................................ 86
Christian Education Ministries - Graduate ........................................ 255
Christian Ministries Certificate Program .......................................... 71
Christian Ministry and Leadership ..................................................... 233, 259
Classification of Students .................................................................. 25
CLEAR (Ctr/Learning Enrichment, Assess. & Res.) .............................. 8
CLEP (College Level Examination Program) .................................... 48
Co-Curricular and Extra-Curricular Activities .....................................
  Counseling Services ........................................................................... 37
  Course Numbering System ............................................................... 26, 62
  Course Offerings ............................................................................... 62
  Course Selection (WebReg, Phase I) .................................................. 23
  Creation Care Study Program (CCSP) ................................................ 39

384 Index

BIOLA UNIVERSITY
## D

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dean's List</td>
<td>25</td>
</tr>
<tr>
<td>Degrees Offered</td>
<td>27</td>
</tr>
<tr>
<td>Development Studies in Honduras (DSP)</td>
<td>40</td>
</tr>
<tr>
<td>Devotional Life</td>
<td>59</td>
</tr>
<tr>
<td>Distance Education Policy</td>
<td>48</td>
</tr>
<tr>
<td>Diversity Statement</td>
<td>6</td>
</tr>
<tr>
<td>Doctor of Education</td>
<td>234</td>
</tr>
<tr>
<td>Doctor of Ministry Program</td>
<td>246</td>
</tr>
<tr>
<td>Doctor of Missiology</td>
<td>332</td>
</tr>
<tr>
<td>Doctor of Philosophy in Clinical Psychology</td>
<td>299</td>
</tr>
<tr>
<td>Doctor of Philosophy in Educational Studies</td>
<td>234</td>
</tr>
<tr>
<td>Doctor of Philosophy in Intercultural Education</td>
<td>324</td>
</tr>
<tr>
<td>Doctor of Psychology in Clinical Psychology</td>
<td>301</td>
</tr>
<tr>
<td>Doctrinal Statement</td>
<td>4</td>
</tr>
<tr>
<td>Double Emphasis</td>
<td>30</td>
</tr>
<tr>
<td>Double Major Requirements</td>
<td>28</td>
</tr>
<tr>
<td>Duplicating Center</td>
<td>36</td>
</tr>
</tbody>
</table>

## E

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education Department - Undergraduate</td>
<td>97</td>
</tr>
<tr>
<td>Education - Graduate</td>
<td>341</td>
</tr>
<tr>
<td>Employment</td>
<td>17, 23</td>
</tr>
<tr>
<td>Engineering</td>
<td>155</td>
</tr>
<tr>
<td>English</td>
<td>102</td>
</tr>
<tr>
<td>English Language Studies Program</td>
<td>173</td>
</tr>
<tr>
<td>Enrollment Summary</td>
<td>31</td>
</tr>
</tbody>
</table>

## F

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>361</td>
</tr>
<tr>
<td>Family Education Rights and Privacy Act</td>
<td>26</td>
</tr>
<tr>
<td>Fees (General and Class)</td>
<td>11</td>
</tr>
<tr>
<td>Film - see Film/TV/Radio</td>
<td>123</td>
</tr>
<tr>
<td>Film Studies Off-Campus</td>
<td>42</td>
</tr>
<tr>
<td>Financial Aid has been removed</td>
<td>15</td>
</tr>
<tr>
<td>Financial Information</td>
<td>9</td>
</tr>
<tr>
<td>First Year Seminar</td>
<td>169</td>
</tr>
<tr>
<td>Focus on the Family Institute</td>
<td>40</td>
</tr>
<tr>
<td>Food Services</td>
<td>36</td>
</tr>
<tr>
<td>Foreign Study</td>
<td>38</td>
</tr>
<tr>
<td>Foreign Languages</td>
<td>135</td>
</tr>
<tr>
<td>Forensics</td>
<td>60</td>
</tr>
<tr>
<td>Fraudulent Records Statement</td>
<td>33</td>
</tr>
<tr>
<td>French</td>
<td>136</td>
</tr>
</tbody>
</table>

## G

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Program</td>
<td>49</td>
</tr>
<tr>
<td>General Studies</td>
<td>169</td>
</tr>
<tr>
<td>Geography</td>
<td>110</td>
</tr>
<tr>
<td>Goals of Biola University</td>
<td>3</td>
</tr>
<tr>
<td>Government</td>
<td>158</td>
</tr>
<tr>
<td>Grades</td>
<td>23</td>
</tr>
</tbody>
</table>

## Graduate Programs

- Institute for Spiritual Formation                                    | 391  |
- Talbot School of Theology                                           | 193  |
- Rosemead School of Psychology                                       | 295  |
- School of Business                                                  | 353  |
- School of Education                                                  | 341  |
- School of Intercultural Studies                                     | 317  |
- School of Professional Studies                                      | 171  |

## Graduation Petition

- Graduation Petition                                                 | 171  |
- Graduation Rate Disclosure                                           | 32   |
- Graduation Requirements                                              | 20   |
- Graduation Petition                                                  | 31   |
- Greek                                                               | 74, 266|

## H

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Services</td>
<td>36</td>
</tr>
<tr>
<td>Hebrew</td>
<td>74, 269</td>
</tr>
<tr>
<td>High School Record</td>
<td>46</td>
</tr>
<tr>
<td>Historical Theology</td>
<td>278</td>
</tr>
<tr>
<td>History</td>
<td>105</td>
</tr>
<tr>
<td>Historical Sketch of Biola</td>
<td>2</td>
</tr>
<tr>
<td>Homeschooled Students</td>
<td>47</td>
</tr>
<tr>
<td>Honduras, Development Studies in Honduras</td>
<td>40</td>
</tr>
<tr>
<td>Honors, Graduation</td>
<td>30</td>
</tr>
<tr>
<td>Housing</td>
<td>35</td>
</tr>
<tr>
<td>Humanities</td>
<td>110</td>
</tr>
</tbody>
</table>

## I

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>IGETC - Intersegmental General Education</td>
<td>48</td>
</tr>
<tr>
<td>Transfer Curriculum</td>
<td>48</td>
</tr>
<tr>
<td>Information, General</td>
<td>2</td>
</tr>
<tr>
<td>Information Systems</td>
<td>80, 95</td>
</tr>
<tr>
<td>Independent Studies</td>
<td>25, 284</td>
</tr>
<tr>
<td>Institute for Spiritual Formation</td>
<td>274, 291</td>
</tr>
<tr>
<td>Intercultural Education</td>
<td>317</td>
</tr>
<tr>
<td>Intercultural Studies</td>
<td>111, 317</td>
</tr>
<tr>
<td>Interdenominational Nature of Biola University</td>
<td>6</td>
</tr>
<tr>
<td>International Business (ISE)</td>
<td>80</td>
</tr>
<tr>
<td>International Student Education</td>
<td>172</td>
</tr>
<tr>
<td>International Student Exchange Program</td>
<td>40</td>
</tr>
<tr>
<td>International Student Services</td>
<td>37</td>
</tr>
<tr>
<td>International Students and Resident Aliens</td>
<td>20, 199</td>
</tr>
<tr>
<td>Intersegmental General Education</td>
<td>48</td>
</tr>
<tr>
<td>Transfer Curriculum (IGETC)</td>
<td>48</td>
</tr>
<tr>
<td>Interterm</td>
<td>45</td>
</tr>
<tr>
<td>Israel</td>
<td>202</td>
</tr>
</tbody>
</table>

## J

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kinesiology, Health &amp; Physical Education</td>
<td>117</td>
</tr>
</tbody>
</table>

## Latin American Studies Program (LAS)

- Latin American Studies Program (LAS)                                 | 42   |
- Learning Center                                                      | 37   |
- Library                                                             | 7    |
## Index

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liberal Studies Major</td>
<td>97</td>
</tr>
<tr>
<td>Linguistics (see Intercultural Studies)</td>
<td>120</td>
</tr>
<tr>
<td>Literature</td>
<td>331</td>
</tr>
<tr>
<td>Loans</td>
<td>102</td>
</tr>
<tr>
<td>Location of Biola University</td>
<td>16</td>
</tr>
<tr>
<td>Los Angeles Film Studies Center (LAF)</td>
<td>6</td>
</tr>
<tr>
<td>Map (Campus)</td>
<td>42</td>
</tr>
<tr>
<td>Master of Arts</td>
<td>123</td>
</tr>
<tr>
<td>Applied Linguistics</td>
<td>331</td>
</tr>
<tr>
<td>Biblical Exposition</td>
<td>254</td>
</tr>
<tr>
<td>Biblical or Theological Studies Diversified</td>
<td>216</td>
</tr>
<tr>
<td>Business Administration</td>
<td>353</td>
</tr>
<tr>
<td>Christian Apologetics</td>
<td>182</td>
</tr>
<tr>
<td>Christian Education</td>
<td>255</td>
</tr>
<tr>
<td>Christian Ministry and Leadership</td>
<td>259</td>
</tr>
<tr>
<td>Clinical Psychology</td>
<td>299</td>
</tr>
<tr>
<td>Education</td>
<td>341</td>
</tr>
<tr>
<td>Intercultural Studies</td>
<td>371</td>
</tr>
<tr>
<td>Missions &amp; Intercultural Studies</td>
<td>263</td>
</tr>
<tr>
<td>Organizational Leadership</td>
<td>176</td>
</tr>
<tr>
<td>Old Testament &amp; Semitics</td>
<td>269</td>
</tr>
<tr>
<td>New Testament</td>
<td>266</td>
</tr>
<tr>
<td>Theology</td>
<td>215</td>
</tr>
<tr>
<td>Philosophy of Religion and Ethics</td>
<td>216</td>
</tr>
<tr>
<td>Science and Religion</td>
<td>189</td>
</tr>
<tr>
<td>Spiritual Formation and Soul Care</td>
<td>225</td>
</tr>
<tr>
<td>TESOL</td>
<td>334</td>
</tr>
<tr>
<td>Master of Divinity</td>
<td>203</td>
</tr>
<tr>
<td>Master of Theology</td>
<td>311</td>
</tr>
<tr>
<td>Mathematics</td>
<td>231</td>
</tr>
<tr>
<td>Media Services</td>
<td>132</td>
</tr>
<tr>
<td>Middle East Studies Program (MES)</td>
<td>6</td>
</tr>
<tr>
<td>Minor Requirements</td>
<td>43</td>
</tr>
<tr>
<td>Mission &amp; Role of Biola University</td>
<td>39</td>
</tr>
<tr>
<td>Missions &amp; Intercultural Studies</td>
<td>2</td>
</tr>
<tr>
<td>Modern Languages</td>
<td>217</td>
</tr>
<tr>
<td>Music</td>
<td>317</td>
</tr>
<tr>
<td>Music</td>
<td>135</td>
</tr>
<tr>
<td>Music</td>
<td>137</td>
</tr>
<tr>
<td>Nursing</td>
<td>266</td>
</tr>
<tr>
<td>New Testament Language and Literature</td>
<td>62</td>
</tr>
<tr>
<td>Numbering of Courses</td>
<td>145</td>
</tr>
<tr>
<td>Nursing</td>
<td>145</td>
</tr>
<tr>
<td>Off Campus Programs</td>
<td>38</td>
</tr>
<tr>
<td>Air Force ROTC</td>
<td>38</td>
</tr>
<tr>
<td>American Studies Program (ASP)</td>
<td>38</td>
</tr>
<tr>
<td>Army ROTC</td>
<td>38</td>
</tr>
<tr>
<td>Au Sable Institute of Environmental Studies (ASI)</td>
<td>38</td>
</tr>
<tr>
<td>Australian Studies Centre (ASC)</td>
<td>38</td>
</tr>
<tr>
<td>Biola Baja Studies (BAJA)</td>
<td>38</td>
</tr>
<tr>
<td>Biola London Semester (BLS)</td>
<td>259</td>
</tr>
<tr>
<td>Biola English Studies Tour (BEST)</td>
<td>259</td>
</tr>
<tr>
<td>Biola Sundance (SD)</td>
<td>259</td>
</tr>
<tr>
<td>China Studies Program (CSP)</td>
<td>259</td>
</tr>
<tr>
<td>Contemporary Music Center (CMC)</td>
<td>259</td>
</tr>
<tr>
<td>Creation Care Study Program (CCS)</td>
<td>259</td>
</tr>
<tr>
<td>Development Studies in Honduras (DSPH)</td>
<td>259</td>
</tr>
<tr>
<td>Focus on the Family Institute (FFI)</td>
<td>259</td>
</tr>
<tr>
<td>International Business Institute (IBI)</td>
<td>259</td>
</tr>
<tr>
<td>International Student Exchange Program (ISE)</td>
<td>259</td>
</tr>
<tr>
<td>Interterm</td>
<td>259</td>
</tr>
<tr>
<td>Latin American Studies, Costa Rica (LAS)</td>
<td>259</td>
</tr>
<tr>
<td>Los Angeles Film Studies Center (LAF)</td>
<td>259</td>
</tr>
<tr>
<td>Middle East Studies, Egypt (MES)</td>
<td>259</td>
</tr>
<tr>
<td>New York Center for Arts &amp; Media Services (NYB)</td>
<td>259</td>
</tr>
<tr>
<td>Oxford Summer Program</td>
<td>259</td>
</tr>
<tr>
<td>Russian Studies Program, Moscow (RSP)</td>
<td>259</td>
</tr>
<tr>
<td>Scholars Semester in Oxford (SOS)</td>
<td>259</td>
</tr>
<tr>
<td>Summer Institute of Linguistics (SIL)</td>
<td>259</td>
</tr>
<tr>
<td>Summer Session</td>
<td>259</td>
</tr>
<tr>
<td>Uganda Studies Program (USP)</td>
<td>259</td>
</tr>
<tr>
<td>Washington Journalism Center (WJC)</td>
<td>259</td>
</tr>
<tr>
<td>Old Testament and Semitics</td>
<td>269</td>
</tr>
<tr>
<td>Organizational Leadership</td>
<td>176</td>
</tr>
<tr>
<td>Outstanding Balances</td>
<td>185</td>
</tr>
<tr>
<td>Pastoral Care and Counseling</td>
<td>259</td>
</tr>
<tr>
<td>Ph.D. Programs</td>
<td>299</td>
</tr>
<tr>
<td>Doctor of Philosophy in Clinical Psychology</td>
<td>299</td>
</tr>
<tr>
<td>Doctor of Philosophy in Educational Studies</td>
<td>299</td>
</tr>
<tr>
<td>Doctor of Philosophy in Intercultural Education</td>
<td>299</td>
</tr>
<tr>
<td>Doctor of Psychology in Clinical Psychology</td>
<td>299</td>
</tr>
<tr>
<td>Philosophical and Moral Theology</td>
<td>279</td>
</tr>
<tr>
<td>Philosophy</td>
<td>152</td>
</tr>
<tr>
<td>Philosophy of Religion &amp; Ethics</td>
<td>271</td>
</tr>
<tr>
<td>Physical Education</td>
<td>52</td>
</tr>
<tr>
<td>Physical Science</td>
<td>117</td>
</tr>
<tr>
<td>Physics</td>
<td>155</td>
</tr>
<tr>
<td>Political Science</td>
<td>158</td>
</tr>
<tr>
<td>Pre-Bible Translation</td>
<td>58</td>
</tr>
<tr>
<td>Pre-Chiropractic</td>
<td>57</td>
</tr>
<tr>
<td>Pre-Dentistry</td>
<td>75</td>
</tr>
<tr>
<td>Pre-Engineering</td>
<td>155</td>
</tr>
<tr>
<td>Pre-Law</td>
<td>58</td>
</tr>
<tr>
<td>Pre-Med</td>
<td>56</td>
</tr>
<tr>
<td>Pre-Physical Therapy</td>
<td>75</td>
</tr>
<tr>
<td>Pre-Professional Programs</td>
<td>118</td>
</tr>
<tr>
<td>Pre-Seminary</td>
<td>56</td>
</tr>
<tr>
<td>Pre-Speech/Language Therapy</td>
<td>58</td>
</tr>
<tr>
<td>Probation</td>
<td>32</td>
</tr>
<tr>
<td>Professional Studies</td>
<td>172</td>
</tr>
<tr>
<td>Psychology</td>
<td>181</td>
</tr>
<tr>
<td>Publications, Student</td>
<td>161</td>
</tr>
<tr>
<td>English Studies, Costa Rica (LAS)</td>
<td>295</td>
</tr>
<tr>
<td>Publications, Student</td>
<td>59</td>
</tr>
</tbody>
</table>

386  Index  BIOLA UNIVERSITY
### Index

<table>
<thead>
<tr>
<th>R</th>
<th>Radio-Television-Film see Film/TV/Radio .......................................................... 123</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Readmission ........................................................................................................ 20</td>
</tr>
<tr>
<td></td>
<td>Refunds ................................................................................................................ 14</td>
</tr>
<tr>
<td></td>
<td>Registration (WebReg, Phase II) ........................................................................ 23</td>
</tr>
<tr>
<td></td>
<td>Research Languages ............................................................................................ 273</td>
</tr>
<tr>
<td></td>
<td>Residence Halls .................................................................................................. 35</td>
</tr>
<tr>
<td></td>
<td>Residence Requirements ..................................................................................... 35</td>
</tr>
<tr>
<td></td>
<td>Rosemead School of Psychology ....................................................................... 295</td>
</tr>
<tr>
<td></td>
<td>ROTC .................................................................................................................... 45</td>
</tr>
<tr>
<td></td>
<td>Russian Studies Program (RSP) ......................................................................... 43</td>
</tr>
<tr>
<td>S</td>
<td>Scholars Semester in Oxford (SSO) .................................................................. 43</td>
</tr>
<tr>
<td></td>
<td>Scholarships ........................................................................................................ 15, 377</td>
</tr>
<tr>
<td></td>
<td>School of Education ......................................................................................... 341</td>
</tr>
<tr>
<td></td>
<td>School of Business ............................................................................................ 353</td>
</tr>
<tr>
<td></td>
<td>School of Intercultural Studies ...................................................................... 317</td>
</tr>
<tr>
<td></td>
<td>School of Professional Studies ....................................................................... 172, 181</td>
</tr>
<tr>
<td></td>
<td>Science and Religion ......................................................................................... 189</td>
</tr>
<tr>
<td></td>
<td>Sign Language .................................................................................................... 137</td>
</tr>
<tr>
<td></td>
<td>Social Science .................................................................................................... 164</td>
</tr>
<tr>
<td></td>
<td>Sociology .............................................................................................................. 165</td>
</tr>
<tr>
<td></td>
<td>Spanish ................................................................................................................ 135</td>
</tr>
<tr>
<td></td>
<td>Spiritual Formation ............................................................................................ 217, 225, 274, 291</td>
</tr>
<tr>
<td></td>
<td>Sports Physiology ............................................................................................... 117</td>
</tr>
<tr>
<td></td>
<td>Standards of Conduct ....................................................................................... 32</td>
</tr>
<tr>
<td></td>
<td>Student Activities .............................................................................................. 59</td>
</tr>
<tr>
<td></td>
<td>Student Employment .......................................................................................... 17, 23</td>
</tr>
<tr>
<td></td>
<td>Student Government ......................................................................................... 59</td>
</tr>
<tr>
<td></td>
<td>Student Missionary Union ................................................................................ 59</td>
</tr>
<tr>
<td></td>
<td>Student Ministry ................................................................................................ 60</td>
</tr>
<tr>
<td></td>
<td>Student Publications .......................................................................................... 59</td>
</tr>
<tr>
<td></td>
<td>Student Services ................................................................................................. 35</td>
</tr>
<tr>
<td></td>
<td>Summer Institute of Linguistics at Biola ......................................................... 46, 58, 331</td>
</tr>
<tr>
<td></td>
<td>Summer Programs ............................................................................................... 44</td>
</tr>
<tr>
<td></td>
<td>Summer Session .................................................................................................. 44</td>
</tr>
<tr>
<td></td>
<td>Systematic Theology ......................................................................................... 281</td>
</tr>
<tr>
<td>T</td>
<td>Talbot Biblical Mediterranean Islands Study Prog ......................................... 202</td>
</tr>
<tr>
<td></td>
<td>Talbot Graduate Student Awards .................................................................... 289</td>
</tr>
<tr>
<td></td>
<td>Talbot Israel ........................................................................................................ 202</td>
</tr>
<tr>
<td></td>
<td>Talbot Kyiv .......................................................................................................... 202</td>
</tr>
<tr>
<td></td>
<td>Talbot Turkey ...................................................................................................... 202</td>
</tr>
<tr>
<td></td>
<td>Talbot School of Theology ............................................................................. 193</td>
</tr>
<tr>
<td></td>
<td>Teaching Credentials ....................................................................................... 99, 343</td>
</tr>
<tr>
<td></td>
<td>TESOL .................................................................................................................. 120, 334</td>
</tr>
<tr>
<td></td>
<td>Theater Productions ......................................................................................... 60</td>
</tr>
<tr>
<td></td>
<td>Theology Courses ............................................................................................... 5, 278, 279, 281</td>
</tr>
<tr>
<td></td>
<td>Thesis ................................................................................................................... 284</td>
</tr>
<tr>
<td></td>
<td>Torrey Honors Institute ................................................................................... 53</td>
</tr>
<tr>
<td></td>
<td>Torrey Honors Off-Campus ............................................................................. 44, 54</td>
</tr>
<tr>
<td>U</td>
<td>Undergraduate Programs ................................................................................. 46, 61</td>
</tr>
<tr>
<td></td>
<td>Uganda Studies Program (USP) ....................................................................... 43</td>
</tr>
<tr>
<td>V</td>
<td>Veterans .............................................................................................................. 23</td>
</tr>
<tr>
<td></td>
<td>Vision of University ......................................................................................... 23</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal ......................................................................................................... 23</td>
</tr>
<tr>
<td></td>
<td>Women's Ministries ......................................................................................... 224</td>
</tr>
<tr>
<td></td>
<td>Writing ............................................................................................................... 102</td>
</tr>
<tr>
<td></td>
<td>Writing Center ................................................................................................... 38</td>
</tr>
<tr>
<td></td>
<td>Writing Competency Requirement .................................................................. 169</td>
</tr>
</tbody>
</table>

---

2007–2009 CATALOG

Index 387